Course Description:
ENGL 2111 (CRN 20603)
World Lit. I—Pre-Modern
3 credit semester hour course
A survey of important works of world literature from
ancient times through the mid-seventeenth century viewed in
both historical and contemporary perspective. (Works are
read in translation where necessary.) Critical thinking
and communication skills are emphasized.
[Note: Learning Support students who are required to take
ENGL 0099 and/or READ 0099 must exit the requirement(s)
before they can enroll in this course.]

Prerequisites: English 1102 with a minimum US grade of C or ENG 112 with a minimum UG grade of C.

Program Learning Outcomes:

General education outcomes:

The following links provide tabular descriptions of the communications outcome and the
critical thinking outcome components (see ENGL 2111 in the tables):

- Communications outcomes components
- Critical thinking outcomes components

English Program Outcomes:

- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.

Course Learning Outcomes:
• Course Outcome 1: Students will be able to analyze major writers/works and their representations of the human experience
• Course Outcome 2: Students will be able to interpret major writers/works within a historical and social context
• Course outcome 3: Students will be able to demonstrate knowledge of major literary movements, figures and works in early/Pre-modern World Literature.

Instructor Information:

Dr. Barbara Goodman

Arts and Sciences Building, Room G110 A
phone: (678) 466-4711
fax: (678) 466-4899
e-mail: BarbaraGoodman@clayton.edu

Internet: http://a-s.clayton.edu/bgoodman1/default.html

Office hours:

Class Meetings:

Classroom: T217 (Clayton Hall)
Class times: Tuesday, Thursdays 11:15 AM-12:30 PM

Texts:

Gilgamesh
The Odyssey (Homer)
Sundiata
Ramayana

From the Web/Handouts:
Ibn Battuta The Rihla excerpts
Canterbury Tales excerpts (Chaucer)

Texts for World Literature Project: Greek tragedy (TBD) and Shakespeare Tragedy (TBD)

Evaluations:

In-class quizzes (five quizzes will be given; you can drop your lowest grade. Only one reading quiz may be made up if missed.) 20 pts.
In-class essay (this will be based on our readings and our discussions; it must be written in class.) 10 pts.
Oral presentation (this must be given in class; it cannot be made up) 10 pts.
World Lit. Project 30 pts.
Cumulative Exam 20 pts.
**Class Participation/In-class Work (cannot be made up) 10 pts.
TOTAL 100 PTS.

Complete criteria and rubrics will be handed out at the appropriate time in the course.

**Failure to have the book in class will be seen as an inability to participate

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>below 60</td>
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Mid-term Progress Report:

The mid-term grade in this course, which will be issued before March 3, reflects approximately 25-30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs by March 7. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, March 7, 2014.

Special Services

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Course Schedule:

Week 1  Introduce Course: syllabus/literature and the oral tradition/overall theme of power (within family, community, society) (Jan. 14)

Discuss genres: epics, travel literature, and tragedy. Focus on epics for first three works—and oral project. (Jan. 14)
Continue discussion of epic genre. (Jan. 16)

The Ancient World: Introduce *Gilgamesh* (Mesopotamia) and discuss (Jan. 16)

**Reading Assignment: Read *Gilgamesh* for Tuesday, Jan 21.

**Week 2**  Discuss *Gilgamesh* as an example of a primary epic and its implications regarding familial/religious values and societal power. (Jan. 21)

Finish discussing *Gilgamesh*. Introduce *The Odyssey* (Jan. 23)

**Reading Assignment: Read Homer’s *The Odyssey* Books 5-16 for Tuesday, Jan. 28

**Week 3**  Discuss *The Odyssey* as an example of a primary epic and its implications regarding familial/religious values and societal power (Jan. 28)

Compare *The Odyssey* to *Gilgamesh*, how we see their societies and their differing values (Jan. 30)

**Reading Assignment: Finish reading Homer’s *The Odyssey* for Thursday, Feb. 6.

**Week 4**  Discuss *The Odyssey*. (Feb. 4)

Discuss *The Odyssey* (Feb. 6)

Hand out requirements of World Lit. project and discuss concept of tragedy, due dates, etc. (Feb. 6)

**Reading Assignment: Read *Sundiata* for Feb. 13

**Week 5**  Finish discussing *The Odyssey*. Introduce *Sundiata* (Feb. 11)

Discuss *Sundiata* (Feb. 13)

**Week 6**  Discuss *Sundiata* (Feb. 18)

Finish discussing *Sundiata* (Feb. 20)

**Written Assignment Due: Part 1 of World Literature Project (Feb. 20)**
**Written Assignment due: write in-class essay on epics (Feb. 25)**

Week 7

Watch *Sundiata* movie (Feb. 27)

Week 8

Finish movie if necessary (March 4)

Return in-class essays (March 4)

Handout and discuss information on Group Orals on *The Ramayana* (March 4)

Introduce *The Ramayana* (March 6)

Finish choosing groups (March 6)

**Reading Assignment: Read *The Ramayana* for Tuesday, March 18.**

Note: Students may drop class by March 7 without academic penalty.

(Spring Break)

Week 9

Discuss *The Ramayana* (March 18)

Discuss *The Ramayana* (March 20)

Week 10

Discuss *The Ramayana* (March 25)

**Oral Assignment Due: Oral presentations on *The Ramayana* (March 25 and 27)**

Week 11

Introduce genre of travel literature—and literature of the pilgrimage (versus quest or exile). Talk about Ibn Battuta and Chaucer’s works—the outside or alien’s observations of his culture or another culture. (April 1)

Read and discuss excerpts from Ibn Battuta (April 3)

Week 12

Read and discuss more of Ibn Battuta (April 8)

Finish Ibn Battuta (April 10)

**Reading Assignment: Read selected Chaucer’s excerpts for Tuesday, April 15**

Week 13

Discuss Chaucer excerpts (April 15)

Discuss Chaucer excerpts (April 17)
Week 14

Finish discussing Chaucer excerpts (April 22)

**Written assignment due: Part 3 of World Lit. project (April 22)**

**Oral Assignment due: Part 4 of project, Spontaneous panel discussions about World Lit Projects (April 24)**

Week 15

Finish panels if necessary (April 29)

Review for exam (April 29 and May 1)

Exam week: TBD, Week of May 6-12

Please note: modifications and changes to this syllabus may be made to meet the needs of this specific course.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email

In-class Use of Student Notebook Computers:

Student notebook computers will not be used in the classroom in this course, unless directed ahead of time. Computers will be required to access course materials and to communicate with your instructor.

General Policy Statement

Students must abide by policies in the [Clayton State University Student Handbook](http://www.clayton.edu/studentlife/policies/index.cfm), and the Basic Undergraduate Student Responsibilities.

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these
policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grade.

Course Attendance Policy

Attendance is expected for all class periods. Missed classes can lead to students missing work that cannot be made up (see below).

Late Work:

- Group/class participation points cannot be made up.
- Oral projects will not be allowed to be presented late. If you are absent your group will present without you and you will receive a zero for that part of the grade.
- Points will be deducted for late written work. If the paper is more than 7 days (including weekends) late, it will not be accepted.
- Some written papers are allowed to be revised (based on given assignment/criteria); however, once a paper is late it may not be revised as you already got extra time.
- Essays and papers not written in class will not be graded or count toward grade unless student has turned it into Turnitin.com and it is not plagiarized.
- PLEASE NOTE: Students will fail this class if they plagiarize any of their assigned papers or work.
- I do not accept any late papers after the Friday before exam week
- The final examination must be taken.

Please see me for any extenuating circumstances that make it difficult to hand-in your work in a timely fashion or to fulfill your attendance obligations.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. As it states above, students will fail the class if they plagiarize any of their assigned papers or work. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/judicial/.

Disruption of the Learning Environment

Please turn off all electronic devices (cell phone, beepers, etc.) while you are in the classroom! Please take all earphones/buds out while you are in class.
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm

Remember:

Please turn off all electronic devices (cell phone, beepers, etc.) while you are in the classroom!

**Operation Study:** At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

**Writing Assistance**

The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.