

**Clarendon College**  
**Syllabus for ENGL 2332**  
**Fall 2024 Online**  
**World Literature I**  
**3 semester hours**

**INSTRUCTOR:** Mrs. Cindie Miller

**OFFICE:** The best way to contact me is to E-mail me at [cindie.miller@clarendoncollege.edu](mailto:cindie.miller@clarendoncollege.edu).

**CALENDAR OF IMPORTANT DATES:**

Classes Begin	Monday, Aug. 26
Census Day	Thursday, Sept. 11
Last Day to Drop with a "W"	Thursday, Nov. 14
Final Exams	Monday-Wednesday Dec. 9-11
Final grades due at 2pm	Thursday, Dec 12

**COURSE DESCRIPTION:** A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301 (Composition I)

**COURSE OBJECTIVES:** English 2332 is a survey of World Literature from the beginnings of the written word to the 16th century. In this course we will be reading, discussing, and analyzing literature in the context of the historical/social/religious settings it was birthed in. This small representation of the literature from this time period will be studied with the understanding that it represents the shifting thoughts, values, and beliefs of human beings and illustrates the need and gift of humans to express a wide variety of emotions and experiences through the written word.

The textbook for this class is a digital copy accessed through the following link: [Compact Anthology of World Literature Part I](#)

**CHANGES TO THE COURSE:** If I have to make changes to the course, or if there is news that I need to let the class know, students will see this information in a MESSAGE or an EMAIL to alert students to changes or notifications they need to be aware of. Students, be sure to use your Bulldogs email!

**Online Course Website:** This online course uses Open LMS as its online course management program. All instructions, tutorials, exams, and assignments are provided on the course website.

All assignments will be submitted there. Due dates for all assignments are listed in the “Course Schedule” on the course website. Most communication between you and your instructor and fellow classmates will be handled in Open LMS through the “Messages” feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this **3-credit hour course**, you should plan to spend between **6-9 hours per week on the course**.

The information explaining how to log onto your course website can be obtained by going to [Clarendon College](#) home page and clicking on the **Login to Online Classes** button. If you have any difficulty logging in, email our help desk at: [administrator@clarendoncollege.edu](mailto:administrator@clarendoncollege.edu)

#### **ATTENDANCE:**

**Weekly attendance is mandatory in all online courses. Students are expected to log into their online course(s) at least twice a week.** Assignments submitted by due dates are used to ascertain attendance. Progress toward satisfactory completion of weekly assignments is expected on a weekly basis. No progress could jeopardize good standing and financial aid.

My Policy: For this course, **I will submit an attendance report each Monday** with the previous week's attendance. Attendance will be determined by completing a designated assignment from the unit. Students who are following the online attendance policy are marked “present.” Students can be placed on academic probation or lose financial aid for chronic non-attendance.

#### **REQUIRED ENROLLMENT VERIFICATION ACTIVITY**

Students who fail to complete the Syllabus Agreement EVA activity (located in the Class Orientation section of the online course) by the official census date (Sept. 1) cannot continue in the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a refund. If you are receiving financial aid, you may also be required to reimburse tuition and fees.

The census date for this term can be found on the syllabus and the Academic Calendar located at the “Inside CC” link on Clarendon College's home page

#### **ONLINE ETIQUETTE:**

As you may be aware if you do much work in an online environment, it can be difficult to convey tone in this digital environment. A section in the Course Overview gives you some more detail on this, but I wanted to remind you in the syllabus as well that you need to **be extra conscious of being respectful in your writing, both to myself as the instructor and to other students.** I **expect to** be treated respectfully by my students, both in person and in this digital world, and I will in turn always give you the respect every student deserves. I also expect your work to be academically acceptable in tone and language.

## ABOUT COLLEGE-LEVEL WRITING:

There are certain expectations about the quality of writing you should be presenting in this class, as this is college coursework. **MLA format will be required** for all assignments, and you need to strive to eliminate errors and poor organization or clarity of thought from your work. (This includes discussions.) You will receive detailed comments on the first couple of journals, as I try to point out errors and problems with MLA format, but a student who does not correct these errors shows the instructor an unwillingness to improve his or her writing. Working hard on assignments can certainly help you achieve a higher grade, but effort alone is not enough in higher education. There is a standard that is expected in your written work.

## GRADING POLICIES:

Tests.....	40%
Analytical Paper.....	20%
Discussions, Daily Work.....	20%
Journals.....	20%

The final semester grades will be figured as set in the current catalog:

90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D Below 59 = F

## STUDENT REQUIREMENTS;

### **PLEASE COMPLETE THE OPEN LMS ORIENTATION STUDENT TRAINING**

**COURSE!** This is found by clicking on “My Courses” in the upper right-hand corner of the webpage. This course will only take you up to 2 hours to complete and will make it so much easier for you to be successful in this course.

### **COMPUTER/TECHNOLOGY REQUIREMENTS:**

During your orientation course, you will learn of the following Open LMS/Moodle requirements:

- Compatible internet browsers and special browser settings
- Adobe Reader
- Flash Player

In addition, I would like you to consider the following items. I am assuming that you probably have as many or more computer skills than I do; however, if this is your ***first online course***, there are some questions you need to consider before beginning this or any online course:

- Are you self-motivated? Can you get assignments finished and submitted on time?
- Do you understand what you read? Can you follow written directions?
- Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you fairly proficient at navigating the world of computers, including software and digital environments?

- Is your internet service fairly reliable?

If the answer is **no** to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be the right one for you. If, on the other hand, you believe an online course is for you, here a few tips:

- Be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate *as if they are in a classroom*, but in an online environment. Students are expected to **read the assigned text** and be prepared to **contribute** to the class discussion in the online format as well as turn work in on time.
- Make the most of your time and try not to fall behind—it's difficult to catch up on readings. Moreover, **no assignments shall be accepted late**, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams into your schedule. **There aren't going to be any make-up exams.**
- **If you have a problem, let me know as soon as you can.** Don't wait or just do nothing. Remember that I am not a computer teacher but an English one. **The excuse "my computer crashed" or "my internet went down" is very like the old excuse "the dog ate my homework." The dog MAY have eaten your homework, and your computer may have crashed, but these excuses will not be accepted.**
- Don't wait until the last minute to complete a test or submit material. Things can and do go wrong!
- One more thing and this is so very important. **You must save your documents in a Microsoft Word compatible format (such as .doc, .docx, or .rtf).** This is especially true if you have an Apple computer because much of Apple's software is not compatible with what we use on the PCs. Safari is not compatible with our PCs. Google Docs is not compatible with MS Word. Again, I cannot grade work that I cannot open. **If I receive a document that is not compatible, you will receive a zero on that assignment. Do not expect me to spend extra time trying to find a program that will open your document.**

**Students' Rights and Responsibilities (It is your responsibility to familiarize yourself with these):** Student Rights and Responsibilities are listed on the College website at: <http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

**TEACHING PHILOSOPHY: YOU CANNOT LEARN IF YOU DO NOT APPLY YOURSELF:** Absorbing information is not learning. Learning—really learning—takes action: an active mind and an active body. That means that when you read, you do so with pen in hand. Reinforce what goes into your brain by writing, taking notes, highlighting, annotating. Your

success, especially in an online course, depends on both of us being involved in the process. I have high expectations of myself and my students. I do believe that education opens doors for us. I have seen this in my own life. I will treat you as I want you to treat me, with respect and kindness.

#### **Learning Outcomes**

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. (Assess CT through essay exams)
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Assess CT, COM, PR, and SR through in-class writing and an analytical literary research paper)
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. (Assess CT through essay exams and PR and SR through a group presentation of a literary period and/or author)
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. (Assess through essay exams)
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Assess CT, COM, PR, and SR through an analytical literary research paper)

#### **CORE OBJECTIVES:**

- Critical Thinking Skills
- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility
- To include the ability to connect choices, actions, and consequences to ethical decision making
- Social Responsibility
- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

#### **SCHOOL COURSE POLICIES:**

##### **Academic Integrity**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved,

for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

### **Withdrawing from (Dropping) the Course**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) **Withdrawal from a course is a formal procedure that you must initiate.** If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6<sup>th</sup> dropped class, he/she will no longer be able to withdraw from any classes.

### **Grievance/Appeals**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

### **Accommodation Statement**

#### **REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

### **Nondiscrimination Policy**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

## PERSONAL COURSE POLICIES

**LATE WORK:** I may choose to allow **one assignment** to be turned in late if there are extenuating circumstances or computer mishaps, but in any event, if I allow you one late assignment, the grade will be no higher than 70 and no further late work will be accepted from you. Finally, you only get one week past the due date to complete your one late assignment. After that one week has passed, your grade will be entered as a zero if you have not turned in the work.

**PLAGIARISM:** Read the following explanations carefully and be sure that you understand them.

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. A general rule of thumb is that if you borrow MORE THAN TWO WORDS IN A ROW, you must use quotation marks!
2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.
3. Improper citations: If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her words, the student plagiarizes if he or she does not cite the source of the idea.
5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism. Copying and running a "rewrite" program is the same as plagiarism. Furthermore, these programs do not take into consideration the context of the synonyms used and often do not make sense.

6. **Student sharing:** While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. If a student has another student write a paper, that is plagiarism. If two students collaborate on an individual assignment and turn in the same work, that is plagiarism.

**Plagiarism is a serious academic offense.** It involves legal issues about improper use of materials that do not belong to the student. Plagiarism is also unethical. A student must do his or her own work; otherwise, the learning process is compromised. Plagiarism is unfair to fellow students who take the time and make the effort to do their own work. Essentially, plagiarism is cheating and will not be tolerated.

**My Policy:** Anyone who is dishonest in any way (including but not limited to plagiarism and the following examples), will receive a zero for that assignment, with no opportunity to make up the zero. It doesn't matter if the offense is a major writing assignment or something as simple as an extra credit assignment. You WILL receive a grade of F in the course for more than one violation. In addition, *this instructor reserves the right to give the student an F for the class if there is any one cheating violation which is a deliberate, not accidental, infraction.*

In addition to the above, I invoke my own requirements:

- You are guilty of cheating on an assignment by letting someone else complete part or all of your work; by using unauthorized electronic devices for in-class assignments or tests; using someone else's electronic files; letting someone else use your electronic files.\*\*

**\*\* It is your responsibility to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work but it is work that you completed, I will have to assume that you allowed it to happen, and both of you will suffer the same consequences.** Therefore, make sure your saved files are kept in a place where others cannot get them. DON'T SHARE DISKS!!!

It is also unacceptable if you use work that you have turned in for another instructor *if you don't get my permission first.* ALWAYS ASK!

### TURN-IT-IN

- Students are responsible for ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course, some assignments may be submitted to TURN-IT-In to ensure academic integrity. This program will give you a reading of percentages of work that is used in another text, whether that be an online text, a source (such as your textbook), a paper that was submitted to another college, or any string of words that have been used in another context. You will have the opportunity to revise your essay if the percentage of material

taken from any source other than yourself is above 20%. We will discuss this further when the essay assignment is made.

## **WORLD LITERATURE I: TENTATIVE SCHEDULE: FALL 2024**

NOTE: This is a full semester with numerous readings each week. Please be very aware of the dates on each unit! You must turn things in when they are due. This course does not allow everything to be turned in at the end. Also, only ONE late assignment is allowed for extenuating circumstances; see the syllabus for my late work policy!!) When the date ends, the unit will close. **Most units will run Monday to Sunday at 11:55 p.m.** The tests will only be open two days, (except the final which is only until 9:00 p.m.); it is your responsibility to keep up with these dates! \*\*Please Note: This schedule is subject to change dependent on student needs.\*\*

### **TENTATIVE SCHEDULE: FALL 2024**

NOTE: Please be very aware of the dates on each unit! You must turn things in when they are due. This course does not allow everything to be turned in at the end. Also, only ONE late assignment is allowed for extenuating circumstances; see the syllabus for my late work policy!!) When the date ends, the unit will close. Most units will run Monday to Sunday at 11:55 p.m.

Also: You will write a Major Analytical Paper. due Nov 30. See the options and instructions for this paper in the Quick Links section. You may want to work on this throughout the semester so you're not overloaded at the end.

The weeks below list your reading assignments and links. You will need to view the Power-Points and lecture notes that correspond to these readings, as well as occasionally viewing YouTube videos that relate to the content of that unit. This information can also be viewed in detail under "Unit Overviews and Learning Outcomes" under each unit heading. PLEASE NOTE: CC changed textbooks from print to OER (available online via the links in Moodle). I have provided links or handouts to the works . If you cannot open them, please message me via Moodle or email me at [cindie.miller@clarendoncollege.edu](mailto:cindie.miller@clarendoncollege.edu).

### **WEEK 1: Aug. 26-September 1**

(Intro) All assignments in this section are due by 11:55 p.m. Sept 1.

- \* Complete all items in the Class Orientation section, including but not limited to the Course Overview, taking the Syllabus Quiz, and accepting the terms of the syllabus in the Syllabus EVA.
- \* Post on the Ice Breaker discussion forum.
- \* Begin reading assigned texts. Every week you will have discussion postings based on that week's readings.
- \* Attendance will be taken the first Friday (Aug. 30) based on students logging in.

READ the PDF from The Written World

ASSIGNMENT: JOURNAL: What is your response on *The Written World* prologue? Write a 300-500 word reflection on what you learned, what you thought of this text, and any comments you may have. Be sure to use ML formatting including header and heading. Give your response a title that is NOT the assignment name.

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### **WEEK 2: Sept. 2-8.**

THE BEGINNINGS OF LITERATURE: ANCIENT MEDITERRANEAN AND NEAR EASTERN LIT. INTRO.

- READ Handout "The Invention of Writing and the Earliest Literatures."
- READ *The Epic of Gilgamesh* via the link provided.
- View the You Tube video *The Epic of Gilgamesh: Crash Course*

DISCUSS (Post a discussion and two replies in the forum with the works' title.

Write a Journal entry reflecting on the role of women in society, then and now.

### **Week 3: Sept 9-15**

HEBREW LITERATURE

- READ/View “Hebrew Literature” both Power-Point and lecture notes • Read from Genesis; chapters 1-4, Creation; Ch.6-9, Noah; Ch. 11 Tower of Babel; Ch. 12, 17, 18, 21, and 22, Abraham.
- Read from Exodus, ch. 19-20
- Read from Job, all 40 chapters link to “[Job](#)”  
<https://www.biblegateway.com/passage/?search=Job+1&version=NIV>
- Read Psalm 8, 19, and 23.
- Read Song of Songs, all 8 chapters
- DISCUSS Thoughts on Hebrew Literature.
- ANALYZE Take Test #1. This activity will be used to monitor attendance.
  - (The test will cover PowerPoints, lecture notes, and literature we have studied so far. This will be a true/false, multiple choice, and matching test in addition to an essay question worth 20 points. You will need to use your text to answer essay questions, as I will expect quotes and support from the text to support your answers. You will have one hour to take this test—It is open Sept. 14-15 only)
  - Student Feedback: this is an anonymous survey which will help me improve this class. Please be honest!

**WEEKS 4-5: (Sept. 16-29) INTRO TO WESTERN LITERATURE: PART 1:**

- Read/View PPT and Lecture Notes on Ancient Greece
- Read/View PPT and lecture Notes on Sophocles
- Read the drama *Oedipus the King*
- Read/View Aristotle, both PowerPoint and Lecture Notes
- Read Aristotle's *Poetics*
- **DISCUSS** The Lesson Oedipus Learned **Due Sept 23**. Used to monitor attendance.
- **ANALYZE** Analytical Essay #1: Tragedy. This activity will be used to monitor attendance. **Due Sep 29**. Used to monitor attendance.

**Week 6 (September 30 – October 6): Western Literature PART II: Rome**

- READ /View “Ovid,” both PowerPoint and Lecture Notes (LO #1)
- Read about the Roman Empire (PPT and Lecture Notes) (LO#1)
- Read Ovid’s *Metamorphoses* (577-620)
- **DISCUSS** Fate vs Free Will used to monitor attendance due by Sept 30 at 11:55 p.m.
- **DISCUSS** Comparing Creation Stories-Genesis and *Metamorphoses* used to monitor attendance due by October 6 at 11:55 p.m.
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**WEEK 7-8: (October 7 – October 20): INDIA – CULTURE AND VALUES**

- READ Introduction to Ancient India (pg 471)
- View “India” (PowerPoint) (Learning Outcome #1)
- View “The Bhagavad-Gita” (PowerPoint) (Learning Outcome #1)
- View “The Ramayana” (PowerPoint) (Learning Outcome #1)
- Read handouts “Upanishads” and “Definitions”
- Read Indian Literature (Learning Outcomes #1 and #2) The Ramayana (535-620)
- the Bhagavad-Gita (472-476)
- **DISCUSS** To Fight or Not to Fight-Dharma (The Bhagavad-Gita) Used to Monitor Attendance. Due October 13. Used to monitor attendance
- **ANALYZE** Essay #2: Rama’s Dharma (Learning Outcomes #2 and #3) This activity will be used to monitor attendance. Due Oct. 20

**WEEK 9-10: (Oct. 21-Nov. 3) CHINA—CULTURE AND VALUES:**

- READ & View “China”, both power-point and lecture notes (Learning Outcome #1)
- View “Confucianism” power-point (Learning Outcome #1)

- Read Chinese literature: ▪ Poetry and Early Thought in China (Pgs. 411-412)) ▪ Classic of Poetry (451-462)
- Confucius, from "Analects" (412-443)
- The Dao from "The Zhuangzi" (465-470)
- **DISCUSS** Chinese Literature- "The Classic of Poetry" and Confucius-Hope due October 27. Used to monitor attendance
- **ANALYZE: Test #2:** Indian and Chinese Literature (Due Nov. 3) (Learning Outcome #3) This activity will be used to monitor attendance.

**WEEK 11: (Nov. 4-10) The Rise of Islam**

READ "Europe and the Islamic World" (Learning Outcome #1)

- Read various readings from The Qu'ran : From 4. Women . Please view the text at this link: <http://www.aaiil.org/text/hq/trans/ch4.shtml> ▪ 5. The Table 12. Joseph
- **DISCUSS:** Shared Ancestry
- **ANALYZE: TEST #3** (Learning Outcome #3) This activity will be used to monitor attendance.

**WEEK 12: Nov 11-17.** "From Roman Empire to Christian Europe ", "The Christian Bible—The New Testament Gospels" (Learning Outcome #1) o New Testaments readings . To read the full texts students can visit the following site: biblegateway.com) ▪ Luke 2 ▪ Matthew 5-7 ▪ Luke 15 ▪ Matthew 13 ▪ Matthew 26 ▪ Matthew 27 ▪ Matthew 28

**DISCUSS** The Parables

**ANALYZE** Write a journal entry based on your reflections of "The Shocking Message" (Learning Outcomes #1-3) This activity will be used to monitor attendance.

**WEEK 13: (November 18-24) "The Formation of a Western Literature**

- READ lecture notes and view PowerPoint on "The Formation of a Western Literature". (Learning Outcome #1)
- Read lecture notes and view Chaucer ppt. (Learning Outcome #1)
- Overview of Chaucer's *Canterbury Tales* and readings Compact Anthology of World Literature Part II pgs 8-36
- **DISCUSS** Chaucer's Pilgrims and Christianity (Learning Outcomes #2-3) This activity will be due by 11:55 p.m. on Nov.24 and will be used to monitor attendance.
- **ANALYZE: Essay #3:** Medieval Times. This activity will be due by 11:55 p.m. on Nov. 24 and will be used to monitor attendance.
- This unit will fulfill Learning Outcomes #1-5, from 1. Identifying key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. #2 Analyzing literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods, #3 demonstrating knowledge of the development

of characteristic forms or styles of expression during different historical periods or in different regions, #4 articulating the aesthetic principles that guide the scope and variety of works in the arts and humanities, and #5 writing research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

- **Week 14-15: Nov. 25-Dec 8** which includes Thanksgiving, so plan for that Major Analytical Paper due Dec 6 by 11:55 p.m. **\*\*Note the different day\*\*** Discussions due by the Dec 1 at 11:55 p.m.
  - Read Shakespeare's *Hamlet*
  - DISCUSS *Hamlet*—
- To Act or Not to Act; Due Dec 1
- Theme of Poison ; Due Dec 1

**Finish research paper by Dec 6.** This activity will be used to monitor attendance.

**Final week : Final Test. Dec. 9-10 only!** This test will cover all the Power Points, Lecture Notes, and readings since Test #3. This will fulfill Learning Outcomes #1-3. NOTE: This final will close at 9:00 p.m. on the 10th, so please be aware of the difference between this and other tests! This activity will be used to monitor attendance.

**\*\*This schedule is subject to change: please monitor and keep up with communications.\*\***