

LIT 201: World Literature

Spring 2014

Section 1 MWF, 8:30- 9:25am

Section 2 MWF, 11:00-11:55am

Classroom: BAC 103

Dr. James Wicks

jwicks@pointloma.edu

Extension: 2590

Office: BAC 125

Office Hrs: see Eclass

Catalogue Description

A survey of literary classics of the Ancient and Medieval periods including various genres and nations. Includes works by authors such as Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Virgil, and Dante.

Required Texts

Davis, Paul, et. al. *The Bedford Anthology of World Literature*, Book 1. Boston: St. Martin's Press, 2004.

Davis, Paul, et. al. *The Bedford Anthology of World Literature*, Book 2. Boston: St. Martin's Press, 2004.

Various handouts distributed by the professor.

General Education Learning Outcomes (GELOs)**Learning: Informed by our Faith in Christ***Students will:*

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

Growing: In a Christ-Centered Faith Community*Students will:*

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

Serving: In a Context of Christian Faith*Students will:*

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Course Learning Outcomes*Students will be able to:*

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)

- e. Extra-literary research
3. Connect (synthesis,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Course Policies and Requirements

Attendance: *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog. Repeated tardiness or leaving class will also lower your grade.* The LJML department statement reads: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the undergrad student catalog.”

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Class Participation: *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

Late Paper Policy: Hand in your assignment in on time. Otherwise, a late submission will be penalized: 1st) by a 1/3 drop of a grade on the due date if submitted after the class has started, 2nd) by a letter grade if submitted after class on the due date or delivered outside of class on the due date, and 3rd) by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded.

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: “LIT 201” in the subject line. Allow 24 hours/ 1 business day for a reply.

Cell phones and computers: may be used for classroom related activities. No texting.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

Inclusive Language: *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

Academic Accommodations and Academic Honesty/ Policy on Plagiarism

http://catalog.pointloma.edu/content.php?catoid=10&navoid=1000#Academic_Honesty

Eclass

You may have heard that PLNU is piloting a new LMS (Canvas). This LMS will only be used in some courses. For this course, you will be logging into **Eclass** to access our online materials. To do so:

1. Please use **Firefox** as your browser.
2. Go to <https://eclass.pointloma.edu>.
3. Create a shortcut or bookmark to this site.
4. Log in with your PLNU username and password.

Final Examination: *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* The official statement reads: "Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved. In the rare case that a student is scheduled for more than three (3) final examinations on the same day, the student is authorized to contact each professor in order to work out an alternate time for one of those examinations. Department chairs/school deans and college deans need not be involved in the process of making this schedule."

Grading Scale

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
60-69	D
0-59	F

Grading

20%	class participation: 5% contribute to class discussions and complete unannounced assignments 5% class presentation (small group assignment) 10% one short film adaptation of text (small group assignment)
10%	quizzes (11 total, top 10 scores count for grade)
10%	expository paragraphs (1 page in length; 4 total)
10%	reflection papers (1 page in length, 5 total)
10%	theme analysis essay (2 pages in length, 1 total)
10%	midterm exam
10%	bibliography project
20%	final exam

Assignment Descriptions

Paper Format: *An MLA formatted template is available for you to use in Eclass.* Papers must be written in MLA Style. Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins, .75" at the bottom. Do not include title pages. Include page numbers. Use the MLA website or current MLA style guide for style, grammar, format and citation issues.

Lead Group Discussion

Objective: Lead a class presentation/ discussion of the assigned reading for the first 25 minutes of class. The presentation must include a film adaptation (see below), and each group member is expected to participate in order to receive full credit.

Form: To be determined by group. Creativity is encouraged.

Film Adaptation – Part of the Group Discussion Assignment

Objective: Produce a 6- 8 minute (length strictly enforced) short film based on an approved selection of the course readings. Each group member is expected to participate in order to receive full credit. *Requirement for grade:* 1) Film Adaptation Summary, 1- 2 full pages.

Form: Digital file (ideally including image, noise, text, music, and dialogue) delivered to the professor.

Expository Paragraphs (4 total)

Objective: Write a one page, one paragraph argument *on a narrowly defined thesis* based on your assessment of the readings. Expository Paragraph prompts will be provided in-class during the class session before the Expository Paragraph is due. (For example, the prompt for “Expository Paragraph 1,” due on Friday 1/17, will be provided in class on Wednesday 1/15.)

Form: 1 page. Page limit strictly enforced. No outside sources.

Reflection Papers (5 total)

Objective: Write a one page reflection on the reading assigned the day the reflection is due. (For example, “Reflection Paper 1” is due on Wednesday 1/29, so the reflection will be on *The Iliad*, pages 381-420, Books 22 and 24.)

Form: 1 page. Page limit strictly enforced. No outside sources.

Theme Analysis Essay

Objective: Write an academic argument *on one narrowly defined topic* based on your assessment of the readings. See Theme Analysis Essay guidelines on Eclass.

Form: 2 pages. Page limit strictly enforced. No outside sources.

Midterm and Final Examinations

Objective: Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

Form: In-class, closed-note/book examinations include fill in the blank, matching, short answer, and essay questions.

Bibliography Project

Objective: Write a preliminary conclusion -- what you expect or hope to find in your research -- based on (*choose one*) your assessment of a fictional character, theme analysis, author, or the historical context located in one of our assigned readings. Your preliminary conclusion will be written as one developed paragraph, ½ page of text, containing the rationale for your preliminary conclusion. Your preliminary conclusion will be followed by an annotated bibliography, in MLA format, written according to the rhetorical *précise* model.

Requirement for grade: 1) Bibliography Proposal, 1 page; 2) topic approval by the professor.

Form: 3-4 pages. MLA style. Refer to rhetorical *précise* handout. Minimum 6 sources. No online sources. Photocopy the first page of each source. Staple photocopied pages to your annotated bibliography.

Evaluation of Papers and Quiz/ Exam/ Essay Questions

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper fulfill the assignment objective?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Evaluation Standards

- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

Course Schedule Subject to Change

Week	Date	Schedule	Assignment Due
1	1/14 1/15 1/17	T Introduction W <i>Epic of Gilgamesh</i> , 55-74 F Quiz , <i>Epic of Gilgamesh</i> , 75-91	F: Expository Paragraph 1
2	1/20 1/22 1/24	M Martin Luther King Jr. Day (no class) W <i>The Iliad</i> , 277-308, Book 1 F <i>The Iliad</i> , 308-344, from Books 6, 8, and 9	F: Group 1 Discussion
3	1/27 1/29 1/31	M Quiz , <i>The Iliad</i> , 344-380, from Books 16 and 18 W <i>The Iliad</i> , 381-420, Books 22 and 24 F Quiz , <i>The Odyssey</i> , 421-459, Books 1-3	W: Reflection Paper 1
4	2/3 2/5 2/7	M <i>The Odyssey</i> , 459-494, Books 4-5 W <i>The Odyssey</i> , 529-560, Books 9-10 F Quiz , <i>The Odyssey</i> , 560-593, Books 11-12	W: Group 2 Discussion F: Reflection Paper 2
5	2/10 2/12 2/14	M <i>The Odyssey</i> , 593-607, 654-674, Books 13,17 W <i>The Odyssey</i> , 687-704, 716-729 Books 19, 21 F <i>The Odyssey</i> , 729-768, Books 22-24	F: Expository Paragraph 2
6	2/17 2/19 2/21	M <i>The Life of Buddha</i> , 1543-1559; Confucius, 1591-1601; Mencius 239-241, 1526-1528 W Laozi, 1601-1610, Zhuangzi, 1611-1621 F Quiz , Sappho 791-798	W: Group 3 Discussion F: Expository Paragraph 3
7	2/24 2/26 2/28	M <i>Agamemnon</i> , 798-830 W <i>Agamemnon</i> , 830-857 F Quiz , <i>Antigone</i> , 891-898, 952-973	W: Group 4 Discussion
8	3/3 3/5 3/7	M <i>Antigone</i> , 973-998 W Plato, 1083-1116 F Midterm Exam	W: Reflection Paper 3
Spring Break, March 10-14			
9	3/17 3/19 3/21	M Aristotle, 1149-1155, <i>The Aeneid</i> , 1174-1195 W Quiz , <i>The Aeneid</i> , 1195-1215 F <i>The Aeneid</i> , 1215-1240	W: Reflection Paper 4 F: Theme Analysis Essay
10	3/24 3/26 3/28	M <i>The Aeneid</i> , 1240-1265 W Quiz , St. Augustine, 64-85 F St. Augustine, 85-96; <i>The Qur'an</i> , 97-113, 125-129	M: Group 5 Discussion

Week	Date	Schedule	Assignment Due
11	3/31 4/2 4/4	M Tao Qian, 295-317 W Tang Poets, 318-346 F <i>The Tale of Genji</i> , 1086-1117	M: Bibliography Proposal
12	4/7 4/9 4/11	M <i>The Tale of Genji</i> , 1118-1139 W Quiz , <i>Inferno</i> , 678-703, Cantos I-III F <i>Inferno</i> , 703- 725, Cantos IV-VIII	M: Group 6 Discussion W: Expository Paragraph 4
13	4/14 4/16 4/18	M <i>Inferno</i> , 725-753, Cantos IX-XIV W Quiz , <i>Inferno</i> , 753-780, Cantos XV-XX F Easter Recess (no class)	
14	4/21 4/23 4/25	M Easter Recess (no class) W <i>Inferno</i> , 780-800, Cantos XXI-XXIV F <i>Inferno</i> , 800- 824, Cantos XXV-XXIX	W: Group 7 Discussion F: Bibliography Project
15	4/28 4/30 5/2	M <i>Inferno</i> , 824- 848, Cantos XXX-XXXIV W Quiz , <i>The Book of Margery Kempe</i> , 989-1000 F <i>The Book of Margery Kempe</i> , 1000-1009	M: Group 8 Discussion W: Reflection Paper 5
Final Exam: Section 1: Monday May 5th 7:30- 10:00am // Section 2: Wed. May 7th 10:30am-1pm			