PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: 2342 ENGL

Texas Common Course Number (TCCN Matrix): 2342

Course Title: World Literature II: 17th Century and Afterwards

Course Catalog Description (Copy and paste from online catalog for existing courses):
Readings in selected works of representative writers of various cultures beginning from the seventeenth century to the present. Written assignments are based on themes and concepts in the works studied.

Course Prerequisites: Engl 1301 and Engl 1302

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: ———)
☒ No

Number of Sections to be Offered per Academic Year: 22

Estimated Enrollment per Section: 25

Course Level (freshman, sophomore): sophomore

Designated Contact Person (for follow-up communication purposes): Diane Dowdley, Associate Professor of English; Robert Donahoo, Professor of English

E-Mail Address: Diane: dowdley@shsu.edu; Robert: eng_rxd@shsu.edu

Phone: Diane: 936-294-4217; Robert: 936-294-1421

Approvals

Department Chair: [Signature]

Academic Dean: [Signature]

10-18-2012

Page 1 of 9

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: <Select Component Area>

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: Reading works of literature from Neo-classical, Romantic, Realist, Modern, and Postmodern authors, students in ENGL 2342 (World Literature II: the 17th Century and Afterwards) become familiar with the ideas, beliefs, and creative productions of cultures during this period from locales around the world. Students in the class are encouraged to recognize not only the differences between these cultures and their own but also the similarities. Because the course requires a substantial amount of reading, discussion, and writing about literature and culture, students improve their critical skills: analysis, evaluation, synthesis of materials, and argumentation. They become familiar with the critical approaches and idiom appropriate to the study of literature and are expected to use those approaches and vocabulary in making arguments about the works.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: To discover the universal themes and common concerns of literature and cultures through reading and studying works of representative writers of different cultures from the 17th century to the present.

How will the objective be addressed (including strategies and techniques)?

Through reading assignments, lecture, and discussion of specific works, students will confront the problems and concerns of early modern to contemporary cultures and eras, drawing on such themes and patterns as quests for human freedom, the construction of viable communities, conflicts between individuals and the individual and the community, and humanity’s relationship to the natural world.

Describe how the objective will be assessed: Through exams, quizzes, reflective writing, and formal papers and presentations. These may include things such as student blogs, wikis, online postings, and journal entries as well as more academic written and oral forms.

Objective/SLO 2: To make students aware of the different philosophical insights and value judgments of various regional, national and global communities among modern and contemporary cultures.

How will the objective be addressed (including strategies and techniques)?
Literature, both in translations and English originals, will be chosen to widely reflect different regional, national, and global communities from the range of periods that define early Modern and contemporary culture. Students will read these works and be asked to interpret them through both universal and cultural contexts.

Describe how the objective will be assessed: In addition to traditional academic assessments such as exams and paper, students' awareness of unique cultural traits may be assessed through creative or multi-media projects, presentations, and demonstrations. These could explore such things as culturally unique food, clothing, music, and art of various nationalities and ethnicities encountered in the early Modern to contemporary world.

**Objective/SLO 3:** To develop a more cosmopolitan outlook, both aesthetically and philosophically, and an awareness of the contributions of various early modern and contemporary cultures to the human condition.

How will the objective be addressed (including strategies and techniques)? Through readings, students will encounter other cultures and through discussion students will debate the consequences of particular values and actions, comparing their values, both aesthetic and philosophical, with those of other cultures.

Describe how the objective will be assessed: Tests and written work will require students to show their respect for cultural distinctions by using proper titles and correct spelling of names, ethnic groupings, and nationalities. In exams and critical papers, students will be asked to describe differences between cultures in early modern and contemporary cultures.

**Objective/SLO 4:** To hone and develop critical and analytical skills in written and oral discussion and argumentative analysis of literature and its cultural context.

How will the objective be addressed (including strategies and techniques)? To help students hone their critical and analytical skills, professors will present models of analysis and interpretation of the texts, discuss methods of critical analysis in class and respond to student writing through written comments and individual conferences.

Describe how the objective will be assessed: Students' critical analysis of assigned works of literature will be graded to assess their grasp of the themes, techniques, and cultural values present in the work. Students may be asked to respond to the commentary about their work with strategies for future improvement.
Objective/SLO 5: To develop an appreciation of the literary techniques and scholarly vocabulary common to early modern and contemporary cultures, as well as those specific to individual early modern and contemporary cultures and eras. To develop an awareness of the necessity of accurate, scholarly language to express insights about culture and literature.

How will the objective be addressed (including strategies and techniques)?
Through professor-generated glossaries of literary terms, texts about literary language, examples from the literature, lectures and handouts by professors, and in-class or on-line discussions about the application of these terms to assigned literary readings.

Describe how the objective will be assessed: Students will be expected to use this language in class discussion, on exams and papers, and other written or oral assignments. In addition, a pre- and post-test for the course will attempt to measure students' acquisition of this critical vocabulary.

**PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
In reading and writing about early modern and contemporary literature, students will pose critical questions about the works such as: how does the work reflect conditions in its culture; what values are encouraged/discouraged by the work; do the values differ from ones common in today's world; how does the work create a sense of unity and completeness? Students will analyze components such as plot, setting, character, and style, evaluating these features as they establish and reinforce important themes. They will synthesize and defend their conclusions about the works in discussions and writing about the texts. In their critical arguments, the students will be required to provide specific evidence to support their generalizations. Students will be encouraged to apply the critical skills that they develop in this course to issues in their own lives beyond beyond the study of literature.

2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
The course requires not only that students develop their critical reading and writing abilities but also that they articulate their critical conclusions in writing and oral presentations; class presentations may also include such visual media as handouts, power points, and art work appropriate to the discussion. To establish credibility in communicating their arguments about the literature, students will be required to use the critical approaches and vocabulary that they acquire in the course. Students will be encouraged to apply the principles of communication that
they develop in this class--clarity, organization, and use of language appropriate to their audiences--beyond the study of literature to rhetorical situations in their own lives.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

   How will the skill be addressed (including specific strategies, activities, and techniques)?

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

   How will the skill be addressed (including specific strategies, activities, and techniques)?
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will read works from the early modern through the contemporary periods from a variety of cultures and ethnic groups. These works present ethical dilemmas under a variety of literary philosophies: Neo-classicism, Romanticism, Realism, Modernism, and Postmodernism. Since this large span of time shares an increasing change from community to personal responsibility, students will examine these themes in works and assess the similarities and differences to their own lives. On a more practical level, students will be held responsible for attending class, completing assignments on time, and fulfilling all of the course requirements laid out contractually in the course syllabus.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Literature from the early modern to the contemporary period features social topics such as justice, civic order, the rights of different peoples, man's relationship with the environment, and the relationship of individuals and communities. In reading works from diverse cultures, students will recognize the diversity of opinion and approaches to such issues. Because one of the primary objectives of the course is to foster an appreciation for the values of cultures beyond their own and to establish an intercultural connection, the students will be encouraged to consider themselves as citizens of both local and global communities and to understand the importance of engaging social issues and taking civic responsibility in both communities. This understanding will be addressed in class discussion and writing assignments; instructors may also require team projects in which students work together toward a common presentation goal.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the course and presentation of syllabus. Pretest of literary terms and critical vocabulary. What is the relationship of literature to its cultural and historical context? How to read a work of literature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Students will read &quot;The Eighteenth Century&quot; Book 4 pp. 1-9 &quot;Europe: The Age of Enlightenment&quot; Book 4 pp. 11-17 to provide background information on the philosophy, culture, and history of the &quot;Long Eighteenth Century: 1650-1800.&quot; Students will read &quot;Oronooko&quot; Book 4 pp. 88-140 by Aphra Behn, the first English woman to make a living as a writer. &quot;Oronooko,&quot; published in 1688, presents a European view of an African kidnapped into slavery and addresses issues of race, gender, class and imperialism. Students will take a quiz over literal and literary elements of the work.</td>
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<tr>
<td>Week 3</td>
<td>Quizzes will be returned with suggestions for ways to read to be able to improve on the quizzes. Students will read the excerpts from Alexander Pope &quot;An Essay on Man&quot; Book 4 pp. 260-269 and Benjamin Franklin &quot;Autobiography&quot; Book 4 pp. 516-555. These works define the individual in</td>
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</table>
control of his own destiny and assert the significance of the human in Enlightenment thought. Students will do a reflexive writing on how Franklin demonstrates the idea of the American dream. Students will read "China: The Early Qing Dynasty" Book 4 pp. 765-775 as background information to eighteenth century China, and will read Pu Song-Ling “The Mural” Book 4 pp. 780-782. Vernacular short stories became a predominate literary form of eighteenth century China. Pu Song-Ling's stories often blur the boundaries between the ordinary world and the supernatural, connecting with European Romanticism.

| Week 4 | Students will read "Introduction: The Nineteenth Century" Book 5 pp. 1-22 for background information on Romanticism and Realism, as well as discussion of Western imperialism. Students will read E. T. A. Hoffman "The Mines of Falun" based on a German folktale. The in-class activity will ask them to compare Hoffman and Pu Song-Ling. Students will also be introduced to the Romantic lyric and the idea of poetry developed by European Romantic poets. They will read William Wordsworth “Lines Composed a Few Miles above Tintern Abbey” Book 5 pp. 254-248 and "The World Is Too Much with Us" Book 5 pp. 670, and Heinrich Heine “The Lorelei” Book 5 pp. 324-325 and “The Slave Ship” Book 5 pp. 327-331. Students will compare the two poets and the social protest themes in the work. They will compare Heine and Behn’s presentation of slavery. |
| Week 5 | The social protest works of the previous week will serve to introduce Realism. Students will read Gustave Flaubert "A Simple Heart" Book 5 pp. 435-461. Students will be asked to find and bring to class an illustration of LouLou, a significant character in the work. Students will read Higuchi Ichiyo "The Thirteenth Night" Book 5 pp. 1103-1118, one of the most significant works of Japanese Realism. Students will take a quiz over the literal and literary elements in the work. Both of these stories deal with the restrictions of class and gender. Students will discuss the similarities in theme and technique in both works. |
| Week 6 | Students will take an exam over the works read so far and the literary periods of the Enlightenment, Romanticism, and Realism. The first paper will be assigned. Students will be asked to choose a character to analyze from the works read, and will answer a series of questions that encourage them to define and refine their understanding of the character and the author’s intent, focusing on the ethical choices the character makes. |
| Week 7 | Exams will be returned with suggestions for ways students can improve in the class on future exams. Students will read "Introduction: The Twentieth Century" Book 6 pp. 1-29 for background information on the philosophical, cultural, and historic context of Modernism. Students will read Franz Kafka “The Metamorphosis" Book 6 pp. 423-459. They will discuss its relationship with the supernatural elements of Romanticism and the details that it uses from Realism. They will be asked to define its Modernist characteristics. Paper One will be due. |
| Week 8 | Students will read T. S. Eliot “The Waste Land” Book 6 pp. 486-502. They will be asked to bring to class an illustration of some aspect of the poem. Lecture will focus on the background and allusions in the poem, as well as its Modernist characteristics. Paper One will be returned and students will have individual conferences with the professor about the paper. These conferences will focus on what the student has done well and what the student needs to improve. Students will be asked to bring to a meeting a writing in which they explain how they will use the comments in the future. |
| Week 9 | Students will read Naguib Mahfouz “Zaabalawi" Book 6 pp. 709-811 and will be quizzed over its literal and literary elements. Discussion will center on the role of faith in a secular Arabic world. The elements of faith and the supernatural and the contrast with the reality of the setting will transition into a later discussion of magical realism. Students will read R. K. Narayan “A Horse and Two Goats” Book 6 pp. 781-796 about an American tourist in India. The perspectives of the main characters and the differences in the lives and economic status of the two will be the focus of |
### CORE CURRICULUM COMPONENT APPLICATION

**Sam Houston State University**

Revised October, 2012

| Week 10 | Students will read Pablo Neruda “Sexual Water,” “The United Fruit Company,” “The Heights of Macchu Picchu,” “Ode to Salt” and “Poet’s Obligation” Book 6 pp. 672-692. Neruda’s passionate devotion to the people and places of Chile and other Latin American countries helped him create poems in which history, politics, and personal experience coalesce. Paper Two and the group project will be assigned. Students will meet with a librarian who will tell them about appropriate resources for their research on these two projects. |
| Week 11 | Students will take Exam Two over Modernism and Modernist works. Lecture will focus on Postmodernism and magical realism. Students will read Gabriel Garcia Márquez “A Very Old Man with Enormous Wings” Book 6 pp. 924-932. Students will be expected to discuss the relationship between the supernatural or magical elements of the story and the supernatural elements in Pu Song-Ling, Hoffman, and Kafka. The impact of magical realism on Latin American writers will be presented. |
| Week 12 | Paper Two is due. Students will read Takenishi Hiroko “The Rite” Book 6 pp. 967-989. This story of Japan after the nuclear bomb presents a world that is both real and nightmare. Students will view images of the aftermath of the bombings in Pearl Harbor, England, Germany, and Japan. The main character is similar in age to them, and they will be asked to write a reflexive piece on the ethical choices she makes. Students will read Derek Walcott “A Latin Primer,” “White Magic,” “The Light of the World,” “For Pablo Neruda” Book 6 pp. 1113-1126. These poems, by a Caribbean Nobel prize winning writer will allow for the discussion of intertextuality in literature as well as the way language and imperialism shape people’s identity. |
| Week 13 | Paper Two will be returned. Students will be encouraged to have individual meetings with the professor. They will be required to write a response to the comments on their paper, showing how they can use them to improve the paper and in their future writings. Students will read Wole Soyinka “The Lion and the Jewel” Book 6 pp. 1141-1192. This play presents how African values and gender roles are being changed and contrasted with Western ideas. Students will discuss the contrasts in characters. They will take a quiz over the literal and literary elements of the play. Videos of short excerpts from the play will be presented. |
| Week 14 | Students will read Bei Dao “The Answer” “Declaration” “An End or a Beginning” Book 6 pp. 547-551 and Mahmoud Darwish “Identity Card” and “Victim Number 18” Book 6 pp. 543-547. These poems, by a Chinese writer who participated in the protest movement at Tiananmen Square and a Palestinian writer, address the issue of war, revolution, and identity. Students will be asked to consider the ethical decisions presented by the writers. Student group presentations will begin. Students will be asked to take notes about what they learn and what the presenters do as well as they watch the presentations. Students will take the post-test of literary terms and critical vocabulary. |
| Week 15 | Student group presentations will continue. Students will be asked to take notes about what they learn and what the presenters do as well as they watch the presentations. The semester will be reviewed for the final exam. |

### 2. Attachments (Syllabus Required)

- **Syllabus Attached?**
  - [x] Yes
  - [ ] No

- **Other Attached?**
  - [ ] Yes
  - [x] No

If yes, specify:

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Page 8 of 9

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Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

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<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
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<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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WORLD LITERATURE II: 
17th CENTURY AND AFTER
ENGLISH 2342

INSTRUCTOR INFORMATION:

CLASS MEETING TIME AND PLACE:

TEXTS: The Bedford Anthology of World Literature, Books 4, 5, 6 Pack B
ISBN 978-0-312-40482-6

Gibaldi and Franklin, MLA Handbook for Writers of Research Papers (7th edition)
ISBN 978-1603290241

INTRODUCTORY THOUGHTS:

What is literature and why should students who may have few if any plans to study literature beyond course requirements care about it? These are the first questions many students have about this course, and if so, they are off to a good start as we will be dealing with these questions all term. For now, the best answers are that literature is a category that human cultures use for those instances of writing that they find containing value—wisdom, beauty, knowledge—beyond the passing along of information and data. Given such a general definition, one reason for studying literature is to understand better the values that human cultures have had and do have. In other words, it has the capacity to tell us about our fellow residents of this planet—past, present, and future—as well as ourselves.

COURSE DESCRIPTION AND PREREQUISITES

How exactly can one course manage to cover all the literature from around the globe that has appeared from the 17th century to the present? Obviously, it can’t. Rather, this course will focus on representative works that fall within that historical spectrum. Over the semester we will concentrate on reading, understanding and enjoying these texts, while discussing the cultural and historical contexts in which they were written. All of the texts we will read in English translations. The class will help students gain two key perspectives on literature. The first is an understanding of what makes literary writing different from ordinary prose such as I am writing in this syllabus and what tools work best to explore the insights that literary texts offer. The second is an understanding of the history of literary development—in particular the major movements that have defined literature for readers in the Western world. By the end of the course, students should have a clear understanding of how literary texts use such things as symbols and plot, and they should be able to distinguish between Romantic, Realistic, Modern, and Postmodern literature. Students will be exposed to literature from a variety of cultures in order to gain a knowledge and appreciation of the aesthetic creations of diverse cultures and
how they shape the human condition. Students will be exposed to the values of a variety of cultures and asked to compare them with their own.

Our methods for learning in this course will center around lecture and student comment in the classroom, writing (on both papers and exams), and at least one foray into memorizing a literary work. But there is also a plan that the learning in the course will be progressive in the sense of moving from point A to point B. In that sense, it is like body training. No one starts doing everything perfectly. Some old habits have to be broken and new ones formed. Errors will be made—indeed, they need to be made so that we learn from them. And improvement will be gradual. Usually, it is not until the end of the course as they work on their final papers that students see how far they’ve come. So be prepared to take a journey, and realize that there are no short cuts to a successful end.

Of course, reading is the cornerstone of the course. Anyone who does it will earn rewards; anyone who ignores it or tries to evade its demands will reap frustration and disappointment. So be prepared to read DAILY, remembering that reading is always more than merely passing eyes over printed words. It is thinking about what is read; it is being willing to enter a conversation with what is read.

At the start, every student needs to have met the prerequisites set by the University for this course: 6 hours of freshman English. Every student who meets those prerequisites is expected to have mastered basic grammar and argument writing. If you haven’t, this course is your last wakeup call: do so! Use both the instructor and other resources the University provides, but get a grasp of grammar and argument. Failing to do so will not only damage achievement in this course but will limit opportunities for success in the rest of your college experience.

COURSE OBJECTIVES

- To discover the universal themes and common concerns of literature and cultures through reading and studying works of representative writers from the 17th century to the present.
- To become aware of the different philosophical insights and value judgments of various regional, national, and global communities through reading literature from the 17th century to the present.
- To develop a more cosmopolitan outlook, both aesthetically and philosophically, and awareness of the contributions of diverse cultures from the 17th century to the present to the human condition.
- To develop critical and analytical skills in written and oral discussion and argumentative analysis of literature and its cultural contexts.
- To develop a precise scholarly vocabulary necessary to articulate insights about culture and literature in a community of readers.
- To exhibit an understanding of correct MLA documentation conventions.

GRADING:

Of course, you’re probably wondering, “How am I going to earn my grade for this class?” The answer is that each student’s grade for the course will be determined by three major factors:
EXAMS

First, we will have three in-class exams. Each exam will consist of two sections: one short-answer section that focuses on showing knowledge of both the literal and the literary contents of the assigned readings; a second section that requires students to write an essay concerning the reading done for the course, asking students to compare works of literature, place them in a literary period, and discuss the cultural context of the work. Two of these exams will take place during the regular semester, and the third, cumulative exam, will take place at the time scheduled by the University for the final exam. Collectively, a student’s grades on these exams will determine 30% of his/her course grade.

QUIZZES/DAILY ASSIGNMENTS/MEMORY PROJECT

Second, periodically throughout the course, students will be given brief quizzes at the start of class over reading assigned for that day. Quizzes/daily assignments will each be worth 10 points. In addition to multiple choice and short answer questions, these assignments will include such things as providing an illustration of a character or setting, considering how a contemporary person might behave in a similar circumstance, comparing the work of literature to an art work. The point of these quizzes and activities is to show that the students have read the work, are able to apply critical vocabulary to the work, and can relate the work and its situations to their own lives. Students can earn up to 80 points with these assignments.

Students are required to memorize and present to the class a literary work or a portion of a long literary work, dramatizing their presentation with props. Students can earn up to 20 points with this presentation while failing to do a presentation will cost a student 20 points. This assignment will give students the opportunity to interpret a work of literature creatively and to represent the work through a visual prop. Students will be given a handout with specific works to be presented and when the work is to be presented. Each presentation will be from 3-5 minutes in length.

Students will also take a pre and post test of literary terms and critical vocabulary, to assess the knowledge gained in the class. These tests will count as quiz grades.

At the end of the term, I will add up the students’ points from their quizzes, daily assignments, and memory project. Using the familiar 0-100 grading scale (90-100+ = A; 80-89 = B, etc.), I will calculate an overall quiz/daily assignment/memory grade, and that grade will determine 25% of a student’s course grade.

PAPERS

To allow students the opportunity to develop a sustained argument about a literary work, to learn basic research tools for effective literary research, and to express one’s ideas effectively students will write two short papers (3-8 pages). One paper will focus on the development of an argument using only the primary text of the work to analyze a character or to analyze the setting. This paper will focus on the student expressing the ability to understand and articulate a literary argument, to demonstrate an understanding of a literary technique, and to correctly support an argument with citations from the text. This paper will concentrate on explaining a technique, using quotations, and explaining the value of the quotation to the thesis. One paper will require the use of secondary sources to support your argument about the theme or ideas presented in the work. Students will be introduced to appropriate databases and research strategies. This paper will focus on how well the student is able to incorporate both primary source texts and scholarly commentary in making the argument. Each paper will have
specific prewriting exercises that will be explained in a handout given the day the paper is assigned. These papers are expected to demonstrate academic voice, correct use of grammar, and the conventions of MLA documentation. These two papers collectively will determine 30% of the student’s grade.

**GROUP PRESENTATION**

In order for students to explore ways in which different cultures express the uniqueness of their human experience and to gain a greater appreciation for unique cultural attributes and to allow students to demonstrate their own intercultural competence, students will research and create a multimedia presentation about the cultural and historic background of one work of literature. The presentation must tie explicitly to the literary work, and presenters are expected to quote relevant passages from the text. Students are encouraged to use clothing, food, music, and artwork from the various cultures in their presentations. Students will work in groups of 2 to 4 for these presentations. Students are encouraged to use library resources such as those listed on the study guide available at http://shsulibraryguides.org/content.php?pid=328612&sid=2688283. Each group should prepare a 10 minute presentation for the class. Each member of the group is expected to participate in the presentation before the class. This presentation will determine 15% of a student’s grade.

**ATTENDANCE POLICY**

Absent students cannot make up quizzes or daily assignments, and they miss course content given in class. Excessive absences will not be tolerated. They discourage other students and me. Anyone missing four days of class will see a lowering of their course grade by a minimum of one letter. Anyone missing additional days (five or more) will see a lowering of their course grade by one letter for each additional day missed. Thus a person who misses four days and earns an “A” for the course will see that “A” lowered to a “B.” A person who misses a total of five days and earns an “A” for the course will see that “A” lowered to a “C.” There are no excused absences except for those due to University activity (playing for a University sports team or traveling with a University arts group, for instance) and absences vetted by the Dean of Students Office (John Yarabeck, Dean of Students, has an office in 215 Lowman Student Center. The phone number is 936-294-1785. Check out the instructions at http://www.shsu.edu/~slo_www/absence.html). For absences due to University activity, notice in writing from the sponsoring group should be provided to the instructor BEFORE the absence.

**MISSED EXAMS / LATE PAPER POLICY**

Students who miss an exam for any reason MUST contact the instructor immediately. In cases involving illness or family crises, the student must have the reason for the absence verified by the Dean of Students Office before rescheduling an exam. In other cases—weather, car problems, stupidity, etc.—I will do my best to accommodate students, but all such cases are matters of grace and mercy, not right. THERE ARE NO EXCUSED ABSENCES WITHOUT CONTACTING THE DEAN OF STUDENTS OFFICE, so don’t bring me doctor’s notes or funeral notices.

My general policy is not to accept late papers unless encouraged to do so by the Dean of Students office. However, I define late as any time after 7 p.m. on the day the paper is due, and students may e-mail me a Microsoft Word attachment of their paper before that deadline—with a hard copy given to me later—in order to meet the deadline. **Papers submitted to me in any other format**
Besides Microsoft Word will be counted as unsubmitted. Again, students are always welcome to discuss specific issues with me, but they need to realize I will refer all rulings of the validity of excuses to the Dean of Students.

CLASSROOM MANNERS/DEPORTMENT

It may seem strange to have a section on a college syllabus about manners and classroom behavior, but my experience in the classroom suggests otherwise. Students need to remember that a class is a community, and a community requires recognition of the need for each of us to limit claims of "our rights" in order to make the best possible experience for everyone. In Talk to the Hand, Lynne Truss writes,

Manners are based on an idea of empathy, of imagining the impact of one's own actions on others. They involve doing something for the sake of other people that is not obligatory and attracts no reward. In the current climate of unrestrained solipsistic and aggressive self-interest, you can equate good manners not only with virtue with positive heroism. (14)

I don't offer here a list a rules but a call to be heroic. Avoid such things as keeping your cell phone's ringer on, neglecting to bathe for a week, or eating food while the rest of the class feels their stomachs rumbling. Conduct private conversations in a low tone of voice or save them for outside the classroom. Avoid offensive language in your comments during class. Don't put me or anyone else in the class on e-mail lists that send out cute pictures and jokes unless you are asked to do so. Be open to good-natured teasing but be willing to confront privately anyone—me or another student—if the line is crossed into insult. Most of all, be respectful of others' time. Here's another piece of advice from Truss that addresses this point and is relevant to this class: "The writer who neglects spelling and punctuation is quite arrogantly dumping a lot of avoidable work onto the reader, who deserves to be treated with more respect" (23).

LEGAL MATTERS THE UNIVERSITY REQUIRES:

These are policies that cover the University as a whole. For a more detailed discussion of the items below, go to this link: http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29

- Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives June initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

In this course, students are encouraged to work together to increase their understanding and insight our readings. However, two particular forms of academic dishonesty will result in a student earning a grade of "F" on the projects involved. These two forms are: (1) cheating on exams by taking answers from notes or other students; (2) plagiarism. This involves taking the writing—either words and/or ideas—of
another person—fellow student, published author, or paper seller—and passing them off as one’s own. Students should carefully read the section in the MLA Handbook on plagiarism and how to avoid it.

- **Americans with Disabilities Act**: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. All requests for accommodation must be initiated by the student.

- **Religious Holidays**: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection June not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

- **Visitors in the Classroom**: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

- **Writing Enhanced**: This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

- **Instructor Evaluations**: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

- **Classroom Rules of Conduct**: The Code of Student Conduct and Discipline is found at the following link: https://www.shsu.edu/students/guide/dean/codeofconduct.html. I expect students to show respect for everyone in the classroom—the instructor, students, guests—through both words and actions. I ask students not to do other work during class, to place cell phones on silent mode, and to put away other distractions: iPods, newspapers, etc. If something else needs your attention during class time, don’t come to class.

- **Study Tips**: The best way to succeed in this course is to attend regularly having read the assigned work for that day. Ask questions—particularly about terminology and approaches that are unclear. Schedule a time to meet with the professor at some point in the term—preferably early in order to get a better sense of his personality. If you need help with reading, writing, or other study assistance, you may want to take advantage of the resources listed below:
THE SAM CENTER

The Student Advising and Mentoring Center, also known as the SAM Center, offers a wide variety of services for the students of Sam Houston State University. We offer academic advisement and enrichment services to all undergraduate and graduate students. The SAM Center is a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management, and study skills. The center has grown rapidly since we've been open and with new programs being offered, our students are taking more advantage of our resources. With a great faculty and staff, all students are encouraged to look into any of the programs we have available. The SAM Center is located in Academic Building 4 (AB4) on the second floor, room 210. AB4 is located on the corner of Bowers Blvd. and Ave. I. For more information, go to http://www.shsu.edu/~sam www/index.html. Or call one of the numbers listed:

Toll Free: (866) 364-5211
Houston Area: (281) 657-6432
Phone: (936) 294-4444

THE SHSU READING CENTER

The mission of the Sam Houston State University Reading Center is to contribute to the SHSU’s community growth both personally and academically so that students, faculty, and staff June use their talents more fully to achieve educational and professional goals. The SHSU Reading Center seeks to promote the acquisition of and use of reading strategies and to promote independent learning which will motivate learners to value literacy throughout their lives.

The SHSU Reading Center is available to all students, faculty, and staff. The primary goal of the instructors is to empower all students with effective reading strategies and the confidence to excel in their classes. The SHSU Reading Center is staffed and equipped to assist students with their expository reading in a variety of learning environments, such as:

* Individual tutoring sessions,
* Small group tutoring sessions,
* Computer assisted tutoring sessions.

For more information, go the Reading Center web page: http://www.shsu.edu/~rdg www/. Or call 936-294-3114.

THE SHSU WRITING CENTER

The Sam Houston Writing Center, located in Farrington 111, is open Monday-Thursday from 8 a.m. – 7 p.m.; Fridays from 8 a.m. – 3 p.m.; and Sundays from 2 p.m. – 7 p.m. Appointments are always encouraged. Students can call 936-294-3680 to schedule appointments. Writing tutors will work with you at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. The Writing Center operates on an appointment system, so please call (936) 294-3680 to schedule a session with a writing tutor. Skype sessions are available for distance students, and a tutor is available at the University Center. See website for more information http://www.shsu.edu/wctr.