Texas A&M University--Corpus Christi
English 2332: Literature of the Western World: The Ancient World through the Renaissance
Spring 2012
Tues Thurs 2-3:15pm Section .002

Dr. Mary Beth L. Davis
Office: Faculty Center 274A Phone: 825-2217
Office Hours: MW 12:30-2:30; TR 11am-12
E-mail: marybeth.davis@tamucc.edu
WIKI Page: www.tamucc.edu/wiki/MBDavis/DavisHome

Required Materials

- Sanddollar card and funds in order to create one set of research presentation handouts for the class (class size 60).

Course Focus and Objectives

- Welcome to this survey of significant literary texts (in English translation) from the Ancient World and Medieval Europe.
  - The main focus of this course will be to consider the questions:
    - Why do we read these stories?
    - Why have these stories been handed down to us?
    - What could be valuable about these particular works for a 21st century reader?
  - A second aspect to our work this semester will be to examine the rhetorical context that created and valued these stories:
    - Who wrote them? Where and when were they written?
    - Who were their audiences? Why have they been written down and recorded?
  - Thirdly, we will consider the literary and narrative techniques which enhance the quality of the work itself, techniques such as imagery, symbol, metaphor, the story within a story, the frame story.
  - Specific academic objectives will be to deepen analytical reading and writing abilities, refine research skills, and gain experience with oral presentations.
  - Composition I and II are prerequisites for this class.
Sophomore Literature Course Objectives

- To examine the connections between literary works and their social, historical, and cultural contexts by reading texts by authors from a range of cultures and nationalities;

- To explore the distinctive characteristics of relevant literary periods, genres, and writers;

- To understand and use basic literary terms and concepts;

- To develop analytic skills by close reading, class discussion, and writing;

- To use writing as a tool for learning.

Student Learning Objectives

- Students will be able to recognize the connections between literary works and their social, historical, and cultural contexts;

- to respond critically to literary works.

Course Requirements

- You will be graded in the following areas of performance:
  - Storytelling Assignment: 15% of the final grade
  - Literary Analysis Questions: 35%
  - Group Research Presentation and Report: 30%
  - Final Exam Essay: 20%

- **Storytelling Assignment (15%)**—This assignment consists of two parts: a story that has been told to you by another person and which has not been recorded before plus a cover letter explaining the situation in which the story was told. The story itself should be a minimum of 3 pages, and the cover letter should be around 1 ½ pages. More specific guidelines will follow.

- **Literary Analysis Questions (35%)**—These will consist of your written response (min. 2 1/2 typed pages or so; around 550+ words) to a particular question on the assigned readings. These responses will form the basis of our class discussions and are due at the beginning of class. The due dates are listed on the class schedule.
  - Literary Analysis Questions must be typed and will only be accepted on the day that they are due. They cannot be made up, nor
can they be emailed for grading. Two may be re-written after a Writing Center tutorial for re-grading, and the re-write is due within 7 days of its return. There will be 9 reading responses. The lowest grade will be dropped, and the top 8 responses will be averaged together to create your Literary Analysis grade. More specific guidelines will follow.

- **Group Research Presentation + Portfolio (30%)**—At the beginning of the semester, students will create groups of three and will choose a research topic to prepare for a 20-minute power point presentation to the class. Each student will be graded individually based on their part of the oral presentation and their research portfolio.
  - The group will provide a handout for each member of the class, based on the power point presentation. Group members will share the cost of the photocopying.
  - The research report will be a 3-page essay + MLA works cited page. More specific guidelines will follow.

- **Final Exam Essay —20%** The final exam will cover the historical and literary material presented during the class meetings as well as class notes from lectures. Throughout the semester, you will receive many outlines and handouts on which you may record your notes and ideas. Collect all these outlines and handouts in a two-pocket folder as your preparation for the final exam. Bring these to the final exam.

- **Final grades** for the course will be assessed as follows: A (90-100); B (80-89); C (70-79); D (65-69); F (below 65)

**Attendance, Participation, and Professionalism**

- The major part of your grade in English 2332 is directly connected to your class participation and preparation; thus regular attendance is a rather obvious necessity for success in this class. **I will be recording attendance for each class period. You will need your book each class: participation points will be deducted if you do not have your book in class.**
  - After 3 missed classes, 2 points will be deducted from the final grade for each absence.
  - The same situation applies to late arrivals. After 3 late arrivals, 2 points will be deducted from your final grade for any subsequent late arrivals.

- When we talk as a class, the time is meant to be used in discussing our understanding and reading of literary texts. This kind of interaction will demand a professional learning environment wherein we take turns speaking and listening, always with courtesy and respect.

- In addition to courtesy and respect, being professional in the academic world entails other types of behavior:
  - **observing writing standards and deadlines.** Since Engl 1301 and 1302 are prerequisites for this course, I will expect that your writing
assignments are polished pieces of writing (edited and proofread) which illustrate college-level thinking and writing. They will be arranged in “essay form” (i.e., introduction with thesis, organized paragraphs, conclusion). They will demonstrate the ability to use concrete, specific detail in support of your ideas. If you cannot write on this level, I will request that you attend the writing center for tutorials.

- **avoid plagiarism** or “the presentation of the work of another as one’s own work.” Plagiarism is a serious violation of professional standards and can be grounds for dismissal from the course. If you want to use secondary source material in your writing and do not know how to cite the source, let me know and we can review it.
- **cell phones** are incredibly annoying when they go off in class. All cell phones must be turned off and put away in purses or backpacks before you enter the classroom. Do not presume to use a cell phone in the classroom at any time, before, during, or even after class.
- **No electronic devices** are allowed for use during the class period. This means no head phones or laptop computers, etc.

### University Resources and Policies

- **Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466.

- **Notice to Students with Disabilities:** Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Corpus Christi Hall, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

- **The Center for Academic Student Achievement:** The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors will assist you with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Center (825-5933). On occasion, I may require that you seek additional help from the Center on a specific project, which means that I will ask the Center for verification that you visited them.

- **Grade Appeals Process:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the
appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

- **Reminder to English Majors**: As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Reading Schedule and Due Dates**

**Week 1**

- **Thurs., Jan. 12** Course Introduction; Storytelling Assignment; Research Presentation Topics,

**Week 2**

- **For Tues., Jan. 17** *Read the introduction to “Gilgamesh” pages 16-19 (in Literature of the Western World)*
  - Choice of Research Presentation Topics

- **For Thurs., Jan. 19** *Gilgamesh* and the Mesopotamian World; *Bring Book to Class*
  - Read the Introductory Material and Tablets I and II
  - Intro. to Literary Analysis Questions Assignment/Writing Center
  - Draft of Story & Cover Letter Due

**Week 3**

- **For Tues., Jan. 24** *Gilgamesh* and the Mesopotamian World *Bring Book to Class*
  - Read Tablets III-V
• For Thurs., Jan. 26 Gilgamesh and the Mesopotamian World Bring Book to Class
  o Read Tablets VI-VIII
  o Literary Analysis Question #1 Due

Week 4

• For Tues., Jan. 31 Gilgamesh and the Mesopotamian World Bring Book to Class
  and Every Class thereafter.
  o Read Tablets IX-XII
• For Thurs., Feb. 1 The Odyssey and The Ancient Greek World
  o Read Books 1-3
  o Revised Final Version of Storytelling Assignment Due

Week 5

• For Tues., Feb. 7 The Odyssey Books 4-10
• For Thurs., Feb. 9 The Odyssey Books 11-15
  o Analysis Question #2 Due

Week 6

• For Tues., Feb. 14 The Odyssey Books 16-24

• For Thurs., Feb. 16 Introduction to Classical Greek Culture, Greek Tragedy, Antigone
  o Analysis Question #3 Due

Week 7

• For Tues., Feb. 21 Introduction to Classical Greek Culture, Greek Tragedy, Antigone

• For Thurs., Feb. 23 Classical Greek Culture, Greek Tragedy, Antigone

Week 8

• For Tues., Feb. 28 Classical Greek Culture, Greek Tragedy, Antigone
  o Analysis Question #4 Due
  o
• For Thurs., March 1 Roman Palestine and The Sermon on the Mount
Week 9

- For Tues., March 6 Roman Palestine and *The Sermon on the Mount*
- For Thurs., March 8 Roman Palestine and *The Sermon on the Mount*
  - Analysis Question #5 Due

Week 10 SPRING BREAK—March 13--17

Week 11

- For Tues., March 20 The Early Medieval Period of the Islamic World
  - *The Thousand and One Nights*: Read the Introduction to “The Story of Sinbad the Sailor.” Voyages 1-3

- For Thurs., March 22 Read “The Story of Sinbad the Sailor.” Voyages 4-7
  - Analysis Question #6 Due

Week 12

- For Tues., April 3 The European Middle Ages and Marie de France, “Yonec”
  - Analysis Question #7 Due
  -
• For Thurs., April 5 Chaucer’s World and "The General Prologue” to The Canterbury Tales. Read the material on Geoffrey Chaucer in the textbook.

Week 13

• For Tues., April 10 Chaucer's World and The Canterbury Tales: "The Pardoner’s Prologue and the Pardoner’s Tale”
• For Thurs., April 12 Chaucer's World and The Canterbury Tales: "The Pardoner’s Prologue and the Pardoner’s Tale”
  o Analysis Question #8 Due

Week 14

• For Tues., April 17 The Medieval World of Christine de Pizan and selections from The Book of the City of Ladies
• For Thurs., April 19

Week 15

• For Tues., April 24 The Medieval World of Christine de Pizan and selections from The Book of the City of Ladies
• For Thurs., April 26 The Medieval World of Christine de Pizan and selections from The Book of the City of Ladies
  o Analysis Question #9

Week 16

• For Tues., Dec. 6 Preparation for the Final Exam

Final Exam TBA