

**WORLD  
CORE 2233**



**LITERATURE I**

**Fall 2020**

<b>Instructor:</b> Chris Sutterfield	<b>Email:</b> <a href="mailto:chriss@shilohsaints.org">chriss@shilohsaints.org</a>
<b>Classroom:</b> Atrium 6	
<b>Time:</b> Block 13 (MWF): 9:57-11:33 Block 12 (TThF): 8:15-9:51	
<b>Course Website:</b> <a href="http://sutterfield.weebly.com">sutterfield.weebly.com</a>	

	<b>Block 12</b>	<b>Block 13</b>
<b>Turnitin</b>	Class ID: 25668320 Enrollment Key: shiloh	Class ID: 25668340 Enrollment Key: shiloh
<b>Google Classroom Code</b>	fhxlqcq	qowjn6a

**REQUIRED TEXTS:** *The Norton Anthology of World Literature*, 3<sup>rd</sup> edition (2012), Vol. A, B, C.

**I. COURSE DESCRIPTION:**

The OBU General Catalog promises that you “will read and write about diverse texts from multiple literary traditions with particular attention to their genres and historical-cultural contexts” (59). Allow me to elaborate on that. “Literature” is a pretty high-toned word, and one which, depending on your background, may fill you with either anticipation or despair. Both are welcome in this course. Whether you consider yourself a bookworm, a reluctant victim of the University’s course-requirement system, or something in between, there’s something here for you! The only requirements are a willingness to keep your eyes, ears, and minds open. Mouths too, for that matter, for over the course of our sixteen weeks together we will not only be reading stories, poems, and plays from a wide range of genres, times, and authors, and noting the formal elements that make them effective (or ineffective), but also comparing our various reactions to them. There will be reading quizzes, earnest discussion, group presentations, and written essays—all in the service of learning to better read, analyze, understand, and, just maybe, enjoy the best that has been thought and written by writers whose differences from us are often more obvious at first than their similarities.

## II. COURSE OBJECTIVES

Ouachita Baptist University is a Christ-centered learning community. Embracing the liberal arts tradition, the university prepares individuals for ongoing intellectual and spiritual growth, lives of meaningful work, and reasoned engagement with the world. For more information about OBU's vision and values, please visit this link: <https://www.obu.edu/business/mission-statement/>.

**World Literature Shares the Value with Ouachita Baptist of “[promoting] a vibrant community strengthened by diversity . . . .”** (GC, 5).

### **World Literature Builds on CORE Goals for Students to Accomplish:**

- “Intellectual and applied skills that promote competency and lifelong learning, including articulate communication; critical and creative thinking . . . .” [and]
- “**Appreciation for cultural diversity and development of intercultural competence for constructive engagement in both local and global contexts**” (GC, 57).

### **And in chorus with the other OBU faculty who teach World Literature, these are my objectives for you:**

1. Students identify characteristics, elements, and literary devices of major genres and movements from ancient times to 1650.
2. Students demonstrate reading comprehension and critical thinking skills through class discussion and projects.
3. Students relate their own experiences to social and cultural issues raised in class and the texts.
4. Demonstrate an understanding of the use and function of archetypes in literature.
5. Recognize major literary forms, styles, and technique.
6. Relate literary works and authors to major themes and philosophies of an era.
7. Analyze the philosophical, political, social, ethical and creative influences that shape style
8. To introduce students to literary masterpieces in translation from Ancient, Medieval, and Renaissance periods.
9. Transferable skills: communication, reading, writing; analytical and critical thinking; evaluation and logical thinking; the use of evidence to support statements.

## III. COURSE REQUIREMENTS

### **Grading and Assignments (subject to minor adjustments)**

1. **2 In Exams:**
    - Exam 1 = 15%
    - Exam 2 = 15%
    -
  2. **Reading Quizzes = 30%**
  3. **12 Paper Responses = 24% (2% each)**
  4. **The Project from Hell = 16%**
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## Final Exam (Comprehensive Exam)

### ASSIGNMENTS

- **Reading Quizzes:** For the reading assignments, you will be given reading quizzes, be assigned in-class group work, or be asked to respond to short in-class writing prompts. Therefore, do the reading(s) before the scheduled date.

Grading scale: 100-90% A, 89-80% B, 79-70% C, 69-60% D, 59%-0 F

Gradebook: You can track your grades through Renweb.

- **Reading Quizzes:** For the reading assignments, you will be given reading quizzes, be assigned in-class group work, or be asked to respond to short in-class writing prompts. Therefore, do the reading(s) before the scheduled date.
- **Response Papers:** For this semester, students will write a total of twelve response papers dealing with a particular theme from one or more of the readings. Each response paper will be at least **two-pages** in length. Please note, you may go exceed the two pages on each assignment; however, anything less than the assigned length will lose points. These response papers will be submitted each time to [Turnitin](#). The writing prompt for each week will be posted in [the class website and/or in Google Classroom](#).
- **Major Exams:** Students will take three major exams (this does not include the mandatory final exam), which will cover material from the readings, class discussion, and lectures from each unit.
- **The Project from Hell:** Students will complete and present this group presentation, which will focus on one area of Dante's Hell. See class website for the research/presentation outlines.

When you miss a class, it is *your responsibility to contact someone from class ASAP* to find out whether you've missed any assignments, changes in schedule, or other crucial information. Additionally, *it is your responsibility* to promptly and accurately reply to queries from your buddy if he or she has missed a class. This obviously requires that you stay more or less awake in class and take good notes, not only for yourself, but also in case your friend is absent and counting on you.

### Weekly Checklist:

- ✓ Check the *Reading & Assignment Schedule* in the Reading Schedule, looking ahead at assignment due dates, and making sure you are staying current with the week's reading assignments, including selections from your textbooks, and any supplementary materials posted to Moodle.
- ✓ Complete assigned readings, meditate on them in your heart (or wherever you do your meditating), and come to class prepared to discuss, be quizzed on, and/or write about them.
- ✓ Be sure to bring with you whatever volume is called for in the daily reading calendar.
- ✓ Make sure you are prepared to submit any written assignments on the date due.
- ✓ Check email regularly for any important correspondence from me concerning class schedule or assignments.
- ✓ Correspond with a Study Buddy as needed.

## V. ACADEMIC INTEGRITY

“When Shakespeare is charged with debts to his authors, Landor replies, ‘Yet he was more original than his originals. He breathed upon dead bodies and brought them into life.’”

-Emerson, *Letters and Social Aims. Quotation and Originality.*

Well, what Emerson describes may have been acceptable practice in Shakespeare’s day, but *you* will have to make do without grave-robbing or necromancy. Plagiarism—in addition to being lazy, juvenile, and rude—is intellectual theft, and we’ll have none of it here. Cheating is dishonorable, and can take many forms, including **reading online synopses** instead of the entirety of assigned texts. The Covenant on Academic Honor (which you can find in its entirety on p.16 of the *Tiger Handbook*) reads, in part:

I affirm that an academic environment can be enriching only when its members commit to mutual integrity, trust, responsibility and respect. I will refrain from all forms of academic dishonesty, and I will act responsibly when confronted with the knowledge of such behavior. I recognize that academic excellence is more than the absence of dishonesty; true scholarship entails devotion to my studies and respect for my professors and classmates. With the aim of academic and personal growth I make this pledge to myself and to the women and men of Ouachita Baptist University.

Breaching this pledge may result in a failing grade for the assignment, or possibly for the entire course. If you have any doubts about what constitutes plagiarism or academic dishonesty, please ask me. A plea of ignorance is rarely exculpatory when it comes to cheating.

## VI. PROFESSIONAL ACADEMIC CONDUCT

A friendly reminder that this is college, and that you are, during your time here, professional thinkers. Come to class prepared (i.e. having done the reading and assignments for the day). For a 3-credit course, you are expected to spend *at least* 6 hours per week outside of class studying, reading, and writing. If you are unable to make this commitment, you should consider taking this course when you have the time needed to devote to it. If you are having difficulties in the course, contact me right away. Do not wait for a miracle; I’m afraid they rarely appear in academia.

## VII. RESOURCES TO HELP YOU

***Don’t wait to get help. Be proactive!***

The Speer Writing Center-- Their email is [OBUspeerwritingcenter@gmail.com](mailto:OBUspeerwritingcenter@gmail.com) and their phone, answered only during operating hours, is (870) 245-5301. Follow on social media!

- Facebook: @OBUspeerwritingcenter
- Instagram: @obuspeerwritingcenter
- Twitter: @OBUWritingCtr

Life, in case you hadn’t noticed, is hard, and college can be one of the most difficult as well as one of the best times of your life. If you need perspective, you will find a kind ear and wise counsel in Mr. Dan Jarboe, our University Counselor, available in ESC 220 or by dialing 870-245-5591 or texting [jarboe@obu.edu](mailto:jarboe@obu.edu). He is also OBU's ADA/504 Coordinator, "committed to extending access and opportunity to those who are disabled." Contact him for a copy of the University policy concerning modifications or accommodations. Please let me know during ***the first week of classes*** how I can work with your learning style (your first “Dear Dr. Utter” letter can be a good place to do this!)

Should you prefer working with a woman therapist, Sue Poole offers professional, confidential counseling at Ouachita. You may contact her through her email [poolesw@obu.edu](mailto:poolesw@obu.edu) or by phone at **870-260-4013**.

## VIII. F.A.Q.

*Q: “Hey!” is an acceptable email salutation, right?*

A: Dear Student,

I’m so very glad you took the time to inquire. No, in fact it is not. Please believe me when I assure you that it is not at all to satisfy the demands of my fussy ego but rather those of your future employers (and also customers, prospective parents-in-law, etc.) that I ask you to get into the habit, if you aren’t already, of using courteous salutations with correct professional titles. In this case, “Mr. Sutterfield” will do brilliantly. While we’re on the subject, it is considered courteous to include an email subject heading, as well as a closing signature.

Affectionately Yours,  
CWS

Assignments section under Course Requirements) my policy about not discussing grades during the last week of class.

*Q: If you happen to assign a .pdf and ask that I print and bring it to class, must I print it out and bring it to class?*

A: You must. In nearly all cases, it will be crucial to class discussion and workshops that you have the physical text before you, to reference, highlight, and annotate.

*Q: What happens if I miss an assignment, or if I turn one in late?*

A: **Every major assignment must be turned in in order for you to receive a grade on this course.** As for late work, the assignment will be downgraded 10% for each day it is late and will not be accepted after five days. If you miss a day of class, you are responsible for contacting your study buddy in order to get notes or the assignment for the next class. You will still be responsible for the assignments due the next class after your absence.

*Q: Kindly define “late”.*

A: Any time following the dismissal of class on the day the assignment is due. Emailing an assignment is not an acceptable alternative for something due in hard copy, so be sure to give yourself plenty of time to allow for printer mutinies. These seem to happen frequently.

*Q: What happens if I email my buddy but fail to get a reply in time for class? Am I still responsible for knowing anything I may have missed in class?*

A: Indeed you are. If your buddy does not reply in a reasonable amount of time, then it is your responsibility to email another classmate, or your instructor at the email address above to get any assignments you missed. Should I fail to reply, the fault will have ceased to be yours, and you may consider yourself to be in a state of grace, pending other arrangements.

*Q: Do running out of printer ink, having home printer problems, or losing my document into the mists of cyberspace or due to a hard drive crash constitute acceptable excuses for not having my work?*

A: Nope. There are computer labs—complete with printers—available to you in case of problems with a personal computer. **Save your documents early and often, and in more than one place!** Storage in the “cloud” (via Google Docs, MS OneDrive, or something similar) is an excellent idea. You may also find

that automatic hard drive backup services such as Carbonite are well worth the peace of mind they afford. This might seem overly cautious, but you would be surprised by how many times technology doesn't work when you need it to work! Believe me, I've learned this myself from hard experience.

*Q: Well, this was certainly . . . thorough. Anything else you'd care to add?*

A: Indeed. Having said all of that, **welcome to my class!** I'm looking forward to a richly interesting and mutually-rewarding class!

## **IX. TIPS FOR PLEASURABLE AND MEANINGFUL READING AND WRITING:**

Reading a text does not simply mean moving one's eyes over the words and hoping to remember the major events of the story. What a text "means" is more than simply the sum of its plot points. To truly read something we must engage with it, ask it questions, think about it, play with it. The writing assignments give you the opportunity to do just that and earn credit toward your final grade in the bargain. Make the most of them; they will help you learn.

It should come as no surprise that this course will require quite a bit of both reading and writing. This ought to be obvious, of course, but just so there's no mistake, you should know going in that this course involves, above all, reading. There will be quizzes, yes, and projects, and papers, and a final. But all of that is merely to reinforce and add meaning to the hard, joyous work of solitary reading, of which this course will require many hours of you. I want you to see this as a good thing! The university experience gives you a privilege that only a tiny fraction of the world's population is or has ever been able to enjoy: *the leisure to study*. To help you get the most out of it, I offer you a few tips (and I would be delighted if you would share some of your own!):

- ❖ **Be selfish.** As much as it is in your power to control, shield yourself from interruption not only from people, but also from electronic intruders. In other words, put your phone in airplane mode.  
I know it's hard. It will be easier to do if you first:  
**Schedule your reading time.** This way, you won't constantly be glancing at your watch (if you still wear such a thing), or worrying that you need to be someplace else, doing something else.
- ❖ **Find a happy place.** As with real estate, think "location, location, location," when it comes to completing assignments. Find a place that's comfortable and as free of distraction as possible. The ambient noise of a coffee shop may work well for some people; others will find that a silent, less public space helps them to concentrate better. Find your place and become a regular there.
- ❖ **Scribble ruthlessly.** Your textbooks are not sacred texts; don't be afraid to mark them up. Jotting down your reactions, ideas, and other marginalia (margin notes) as you read is a great way to begin the brainstorming process for later writing assignments. Plus, it can be fun and often illuminating to come back in later months or years, and see how your interpretation of various passages has developed.
- ❖ **If in your reading you encounter a passage that you don't understand, try reading it out loud.** Verbalizing difficult passages, either simply to yourself or to someone else, engages different brain centers, and often allows you to hear the "music" of the text in a different way. (This is also one of the best ways to copy-edit your own writing!).
- ❖ **Court silence.** Spotify won't miss you for a few hours, and it's amazing what "the mind's ear" will hear if you'll give it the chance.

