Syllabus for
World Literature II (ENG233)
Spring 2024

ACTS: This course is listed in the Arkansas Course Transfer System (ACTS) with the following index number: **ENGL 2123**

Class Time and Location: MW 12:30 – 1:45 p.m., Maddox 154

Instructor: Mrs. Mysti Gates
BS, Texas A & M University - Texarkana 2005
MSIS, Texas A & M University - Texarkana 2010
MA TESOL, Arkansas Tech University 2017

Office Location: Spencer 252

Office Hours: MW 10:45 – 11:45, 1:45 – 3:00
TR 10:45 – 11:45, 3:15 – 4:00
F 8:00 – 3:00

Telephone: 479-394-7622, extension 1385

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Prerequisite: ENG123 (Composition II) - Grade of C or better.

Resources:

- Foster, Thomas C. *How to Read Literature Like a Professor*. Revised Edition. New York: Harper Perennial, 2014. ISBN 978-0-06-230167-3.
- Lawall, Sarah, General Editor. *The Norton Anthology of World Literature.* Second Edition. Volumes D, E and F. New York: W.W. Norton & Company, 2002. ISBN 0-393-92453-X
- Reliable internet access (all work **must** be submitted through Blackboard)
- Three-ring binder for organizational purposes
- Flash drive or online storage (One Drive, Google Drive, Dropbox, etc.) for writing assignments
- Highlighters, index cards, writing utensils, and sticky notes for reading assignments

Course Description: World Literature II is a survey of world authors and their works, with emphasis on masterpieces from the Renaissance to the Modern period of literature (1650 through the 20th century). The course includes the study of movements, schools, and periods. The newly selected texts attempt to expand students' exposure to all 10 major cultural clusters and build students' Cultural Intelligence (CQ).

Program Outcomes: The knowledge and critical thinking skills acquired in the general education component enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in their professional and personal lives. Many general education courses are designed to deal primarily with processes rather than simply with facts, to help students to develop individually and as members of a group and to instill in students the desire to develop intellectual and emotional skills through lifelong learning.

The general education curriculum provides the means by which students will increase their:

- reading, writing, speaking, and listening skills.
- technological and research skills.
- their understanding of different cultures and societies across the globe and how both have changed over time.

ACTS Expected Student Learning Outcomes:
The student will demonstrate an advanced application of outcomes expected in ENGL1023.

- Respond appropriately to various rhetorical situations, purposes, and audiences.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate original ideas with those of others
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Use collaborative writing processes
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Rationale: An objective of post-secondary education is to provide a core of knowledge that is shared with most educated people. By studying and developing a deeper understanding of the diverse writings that have influenced modern attitudes, institutions, and thought, students can better comprehend the world in which they live. In addition, they will be better able to communicate with other people with whom they come in contact.

Course Objectives, Outcomes, and Descriptions: Upon successful completion of World Literature I, the students should be able to do the following:

Course Outcomes**:**

1. Students will demonstrate the ability to analyze and discuss designated topics on selections of literature from various cultural groups.
2. Students will choose quality sources to supplement course readings and support class research and writing.
3. Students will write clearly expressed, grammatically correct, literary essays that analyze course texts in relation to the cultures and eras they represent.
4. Students will compare course readings in areas such as form, theme, perspective, literary techniques, historical context, and societal issues.

Tentative Course Outline (the numbers in parentheses are the point values):
Note: Periodic class assignments and quizzes are not included on the Tentative Course Outline.

Week One Jan. 16-21	Introduction to Course Design & the 10 Cultural Clusters Begin **Latin Europe**, *Tartuffe* Forum/Class Discussion (21)
Week Two Jan. 22-28	**Latin Europe** *Tartuffe, Candide* Forum/Class Discussion (21) Quiz on Moliere, Voltaire, and their Works (35)

Week Three Jan. 29 – Feb. 4	Begin **Anglo** *Paradise Lost, A Modest Proposal* Forum/Class Discussion (21)
Week Four Feb. 5-11	Begin **Confucian Asia** *Dream of the Red Chamber* Student Choice: *The Courier for Hell/Hades* **OR** *The Love Suicide at Amijima* Forum/Class Discussion (21)
Week Five Feb. 12-18	Continue **Confucian Asia** Begin **Arab** Late additions to *1001 Nights* Forum/Class Discussion (21)
Week Six Feb. 19-25	**Germanic** *Faust* Forum/Class Discussion (21)
Week Seven Feb. 26– Mar. 3	**Anglo** Poets: Tennyson, Browning, Coleridge, Keats, Blake, Wordsworth, P. Shelley, Whitman, Dickinson 5 Lenses of Poetry (50)
Week Eight Mar. 4-10	Continue **Anglo** Poets **Midterm Paper Due (300)**
Week Nine Mar. 11-17	Begin **Eastern Europe** Short Stories of Chekov, Tolstoy & Dostoevsky Forum/Class Discussion (21)
Week Ten Mar. 18-24	**SPRING BREAK*** *carryover from previous weeks, if needed
Week Eleven Mar. 25-31	Begin **Nordic** and **Southern Asia** *A Doll's House* *Noli me Tangere* COMBINED Forum/Class Discussion (21)
Week Twelve Apr. 1-7	Revisiting **Eastern** and **Latin Europe** *Heart of Darkness, Metamorphosis* *Six Characters in Search of an Author* COMBINED Forum/Class Discussion (21) **Week 12 Paper Due (300)**
Week Thirteen Apr. 8-14	Begin **Sub-Saharan Africa** *Things Fall Apart* Forum/Class Discussion (21)
Week Fourteen Apr. 15-21	Begin **Latin America** *100 Years of Solitude, Enrique's Journey* Forum/Class Discussion (21)
Week Fifteen Apr. 22-28	**Latin America**, continued **Confucian Asia** in the 20th Century *The Joy Luck Club*
Week Sixteen Apr. 29 – May 5	**Anglo** and **Arab** texts in the Modern World Excerpts from *The Book Thief, The Kite Runner* COMBINED Forum/Class Discussion (21) **Final Paper Due (300)**
Finals Week May 6-9	Comprehensive Final Exam (300)*

****Subject to change****

Disclaimer: This course contents adult content. In the context of literature, we will read/discuss sex, rape, incest, murder, and multiple religions/philosophies. *If the student is uncomfortable reading, listening, and/or participating in these discussions, perhaps another course would be more suitable.*

Course Conduct: The student is to read, study, and discuss the course selections. Papers will be assigned to relate to the readings throughout the semester and are due by the posted dates. Students may not use personal communication devices or outside websites during a class, quiz, or exam without expressed consent from the instructor.

UA RICH MOUNTAIN Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.

Course Requirements/Evaluations:
Grade breakdown:

Essays (three total)	approx. 48%	(16% each)
Projects, Sources, and/or Homework assignments:	approx. 10%	
Class Discussions and Online Forums:	approx. 34%	
Periodic Quizzes and/or Comprehensive Final Exam*:	approx. 8%	

Quizzes: All quizzes are timed so be prepared for them. Quizzes may be in class or online, depending on the week. Your instructor will notify you of the type and date for each quiz. For classes taken IN CLASS, a student who leaves early, is inexcusably absent, or late to class, **cannot make up the missed quiz**. Online quizzes will close on the posted due date and CANNOT be reopened. If you have an emergency situation (death, emergency, hospitalization, etc.), please email your instructor as soon as possible. Make-up exams are given for very serious reasons only, and the student must file paperwork with the Vice President of Academic Affairs. Make-up exams are in the form of written, essay exams. The student must make an appointment to take makeup exams on one of the UA Rich Mountain campuses. It is the student's responsibility to initiate make-up work.

Students are to report for the comprehensive final exam according to the posted Finals Schedule. Students will not be allowed to use any notes, books, or outside help on the final. Students are expected to report ON TIME for the final to be admitted. Students who arrive late will not be permitted to take the exam.

Discussions: Approximately one-third of the course grade comes from class discussions. Students will begin with online discussions and then transition to in-class discussions later in the semester. Original posts for each week will be due on Friday evenings, responses to posts will be due on Saturday evenings, and students will

need to reply to their peers' comments by Sunday afternoon. Exact times are posted in each week's discussion but will be consistent after the first week of class for continuity's sake. Students will need to stay on top of their reading and posting requirements. Once a discussion closes, no new posts will be graded. No exceptions.

Papers: Over the course of the semester, students will write three papers which will constitute approximately half of their course grades. Each literary paper must include a minimum of 1000 words (essay body, not including Works Cited entries, etc.) use correct documentation, and adhere to MLA formatting. The papers must follow the given prompts. Strict plot summaries or plagiarized material will result in a zero on the assignment and may cause the student to fail the course. The files must be in *Word*, or a *Word* compatible format, to be accepted for grading and submitted into Blackboard. If using Google Docs, the student is responsible for converting the file to a *Word* document and fixing any formatting errors before submitting in Blackboard. **Students may NOT submit essays in the form of Google links. Failure to submit essays in the proper format will result in point deductions.** The instructor reserves the right NOT to grade assignments submitted in an improper format (style or submission method).

Papers are due at Weeks 8, 12 and 16. Late papers will not be accepted unless there is an emergency that justifies a late submission, as students have access to the prompts and have weeks to complete their assignments. See "Quizzes" above for the procedure.

Late Policy: Homework assignments are due at the **beginning** of class and will be marked late if they are not ready when class begins. Weekly assignments may be submitted for grading within **one week** of the assigned due date; however, late penalties (20%) apply, so it is essential to follow due dates. **Acceptance of late work beyond one week is at the discretion of the instructor.** All arrangements for submitting missed work are to be made with the instructor **in advance**. It is the student's responsibility to initiate these arrangements. Other arrangements must be secured through the office of the Vice Chancellor for Student Affairs - ext. 1400.

Additionally, ALL late work will be graded **last**. Work submitted on time takes priority over work submitted late, regardless of the reason. All late work submitted within the guidelines above will be graded; it is not necessary to ask the instructor the grading status of any work submitted beyond the original due date. Students are welcome to confirm the instructor's receipt of the work, but they should refrain from asking about the grading status. To avoid this, simply submit the work on time.

The grading scale for this course is as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Procedures/Student Requirements: Regular attendance, punctuality, and participation are expected. Students who miss a class are expected to return with all readings completed and be prepared to make up any missed quizzes. Keep up with missed assignments in Blackboard. Students are expected to log into Blackboard at least twice a week and check emails at least 3-4 times a week. Keeping up with emails will be vital for each student's success in this course. Students who do not complete the first and/or second week of class will be removed from the course.

ATTENDANCE: Attendance is taken each day and reported to the Vice President for Student Affairs. Missing an excessive number of classes is detrimental to the success of students in this course causing them to fall behind. Two absences in a class that meets once a week is excessive. Students with excessive absences will be referred to Terry Francis, Associate Vice Chancellor of Academic Affairs. Additionally, students' Academic Advisers and/or coaches, if applicable, will be notified of any attendance concerns. Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

PUNCTUALITY: The instructor reserves the right to lock out any students who are late to class. Students who are late will not be admitted to class and will not be awarded any participation-based points for the days missed as a result of tardies. Additionally, these points cannot be made up.

All assignments must be submitted by the posted due date unless specific arrangements have been made with the instructor. ***It is the student's responsibility to initiate arrangements immediately.***

Students are to refrain from using profanity in the classroom and treat others with respect. Students are also expected to use class time for tasks related to class, not tasks related to other classes (without instructor's consent) or personal matters. This includes the use of cell phones or the use of campus technology for reasons

Attendance: Daily attendance is mandatory. In the event a student is quarantined, the student will automatically shift to an online format until he or she is permitted to return to campus. Students are to notify their instructors of any quarantine orders, and a doctor's note is required. In the event the instructor is quarantined, the entire class will shift to online format until the instructor is permitted to return to campus. Students will be notified accordingly. **Any potential absence is to be shared – in advance – with the instructor.** ***Bottom line:*** show up to class – in whatever capacity required – on the specified days.

Technology Concerns: *Students with access concerns are expected to communicate with their instructors. Additionally, students can access the wi-fi from the South parking lot near the Ouachita Center. Students with access issues are encouraged to access course content from the parking lot, if needed. Students would be expected to drive to campus under normal classroom conditions. While it is not ideal, it does ensure reliable access and regular course participation.* Students may use personal cell phones/devices to attend Zoom sessions, if necessary. However, students have the option to check out campus computers from the library (Johnson Learning Commons).

Academic Dishonesty: Honesty is expected, and a zero will be given on any assignment if cheating occurs. Cheating or plagiarizing on a test or assignment is not tolerated. The internet makes it increasingly easy for students to find ways to cheat. This may include the use of readily accessible student papers, homework help sites, paraphrase tools, and/or anti-plagiarism generators. Your instructors are well aware of the resources out there. That said, ***all*** borrowed information must be cited. Plagiarism on papers can result in an "F" for the course.

Some types of plagiarism include:

- Submitting someone else's work as your own (paraphrasing, failure to cite sources)
- Submitting an assignment or essay that is similar or identical to another student's
- Collaborating on class assignments and essays (regardless of physical location)
- Sharing assignments/answers with other students (both students will receive a zero)
- Skimming information from the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism → meeting with the instructor, automatic notation in student file, and adviser, coach, and/or sponsor notification
    - Less than 10% of an assignment plagiarized → proportional grade deduction on assignment
    - 10% or more of an assignment plagiarized → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W/F
    - *If the student cannot afford to drop, he or she will be forced to accept the grade earned.*

Artificial Intelligence (AI) Tools: Students are turning to artificial intelligence (AI) more and more in the world of education. Common tools include Grammarly, ChatGPT, and Bard, to name a few. It is important that students understand the limitations, biases, and inaccuracies that come with using and/or relying on AI tools and platforms. Even if a student were fortunate enough to escape the penalties for plagiarism, using AI tools to produce writings that are inaccurate, biased, and/or limited in scope would still not yield a desirable grade. Ultimately, the student is responsible for ensuring that his/her writing is original, accurate, and complete.

Review and use the guidelines below to help navigate the ethical and appropriate uses of AI tools in this class. Check the syllabus and with the instructor for each course in which you are enrolled. For more information, review the Academic Dishonesty slides posted in Blackboard.

Appropriate uses for AI tools:	Inappropriate uses for AI platforms:
• Copying and pasting a description or assignment and asking AI to rephrase or explain the concept to you in a different way • Asking AI to provide an example of a particular aspect of writing (e.g., a thesis statement, an introduction, a conclusion, a body paragraph, etc.) • Copying and pasting your original compositions and soliciting feedback from AI regarding clarity and/or organization • Asking AI to generate a list of common reasons for or against a particular issue • Using AI tools to identify grammatical and mechanical errors for revising • Requesting statistical information for use in research (remember to evaluate the source and cite both the AI tool and the original source in your assignment) • Acknowledging the use of AI tools in your Works Cited pages	• Asking AI to write you an essay on (insert prompt here) • Asking AI to rephrase something written by another person and passing it off your own • Asking AI to provide you with a list of quotes from a text to use in your essay because you didn't read the assigned text • Assuming that AI-generated results are accurate, objective, or complete • Using AI tools to generate source citations that are inappropriate for your discipline • Using AI tools to falsify sources

Any additions to this chart will be communicated to students in writing.

Artificial Syntax Clause: Artificial syntax is defined as "language or phrasing inconsistent with natural speech patterns." Students who use paraphrase tools and/or anti-plagiarism generators or submit assignments containing artificial syntax will be penalized. Please see the guidelines below:

a. Discussion posts or small class assignments: no credit
b. Larger assignments/essays: point deductions based on percentage of overall submission and number of prior offenses

Copyright Infringement: Copyright infringement has serious consequences in the real world. Recording a class, reposting, copying, or distributing any class materials (in Blackboard or otherwise provided by the instructor) is expressly forbidden unless the instructor has given written permission.

Additionally, disciplinary proceedings according to college policies may be initiated. Consult the College Handbook for more information. *If you ever have any questions about plagiarism, how to document a particular source, or what constitutes copyright infringement, please ask me.*

Americans with Disabilities: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodations (ex: seating placement, examinations, or access to information on the web) should inform the Vice President for Student Affairs at the beginning of each semester. To contact the Vice President, students seeking accommodation should call 394-7622, ext. 1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and Tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling property violations, computer violations, or other violations as listed in detail in the UA Rich Mountain catalog.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for student in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

Tutor.com: Tutor.com is also a free option for our students. If this is something you are interested in taking advantage of, please email bminer@uarichmountain.edu to receive login information.

UA RICH MOUNTAIN Mission: University of Arkansas Rich Mountain exists to provide all citizens of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Campus Security: UA Rich Mountain strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official. Information regarding crime statistics for UARM is located under Health and Safety at: http://www.uarichmountain.edu/at-a-glance/disclosures.

Title IX Sexual Harassment: If there is an issue of this nature, it should be reported immediately to the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460.

See Something, Hear Something, Say Something

Any part of this syllabus is subject to change at the instructor's discretion.