

## **ENGL 2331.601: Introduction to World Literature**

Instructor: Curt Meyer

TTR 11:00AM - 12:15PM Classroom Hall 209

Virtual Office Zoom code: 333 609 2090; Classroom Hall 316

Email: cmeyer@tamusa.edu

Student Hours: MW 11:00AM – 2:00PM; TTR 12:30PM – 2:00PM, or by appointment

### **COVID-19 Statement**

The safety of our campus community is paramount to our ability to provide our students, faculty, and staff with a productive and secure learning and working environment. While masks are not required, we do encourage everyone to wear a mask, particularly inside the buildings, in order to reduce the spread of covid-19. The university maintains a covid-19 web-site with current data, safety protocols, and reporting guidelines at <https://www.tamusa.edu/community-safety-together/index.html>.

Catalog Description: Considers texts from diverse genres, periods, and cultural traditions with special attention to critical thinking and writing within a framework of cultural diversity. Readings will include historical accounts, letters, essays, poetry, drama, memoirs, speeches, scientific writing, religious tracts, political treaties, philosophy, novels, oral traditions, and popular and folk literatures. This course meets the standards for the Language, Philosophy and Culture foundational component area under the core curriculum. Prerequisite: ENGL 1302.

Course Description as of Spring 2022: From Enkidu to Esau, Hanuman to the Monkey King and The Thing, to Chewbacca and Goku -- throughout this course we will consider the question of what it fundamentally means to be human, or not, through the lenses of a variety of diverse literary sources, from diverse authors, beginning with the literature of antiquity and concluding with postmodern epic. We will also consider literary and epic narrative as expressed through divergent media. With a slight emphasis on the Hero's Journey, we will explore what these works of literature may have meant throughout various periods of history and cultural frameworks, as well as what clues they may inspire within us today to enhance our lives. In short, literature is not composed in a vacuum, nor is that composition static. We will ask ourselves if these texts are still worth our time in the Tick Tock era. This course will emphasize reflective, critical, and creative engagements with the literature.

Contexts. The course will be an introduction to textual analysis, cultural criticism, and writing for humanities disciplines.

Course Objectives:

On completion of this course, students will:

- demonstrate knowledge and understanding of world literature and the key critical issues concerning it; and
- critically read and analyze a range of texts, making note of the relationships between the texts and their theoretical, historical, and cultural contexts.

Transferable Skills: Skills practiced in this course that will be valuable elsewhere include critical thinking and reading, persuasive writing, analytic writing, the ability to synthesize information, the performance of research, participation in group-based discussion, and cultural & literary appreciation.

Required Texts:

Various materials provided on Blackboard throughout the course.

## Grading

Your final course grade will be determined as follows:

Assignment	Possible Points
Group Presentation Proposal	100
Group Presentation	100
Group Presentation Reflection	200
Audience Reflection One	50
Audience Reflection Two	50
Audience Reflection Three	50
Audience Reflection Four	50
Literary Project First Draft	100
Literary Project Revision	100
Literary Project Reflection	100
Course Retrospective	100
Total Possible Points	1000

You can figure your final numerical grade by dividing your points earned by the points possible.

**All materials, unless otherwise noted, be posted through the corresponding Blackboard submission page.**

## Late Work Policy

I will consider an assignment “late” if you submit it after the due date.

**You may submit late work for Full credit through Week 14.**

**No late work may be submitted after the 14<sup>th</sup> week of the course.**

**If an assignment is more than one week late, I am not obligated to provide feedback on it.**

I will be updating the Blackboard Gradebook periodically for my own records.

### **Announcements**

I will email you announcements through Blackboard as well, so make sure your Blackboard emails do not go to Junk or Clutter. Please check your TAMUSA email daily.

### **File formats**

I **will** accept .pdf or .docx. I **will not** accept .pages. If you submit google docs, make sure you set them to "anyone can edit."

### **Assignment Submission**

Please submit assignments on time using the specific assignment submission pages. **Do not submit assignments through email.**

### **Assignment Descriptions**

#### **Group Project Proposal Assignment Sheet**

Objective: For your group project, you will collaborate with two to four of your colleagues in class to create and present a lesson or activity to the class engaging a work of literature listed on the syllabus for a given week. This assignment will be a proposal for that presentation.

General Project Guidelines: Your project should go beyond simply covering the highlights of the work. You can assume that most of the class has read, or at the very least tacitly familiar with the work. Your group should try to communicate why the audience should care about it, or to provide insight into how to better appreciate the work. Try to help your audience experience the work in a new way, or at least to show them the tools to do so. You've all experienced really boring, irrelevant, presentations that feel like a waste of vital life air. Just try your best not to do that. You'll have several people in your group, so hopefully, you'll be able to check yours before careening down that abyss. As far as length, if you want to pre-record materials, seven minutes is the sweet spot; you can also allow for some kind of task to engage the audience, plus Q&A. No less than fifteen minutes, no more than twenty-five minutes total, except, perhaps, under extenuating circumstances.

Assessment: To receive full credit, each group member must submit a copy of a proposal that minimally includes the following:

1. A complete roster, first and last names, of each group member, with a brief description of what each person's role and responsibilities are anticipated to be for the presentation – 25pts.
2. A clear statement of which work of literature you plan to cover and why – what you as a group want to convey about it, e.g. what's the thesis, the point that you're trying to make about the work? – 25pts.
3. A brief discussion of what theoretical frameworks that will inform the work – 25pts.

4. A clear discussion of how you plan to accomplish your goals, e.g. what form the presentation will take; how you plan to engage your audience – 25pts.

For a total of 100 pts.

Each group member will receive the same number of points on this proposal.

### **Group Project Assignment Sheet**

Objective: Your group will craft and present a lesson to the class with the specific goal of helping your audience more deeply appreciate a work of literature from the course syllabus. Your presentation should go beyond mere highlights of the work that anyone can drudge up from AI or a three minute google search. The presentation should demonstrate effort and advanced planning. Please refer to the guidelines on the Group Project Proposal Assignment Sheet.

Assessment: Your grade on the Group Project will be determined based on the following:

1. Your Presentation clearly follows your group's pre-submitted Proposal, including any pre-submitted revisions or addendums – 50 pts.
2. Each group member submits relevant documents to Blackboard by the day of the presentation and is present and makes the effort to participate – 50 pts.

For a total of 100 pts.

Note: I am not assessing you on performance or delivery of the presentation itself, other than the act of your participation. This decision is meant to quell performance anxiety. If you show up and participate with your group, you will earn credit. If you are absent, the maximum points you will receive for the Group Project itself will be 50 pts.

### **Group Project Self and Group Member Assessment Assignment Sheet**

Please note that this assignment is worth the most points of any for the term. 100 of points will be assessed based in large part on your group members' assessment of your contributions. One way of conceiving this is that you must make substantial contributions to your Group Project as a pathway to an A in the course.

Part One — 25 pts

Please compose a minimum of two paragraphs describing your role in the group project; include various successes and setbacks and how you and your group addressed them.

Part Two — 25 pts

Please compose a minimum of two paragraphs detailing what your insight into the work of literature covered in the presentation as a result of your effort in this project, as well as any additional takeaways.

Part Three — 50 pts

Please list each of your group members by name and detail your assessment of their contributions, or detractions, from the project. This reflection is strictly confidential.

Part Four — 100 pts

You will earn up to 100 pts based on your group members' collective assessment of your contributions to the project. My allocation of these points will be balanced between your group members' assessments and extenuating circumstances.

For a total of 200 points

### **Audience Reflection Assignment Sheet**

Your reflections on the group presentations other than your own should be a minimum of one double-spaced page in length and will be assessed as follows:

Part One — 25 pts.

Discuss what you felt the group did most effectively and why? What were the most memorable and impactful aspects of the presentation?

Part Two — 25 pts.

Discuss what the presentation taught you about the work of literature the group covered. Did they help you consider the work in new ways; if so, how?

You will submit a total of four reflections on presentations from groups other than your own during the term, for a total of 200 possible points.

### **Literary Project Assignment Sheet, Face to Face section — August 2025 Revision**

The purpose of this project is for you to explore a literary work to help your perspective audiences engage with it in novel, or meaningful ways.

One way to frame it is that the purpose is very much parallel to the purpose of the Group Project, except you are doing it solo, and you aren't necessarily presenting it to the class.

The literary work you choose as the focus of your Literary Project should be different from the one you explored in your Group Project. It should be a work listed on the syllabus, unless you receive special permission via email prior to the submission of your first draft.

Option One — Literary Essay

The project can take the form of a three to five (3 to 5) page literary essay, complete with a clear argumentative thesis, theoretical framework, and developed argument, parenthetical in-text citations of

both primary and reputable secondary sources (a minimum of two (2) secondary sources) and a corresponding works cited page.

#### Option Two — Creative Work

The project can take the form of creative work that responds to the literary work in some way. In previous semesters students have written poems or songs, crafted mini comics, created computer games, and even a diorama.

Your creative work should have a clear focus, and you should include an annotated bibliography of a minimum of five (5) sources you consult during your creative process.

Samples will be provided.

Samples from previous semesters for both options will be provided on Blackboard.

#### Assessment

##### **First Submission: Literary Project First Draft — 100 pts.**

Though I highly encourage you to submit a complete draft for your first submission, the goal of the first submission is to show trajectory. I should be able to view your submission, or the notes you've included with it, to see where you're going with the project. If you submit this much, you will receive 100 pts.

##### **Second Submission: Literary Project Revision — 100 pts.**

Your project clearly contains all the components described under the option you chose — 50 pts.

Your project clearly addresses any revision suggestions (highlighting additions or revisions where applicable) -- 50 pts.

For a total of 100 pts.

##### **First Come, First Serve Credit Recovery Literary Project In-class Solo Presentation – 50 pts.**

You can recover up to 50 points, to replace having been absent on the day of your Group Presentation, or not submitting one of your Audience Reflections, by presenting your Literary Project in class during the week of November 30.

There will not be advanced sign-ups for these presentations. They will be on a first come, first serve basis. Once class ends on Wednesday of that week, you cannot recover credit.

#### **Literary Project Reflection Assignment Sheet**

The purpose of this assignment is to give a behind-the-curtain glimpse into your process of crafting your Literary Project.

Your Literary Project Reflection should be a minimum of two double-spaced pages in length and will be assessed as follows:

Part One — 50 pts.

If you composed an essay for your Project, how did you come to the decision to focus on a particular work; what inspired you to use a particular literary critical lens or framework; how did you come up with your thesis?

If you created a work of art, creative piece, or some kind of mixed media for your Project, how does your project communicate something specific about the literary work you engaged with; how does it invite your audience to experience the work in new ways?

Part Two — 50 pts.

Please discuss any challenges you had completing the project, including how you addressed revision suggestions, if any. If you chose not to address revision suggestions, explain why.

For a total of 100 pts.

### **Course Retrospective Assignment Sheet – August 2025 Revision**

Please compose a minimum two-page, double-space essay discussing your dominant impression of the course as a whole.

Part One – 50pts

Discuss the most memorable aspects of the course; what you liked the most, and why. Discuss any insights you've gained through the course. You might also discuss major challenges you had in the course and how you overcame them.

Part Two – 50pts

Advise me about how I might improve the course the next time I offer it. If you didn't like a particular aspect of the course, please explain why.

Put some thought into this. I really do use these retrospectives to adjust the course.

For a total of 100pts.

### *Communication:*

*When communicating with me, you need to email me directly using the TAMUSA email address listed above, or text via the Google Voice number provided. In either case, you should identify yourself with your full name, course and section number. **I do not monitor email through Blackboard.***

### *Attendance*

Your success and development as a interpreter of literature depends upon your active participation within a community of discourse. I will not strictly take attendance after the census date, but

attendance is required for participation in both your Group Project and to compose Audience Reflections. Essentially, earning an A is virtually impossible without regular attendance and participation.

### *Plagiarism*

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement (["Defining and Avoiding Plagiarism"](#)). If you are found to have committed plagiarism as defined here, your instructor will report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

### *Academic Dishonesty Policy*

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

### **AI Technology**

I expect you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI.



Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

### Community Agreement

The materials and activities in this class were developed based on the instructor's subject-matter expertise and align with norms and best-practices in the discipline you are learning. As the Student Handbook states, "students will be free to take reasoned exception to the data or views in any course of study and to withhold judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

As an instructor, I will respect the rights enumerated in the handbook: "These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with Texas A&M University-San Antonio, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to this University." I ask that you respect the rights of your classmates to learn and have a positive experience in this class.

As the handbook further explains, "students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education." I ask that you, accordingly, respect my intellectual property and not share materials from our class with those outside of the university community and that you respect academic freedom, which presumes that "teachers are entitled to freedom in the classroom in discussing their subject."

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course objectives. I ask that you do so before or after class and not disrupt the learning experiences of others if you have any objections.

### Final Note

Final Note: The class will be challenging, but our learning goals are not impossible. Therefore, you should expect to set aside 6-8 hours per week outside of class for reading and assignment work. Please familiarize yourself with all of the information presented in the syllabus. The syllabus is intended to provide structure for the semester and will be followed as closely as possible. However, I reserve the right to make changes as course needs arise. As your instructor, I am committed to helping you achieve the course and program outcomes. As such, I encourage you to see me during office hours, to schedule appointments with me when needed, and to contact me via email with any questions or concerns you might have; I am approachable and easily reached. Remember that I am here to help you succeed. Again, welcome!

### IMPORTANT POLICIES AND RESOURCES

[University Email Policy and Course Communications](#)

## Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

## Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

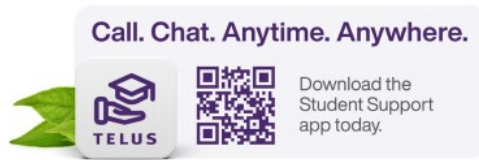
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
<b>MONDAY</b>	8 am – 6 pm	9 am – 5 pm
<b>TUESDAY</b>	8 am – 6 pm	9 am – 5 pm
<b>WEDNESDAY</b>	8 am – 6 pm	9 am – 5 pm
<b>THURSDAY</b>	8 am – 6 pm	9 am – 5 pm
<b>FRIDAY</b>	8 am – 5 pm	11 am – 4 pm

## Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.* The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



## Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

## Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

## Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

## Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

## Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

## Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

## The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

## Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San

Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

### Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

### Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

## Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

## Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

## Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools, including ChatGPT, to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of

AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

**NOTE:** Guidance for how to cite AI-generators, like ChatGPT, can be found here

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

## Important Spring 2026 Dates

Dates	Event
<b>January 13</b>	Tuition & Fee Payments deadline
<b>January 19</b>	Martin Luther King, Jr. – No Classes
<b>January 20</b>	First day of class
<b>February 4</b>	Census date
<b>February 23-March 6</b>	Midterm grading period
<b>March 9-March 14</b>	Spring Break
<b>April 3</b>	Study Day – No classes
<b>April 17</b>	Last day to drop with an automatic “W”
<b>May 1</b>	Last day to drop a course or withdraw from the University
<b>May 4</b>	Last day of classes
<b>May 5</b>	Study Day – No classes
<b>May 6-May 12</b>	Final exams
<b>May 19</b>	Commencement

The complete [academic calendar](#) is available online

ENGL: 2331 F2F Course Calendar

**Week One: 25** January 20 -- 24

Tuesday

Syllabus; Form Group Project Groups

Thursday

Schedule Group Project Presentation; Compose Group Project Proposal

No assignments due this week.

**Week Two:** January 25 -- 31

Tuesday & Thursday

Compose Group Project Proposal

Saturday

Group Project Proposal Due, 11:59 PM

**Week Three:** February 1 – 7

Tuesday

In-class group conferences

Thursday

In-class group conferences

Saturday

No Assignments Due

**Week Four:** February 8 – 14

Readings

“The Epic of Gilgamesh” and related material;

**(optional)** Genesis and related material;

Tuesday

Group Project on “The Epic of Gilgamesh”, if applicable

Thursday

Group Project on Genesis, if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection

**Week Five:** February 15 – 21

Readings

Selections from The Ramayana, and related material;

Selections from the Mahabharata and the Bhagavad Gita and related material

Tuesday

Group Project on The Ramayana, if applicable

Thursday

Group Project on the Mahabharata and the Bhagavad Gita, if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection;

Audience Member Reflection One Due, 11:59 PM



**Week Six:** February 22 – 28

Readings

Selections from “The Odyssey”, and related material;

**(optional)** Luke-Acts, and related material

Tuesday

Group Project on “The Odyssey”, if applicable

Thursday

Group Project on Luke-Acts, if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection

**Week Seven:** March 1 -- 7

Readings

“Beowulf” and related materials

Tuesday

TBA

Thursday

Group Project on “Beowulf”, if applicable

Saturday

Group presenting this week should submit their Self and Group Reflection

Audience Reflection Two Due, 11:59 PM

**Week Eight:** March 8 – 14

Spring Break

**Week Nine:** March 15 -- 21

Readings

Selections from The Journey to the West, and related materials

Tuesday

Group Project on The Journey to the West, if applicable

Thursday

The term so far – Literary Project Brainstorm

Saturday

Group presenting this week should submit their Self and Group Reflection

**Week Ten:** March 22 -- 28

Readings

Selections from 1,001 Nights, and related materials

**(optional)** Selections from the Qur'an

Tuesday

Group Presentation on the Qur'an, if applicable

Thursday

Group Presentation on 1,001 Nights, if applicable Group

Saturday

Groups presenting this week should submit their Self and Group Reflection;

Audience Reflection Three Due, 11:59 PM

**Week Eleven:** March 29 – April 4

Readings

"The Tempest", and related material

Tuesday

Literary Project Composition Workshop

Thursday

Group Presentation on "Tempest", if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection;

Literary Project First Draft Due, 11:59PM

**Week Twelve:** April 5 – 11

Readings

A selection of British and American Romantic poets (see this week's Blackboard module);

A selection of the works of Alfred Lord Tennyson

Tuesday

Group Presentations on various works of various poets, if applicable

Thursday

Group Presentations on various the works of various poets, if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection

**Week Thirteen:** April 12 -- 18

Readings

A selection of American short stories

Tuesday

Group Presentations on one or more short stories, if applicable

Thursday

Group Presentations on one or more short stories, if applicable

Saturday

Groups presenting this week should submit their Self and Group Reflection;

Audience Reflection Four Due, 11:59PM

**Week Fourteen:** April 19 – 25

Tuesday & Thursday

Optional in-class one on one conference on Literary Project Draft

Saturday

Literary Project Revision Due, 11:59PM;

Literary Project Reflection Due, 11:59PM

Saturday

All Late Work Due, 11:59PM – No Late Work after this date

**Week Fifteen:** April 26 – May 2

Tuesday & Thursday

First Come, First Serve Credit Recovery Solo Literary Project Presentations

**Week Sixteen: Finals**

Course Retrospective (Final Exam) Due Wednesday, May 8, 11:59PM. No Late Submissions will be accepted.