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WAYLAND BAPTIST UNIVERSITY

Virtual Campus

School of Languages and Literature

Wayland Baptist University Mission Statement:Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

Course Name:ENGL 2303 VC01 - World Literature

Term and Year: **Fall 2021**

Instructor: **Dr. Kimberlee Mendoza**

Contact: **806-291-1106; mendozak@wbu.edu**

Office Hours and Location:M-TH 10:00am-4:30pm; F 7:45am-3:30pm

Class Meeting Time and Location: Virtual Campus Online

Catalog Description:Introduction to selected studies in important works of world literature beginning with Homer

Prerequisite: ENGL 1302

**Required Textbook and Resources:**

* The Holy Bible. <https://www.biblegateway.com/>
* Course Reading Handout (located in Blackboard)
* *Narrative of the Life of Frederick Douglass.* ISBN: 978-1613825860
* *The Machine Stops* by E.M. Forster. ISBN: 978-1434442048
* *Cinderella: And Other Girls Who Lost Their Slippers* by Amelia Carruthers. ISBN: 978-1473335059
* *The Death of Ivan Ilych.* By Lev Tolstoy. ISBN: 978-0553210354
* *Mere Christianity.* By C.S. Lewis. ISBN: 978-0060652920

Optional:

Joseph Conrad. *Secret Sharer*. (This story is provided in the course reading hand out, but if you would like to get a hard copy novel, you may do so. Any version is acceptable.) ISBN: 978-1976314230

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Discuss a representative selection of canonical pieces of World literature from the past 3000 years.
2. Relate major world events to the development of pieces of World literature and vice versa.
3. Demonstrate knowledge of major literary movements, correlated with significant authors and their notable works.
4. Demonstrate the ability to read critically and communicate persuasively about select canonical works of world literature.
5. Conduct research on a topic related to world literature, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

Course Requirements and Grading Criteria: **(Fill in—include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth)**

**Specific requirements of the course including the criteria utilized to assess student performance and the weight of each. A variety of means to evaluate student performance should be used and grading criteria should conform to the grading system contained in the catalog. An example of assessment criteria and weights might include:**

**Examinations: Initial, mid-semester, and final - (60% of the final grade)**

**Research Project: A scholarly article on a specific topic and containing a definite thesis statement (25% of the final grade)**

**Attendance and Participation: 15% of the final grade**

**“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

***NOTE: You will not be able to pass this class without the assigned textbook (older versions will not be acceptable). Though some classes do not need a textbook, this class relies heavily on the textbook and the handout reading.***

# WRITING ASSIGNMENTS

FAITH COMPARE & CONTRAST ESSAY
Compare and contrast the Gospel with one of the other religions we studied. The essay must be at least 500-words in length. Word counts will be strongly counted.

Your essay must:

* Be written in third person, however, the conclusion may be in first person with your own insights.
* Be a Word document that is MLA Formatted:
	+ Word document with 12-point font; double-spaced; TimesNewRoman
	+ It should include a signature block with the title (not simply the assignment name), your name, the course number (ENGL 2303), the name of the assignment (Compare & Contrast Essay), the professor (Dr. Mendoza), and the date you’re turning it in.
* Cite the reading and have additional sources. This is a literature class. Papers without citations will be automatically be marked down 20%.
* Please avoid contractions, clichés, and an overuse of adverbs (especially the word “very”)
* Please include a biblical worldview.
* Your essay should have a title beyond “Compare and Contrast Essay.”
* A strong thesis statement that:
	+ Is located at the end of the introduction
	+ Is supported by several body paragraphs
	+ Is arguable and can stand alone.

Paper may be written in one of the following: **Block** (Intro, Item1, Item 2, Conclusion), **Similarities-to-Differences** (Introduction, Similarities, Differences, Conclusion), or **Point-by-Point** (Introduction, Point 1, Point 2, Point 3, Conclusion).

***Note: See Rubric at the end of this syllabus for further understanding of expectations.***

GUILT & SIN ESSAY

Students should write an essay on his or her perspective on guilt and sin, citing the reading. The essay should be **five paragraphs** (Introduction, 3 body paragraphs with topic sentences, and a conclusion), There is no page or word count, but each paragraph should be at least 5 sentences or longer, and it will be graded on the quality of those five paragraphs.

Expectations:

* Essays must adhere to MLA formatting standards (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
* The title should be creative.
* The paper should have a strong thesis statement at the end of the introduction paragraph, with a topic sentence at the beginning of each additional paragraph that points back to the thesis. (Thesis should be arguable and be able to stand alone.) Each paragraph must have a minimum of 5-quality sentences.
* The essay must include citations from the text and additional citations. Papers without citations will automatically be marked down 20%.
* Plagiarism will not be tolerated. There should be less than 25% citation. (Formula to consider: For every quoted sentence, student must write three sentences of his or her own.) All citations must adhere to MLA standards.
* Essay should be written in third person, academic tone. Any use of personal pronouns will be marked down (except in the conclusion).
* Essay should free of errors in grammar, spelling, punctuation, and mechanics. Avoid contractions and an overuse of adverbs.

***Note: See Rubric at the end of this syllabus for further understanding of expectations.***

LIfe NARRATIVE essay

Students will write a narrative of their life (may be in 1st person, but not 2nd person) using the reading as inspiration. The narrative should be at least 500-words.

Expectations:

* Narratives must adhere to MLA formatting standards (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
* The title should Narrative of the Life of [insert student’s name]
* The essay does not need to include citations from the text, but it must be apparent that the student analyzed the *Narrative of the Life Fredrick Douglass, An American Slave* for themes to use as different talking points in his/her own narratives. (Example: He gives information about his parents, and what life was like for him on the plantation. A student might share about her folks in Fort Worth, TX and what it was like to live on a farm.)
* Narrative should be in first person, but should still have an academic tone. Any use of 2nd person “you” or “your” will be marked down.
* Essay should free of errors in grammar, spelling, punctuation, and mechanics.

CINDERELLA ESSAY

Students will write an essay on the Cinderella story, citing the reading. The essay should have a strong argument on the topic. Include historical background. The essay should be **five paragraphs** (Introduction, 3 body paragraphs with topic sentences, and a conclusion). There is no page or word count, but it will be graded on the quality of those five paragraphs. Consider questions: Why do you think the Cinderella story has been so popular among all cultures throughout time? Which Cinderella story do you like the most and why? Are there any issues with the Cinderella story? It is expected that you will cite a minimum of three Cinderella stories in your paper.

Expectations:

* Essays must adhere to MLA formatting standards (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
* The title should be creative.
* The paper should have a strong thesis statement at the end of the introduction paragraph, with a topic sentence at the beginning of each additional paragraph that points back to the thesis. (Thesis should be arguable and be able to stand alone.)
* The essay must include citations from the text and additional citations are highly recommended. However, plagiarism will not be tolerated. There should be less than 25% citation. (Formula to consider: For every quoted sentence, student must write three sentences of his or her own.) All citations must adhere to MLA standards.
* Essay should be written in third person, academic tone. Any use of personal pronouns will be marked down (except in the conclusion).
* Essay should free of errors in grammar, spelling, punctuation, and mechanics.
* Avoid contractions and an overuse of adverbs (especially “very”)
* Each paragraph must have a minimum of 5-quality sentences, that are at least 5 sentences or longer.

DEATH ESSAY

Students should choose one of the authors/pieces from the reading and write an *opinion* essay (may be in 1st person, but not 2nd person “you”), citing the reading. The essay should be **five paragraphs** (Introduction, 3 body paragraphs with topic sentences, and a conclusion). No page or word count, but will be graded on the quality of those five paragraphs.

Expectations:

* Essays must adhere to MLA formatting standards (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
* The title should be creative and centered. It should reflect the writer’s main point.
* The paper should have a strong thesis statement at the end of the introduction paragraph, with a topic sentence at the beginning of each additional paragraph that points back to the thesis.
* The essay must include **citations from the text** and additional citations are highly recommended. However, plagiarism will not be tolerated. There should be less than 25% citation. (Formula to consider: For every quoted sentence, student must write three sentences of his or her own.) All citations must adhere to MLA standards.
* Essay may be in first person, but should still have an academic tone. Any use of 2nd person “you” or “your” will be marked down.
* Essay should free of errors in grammar, spelling, punctuation, and mechanics.
* Avoid contractions and an overuse of adverbs (especially “very”)
* Each paragraph must have a minimum of 5-quality sentences.

APOCALYPTIC POEM

Using 2020 as their muse (Covid, riots, TP raids, natural disasters, etc.), students will create a poem that is modern or contemporary in style. They should write a paragraph following the poem that gives an analysis of the poem. This should be double-spaced and include a MLA signature block. Poems should have titles. These poems will be shared in the discussion board as well.

CREATIVE PROJECT

Students will create one of the following that will be shared in the discussion forum:

* A song
* A rap
* A spoken word
* A skit
* A flash fiction (story less than 500-words)

This MUST be original work of the student. The topic should be on a contemporary topic (see web link for ideas). Students should share their inspiration and background of the piece before their presentation. Each presentation should be less than 5-minutes. If you chose one of the first four, you will need to video it and upload it to YouTube, and share the link with the class. If you do not have video capability, you will need to write a flash fiction story to share with the class.

Examination

An open book final exam will be given at the end of the course (see specific date below). During the exam, the student will be responsible for all the content area covered up to that point in the course. The exams will mostly cover the lectures in the class.

Discussions

Each week, students will log onto the discussion board and answer the question posed. The initial post should be done by Friday at midnight. An initial post should be a minimum of 10-sentences. A quality response to two students should occur before Sunday at midnight. The only exception to this is the shared project (students will have until Saturday at noon for initial posts Week 6 only). Quality responses are more than “I agree” or “that’s a great point.” They should have some depth.

# POINTS MATRIX

|  |  |  |
| --- | --- | --- |
| Assignment | Possible Points | Points Received |
| Faith Essay  | 100 |  |
| Guilt & Sin Essay | 100 |  |
| *Cinderella* Essay | 100 |  |
| Death Essay | 100 |  |
| Narrative Essay | 100 |  |
| Apocalyptic Poem | 100 |  |
| Creative Project | 100 |  |
| Discussion Questions (8x25) | 200 |  |
| Final Exam | 100 |  |
| **Total Points** | 1000 |  |

Extra credit: **You may only qualify for extra credit, IF you have completed all the assignments. Never take a “zero.” Some credit is better than no credit. Ways to get extra credit—write an extra paper, go to the writing lab (see slip), or lead a discussion.**

# COURSE SCHEDULE

## **WEEK 1**

**Topic:** *Faith*
**Reading:** CRH 2-10; *Mere Christianity* Book 1
**Assignment:** Faith Compare & Contrast essay
**Discussion** (initial by Friday): Discussion on Faith

## **Week 2**

**Topic:** *Guilt & Sin*
**Reading:** Poe CRH 11-16; Conrad CRH 17-48
**Assignment:** Guilt & Sin essay
**Discussion** (initial by Friday): Discussion on Guilt & Sin

## **Week 3**

**Topic:** *Love*
**Reading:** *Cinderella* book; Shakespeare CRH 49; Whitman CRH 50; Yeh Shin & Rhodophis CRH 51-55
**Assignment:** Cinderella Essay
**Discussion** (initial by Friday): Discussion on Love

## **Week 4**

**Topic:** *Death*
**Reading:** CRH 58-63 & Tolstoy
**Assignment:** Death Essay
**Discussion** (initial by Friday): Discussion on *Death*

## **Week 5**

**Topic:** *Social Justice*
**Reading:** Douglass; CRH 64-70
**Assignment:** Narrative Essay
**Discussion** (initial by Friday): Discussion on *Revolution*

## **Week 6**

**Topic:** *Apocalyptic & Dystopian Themes*
**Reading:** CRH 70; *The Machine Stops*
**Assignment:** Apocalyptic Poem
**Discussion** (initial by Friday): Share your poems and discuss the reading

## **Week 7**

**Topic:** *Contemporary Fiction*
**Reading:** CRH 72-73
**Assignment:** Creative Project
**Discussion** (initial by Friday): Discussion on contemporary fiction and reading

## **Week 8**

**Topic:** *Final Exam*
**Reading:** Notes from Lectures
**Assignment:** Final Exam (open book)
**Discussion** (initial by Friday): Final reflection on class and reading

# ESSAY RUBRIC

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Requirements | Excellent | Strong | Adequate | Flawed | Deficient | Score |
| **Word/paragraph Count & Title** (10) | Met word or paragraph count and has a title (10) | Met word count or paragraph count, but has some filler words (8) | Met word count or paragraph count, but title was generic. (5) | Short up to 100 words or paragraphs are too short, and/or did not have a title (4) | Short more than 100 words or missing a paragraph (2-0) |  |
| **Formatting** (5) | Formatting meets MLA standards (5) | May have an error on one formatting element (4) | Has a couple formatting errors (3) | Has several formatting errors (2-1) | Did not follow formatting (0) |  |
| **Academic Tone and Point of View** (15) | Wrote in the outline person with no 2nd person (15) | Wrote in the wrong person once, but still academic (10) | Wrote in the wrong person twice, but still academic (5) | Wrote in the wrong person once or twice and not academic (4-1) | Wrote in the wrong person throughout paper and not academic (0) |  |
| **Supporting Evidence** (15) | Used text and additional sources (15) | Used text but not additional sources (10) | Only used one citation in entire paper (5) | Did not use the text or additional sources (4-1) | Plagiarized content by not citing information used (0) |  |
| **Thesis****Statement** (20) | Thesis statement is strong, arguable, can stand alone, and answers a question. (20) | Thesis statement is arguable and can stand alone, but it needs a little more work. (18) | Thesis statement is weak, but it has all the elements outlined (15) | Thesis statement is not arguable and/or it cannot stand alone. (10) | Thesis statement is seriously flawed. It is not arguable and cannot stand alone. (5-0) |  |
| **Grammar & Punctuation**(15) | Paper is free of errors. (15) | Paper has one or two mistakes. (10) | Paper has a few missed punctuation or grammar mistakes. (5) | Paper has several punctuation and grammar mistakes. (4-1) | Paper is full of punctuation and grammar mistakes. (3-0) |  |
| **Content** & **Organization** (20) | Paper is coherent and well-written. (20) | Paper is coherent and organized, but could use a few edits. (15) | Paper is adequately organized, but may need some additional edits. (10) | Paper needs to be reworked or needs some serious edits for readability. (5-1) | Paper lacks substance and/or understanding. (0) |  |

**COMMENTS: FINAL SCORE: \_\_\_\_\_\_/100**

**KRM: 6/24/21**