**English 2111: World Literature I**

Fall 2021

TR 9:30 am -10:45 am Rogers Hall 116 (CRN 7105)

**Instructor:** Dr. Mina Kyounghye Kwon **Email:** mina.kwon@ung.edu

**Office:** You can always make an appointment to see me in my virtual zoom office room or talk to me on the phone.

1. A student emails Dr. Kwon a range of times that work for the student.
2. Dr. Kwon finds a mutually working time and emails the student her virtual office link.

**Phone:** 678-807-9333 (Google Voice)

Use my UNG email (mina.kwon@ung.edu) in general.

However, email me via D2L email if you have submitted your late work in case you are allowed to.

Text me (678-807-9333 (Google Voice)) for urgent messages. Please indicate your full name, course title, and class time.

**Course Description:**

This course is a study of world literature from the beginnings through the seventeenth century, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. Prerequisite: ENGL 1102 or ENGL 1102H with a grade of C or higher.

The goal of the course is that students will gain a good sense of the diversity and universality of world literature and culture; practice analyzing literature with an eye for fine detail (i.e., close-reading); and construct logical interpretations based on textual and contextual evidence. To meet this goal, students will need to demonstrate their knowledge and comprehension of the readings, participate in class discussions, and pay attention to lectures. In writing, students are expected to express their ideas clearly and precisely.

**Course Objec ves:**

Students demonstrate their ability to analyze literary works as reflec ons of the poli cal, cultural, or socioeconomic interac ons among people or organiza ons of the world. Students demonstrate their ability to analyze forms of literary expression that reflect individual, social, cultural, and aesthe c values.

**Required Texts:**

1. Homer (author) and Emily Wilson (translator). *The Odyssey*. Norton ( ISBN-13 : 9780393356250) (=> You need to get this book)
2. *Compact Anthology of World Literature (Parts 1, 2, 3).* Laura Getty and Kyounghye Kwon, eds. Dahlonega: University of North Georgia Press, 2015. (ISBN: 978-1-940771-22-9) (=>Provided for free)

**The full texts are available for free in the Content section on D2L (eLearning UNG),** and also Freely downloadable at http://ung.edu/university-press/books/compact-anthology-worldliterature.php and at http://oer.galileo.usg.edu/english-textbooks/2/

1. Additional readings may be distributed as pdf files. (=>Provided for free)

(\*Note: **You must always bring assigned readings to class** because you need to refer to the texts and often work on them in class. Electronic copies are allowed if you use your e-reader only for reading the assigned pdf readings. If you don’t follow these instructions, your participation grade will be lowered.)

**Grading and Evaluation:**

(\*This course is designed with your success in mind. However, I recommend that you do your best to securely earn the grade you want from the beginning of the semester and consistently throughout, if you have a specific grade goal in mind.\*)

**1. Exam 1 (15%) 2. Exam 2 (15%)**

The exam is not cumulative. The final exam covers the texts we studied after the midterm exam.

# Reflective Essay (5%)

The reflective essay should be about the final paper presentations, following the specific guidelines.

# Final Research Paper (15%) and Final Paper-in-Progress Presentation (5%)

To help you through the process of writing this paper, you will submit your proposal in a specific format suggested by me. Not fulfilling this minimum requirement will lower your grade.

I am here to give you my feedback and guidance on your paper’s direction, organization, structure, and thesis, etc., although your entire drafts will be read only after the paper deadline.

A formal presentation of your final paper (in progress) is required. I encourage you to use this assignment as a workshop session for your paper.

# Chapter Introduction Presentations (10%)

Throughout the semester, you will give presentations on assigned chapter introductions. Each presentation should be **about 15-20 minutes.**

You are required to provide a PowerPoint presentation (with **a handout)** that contains the following:

1. your **summary/key points (about 10-12 minutes)** of the chapter introduction (**bullet points and direct quotations from the assigned readings are recommended)**
2. three (3) literary examples of that chapter
3. three (3) discussion questions for all students **(about 3-5 minutes).**

An effective discussion is about **a) checking students' understanding of the reading and b) applying the reading to relevant literary works or culture.**

You are also required to incorporate visual components (e.g., **PowerPoint)**; one of the group members should post the presentation materials to the D2L assignment folder before class. If you are collaborating with someone else, you may divide the readings between the presenters, but make sure to combine the presentation into one for the sake of time (e.g., one PowerPoint file, instead of two).

# Surprise Quiz (15%)

Since this is a lecture and discussion class, student participation is essential. To help you prepare for vibrant class discussions and to check your reading, there will be in-class writings and/or quizzes. Throughout the semester, there will be **surprise quizzes**.

# Reading Response (10%) Reading Response & Feedback: To encourage your independent and critical thinking, you are required to post responses to the Discussions section on Desire2Learn over the semester and feedbacks to your peers’ responses. (\*Any D2L online-class response requirements will also count toward this assignment.)

This assignment can also potentially be helpful for finding your final paper topic. Here are more specific guidelines:

**1) Response:**

Compose a response of about **200 words** **before we discuss the work in class**. **Develop a main argument based on evidence, using direct and indirect quotations and descriptions.** Analyze the text, doing **one or more** of the following:

1. discuss a noticeable repetition that seems significant or puzzling.
2. discuss a noticeable contrast and its significance.
3. discuss a pattern that doesn’t seem to fit a more obvious repetition or contrast.
4. discuss what you think is most interesting, strange, or significant in the text.**2) Feedback:**

Anytime before the final quiz, compose an **at least 100-word** feedback on your peer’s response, by **replying to** the peer’s post. Do one of the following:

1. Suggest a way to rethink a problem posed by someone’s response.
2. Draw out, amplify, or make additional suggestions about the implications of someone’s response.
3. Ask a critical question and explain the implications of your question.
4. Disagree with someone’s response, explaining the grounds for your disagreement.

# In-class Writing, Attendance, and Participation (10% total)

Active participation means coming to class having read the material assigned for the day, being prepared to contribute your views on the assigned reading, showing a positive attitude, collaborating appropriately, and showing respect to your classmates and to me.

The grade of A for this whole section will **not** be given, unless you speak **at least once a week on average.** In other words, the frequency of speaking thoughtfully in class will affect your grade in this section significantly. This is a discussion-based class; if you rarely speak in class, you are likely to lose about 30 points.

**Your in-class writing** will be collected, and will be graded holistically by the end of the semester. Attendance means **being present for the whole class time**. Leaving in the middle of class could impact your grade.

**Course Policies/Resources**:

~~x~~**Absences**:You should make every effort to attend every class. The university recognizes an excuse

as legitimate only if it is documented (e.g., documented proof of illness, family emergency, religious observation, etc.). **After three unexcused absences, students will lose points for the participation/attendance grade (Evaluation #8) for each unexcused absence.** If you know in advance that you will need to be absent on a certain day, let me know as soon as possible. After seven unexcused absences, students will be dropped from the class. When a student misses class, it is the student’s responsibility to find out what he or she has missed. I keep a written record of attendance.

~~x~~**Missed Work Policy:** You can make up for any missed work if your absence was excused officially with an appropriate document. Without the excused absence, it is not guaranteed that you can make up for it, although in certain cases you may be allowed to make up for the work with a significant penalty.

~~x~~ **The Writing Center**: North Georgia has a staffed Writing Center in the Library Technology Center 180. Writers working at ANY level and at any stage of the writing process are encouraged to use The Writing Center. The staff will not write, revise, or edit papers FOR students, but they will respond thoughtfully to students’ essays and help students employ effective writing and revision strategies.

The best way to get an appointment in the Writing Center is by calling 706-867-2979 or go to the Writing Center in the Library and sign up for an appointment.

**SUPPLEMENTAL SYLLABUS**

Students are expected to refer to the Supplemental Syllabus (http://ung.edu/academic-affairs/policiesand-guidelines/supplemental-syllabus.php) for the following information:

1. Academic Exchange
2. Academic Integrity Policy
3. Academic Success Plan Program
4. Class Evaluations
5. Course Grades and Withdrawal Process
6. Disruptive Behavior Policy
7. Inclement Weather
8. Smoking Policy
9. Students with Disabilities

**COVID-19 Info**

COVID Decision Tree: https://ung.edu/together/\_uploads/files/signage/ung-covid-symptoms-decisionpath.pdf?t=1597257324872

Maxient Reporting Form: https://cm.maxient.com/reportingform.php? UnivofNorthGeorgia&layout\_id=47

UNG Together: https://ung.edu/together/

**World Literature I (Fall 2021): Daily Schedule**

This syllabus is subject to change based on the need for a particular class.

This reading schedule is not meant to be exactly chronological. Instead, it is designed to help the flow of the course.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Date | Day | Topics | Reading Assignments / Class Activities | Details and Due Dates |
| 1 | 8/24 | T | Introduction to course, texts,  and syllabus | x Introduction      x Lecture on World Literature |  |
|  | 8/26 | R | Ancient China | x Confucius, *The Analects* | Read only sections 1, 2, 3.    Presentation Sign-up |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2 | **9/2** | **R** |  | x Zhuangzi, Zhuangzi.    x  James Legge, trans.,  Life of Mencius (\*In-Class: | Read Sections 2, 5, 6, 8, 10, 11, and 14. |
| Sec on 3) |
|
|  | **8/31** | **T** | Ancient  Mesopotamia | x The Epic of Gilgamesh. | Read to p. 90.    D2L 1 (\* Click here to see the instruc ons \*) |
| 3 | 9/7 | T |  | xThe Epic of Gilgamesh, continued. | Read to the end.      Video lectures on Ancient Civilizations will be shown in class. |
|  | 9/9 | R | Ancient Greece | x Homer, *The Odyssey*  (Translator: Emily Wilson)      x Presentation # 1 (Open Textbook Chapter 1: Middle  East, Near East, Greece &  Chapter I: Ancient  Mediterranean and Near  Eastern Literature)    x Presentation # 2 (Open Textbook Chapter 2: China  & Chapter III: Early Chinese  Literature and Thought) | Read to the end of Book 4.    Presentation 1:    -Melissa Simmons,  Hyela Ford,Maddie  Paul, Corrine Moore----  -------------        Presentation 2:    Grace Witkowski,  Brianna Welch,  Georgia  Stonecypher,Kenzie  Jenkins------------------ |
| 4 | 9/14 | T |  | x *The Odyssey,* continued. | Read to the end of Book 8.    **D2L 2** |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 9/16 | R |  | x *The Odyssey,* continued.      x Presentation # 3 (Open Textbook Chapter 7: China  & Chapter VI: Medieval  Chinese Literature)    x Presentation # 4 (Open Textbook Chapter 8: Japan &  Chapter VII: Japan’s  Classical Age) | Read to the end of Book 12.  Presentation 3:    -Jenna Bryant, William  Vaughn, Hannah  Eckerman, Sophia  Eglian -----------------    Presentation 4:    Lauren Hassel,  McKeely Fortune, Justin Williams, shelby hoood------------------ |
| 5 | 9/21 | T | (Medieval  China) | x *The Odyssey,* continued.    x Li Bo, selected poems (\* In-Class: “Fighting,” “The Sun,” and “Drinking Alone by Moonlight,” “In the  Mountains on a Summer Day,” “Drinking Together in the Mountains”) | Read to the end of Book 16. |
|  | 9/23 | R |  | x *The Odyssey,* continued. | Read to the end of Book 20.  **D2L 3** |
| 6 | 9/28 | T |  | x *The Odyssey,* continued.      x Presentation # 5 (Open Textbook Chapter 6: Middle East & Chapter IV: Circling the Mediterranean) | Read to the end of Book 24.  Presentation 5:    -Blake,Arnold Tyler,  Zipfel, Thomas  Chastain,, Kobe  Holland----------------- |
|  | 9/30 | R | Middle East and  India | x *The Thousand and One Nights*. | Read “Introduction” and Chapter 1. |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7 | 10/5 | T | Heian Japan | x Murasaki Shikibu, *The Tale of Genji*. | Read Chapter I.    Video lectures on *The Tale of Genji* will be shown in class. |
|  | 10/7 | R |  | x *The Tale of Genji*, continued. | Read Chapter V.    (Discussion of Chapter  I, II, V) |
| 8 | 10/12 | T |  | Review | Review |
|  | 10/14 | R | **Exam 1** | **Exam 1** |  |
| 9 | 10/19 | T | Medieval  England      (Medieval Italy) | x Chaucer, *The Canterbury Tales.*        x Marco Polo and S. Rustichello, *The Travel of Marco Polo*.  (\*In-Class: Part I,  “Description of China,” Sections IV, VII, and IX (pp.  283-286)). | Read “The General  Prologue.”      Video lectures on the Medieval Era will be shown in class. |
|  | 10/21 | R | Renaissance  Italy | x Christopher Columbus, *The Journals of Christopher*  *Columbus: The First Voyage* (\* In-Class: the introductory section (pp.261-262) and the  Thursday, 11th of October  entry (pp. 268-269))    x Presentation # 6 (Open Textbook Chapter 11: Europe  & Chapter IX: Europe and  The New World) | Video lectures on the Renaissance will be shown in class.        Presentation 6:    -Hannah John, Halston  Johnson, Ceri Trecartin,  Charlie Carter---------------- |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 10 | 10/26 | T | (Early Modern  Korea) | x Niccolo Machiavelli, *The Prince*.          x Sijo Poetry  (\* In-Class: We will learn about sijo and read a few sijo poems, such as Hwang ChinI’s poem.) | Read Chapter 15 (p.  323) and Chapter 25 (p.  325-326). |
|  | 10/28 | R | Early Modern  Spain | x Miguel De Cervantes, *Don Quixote*.  (\*In-Class: Chapters 7-8) | Read Chapters 1-3. |
| 11 | 11/2 | T | Cherokee Indians | x Myths of the Cherokee (\* In-Class: “6. How they Brought Back the Tabacco,”  and “14. The Deluge.”) | Read “1. How the  World Was Made,” “2.  The First Fire,” “3.  Kanati and Selu”  (pp.402-407) |
|  | 11/4 | R | Renaissance Britain | x Shakespeare, *Hamlet*. | Read Act 1. |
| 12 | 11/9 | T |  | x *Hamlet*, continued. | Read Act 2 & 3.    **D2L 4** |
|  | 11/11 | R |  | x *Hamlet*, continued. | Read Acts 4 & 5. |
| 13 | 11/16 | T |  | Review | Review |
|  | 11/18 | R |  | **Exam 2** |  |
| 14 | 11/23 | T | **Fall Break** | **No Class** |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 11/25 | R | **Fall Break** | **No Class** |  |
| 15 | 11/30 | T |  | Presentation Preparation | Optional Individual  Conferences |
|  | 12/2 | R |  | x Final Paper Presentation |  |
| 16 | 12/7 | T |  | x Final Paper Presentation |  |
|  | 12/9 | R |  | x Final Paper Presentation |  |
| 17 | Finals    (12/15(W)) |  | **Reflective**  **Paper & Final**  **Paper &**  **Writer’s**  **Notebook** | x Reflective Paper on the  final paper presentations | * **Final Research paper is due.**      * **Turn in Writer’s Notebook (In-class writing).** |