

GRAYSON COLLEGE

Syllabus Spring 2021

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

ENGL.C01NT, online

Teacher Contact Information

Instructor: Karen Campbell

Office: 106D

Office Hours: MW 2:30-5:00 PM, TTH 8-9:30 AM & 11 AM - 12 PM

After office hours: Use Canvas messaging or phone and leave voice mail at 903-463-8639,

email: campbellk@grayson.edu

Course Description – from Academic Course Guide Manual (ACGM, used by 2-year Texas schools)

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.

Student Learning Outcomes- from ACGM

Upon successful completion of this course, students will:

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.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Required Textbooks

All texts will be provided in class via Open Educational Resources (OER). Students may print these off as desired.

Required Assignments & Academic Calendar

Literature in this course will be covered in a particular order based on themes. The first unit lasts four weeks and covers life cycles. The last unit lasts 3 weeks and covers larger lessons. You must read from at least four different continents in the first unit and three different continents in your second unit. The final week will be an essay assignment.

Unit 1—Life Cycle

Week 1-2: Creation/Birth

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> Go over Course Introduction, Syllabus, & Introduce yourself on the Course Discussion Board Read and Listen to Introduction to Creation/Birth Stories. Post to the discussion board which 1 of the 3 excerpt collections you will read for the week.
	Read:	
	Collection of Creation Stories	
2	The Enuma Elish	<ul style="list-style-type: none"> Read the introduction to and specific collection of creation stories you chose/posted on the discussion board.
	Hebrew Creation Stories	
	Watch:	<ul style="list-style-type: none"> Watch any accompanying videos.
3	Crashcourse Creation story videos	<ul style="list-style-type: none"> Complete summary/response assignment and quiz over your reading.
	Respond	<ul style="list-style-type: none"> Respond on the class discussion board using your reading as evidence for your position. Respond

to at least two other students with a different opinion than you.

Week 3-4: Hero's Journey

Lesson	Reading	
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to the Hero's Journey · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The Middle Eastern Gilgamesh	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board.
	The African Sunjata	<ul style="list-style-type: none"> · Watch any accompanying videos.
	The Indian Ramayana	<ul style="list-style-type: none"> · Complete summary/response assignment and series of questions over your reading.
3	Respond	<ul style="list-style-type: none"> · Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection.

Week 5-6: Love/Marriage

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to Love/Marriage. · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The French Romance of Tristan and Iseult	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board.
	The Japanese Tale of Genji	<ul style="list-style-type: none"> · Watch any accompanying videos.
	The Arabic Layla and Majnun	<ul style="list-style-type: none"> · Complete summary/response assignment and series of questions over your reading.
3	Respond	

- Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection.

Week 7-8: Death/Underworld

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to Death/Underworld. · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The Italian Inferno	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board.
	The Egyptian Book of the Dead	<ul style="list-style-type: none"> · Watch any accompanying videos.
	The Central American Popul Vuh	<ul style="list-style-type: none"> · Complete summary/response assignment and series of questions over your reading.
3	Respond	<ul style="list-style-type: none"> · Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection.

Unit 3—Larger Lessons

Week 9-10: War/Violence

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to War/Violence. · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The Indian Bhagavad Gita	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board.
	The Chinese Book of War	<ul style="list-style-type: none"> · Watch any accompanying videos.
	The Greek Illiad	

- Complete summary/response assignment and series of questions over your reading.
- 3 Respond
- Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection.

Week 11-12: Politics/Colonialism

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to Death/Underworld. · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The Italian The Prince	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board.
	The Chinese Analects	<ul style="list-style-type: none"> · Watch any accompanying videos.
	The Central American Florentine Codex	<ul style="list-style-type: none"> · Complete summary/response assignment and series of questions over your reading.
3	Respond	<ul style="list-style-type: none"> · Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection.

Week 13-14: Poetry

Lesson	Reading	Activities
1	Introduction	<ul style="list-style-type: none"> · Read and listen to Introduction to Death/Underworld. · Post to the discussion board which 1 of the 3 excerpts you will read for the week
	Read one of the following:	
2	The Chinese Tang Poetry	<ul style="list-style-type: none"> · Read the introduction to and specific excerpt you chose/posted on the discussion board. · Watch any accompanying videos.

The English Poetry of the Renaissance

African Poetry

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|---|---------|--|
| | | <ul style="list-style-type: none"> · Complete summary/response assignment and series of questions over your reading. |
| 3 | Respond | <ul style="list-style-type: none"> · Respond on the class discussion board using your reading as evidence for your position. Respond to at least two other students who read a different excerpt selection. |

Week 15-16 : Essay

Lesson	Reading	Activities
1	Chapter 1 & 1A: The Process of Reading, Responding To, and Writing About Literature + A Short Guide to Using Quotations and Making References in Essays About Literature [PDF, pgs 1-51]	<ul style="list-style-type: none"> · Read PDF · Review literary terms · Select theme for essay
2	Chapter 15: Writing Essays of Comparison-Contrast and Extended Comparison-Contrast—Learning by Seeing Literary Works Together [PDF, pgs 224-241]	<ul style="list-style-type: none"> · Read PDF · Select 3 pieces of literature to compare. Post your theme and 3 pieces of literature to the discussion board · Outline essay
3	Write Essay and turn in	<ul style="list-style-type: none"> · Complete RD of essay and submit to the Writing Center. Prepare FD to turn in by December 6, 2018, at midnight.

Methods of Evaluation

Grades

- 90 - 100 = **A** (This means you turned in excellent work.)
- 80 - 89 = **B** (This means you turned in good work.)
- 70 - 79 = **C** (This means you turned in average work.)
- 60 – 69 = **D** (This means you turned in unsatisfactory work.)
- Below 60 = **F** (This means you turned in poor work.)

Grade Breakdown by Assignment

Reading Quiz & Questions	25%
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Summary/Responses	25%
Discussion Boards	25%
Essay	25%

Reading Quizzes & Questions: Students will complete a reading quiz over their chosen piece of literature each week and answer a series of short answer and brief essay questions over the piece as well. .

Summary/Responses: Students will complete a minimum 2 page summary/response over each piece of literature they read each week.

Discussion Boards: Students will respond to each other on the thematic discussion boards each week with one basic post and two responses to other students. Students will be expected to use evidence from their chosen reading during the week.

Essay—Literary Analysis: Students will choose three pieces of literature from one continent and compare and contrast these pieces of literature to draw conclusions about the overall impact of literature from that continent.

Extra Credit: Extra credit is available via completion of an 7-10 page book review. I will provide a list of acceptable works.

Methods of Instruction and Technical Competence

Classes are taught through lecture, group interaction, and discussion requiring preparation and participation from students in the form of both written (print & electronic) and oral communication (live & recorded). Thus all students must have access to a computer with a Web connection and a word processor. All students must be capable of using a web browser with plug-ins meeting the requirements of Canvas, of navigating through icons and links in Canvas, of uploading and downloading files from Canvas, and capable of using a word processor.

All papers, including drafts, must be typed using a word processor and presented in MLA format with complete documentation of any sources used.

Students must submit their work using Canvas, which now has Turnitin integrated to check originality.

The Writing Center has a new location in Liberal Arts Rooms 108 & 110, on the first floor right by the west doors. We are available by appointment only currently and will be practicing social distancing.

Hours are:

Monday-Thursday: 8 AM - 5 PM

Friday: 9 AM - 2 PM.

During this struggle with Covid 19, we are offering more online services. Students can schedule a synchronous online conferencing appointment with a tutor at grayson.mywconline.com (see instructional video at <https://drive.google.com/file/d/1hNOqFm-7LpOzivrJUOx-hQxJec5e1I2u/view?usp=sharing>). Please also remember the Writing Center accepts email submissions, including from online and dual credit students, at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Students should allow a minimum of 36 hours for a response, though often they receive one faster.

We offer help to students in any discipline, from English to Biology, and at any stage of the writing process, from brainstorming to outlining, drafting, revising, or editing. We also help with appeal letters, scholarship essays, cover letters and resumes. Schedule an appointment with us today!

Course & Instructor Policies

Attendance: Attendance and Participation Academic success is closely associated with regular class attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty's instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. Instructors are required to include in their syllabi the attendance policy for the courses(s) they teach. The college considers absences equal to or greater than 15% of the course's requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

Behavior: I expect professional and civil behavior towards myself, my colleagues, and other students at all times whether you are in class or engaging in electronic communications. In class, quiet cell phone use is permitted so long as they are quiet and do not interfere with the class or the students ability to participate and listen to lecture. If there is an emergency call you may be expecting, inform me before class starts, and I will let you go out in the hall to answer it. The use of laptops is allowed for the purposes of taking notes and working on classroom assignments. However, any other use of laptops during class is prohibited. Drinks are allowed in class so long as they are kept in a closed container. Please wait to eat until class has concluded, however, since this often distracts other students. Any disruption of class for the

above reasons may result in a private conference with me. Any further disruptions will likely cause me to ask you to leave the classroom.

ADA (or Disability) Statement: Any student who, because of a disability, may require special measures in order to meet the course requirements should contact me as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during my office hours. Please note: Instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

Due Dates and Late Penalties: Assignments must be handed to me at the beginning of class on the day they are due or turned in through Canvas at the time assigned. Any assignment turned in late will automatically be deducted 10 points for every day it is late over the due date. After 10 days, you will lose the opportunity to turn in a late assignment. In certain emergencies, I may remove some late penalties or give credit for late assignments, but this will be at my discretion.

Academic Integrity

In most cases, students violating the academic integrity policy will receive a failing grade for the course. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate a high standard of individual honor in their scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

See the College's definition of Plagiarism here:

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,
- Quoting or copy/pasting phrases of three words or more from someone else without citation,
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,
- Giving incorrect or nonexistent source information or inventing source information,
- Performing a copyrighted piece of music in a public setting without permission,
- Composing music based heavily on someone else's musical composition.

If you are found guilty of Plagiarism through Turnitin or another method, you will fail the assignment on the first offense and this will be reported to your ENGL 1301/HUMA 1301 instructor of record and the Dean's office. A second offense will result in an incomplete for the lab and action taken by your instructor of record or Dean. Note that penalties for plagiarism can include not only failure of the course but even academic probation and expulsion depending upon the nature and number of offenses.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Molly M. Harris, Title IX Coordinator (903)463-8714
- Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

****These descriptions and timelines are subject to change at the discretion of the Professor.**

** Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>