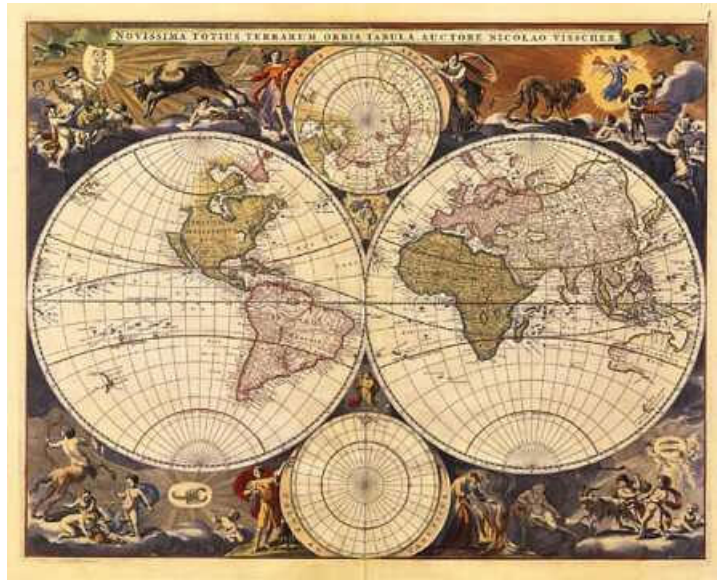


ENGLISH 212
World Literature
CLEMSON UNIVERSITY



Jimmy Butts

Fall 2011

OFFICE: Strode 205

OFFICE HOURS: TTH: 9-11 a.m.

EMAIL: jbutts@live.com

COURSE DESCRIPTION

This course will explore literary works from different countries and times, from thousands of years ago, to just a little while ago. We will stay away from American and British works because those are covered in other survey courses. We will explore what literature is, why it is important, and what we can learn from these texts. We want to learn about people and cultures across the world and how they understand and use stories. The theme for our course is imprisonment and escape; all of the texts relate to that theme in some way or other, so we can explore those ideas as well. You will be able to respond to the works in writing, but in other media as well. The course structure is largely discussion based, student-led, and exploratory. You'll find the process of "earning an A" slightly different in this course, hopefully, in ways that are beneficial to you and enjoyable.

Course Standards from the National Council of Teachers of English

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

REQUIRED TEXTS & SUPPLIES

Antigone by Sophocles ([at Amazon](#))

Night by Elie Weisel ([at Amazon](#))

A Doll's House by Henrik Ibsen ([at Amazon](#))

Waiting for Godot by Samuel Beckett ([at Amazon](#))

Never Let Me Go by Kazuo Ishiguro ([at Amazon](#))

[Optional, leftover from English 103] *The DK Handbook*. By Anne Frances Wysocki and Dennis A. Lynch. Pearson Longman, 2009.

Laptop computer as per classroom teacher's instructions

Approximately 25 3x5 notecards and pen and paper

Your brain

COURSE POLICIES & GRADING PROCEDURES

Attendance

Regular attendance is essential in all English courses. While some instruction is delivered through lecture, much of the course content is taught through class discussion, workshops, and interactive activities such as brainstorming or editing. When students miss a day, they will often have missed not just hearing a lecture but also actually working toward the successful completion of an assignment. Students are allowed up to **three** excused absences. If students reach the limit of absences by the drop date, the instructor may drop them from the class for excessive absences. The instructor will determine what to do in case of extended illness or personal crisis on a case-by-case basis. *However, excessive absences are an adequate reason for being failed, even if students have turned in all the required papers on time.*

***See Grading Sheet for calculation of additional absences. Absences beyond your allotted three incur a 10 point deduction from your total final points.**

E-mail me if you aren't going to be in class, preferably ahead of time.

If a student uses excused absences, that student will not receive unexcused absences above and beyond those excused absences. In the case of athletes, if a student misses two classes for athletics, he or she will have one additional absence to use at her discretion.

Arriving late to class or leaving is unprofessional and will be factored into the attendance policy. Each recorded instance will count as **one tardy**. Three tardies equal one absence.

If I must cancel class, I will try to give you advance notice by email. But if I am more than 15 minutes late, you may leave the class and check your email to see if I've died or for further instructions.

Participation

Students are expected to participate in the intellectual activities of the course. Participation will be measured through class discussion, workshop participation, class activities, and online activities. The course is designed to stimulate interaction between students, which necessitates regular attendance and participation for two reasons: 1) to listen to the ideas of other members of the class, and 2) to voice ideas for the benefit of the class. If a student misses class, she cannot expect always expect to "get notes" from another classmate or otherwise "make up" the work because the social dynamic of the class period cannot be reconstructed. Participation can affect your grade. Sleeping in class counts as an absence, as does Facebooking, and so on.

Accommodations for Students with Disabilities

Students with disabilities who need accommodations should make an appointment with Arlene Stewart, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disabilities Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; e-mail: sds-l@clemsun.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Technology

This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged. While some class time is provided for computer literacy instruction, the instructor on an individual basis will either provide additional help or recommend other support for advanced applications. Additionally, we will treat this class like a professional environment. **Please turn off cellular phones during class. Also, if you're caught Facebooking during class, I'll ask you to stop. If it happens a second time, you'll be asked to leave class and will lose 10 points as you would in the case of an excessive absence.**

Office Hours

Please note my regular office hours above. You also can arrange to see me at other times that are mutually convenient. Office hours belong to you just as much as our class time. Do not hesitate to take advantage of my availability and the help I am ready to offer. If you need to contact me outside of class time or office hours, it is best to communicate with me by email. With this being said, I've now taught long enough to have this availability used in silly ways. Do I know how to cite this book in MLA format? Yes. Yes, I do. But you should be savvy enough to look that up on the internet or in your textbook on your own. You should not, in the future, write your boss and ask him questions that you should be able to handle on your own. It won't make you look very impressive to the boss man...

Grading Policy

Your major assignments will receive individual grades, as well as individual attention from your classmates and me.

These various assignments will be assigned a separate grade. These assignments help to track your progress as we move through the semester. They indicate your willingness to be a part of the course, and to collaborate with others in the class. As with any course, you will get out of it what you put into it. Your goal is to demonstrate your development toward mastery of our course topics. These goals will be discussed throughout the course.

While each writing situation may call for some adjustment in the overall criteria based on the situation, the following descriptive rubric is consistent with the values of composition here at Clemson and describes very general indicators that both you and your instructor may take into consideration when assessing your work and progress in the course. While the final interpretation and assessment of your grade remains the responsibility of your teacher, the work that earns the grade falls entirely to you, the student.

***Our course will be unique from most other courses in its grading system. Please see the [Grade Point Calculator Excel Spreadsheet for calculating your course grade based on a point system with stratified levels.](#)**

Plagiarism and Academic Dishonesty

The following is Clemson's official statement on "Academic Integrity":

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

A simple definition of plagiarism—one that we will expand upon this semester—is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. *This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the university.*

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty:

http://www.cs.clemson.edu/html/academics/academic_integrity_2002.html

ASSIGNMENTS

NOTE: ALL major assignments must be e-mailed to me in an ELECTRONIC format, and will be uploaded to the blog; however, I may also ask that some assignments be turned in to me in hard copy.

This semester, you have a choice about your assignments and you can always earn an A by earning points by completing various quests or projects. This allows you to be in control of your own learning, and—even if you aren't a great writer—you can make up for it in other ways.

You can look at the assignment list [here](#).

SYLLABUS ITINERARY (subject to change)

1	R	12-Jan	Course Intro: The Zebra Storyteller
	M		MLK Holiday
2	T	17-Jan	Plato's Republic, The Allegory of the Cave
3	R	19-Jan	Aesop's Fables
4	T	24-Jan	Russian Folk Tale: Baba Yaga
5	R	26-Jan	The Brothers Grimm: Hansel and Gretel audio version , The Frog Prince audio version
6	T	31-Jan	Panchatantra: The Elephants and the Mice ; 1001 Nights: The Story of Ali Baba and the Forty Thieves audio version
7	R	2-Feb	Religion: Selected Psalms 1, 79, 146 (ESV); Qur'an Al-Fatiha, Al-Baqara (1-62) <i>suggested due date</i>
8	T	7-Feb	Religion: Bhagavad Gita, Chapter 18 audio version ; Koans
9	R	9-Feb	from The Odyssey, Book IX audio version
10	T	14-Feb	from The Odyssey, Book IX <i>suggested due date</i>
11	R	16-Feb	Antigone
12	T	21-Feb	Antigone
13	R	23-Feb	from Dante's Inferno <i>suggested due date</i>
14	T	28-Feb	A Doll's House
15	R	1-Mar	A Doll's House
16	T	6-Mar	The Metamorphosis audio version
17	R	8-Mar	Waiting for Godot
	F		Last day to withdraw from courses (automatic 'N') without documentation of extenuating circumstances
18	T	13-Mar	Waiting for Godot <i>suggested due date</i>
19	R	15-Mar	Night
	F	16-May	Last day to drop a class without final grade.
	T	20-Mar	Spring Break!
	R	22-Mar	
20	T	27-Mar	Night
21	R	29-Mar	Night <i>suggested due date</i>
22	T	3-Apr	The Library of Babel
23	R	5-Apr	A Very Old Man With Enormous Wings
24	T	10-Apr	African Prison Poems
25	R	12-Apr	Never Let Me Go <i>suggested due date</i>
26	T	17-Apr	Never Let Me Go
27	R	19-Apr	Never Let Me Go
28	T	24-Apr	Never Let Me Go
29	R	26-Apr	Conclusion <i>suggested due date</i>
	M	30-Apr	Exams begin
	F	4-May	The exam schedule can be found here!