

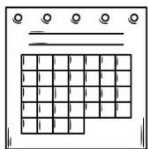
ENGL 2200-02: World Literature Before 1600

Course Description.....

World Literature Before 1600 explores the rich tapestry of literary works from various cultures and civilizations spanning different continents. This course delves into the vibrant and diverse literary traditions that shaped the world's cultural landscape prior to the 17th century. Through a carefully curated selection of texts, ranging from epic poems and philosophical treatises to dramas and religious scriptures, students will embark on a captivating journey across time and space. The course aims to deepen their understanding of the human experience while highlighting the universal themes, ideas, and artistic expressions that have transcended borders and endured throughout history. These texts not only provide insights into ancient societies but also showcase timeless tales of heroism, tragedy, and moral dilemmas. Students will explore the profound wisdom, philosophical ideas, and cultural values embedded in these texts, gaining a deeper appreciation for the diversity of human thought. Throughout the course, students will develop critical reading, analytical thinking, and literary interpretation skills. They will engage in lively discussions, close textual analysis, and written reflections, fostering their ability to discern and appreciate the literary techniques employed by diverse cultures.

World Literature Before 1600 offers a unique opportunity to explore the shared human experiences and cultural legacies that have shaped our world. By examining these ancient and medieval texts, students will gain a deeper understanding of the foundations of literature, humanity, and the enduring power of storytelling across different civilizations and time periods.

The Course.....



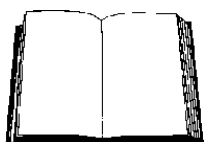
Course Name: ENGL 2200-002
Semester: Fall 2023
Meeting Time: 12:00 a.m. - 12:50 p.m.
Meeting Location: Haley Center (HC) 2312

The Instructor.....



Name: Mrs. Elizabeth Brissey
Email: eds0025@auburn.edu
Office Location: 8025
Student Hours: Drop-In / In-person (MWF 11:00 a.m.)
Appointments via Zoom (by appointment only)

The Necessities.....

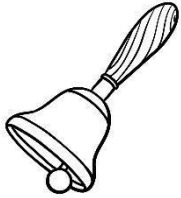


Books: *Norton Anthology Of World Literature*
4th Edition | (ISBN: 9780393265903)
Julius Caesar by William Shakespeare

Tech: Misc. Readings (access through Canvas)
Email Address, checked regularly
Access to MS Word
Canvas + Notifications turned on

Goals and Student Learning Objectives (SLO's).....

General Goals for Teaching:



- to provide a broad framework of cultural history in which to read literary works
- to explore methods and assumptions of literary and cultural analysis
- to help students develop the related skills of careful reading & effective writing
- to provide a program of guided reading of the literature of various cultures of the world.

General Goals for Learning:

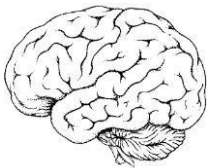


- to acquire strategies for reading texts and an understanding of how they communicate meaning
- to use evidence from the text and the context to carry out basic textual moves: interpreting, justifying an interpretation, and making an argument.
- to become more sophisticated readers, able to recognize multiple interpretations and points of view.
- to understand the relationships between the literary text and its social or historical context.
- to be able to recognize formal features of a literary text in order to develop and articulate criteria for aesthetic judgment.

Student Learning Objectives:

These goals and objectives lead to the following Student Learning Outcomes (SLOs) agreed upon by the University Senate:

SLO B – read and think critically



1. Identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact.
2. Engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective.
3. Construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.

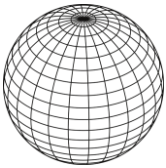
SLO I – analyze and value creative artistic endeavors



1. Define and apply methodologies to investigate the products of the creative process
2. Define and apply methodologies to investigate the creative process through the study and/or participation in production of art, design and areas of creative practice
3. Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact

Course Policies & Important Information.....

Accessibility Statement



Students who need accommodations must submit their approved accommodations electronically through AU Access and make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately.

If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit their website.

Assignment Submissions, Makeup Work, & Late Work



- All assignments will be due on the day and time specified on Canvas. The date on Canvas supercedes dates on the syllabus.
- For each calendar day a paper is late, the grade will be reduced at a rate of up to 10% per day..
- Synchronous work cannot be made up, but an alternative assignment can be arranged ahead of time.
- Revisions or rewrites will not be offered except in special circumstances.
- I do accept late work for partial credit for up to two weeks after the assignment's due date. If the date for turning something in has passed, please e-mail the assignment to me, along with a short description of the document you attached.
- All missing assignments are scored as “0” until late work is submitted, regardless of whether an extension has been granted.
- If you need to ask for an extension, be sure to do so at least one day before the deadline.

Communications



Students should stay in communication with the instructor, particularly as it relates to their academic needs. Students who require help, modifications, or information should contact the instructor as soon as the need arises. It is the student's responsibility to ensure that they are up to date with the functions of Canvas and the material that is posted there. I encourage all students to ensure that notifications are turned "on" on their mobile devices to ensure that they stay in the loop.

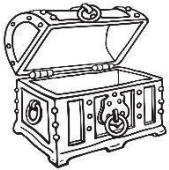
Course Policies & Important Information, (continued).....

Academic Honesty



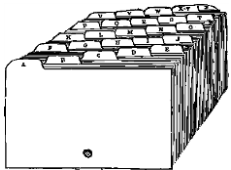
All regulations outlined in the Auburn University Student Academic Honesty code will apply to this course. We will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Bonus Points and Extra Credit



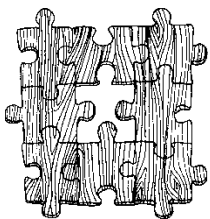
Bonus points are available to students throughout the semester for the following circumstances: (1) the student visits the Miller Writing Center for a major paper and provides documentation via email; (2) the student goes above and beyond the call of duty on assignments (awarding of points is solely at the teacher's discretion); (3) the student's grade at the end of the semester is one point below the threshold for the next grade up (e.g. 69, 79, 89). **Please note that rewrites, extra credit, and bonus points are NOT available for "last minute" needs.**

Early Alert Grades



You will receive an "Early Alert Grade" one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on classwork graded at that point in the semester. If your Early Alert Grade is a "D," "F," or "FA," you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the "tiger i" tab, selecting "Student Records," and opening the "Midterm Grades" window from the dropdown box. If the grade appears inaccurate, please contact the instructor.

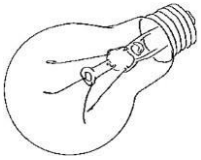
Attendance & Punctuality



Students enrolled in this course will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., a university-sponsored trip or doctor's visit—you must provide verification to the course instructor, in writing, no later than one week after the absence occurs. Regarding punctuality, every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence. Sleeping in class will result in an absence. In most cases, I will attempt to inform students if they are near their allotted number of absences.

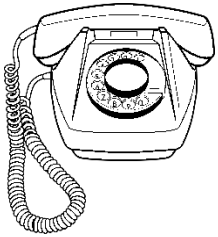
Course Policies & Important Information, (continued).....

Miller Writing Center



The Auburn University Miller Writing Center (MWC) is free and available for students who desire feedback on their writing. When you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together. Meeting with a MWC tutor and providing documentation to me will result in extra credit being applied to the relevant assignment.

Cell Phones, Texting, & Other Things



We will discuss standards of participation and etiquette as a class and determine what counts as acceptable classroom behavior for university students. As a general rule, however, you should plan to attend class, take an active role in discussions, collaborate with and show respect for your classmates and instructor, and contribute to a productive learning community throughout the semester. For further information, students may also consult the AU policy on classroom behavior.

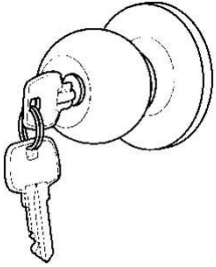
Withdrawal from the Course:

No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.



Course Policies & Important Information, (continued).....

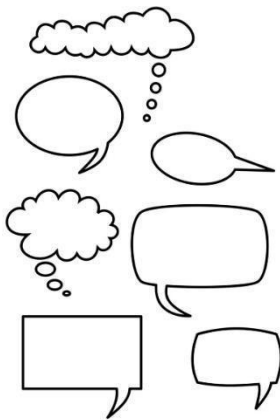
Contact or Meet with Me



Want to meet? I have drop-in student hours in my office every Tuesday and Thursday from about 10:00-11:00 a.m. We can also get together digitally to discuss anything you would like, from research consultations and quick questions to more pressing concerns. There are a lot of ways to talk to me:

- Email me at eds0025@auburn.edu
- Come talk to me after or before class
- Come to my office hours (see the cover page of syllabus for details)

Diversity and Language Use Statement



Many writing and literature courses at Auburn University will prepare students to recognize the conventions of writing for English-speaking universities and how to employ audience-oriented strategies of writing and meaning-making.

Language and language use are strategic and stylistic choices made by writers. Linguistically-diverse writing that does not correspond with English- only models are not only **welcome**, but are **valuable and innovative contributions** to the writing process.

Students have a pronounced and sovereign right to access, employ, and experiment with their inherited and learned languages when speaking and writing for the classroom and beyond. This class will not only examine language use as a valuable strategic writing practice, but as a composing process informed by racial and cultural membership, knowledge, and lived experience(s).

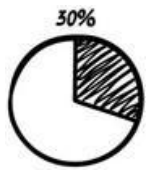
Emergency Contingencies



If normal class/university activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans (such as assignments) may be modified to allow the continuance of the course. If this occurs, you will be provided with an addendum, which will replace materials provided at the beginning of the semester.

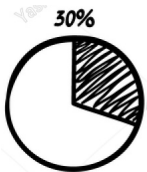
Grades and How You Earn Them—an Assignments Overview

Students complete a variety of assignments throughout the semester. These assignments support academic research and writing that involves more than learning rules of grammar or formalistic conventions; they also require inquiry into the rhetorical and cultural expectations for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community.



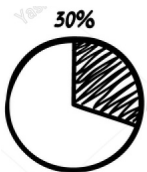
30% Participation, Journals, Discussions, & Quizzes

Each week, students will complete smaller assignments, including individual journals, group discussions, and quizzes on reading and related concepts. These are designed to check understanding, prompt discussion, and inspire writing.



30% Essays One and Two

At two points during the semester, students will complete an essay. The first will be an analytical and interpretive paper, comprised of about 3 pages of close reading and analysis. The second paper will be comparative in nature, although it will also require close reading skills. This paper will be about 4 pages.



30% Final Exam + Poetry Project

During the final examination period, students will complete an examination based upon readings, class lectures, discussions, and journals.



10% Guided Lesson

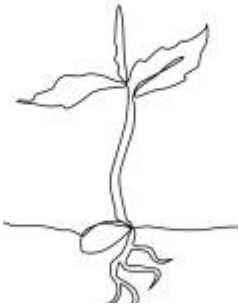
Students will design and present an activity this semester that is based on one of the syllabus’s readings. An assignment sheet with details will be provided.

Grades and How You Earn Them—A Breakdown



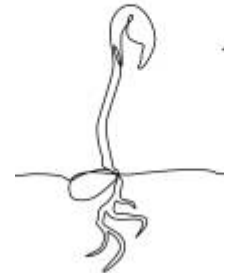
A Work:

Students achieving an "A" in the class consistently demonstrate exceptional engagement and mastery of the material. They actively participate in class discussions, offering insightful interpretations and connections between texts. Their essays and assignments showcase profound critical thinking, thorough research, and a deep understanding of various literary themes, cultural contexts, and historical influences. "A" students go beyond surface-level analysis, incorporating original insights and effectively integrating textual evidence to support their arguments. They also demonstrate an ability to apply literary theories and engage in meaningful cross-cultural comparisons.



B Work:

Students earning a "B" in the class consistently exhibit a solid understanding of the material and engage thoughtfully with texts. They actively participate in discussions, offering relevant contributions and demonstrating a grasp of key themes and concepts. Their assignments show a clear understanding of the texts' central ideas and literary techniques, although there may be occasional lapses in critical depth or analysis. "B" students use textual evidence to support their arguments and provide reasonable interpretations, although there might be room for further exploration and development of their ideas.



C Work:

Students achieving a "C" in the class meet the basic requirements of the course but may show uneven engagement or understanding. They participate in discussions but may not consistently offer insightful contributions. Their essays and assignments demonstrate a basic comprehension of the texts and some attempts at analysis, but there may be inconsistencies or lack of depth in their interpretations. "C" students provide textual references but may struggle with fully integrating them into their arguments, leading to somewhat disjointed or surface-level analysis.



D Work:

Students earning a "D" in the class demonstrate a minimal level of engagement and understanding. Their participation in discussions is sporadic, and their essays and assignments reflect a limited grasp of the texts and their underlying themes. "D" students may struggle to provide coherent interpretations, and their analysis often lacks depth or critical insight. While they may include some textual references, these references may not effectively support their arguments.



F Work:

Students receiving an "F" in the class do not adequately meet the learning outcomes. Their engagement in discussions is negligible, and their essays and assignments show a significant lack of understanding of the texts and the course objectives. "F" students may present inaccurate or irrelevant interpretations, and their analysis is rudimentary or absent. They may struggle to incorporate textual evidence, and their work may lack coherence and organization.

Unit One: Folktales and Story Collections

Week One

- 8/16 W Syllabus on Canvas
8/18 F Class Will Not Meet-Library World Literature Scavenger Hunt-See Canvas

Week Two -It's A Dangerous World for a Girl (or a boy)

- 8/21 M "Fitcher's Bird," "The Hero's Journey" (Canvas)
8/23 W "Cupid and Psyche," "Koschei the Deathless"
Folktale analysis due on Canvas (Canvas)
8/25 F *Bisclavret* (NAWL (B) - 296-305)

Week Three - Trickster Tales

- 8/28 M "Coyote and the Origin of Death," "The Pardoner's Tale" (Canvas)
8/30 W *The Thousand and One Nights* ("King Shahrayar...") (NAWL (B) - 601-613)
9/1 F *Decameron*, Day 1, Story 1 (NAWL (B) - 719-728)

Week Four - Trickster Tales

- 9/4 M No Class-Labor Day
9/6 W *1001 Nights*, "The Tale of the Wolf and the Fox" (Canvas)
9/8 F *A Geste of Robin Hood* (Fitt 1), Paper One Due (Canvas)

Unit Two: Beginnings and Continuations

Week Five

- 9/11 M *Enuma Elish* (NAWL(A) 145-161)
9/13 W Genesis (NAWL (A) 29-end)
9/15 F TBD/ Activity

Week Six

- 9/18 Ovid's *Metamorphoses* (Canvas Reading)
9/20 Forward to the Prose *Edda* (Canvas Reading)
9/22 TBD/ Activity

Week Seven

- 9/25 *Popol Vuh* (NAWL (C) 515 - end)
9/27 *Popol Vuh* (NAWL (C) 515 - end)
9/29 TBD/ Activity

Unit Three: Epics and Drama

Week Eight

- 10/2 *Epic of Son Jara* (Canvas)
10/4 *Epic of Son Jara* (Canvas)

10/6 Activity

Week Nine

10/9 *Epic of Gilgamesh* (NAWL (A) 89 - end)
10/11 *Epic of Gilgamesh* (NAWL (A) 89 - end)
10/13 No Class-Fall Break

Week Ten

10/16 *Julius Caesar* (Your Copy)
10/18 *Julius Caesar* (Your Copy)
10/20 *Julius Caesar* ; *Paper 2 Due* (Your Copy)

Unit Four: Religious and Philosophical Texts

Week Eleven

10/23 Boethius, *Consolation of Philosophy* (Canvas)
10/25 *Meditations of Marcus Auralius* (Canvas)
10/27 Activity

Week Twelve

10/30 *Bhagavad Gita* (A) 1276-1289)
11/1 Laozi, *Daodejing* (A) 1340-1349)
11/3 Activity

Week Thirteen (Flex Week)

11/6 Special Collections Visit
11/8 Manuscript Studies
11/10 Inkmaking Activity

Unit Five: World Poetry + Final Project

Week Fourteen

11/13 Hanshan, *Cold Mountain* (NAWL (B) 1104)
11/15 Wang Wei (all) NAWL (B) (NAWL (B) 1113)
11/17 Li Bo (selections TBA) (NAWL (B) 1116)

11/20-11/24 Thanksgiving Break- No Class

Week Fifteen

11/27 Yehuda Halevi- "To Ibn al-Mu'allim" and "Lord"; (NAWL (B) 325-326)
11/29 Rumi- selections (NAWL (B) 381-386)
12/1 Song of Songs, Final Poetry Project Due (Canvas)

