SOUTHERN POLYTECHNIC STATE UNIVERSITY
Course Syllabus For
ENGL 2112
Honors World Literature, Mid-1600's-Present

Instructor
Nancy Reichert, Ph.D.

Office
J335

Office Hours
MW: 10:30 – 11 a.m.
TR: 10:30 a.m. – Noon

Please make appointments when possible—it will ensure we have plenty of time to meet.

Writing Center Hours (Student Center, Suite 184)
MTW: 11 – 3 p.m.
To make an appointment go to www.spsu.edu/writingcenter/ and click on the green button at the bottom of the page.

Purpose
Socrates claimed a long time ago that the unexamined life is not worth living. Literature helps us to examine our lives and our world so that we may more fully understand the human condition: who we are; why we are here, and how we live a worthy life. Because the world is composed of so many diverse cultures, the literature of the world helps us to reflect upon both the similar ways in which people experience being human as well as the sometimes conflicting ways in which culture helps to determine our rituals, beliefs, customs, and so on.

The purpose of this course is to examine the literature of the world in order to better understand how nature creates similarities among humans and how culture creates difference in how humans view their nature. The course will help us to develop language and theories that give us the means to discuss this diverse literature.

Course Outcomes
After completing ENGL 2112, World Literature II, the students should be able to:
• Demonstrate the ability to compare and contrast diverse literary texts, authors, and/or genres within the literature of the world.
• Analyze themes and ideas pertinent to World literature from the mid-seventeenth century to the present;
• Comprehend how historical time and literary movements shape our understanding of literature.

Required Materials
• A pocket folder for journal portfolio materials

Prerequisites
ENGL 1102

Credits
3 hours
Important Web Addresses

Hornet Connect: https://connect.spsu.edu/
This site will allow you to connect to important resources off-campus. It will connect you to numerous databases associated with the library. You simply need to enter your SPSU email address and your password. When you’re signed in click on “Library Resources” and then on “Literature Resource Center” under “Databases.” Worthy critical and biographical material can be found here.

This site has a good deal of information for students that concerns material for each book, that concerns the authors, and that concern timelines, maps, and literary places. The link at the bottom of this web page to “American Passages” supplies even more materials concerning the authors, the units and so on. This site also has videos on certain units and has a search engine that will help you find different media types concerning the literature.

Desire2Learn: www.spsu.edu/d2l/
I will use Desire2Learn for posting course materials and, we will use the discussion section for journaling work. Go to the Reading Response Journal Entry part of the syllabus for more information.

My Home Page: www.nancyleichert.com
Many of the materials for the course and several additional links will be posted at my personal website.

Disabilities
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the ATTIC at 678-915-7244 or at 678-915-7361 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

The Writing Center, The Student Center (Building A), Suite 184
The Writing Center provides opportunities for students to work one-on-one with an English consultant on a piece of writing. The consultant can help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. The Writing Center is not a proofreading service but a collaborative effort to improve student writing. If you miss a writing workshop, working with a consultant can help you make up the penalty for a late draft. Consult the Writing Center Website for information on policies, hours and scheduling: http://www.spsu.edu/writingcenter/.

General Use Computer Lab: The Knowledge Commons, Library
The IT General Use Computer Lab known as the Knowledge Commons is located in the library and is available for students who need access to computers and printers. If you plan to print in the library, realize the printers do break down so do not wait until the last minute to print.

STUDENT HONOR CODE
SPSU has created the following honor code for students to follow. It is written in first person so each student reads it as a pledge.

As a member of the Southern Polytechnic State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. I promise that I will not participate in any form of academic misconduct. I also
understand that it is my responsibility to hold others to these same standards by addressing actions that deviate from the University-wide commitment to working, living, and learning in an environment conducive to a quality education.

I recognize that the following actions will result in a charge of academic misconduct:

- Plagiarism, fabrication, or other academic misconduct may result in a grade of zero, a reduction in the course grade, and possibly other penalties, including failure of the course, and dismissal from the University.
- Any work submitted for credit must be completely the work of the individual student unless it’s part of a group grade.

The above statements are pulled from and are based on the SPSU Honor Code: http://spsu.edu/honorcode/. Please go to this site to learn more about your rights and penalty actions.

Emergency Plan
If I am unable to make it to class, I will email all of you using your SPSU email addresses. If for some reason I will be gone for a number of days, I will direct you to use the Desire2Learn site and will ensure that you can complete work using it.

Engagement and Midterm Reports
You will notice in the calendar section that engagement and midterm reporting dates are listed. I fill these out for the administration as they concern your progress in the class. For engagement reports I will base my decisions on your attendance, class participation, and assignment completion. For Midterm Reports I will base my decisions on your current GPA for my class students with D’s and F’s will receive U’s for the midterm. Students with four or more absences will also receive U’s.

Attendance Expectations
- As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical thinking skills, participation in the class discussions and activities is crucial.
- Excellent or perfect attendance/participation will be rewarded. For more information see the Portfolio Evaluation section of this syllabus.
- The professor will fail students on their sixth absence.

Late Work
Late work will be penalized in this class. I expect you to come prepared with your book, ready to discuss the literature, and to turn assignments in when they are due. There are at least three good reasons for this policy.

- This class operates under the assumption that knowledge making is a social, communal act. Therefore, we will share our written work and we will build knowledge as a community of learners.
- It’s unfair to students who consistently turn work in on time to extend deadlines for other students. In many ways we could all benefit from extended time to complete work; however, courses are inherently limited by time since we only have a semester in which to work. Therefore, it’s necessary to hold students to the established deadlines.
- Students who fall behind on deadlines for journal entries usually perform poorly on quizzes as well.

If you can't make class because of illness, but work is due, I still expect you to have turned in materials due on that date. Please e-mail materials ONLY when ill; it is your responsibility to complete and print materials such as your paper before they are due for class.

- Computer problems will rarely work as an excuse for late work. Therefore, save frequently when you are working on your writing. Use the "save as" command and make sure you are saving to your USB drive when
using the computers at school. Don’t wait to print before class. Computers and printers do not always work. I understand that problems do occur, but my understanding gets tested when work is continually late.

• **You must take quizzes on the dates and times set in the schedule and you must present your group work when it is due.**

**Plagiarism**
All work you do in this class needs to be your work although you are encouraged to share ideas with your fellow classmates. Save all your drafts to show your writing progress and to avoid worries about plagiarism. If you are concerned about what constitutes plagiarism, please consult me. Plagiarism is the intentional or unintentional representation of someone else’s ideas or materials (a book, an article, an essay, your classmate’s paper, a paper written for you by a good friend, material from the Internet) or the use of work you have already written for another class without citing the source or the use of that work.

Risking failure for a course or dismissal from the university is especially troubling for a plagiarized journal entry, which is graded mainly on completeness.

**Evaluation**

3 Quizzes (30%)
- Quiz One: Readings from Vol. D (10%)
- Quiz Two: Readings from Vol. E (10%)
- Quiz Three: Readings from Vol. F (10%)

**Writings**

Reader-Response Journal entries (40%)
Your journal portfolio will consist of two different parts. You will turn in the following items:
1. Individual Journal Entries (using D2L)
2. Reflection Paper (turning in printed copy)

The journal portfolio will be graded based on the criteria I will hand out in a separate contract.

Reader-Response Journal Entries (D2L) and reflection paper (40%)
For 40% of your grade you will want to take part in a D2L Forum for the individual entries and you will complete a reflection paper to be turned in at the end of the semester. Your work will be graded based on timeliness, thoughtfulness, and completeness of the individual entries, of your responses to your classmates, and of your reflection paper.

1. **Individual Entries: Complete in D2L Discussions**
   On most Mondays you need to turn in a journal entry to the forum named “Journal Entries.” You need to respond to the readings due for that very day (Monday) and for the following day (Wednesday). Your initial entry should be posted before class begins on Monday.

   **Example:** Say you are supposed to read one short story for Monday and that you are supposed to read another for Wednesday. Your entry should have a section for the first short story and it should have a section for the second short story—three quotes and responses to each quote.

   A reader-response journal is a personal response to the literature we read. Your aim is to attempt to understand the readings for yourself; don’t worry about whether you are in agreement with your peers, literary critics, or myself. See if you can connect the literature to pertinent issues or themes we discuss in class or to other pieces of literature we have read during the semester. See if you can connect the literature to your own life experiences (because humans all share natural experiences and needs such as birth, death, love, sleep, shelter, food and so on, we all understand these experiences) or to issues in the US culture (culture is different depending on place and time: on some level culture dictates how humans respond to issues that arise in their lives.
Format

- **Initial Response for the literature (poetry, fiction, nonfiction, drama)**
  The following format may get a bit redundant over the course of the semester, but it should help you to come to a personal understanding of the text.

Your initial response for each journal entry should be at least one single-spaced, typed response that is submitted to D2L (I suggest you type up your response first in Microsoft Word and then copy and paste your submission into D2L so that you have a personal copy if any problems occur in D2L).

Your initial response should discuss each text/reading for the week. In the responses to each reading discuss the following:

- A sentence or two that sums up your reading of the text.
- A discussion of which passages you found either most important or most interesting to your reading of the text.
- A discussion of how you can relate to the storyline/plot, the poem, the introduction or the essay based on your own experience, AND/OR how the text relates to other texts we have read, AND/OR how you think the text relates to the current culture in the United States.

The second two bullet points are important since they ask you to do more than simply sum up the reading.

- **Initial Response for the introductions to the literature or to the time period.**
  Since you are to skim these readings, simply pick three important points that you think are made in the intros concerning the time, the historical events, or the literature itself.

- **Responses to Your Classmates:**
  By Wednesday at 9 a.m. you want to read through your classmate’s entries and you want to respond to at least three of them for an A. Pick entries to respond to for any of the following reasons:

  - Your classmate has said something you hadn’t considered, but makes sense.
  - You can extend a part of what your classmate has said. In other words, what your classmate has said has sparked an idea for you.
  - You have questions about a classmate’s reading and you want to know more.

  Write a paragraph of at least three sentences ensuring that you respond in a meaningful way: no “I agree.” “Really?” “LOL” and so on. Explain why you are responding so that someone else will understand your reasoning.

2. Reflection Paper

There is no set page length for your reflection paper; however, you want to answer the questions thoughtfully and completely. Write your entry in Microsoft Word or another word processing program. You will bring your paper to class on the day it is due. **Do title** your work in a creative way that fits the content of your paper. In other words, I don’t want “Reflection Paper” as your title. It’s too general and could be anyone’s title. Answer the following questions—they don’t have to be answered in the order given and you should not repeat yourself if you have already answered a question.

1. What strengths and weaknesses can I observe in my journal entries? What did I do well? What could I have developed more? Do note that the original entries aren’t graded for spelling and punctuation so you should answer these questions in terms of content issues. Which responses are my most thoughtful? Why? Share the quote and response and explain why they are thoughtful.

2. When I reread my journal entries, what do I learn about myself from reading them? Are there certain issues that I seem drawn to? If so, why?
3. When I reread my journal entries, what do I learn about the literature we studied? What do the entries tell me about a particular culture or the world? What do they tell me about the historical time period in which they were written?

4. What connections can I make between pieces of literature? What writers seem to have similar ideas? Are there universal themes or issues that all humans face that are discussed in the literature? What are these themes or these issues and how are they discussed?

5. Which writers see things very differently? How does culture play a role in this difference? How do these differences show up in the readings?

6. Which of my responses to the literature did my classmates respond to in interesting ways? What did they have to say? What is my response to what was said?

7. Using the criteria set up in the contract, what grade should I get for my journal portfolio? Why?

Participation

You can address participation, but it is not a part of the grade for the journal entries and reflection paper. Participation is a bonus in this class. If you meet the following conditions, you may argue that your grade for the journal section be raised a half letter grade.

- You have no more than three absences for the semester;
- You have been late no more than four times for the semester;
- You have been prepared for class. You have journal entries and papers completed before class and you have read your materials ahead of time for class;
- You participate well in classroom activities such as small-group and full-class discussions. Participating well means entering the dialogue among students and professor. Good participants listen well and add their ideas to the dialogue.

Group/Paired Project (30%)

Students will work in pairs or in a group of three to lead a discussion through Desire2Learn and to then run class for one of the readings in the discussion. We will form the student pairs/groups early in the semester. Each group will pick a reading from later in the semester for which they will lead discussion (It will need to be a reading for a Wednesday class). Once the pair/group picks their reading selection, they will then do the following:

- Research the text, the author, and the context (the historical period, the culture, the ways in which people lead their lives). They will want to find both written text and images they can use.
- Find ways in which our current time and the US culture are dealing with similar issues.
- For the electronic discussion of this reading, the group sends out their findings and a discussion of the reading in a group discussion post. Within this post group members should embed an image, a news report, or a video that helps to show how the reading is relevant to something going on today in the US culture today. Their classmates will then respond to their post and the pair or group members will respond to the responses of their classmates.
- The pair/group will use responses to their post and will use their research to lead the class discussion for Wednesday as it concerns their text. On some level the discussion should concern both relevant issues for the reading and its time period as well as current cultural issues that connect with the reading. Students will have the first half of the class to lead their discussion.

As you research your text keep in mind that cultural issues in relationship to a text examines what is valued in the culture and why, whether it be of a religious nature, an economic nature, or an ethnic/racial nature. It may even determine gender roles. Are any of these issues central to the text you read? How so and how do you respond to them? After you analyze the cultural issues, in what ways do you see these issues in today's culture(s)? How might this have impacted how you responded to the text? Keep in mind that your group should first consider its own beliefs about how the text concerns cultural issues. Pinpoint what you need to research in order to support
your beliefs, to rethink them, and to represent different ideas you found through your research. You can pull in
ideas from the critics that agree or disagree with your own views. Simply discuss their views and then explain
how and why your views are similar or different.

Your grade will be based on the quality of the material you turn in for the electronic discussion and on the quality
of your classroom presentation. As a class we will define what is excellent quality.

**Proposed Calendar**

**Week One, January 6 – 10 (Jan. 9--last day to pay and drop/add)**

**Monday:** We will discuss works of literature as cultural artifacts, do brief introductions, and go over the
syllabus.

**Homework:** Read the syllabus closely. You are responsible for its content. Readings for this unit are from
Volume D. Read the Introduction on Cao Xueqin, pp. 146 – 148.

**Wednesday:** Quiz over Syllabus. I will hand out the contract for the journal portfolio for discussion as well as a
handout giving examples of the various types of entries. We will then discuss Cao Xueqin and
culture/literature/history.

**Homework:** Read the following selections from *The Story of the Stone:* Volume 1, Chapter 1, pp. 148 – 154
(including the summary of chapters 1 – 25) and Volume 2, Chapters 31 – 33, pp.222 – 250.

**Week Two, January 13 - 17**

**Monday:** We will discuss *The Story of the Stone,* Volume 1, Chapter 1, pp. 148 – 154.

**Wednesday:** We will discuss *The Story of the Stone,* Volume 2, Chapters 31 – 33, pp. 222 – 250 as well as
Chapters 2 and 3 from the 3rd edition, pp. 532 – 553.

**Homework:** Read Chapters 96 – 98, pp. 562 – 575 and Chapter 120 pp. 580 – 583 of *The Story of the Stone* for
next Wednesday.

**Week Three, January 20 – 24 (Jan. 20—no class—MLK day)**

**Monday:** No Class.

**Wednesday:** We will discuss the pair/group work assignment and then the readings for today from *The Story of
the Stone*.

**Homework:** Read the Introduction to the Ottoman Empire and Celebi’s *Book of Travels,* (handout). Read the
Introduction to the Enlightenment in Europe and the Americas, pp. 91 – 99, and Sor Juana Ines de La Cruz’s
poetry (handout).

**Write Journal 1:** Follow the directions in the syllabus and write journal entry 1 over the Ottoman Empire,
Celebi’s *Book of Travels,* the Enlightenment and Sor Juana Ines de La Cruz’s poetry.

**Week Four, January 27 – 31 (Profs. turn in Early Engagement Reports on Jan. 27)**

**Monday:** Discuss the Ottoman Empire and Celebi’s *Book of Travels.*

**Wednesday:** Discuss the Enlightenment and Sor Juana Ines de La Cruz’s poetry.

**Write Journal 2:** Cover *Gulliver’s Travels* from Chapter I – Chapter XII.

**Week Five, February 3 - 7**
**Monday:** Discuss the first four chapters of Part IV of *Gulliver’s Travels*.

**Wednesday:** We will finish discussing *Gulliver’s Travels*. Turn in information concerning the class reading you have selected for your group project.

*Homework: Study for the Quiz.*

**Week Six, February 10 - 14**
**Monday:** Quiz over the readings from Volume D.


**Week Seven, February 17 – 21 (Profs. turn in Midterm Report on Feb. 20)**
**Monday:** We will discuss the poetry.

**Wednesday:** We will discuss the *Narrative of the Life of Fredrick Douglas*.


**Week Eight, February 24 – 28 (last day to withdraw Feb. 25)**
**Monday:** We will discuss Whitman's and Dickinson’s poetry.

**Wednesday:** We will discuss the Introductions and Ghalib’s poetry.

Write Journal 5 on these readings.

Spring Break: March 3 - 7

Week Nine, March 10 - 14
Monday: We will discuss the Intro on Realism and Act 1 of The Cherry Orchard.

Wednesday: We will discuss Act 2 of The Cherry Orchard.

Homework: Read Act 3 of The Cherry Orchard, pp. 872 – 871.

Week Ten, March 17 – 21 (no class Wednesday—I’ll be at a conference)
Monday: Discuss Checkhov’s play, Act 3.

Wednesday: No class.


Write Journal 6 on Act 4 of The Cherry Orchard and on Tagore’s “Punishment.”

Week Eleven, March 24 - 28
Monday: We will discuss Act 4 of The Cherry Orchard.

Wednesday: Tagore’s “Punishment.”


Week Twelve, March 31 – April 4
Monday: We will discuss Ichiyo’s “Separate Ways.”

Wednesday: Quiz 2 over the readings from Vol. E.


Write Journal 7 on the introduction and on Joyce’s “The Dead.”

Week Thirteen, April 7 - 11
Monday: We will discuss the Modern World and we will begin to discuss “The Dead.”

Wednesday: We will finish discussion “The Dead.”


Write Journal 8 on these readings.

Week Fourteen, April 14 - 18
Monday: We will discuss Eliot’s poem.
Wednesday: Discuss Borowski’s “Ladies and Gentlemen, To the Gas Chamber.”


_Write the reflection paper for the journal entries. Due on Wednesday._

**Week Fifteen, April 21 - 25**  
**Monday:** We will discuss Akhmatova’s _Requiem_ and Kincaid’s “Girl.”  

**Wednesday:** _The reflection paper is due._ We will discuss Silko’s “Yellow Woman.”  

_Homework:_ _Study for the final quiz._

**Week Sixteen, Last day of classes April 28th; Exams begin April 30th._

**Final Exam Date:** TBA.  

We may not stick with this calendar exactly if we find that we need time to discuss or explore issues and ideas that come up in more detail.

**Final Statement:** I know that I am asking you to do a lot of writing; therefore, I want to let you know that not only do most of my students pass this course, but also with a bit of effort, they actually do quite well in it. If you put the time and effort into being prepared for class, I will try to ensure that the class is interesting and worth your time. Good luck!