

Syllabus for  
**ENG 310—World Literature**  
3 Credit Hours  
Spring 2019

I. COURSE DESCRIPTION

A study of selected authors, themes, and trends representing literature outside the American and British realms. Emphasizes modern literatures of Continental Europe, Asia, Africa, and Latin America.

Prerequisite: None.

Lab fee: None.

II. COURSE GOALS

The course is designed to acquaint the students with the major authors, themes, and literary forms of non-Western literature; to lead them to reflect on the diversity of cultural values the literature represents; and to refresh their knowledge of the authors, genres, and themes of Western literature. It is hoped that the study of this varied literature will enhance students' appreciation of and communication with people from different national and cultural backgrounds.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate knowledge of the foundations of literary study by analytical writing and discussion of the texts assigned.
2. Describe the generic characteristics and the development of the novel, the epic, the romance, the short story, lyric, drama, and folklore.
3. Analyze such elements of literature as plot, theme, setting, character development, symbolism, satire, and style. (SC 2 and 10)
4. Identify major 19th and 20th century writers and works from the Mediterranean area, Continental Europe, Asia, Africa, and Latin America.
5. Suggest aesthetic, thematic, and cultural concerns that are dominant in these literatures. (SC 5)
6. Discuss the theme of the hero as he or she appears in the literature studied.
7. Discuss cultural variations and universal human values or concerns. (SC 5)
8. Identify stylistic characteristics and particular aesthetic contributions of the major authors discussed during the semester. (SC 2)
9. Demonstrate analysis, synthesis, and evaluation skills by writing a paper on a novel or novella by one of the major authors. The student will present his paper orally and lead class discussion on it. (SC 1, 2)

B. Objectives for Students in Teacher Preparation Programs

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies: (SC 1, 2, 5, and 10).

SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic).

- SC 2: Applies comprehension, analysis, interpretation, synthesis, and evaluation of auditory, written, and visual messages.
- SC 5: Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly.
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Textbooks

- Rosenberg, Donna. *World Literature*. Lincolnwood, IL: National Textbook Company, 1992. ISBN: 9780078603525 (this text is out of print now; order it from Amazon.com)
- Solomon, Barbara. *Other Voices, Other Vistas*. New York: Mentor, 1992. ISBN: 9780451528407

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.  
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family

emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.

b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section ("Course Policies and Procedures") and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

### C. Course Policies and Procedures

1. Evaluation Procedures

Written Assignments	60%
Oral Reports	10%
Quizzes	10%
Final Examination	20%
2. Grading Scale

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

- a. Written Assignments
    - (1) The student is required to write one paper on works from each of the major geographic areas (Mediterranean, Continental Europe, Africa, the Far East, and Latin America). These count for approximately 40% of the final grade.
    - (2) The student is required to write a longer paper, an analysis of a selected novel or novella from the above list. This counts for approximately 20% of the final grade.
  - b. Oral Reports
    - (1) The student presents a brief oral report that surveys the major literary developments in the pre-20th century history of an area of the class focus.
    - (2) The student presents a brief oral report on the subject of their longer essay.
    - (3) The oral reports count for approximately 10% of the final grade.
  - c. Examinations and Quizzes
    - (1) The reading assignments are the source for short reading quizzes, which constitute approximately 10% of the final grade.
    - (2) A final examination, which involves analysis, synthesis, and evaluation, counts for approximately 20% of the final grade.
  - d. If a student is required to submit an ePortfolio artifact and fails to submit it or submits it incorrectly, 5% is deducted from his or her final semester grade.
3. Whole Person Assessment Requirements
    - a. The Multicultural Perspectives essay fulfills the University's outcome 1.5, "Understanding Multicultural Perspectives". Students completing an English major must upload this essay into their ePortfolios on the due date.
    - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
  4. Other Policies and/or Procedures
    - a. Students are expected to read each assignment carefully, preparing for discussion and group work in the class sessions.
    - b. Notes from the class discussions should be the basis for much of critical writing represented in the student portfolios.

## VI. COURSE CALENDAR

Unit I	The Mediterranean Week 1-2 Ancient—Hebrew, Greek Week 3 - Modern—Italian, Spanish
Unit II	Continental Europe Week 4 – Scandinavia Week 5 – Russia Week 6 – German Week 7 – French
Unit III	Africa Week 8 – South Africa and Zimbabwe Week 9 – Africa
Unit IV	The Far East Week 10 – Chinese Week 11 – Chinese

Unit V

Week 12 – India

Week 13 – Japan

Latin America

Week 14 – Argentina, Chile

Week 15 – Colombia, Mexico

## Course Inventory for ORU's Student Learning Outcomes

### ENG 310 –World Literature Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	

*(Revised 1/15/04)*