

**Syllabus
Clarendon College
Division of Liberal Arts**

Course Name: ENGL 2332

Fall 2025

Credit Hours: 3

Instructor Contact Information:

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Office Hours: 3:00-3:45

COURSE VALUE: Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

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 1302 (Composition II)

STATEMENT OF PURPOSE: English 2332 partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

REQUIRED INSTRUCTIONAL MATERIALS:

Online Textbook: <https://columbusstate.libguides.com/openworldlit>

STUDENT REQUIREMENTS

1. Do things that will not prevent me from teaching and you or others from learning.
2. Respect yourself, others, and your school.

PROCEDURES

Be in your seat when the bell rings.

Food and drink: No food is allowed; only clear water bottles are allowed.

METHODS OF INSTRUCTION:

Lecture, videos, demonstrations, presentations, peer review, readings, e-mail.

CORE OBJECTIVES:

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

ENGLISH DEPARTMENT PROGRAM OBJECTIVES:

1. The students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentations.
2. The students will develop the ability to research and write a documented paper 3. The students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. The students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

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)

GRADING POLICIES:

Tests/Essays/Projects 35%

Classwork/Homework 15%

Quizzes and Check Tests 25%

Final Exam 25%

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

Your assignments grades and official final grade will be made available through your Student Portal at Clarendon College's website.

ACADEMIC INTEGRITY POLICY

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 an 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 activity; 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 vice president, 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.

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 Vice President of Academic Affairs. The Vice President of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to Vice President of Academic Affairs, 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 Vice President of Academic Affairs. If the Vice President of Academic Affairs observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Academic Affairs 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 Vice President of Academic Affairs 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.

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.

COURSE WITHDRAWAL:

Students desiring to make schedule changes after their initial registration each semester must do so during the designated "Drop and Add" period as scheduled in the College Catalog. Students will be required to pay tuition and fees applicable to any class(es) added to their schedule.

Official withdrawal from a course is initiated in the Office of the Registrar. However, each student should consult with his/her academic advisor or the Associate Dean of Enrollment before officially withdrawing from a course. A student who stops attending a class without officially dropping it may receive a grade of "F" for that class.

ACCOMODATION 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 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.

NON DISCRIMINATION 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.

STUDENT RIGHTS AND RESPONSIBILITIES:

at: <http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

FINAL EXAMS:

The schedule of final exams times is published at the beginning of the semester. You can find the schedule for final exams at:

<https://www.clarendoncollege.edu/Resources/Final%20Exam%20Schedules%2025-26.pdf>

Do not make plans to leave school before your scheduled final exam. Faculty members cannot on their own authorize a student to take a final exam early. In exceptional circumstances if a student needs to take a final exam early, he/she may request early final exams by filling out the form at:

<https://www.clarendoncollege.edu/Resources/Admin/Request%20for%20Early%20Final%20Exams.pdf>

WORLD LITERATURE I: TENTATIVE SCHEDULE

WEEK 1:

Introductions and syllabus

WEEK 2

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

- Read Beowulf, “The Dream of the Rood” Test.

WEEK 3:

HEBREW LITERATURE • READ/View “Hebrew Literature”

- 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
- Read Psalm 8, 19, and 23.
- Read Song of Songs, all 8 chapters
- DISCUSS Thoughts on Hebrew Literature.

WEEK 4-5:

• INTRO TO WESTERN LITERATURE: PART 1:

***Notes on Sophocles**

- Read the drama Oedipus the King
- DISCUSS The Lesson Oedipus Learned
- ANALYZE Analytical Essay #1: Tragedy.

Week 6 : Western Literature PART II: Rome

- READ ‘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 & ANALYZE** Comparing creation stories-Genesis and "Metamorphoses"

WEEK 7-8::

INDIA – CULTURE AND VALUES

- **READ** Introduction to Ancient India
- 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

- the Bhagavad-Gita
- **DISCUSS** To Fight or Not to Fight-Dharma (The Bhagavad-Gita)
- **ANALYZE** Essay #2: Rama's Dharma (Learning Outcomes #2 and #3)

WEEK 9-10:

CHINA—CULTURE AND VALUES: • READ & View "China", both power-point and lecture notes (Learning Outcome #1)

- View "Confucianism" (Learning Outcome #1)
- Read Chinese literature: ▪ Poetry and Early Thought in China (Pgs. 411-412)) ▪ Classic of Poetry (451-462)
- Confucius, from "Analects"
- The Dao from "The Zhuangzi"
- **DISCUSS** Chinese Literature- "The Classic of Poetry" and Confucius-Hope
- **ANALYZE:** Test #2: Indian and Chinese Literature (Due Oct, 31) (Learning Outcome #3)

WEEK 11:

The Rise of Islam

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

- Read various readings from The Qu’ran
- **DISCUSS: Shared Ancestry**
- **ANALYZE: TEST #3 (Learning Outcome #3)**

WEEK 12 From Roman Empire to Christian Empire

- New Testaments readings

DISCUSS AND ANALYZE The Shocking Message (Learning Outcomes #1-3)

Essay # 3

WEEK 13: on “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
- **DISCUSS** Chaucer’s Pilgrims and Christianity (Learning Outcomes #2-3)

Dante’s Inferno

- **ANALYZE: Essay #3: Medieval Times**

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:

- Read Shakespeare’s Macbeth...Research paper

Final week : This test will cover all the Power Points, Lecture Notes, and readings since Test #3. This will fulfill Learning Outcomes #1-3.

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