Purpose/Goals:
This assignment is guided by the following learning outcomes:

- define key literary terms/concepts and implement these in oral/written critical analyses
- describe, examine, and evaluate their own reading practices and oral/written critical analyses
- analyze literature and explain how various components of literature work together to create meaning
- recognize, describe, and analyze the influence of various cultures in literary works

Reading responses allow students to practice their own interpretive/analytical skills and give them the opportunity to practice writing about literature in a non-formal/non-threatening manner. Because this is a writing to learn assignment, rather than a formal essay, students should feel comfortable exploring their thoughts about the text without the pressures that a formal essay exacts. Furthermore, since these responses give the students plenty of time to consider their interpretations of the text, reading responses can also significantly improve classroom discussions.

Assignment:
Students will complete 10 reading responses. The responses should be no fewer than 250 words in length. These responses are not plot summaries or confessional, but careful commentaries on the ideas/images expressed in the works that you will be reading. You may choose to respond to an individual work or make comparisons between works, but you must limit your responses to the works we are covering as a group. Your responses can be thesis driven, argumentative attempts to establish a singular point about the text, or they can be exploratory, positing one or two questions on a topic and exploring the complications that those dilemmas raise. Support your observations by quoting from the text.

Requirements:
12-point font, Times New Roman
1-inch margins
Due on the day we discuss the work.

Assessment:
This assignment will be evaluated under the following criteria:
Each response will earn a 1, 2 or 3 depending on the depth of the analysis and on the quality of presentation Students will hand in ten one to two-page reading responses throughout the semester for a possible 30 points total.
Group/Collaborative Assignment Sheet

Don Quixote Group Questions

Purpose/Goals
This assignment is guided by the following learning outcomes:

analyze literature and explain how various components of literature work together to create meaning.
recognize, describe, and analyze the influence of various cultures on literary works.
define key literary terms/concepts and implement these in oral/written discussion as well as in literary interpretation
describe, examine, and evaluate their own reading practices and oral/written critical analyses

This type of guided group work allows students not only to lead the discussion but also to practice locating and incorporating textual evidence. Depending on the nature of the questions and the length of the text, students should be allowed between 20-30 minutes to consider the question, locate their evidence, and organize their responses. Students should then present their findings to the class, all of whom are encouraged to add their own thoughts to the discussion.

Group Work Questions: at least 30 min
Work as a group to answer one set of the following questions, using direct textual references to support your observations. Be prepared to present your findings to the class.

Define Sancho Panza. What do we know about him? What is his purpose in the text? How does Cervantes describe him and how does that description compare to the description of Don Quixote? How does Quixote convince Panza to join him? What type of husband/father is he? Does Sancho Panza understand that Quixote is mad? Does Sancho Panza’s view of Quixote change over the course of the adventure? What do you make of Panza’s speech on 1575? How does Sancho Panza compare with some of the other “sidekicks” we’ve come across (i.e. Enkidu, Laksmana, Shazaman, etc).

Don Quixote often seems to attack good people and help bad people (i.e. he attacks the friars, the merchants, the muleteers, the guards and helps the prisoners). Examine two or three of these scenes and consider the following questions as necessary: How does Don Quixote describe the people that he attacks? What are his reasons for attacking? Are they always inappropriate? What is Cervantes trying to say about Quixote’s quest? What is he trying to say about these people? Why does Cervantes spend so much time introducing the prisoners and having them misrepresent their crimes? What is Don Quixote’s view of crime as seen in the chapter where Don Quixote frees the chain gang? (Chapter 22) What are the crimes that the men are arrested for and what is Don Quixote’s response as he hears their stories?

On page 1558, Cervantes writes “no story is bad so long as it’s true.” What does he mean by that? What sort of evaluation is he expecting us to make as readers? How does that quote relate to his reiteration that he is telling a true story? How does it explain Quixote’s situation? What do we make of the quote when we compare it to Passamonte’s claim that his autobiography will be made up of “facts so interesting and amusing that no lies could equal them” (1569)? Consider Cervantes’s description of Cid Hamete Benegeli in Chapter 9. Why does he go to such pains to impart this information? What does he tell us about Benegeli? Does it contradict his purported goal? How does the narrator’s claim (“no story is bad so long as it’s true”) relate to what Aristotle told us about history and poetry? To what St. Augustine said about history and poetry?
In several locations, but particularly in Chapters 8 and 10, Don Quixote explains appropriate chivalric behavior to Sancho Panza. Examine Quixote’s descriptions. Does Don Quixote really live up to his chivalric obligations or is he only a knight when it suits him? What does this tell us about Quixote’s character? About his sanity? What is Cervantes saying about knightly behavior in general? When considering this question, go back to Chapter 3 to the landlord’s description of knighthood and Chapter 4 to Quixote’s interaction with the master. How do his beliefs about right and wrong behavior compare with the other heroes we’ve encountered this semester? How does Don Quixote stack up to Gilgamesh? Rama? Jason?

English 2110 Sample Assignment 3

English 2110: World Literature
Formal Writing Assignment
Final Paper Assignment

Purpose/Goals:
This assignment is guided by the following learning outcomes:
- analyze literature and explain how various components of literature work together to create meaning.
- apply writing and revision as tools for understanding literature and its interpretation
- recognize, describe, and analyze the influence of various cultures in literary works
- define key literary terms/concepts and implement these in oral/written discussion as well as in literary interpretation

This assignment allows students to create and develop a formal interpretation of one of the texts that they’ve read during the semester and promotes the improvement of their research, argumentation, and writing skills while encouraging them to come to their own carefully considered assumptions about a text.

Assignment:
For this assignment you must develop a five to seven-page, thesis-driven, interpretation of a text that you’ve read during the semester. Papers could include explorations of the text’s culture, history, form, religion, gender/sexuality, authorship, etc.

Throughout the semester, you should make note of any uncomfortable or challenging moments you experienced while reading the text (i.e. did a character behave/speak unnaturally or out of character? did the narrator’s style or attitude change? did the theme reflect an issue in the author’s life? did you notice any patterns? etc.). As you prepare for the final essay, you should choose one aspect of the text that troubles or interests you, and examine the ways in which that element adds to or changes the meaning of the whole. You must then create a one to two sentence topic proposal and submit it for teacher approval.

Once your topic is approved, you can begin your research. While you only have to incorporate three outside sources in this essay, you are encouraged to examine a wide variety of resources, including, and especially, any sources that may contradict their own interpretations of the text. In addition to outside research, students will also use examples from the text (and if doing a comparison – examples from both texts). Two weeks before the final draft is due, students must submit a completed, rough draft as a portion of the grade.
Requirements:
5-7 pages in length
Pre-approved topic
Draft for Revision
MLA formatting
Three outside sources (I must approve internet sources)
Due Date:

Assessment:
Assignment will be evaluated under the following criteria listed in order of importance:
Content (insight, interpretation, and analysis)
Grammar, structure, and organization
Research and MLA
Rough Draft
Topic Proposal

English 2110- Sample Assignment 4

English 2110: World Literature
Oral Presentation Assignment
Cultural Contexts Presentation

Purpose/Goals:
This assignment is guided by the following learning outcomes:
define key literary terms/concepts and implement these in oral/written discussion as well as in
literary interpretation
recognize, describe, and analyze the influence of various cultures in literary works
differentiate between Western and non-Western cultures

Students are asked to present the “cultural background” of a particular work. Students will
have to use literary terms and concepts in their discussion as well as develop a clear way of
discussing how this cultural aspect influences the work itself and the reader’s interpretation of the
work. Students’ written analyses should summarize their findings.

Description of Assignment:
Students should offer a ten-minute in-class presentation focusing on a cultural aspect of an
assigned work (i.e. the author’s biography, social or political context, or religious connections) or
comparative analysis between two works offering some insight into thematic, character, narrative,
or other similarities between the two texts. Presentations are due on the day the class discusses
the work, and the student must hand in a 2-3 page synopsis of their discussion.

Requirements:
Clear, concise presentation
2-3 page synopsis of discussion
Pre-Approval of topic
MLA format

Assessment:
This assignment will be evaluated under the following criteria:
Depth of analysis and research
Development of written analysis
Ability to connect findings with the work itself
Ability to effectively communicate the findings to the class
Organization and structure (both in oral and written form—2-3 page synopsis)
Graded on a scale: 1-20 points.

English 2110 Sample Assignment 5

English 2110: World Literature
Quiz/Examination
Reading Quiz

Purpose/Goals:
This assignment is guided by the following learning outcomes:
analyze literature and explain how various components of literature work together to create
meaning

English 2110
Quiz and Examinations
1001 Nights Quiz

Choose 5 out of the 7 quotations below, and using the character list, match the quotation with
the character and briefly explain the significance of the quotation (i.e. Why does the character say
this? What is the story associated with this quotation? What is the significance of this
quotation?).

Shahrazad
Shahrayar
Shahzaman
The Vizier
The Demon’s Wife
The Merchant
The Merchant’s Wife
The ox
The donkey

1. “This is our common lot. Even though my brother is king and master of the whole world,
he cannot protect what is his, his wife and his concubines, and suffers misfortunes in his very
home. What happened to me is little by comparison. I used to think that I was the only one who
has suffered, but from what I have seen, everyone suffers. By God my misfortune is lighter than
that of my brother”

2. “A hundred men have known me [. . .]. [My Husband] has guarded me and tried to keep
me pure and chaste, not realizing that nothing can prevent or alter what is predestined and that
when a woman desires something, no one can stop her”

3. “Father, I will tell you what is in my mind. [. . .] I would like you to marry me to King
Shahrayar, so that I may either succeed in saving the people or perish and die like the rest. [. . .]
Father, you must give me to him. This is absolute and final”

4. “No one is safe in this world. Such doings are going on in my kingdom, and in my very palace. Perish the world and perish life! This is a great calamity, indeed. […] Let us leave our royal state and roam the world for the love of the Supreme Lord. If we should find one whose misfortune is greater than ours, we shall return. Otherwise, we shall continue to journey through the land, without need for the trappings of royalty”

5. “‘He who misbehaves, ends up in trouble’ and ‘He who considers not the end, the world is not his friend.’ As the popular saying goes, ‘I would be sitting pretty, but for my curiosity.’ I am afraid that what happened to the donkey and the ox with the merchant will happen to you”

6. “By God, you are lying. This is nothing but an excuse. If you don’t tell me and explain the cause of your laughter, I will leave you. You must tell me”

7. “Next time, when they bring [your beans] to you, don’t eat or even touch them, but smell them, then draw back and lie down on the hay and straw. If you do this, life will be better and kinder to you, and you will find relief”

**English 2110 Sample Assignment 6**

**English 2110: World Literature**

**Quiz/Examination**

**Final Exam**

**Purpose/Goals:**

This assignment is guided by the following learning outcomes:

- identify and explain the fundamental features of the genres of poetry, fiction, non-fiction, and drama
- define key literary terms/concepts and implement these in oral/written discussion as well as literary interpretation
- analyze literature and explain how various components of literature work together to create meaning
- recognize, describe, and analyze the influence of various cultures in literary works

**Part I (20%):** Fill in the blank with the term that best represents the definition.

1. _____________________: a work or manner that blends a censorious attitude with humor and wit for improving human institutions or humanity. These writers attempt through laughter not so much to tear down as to inspire a remodeling. This type of work, in its usual sense, aims to expose an object or a person to ridicule and censure with implicit reference to a higher standard of conduct.

2. ______________________: means rebirth and is commonly applied to the period of transition from the medieval to the modern world in Western Europe.

3. _________________________: refers to a group of Anglo-American writers who favored clear, precise images and “common speech” and who thought of the work primarily as an art object produced by consummate craft. […] They disassembled in order to reconstruct, playing with shifting and contradictory appearances to suggest the shifting and uncertain nature of reality.
They broke up the logically developing plot typical of the nineteenth-century novel and offered instead unexpected connections or sudden changes of perspective. [. . .] The combination of discontinuous, experimental style with a continuing belief in the wholeness of the human personality and the artwork carries with it the stamp of this tradition.

4. ______________________: refers to the period which embraced passion over reason and promoted individuality.

5. ______________________: used in its broadest sense to designate any extended fictional narrative almost always in prose. In practice, however, its use is customarily restricted to narratives in which the representation of character occurs either in a static condition or in the process of development as a result of events or actions.

6. ______________________: a movement that accepts, whether indifferently or with celebration, the indeterminacy of meaning and the decenteredness of existence. The result is a play with conventions of the novel—authors often chat with characters, plots do not unfold as expected, and viable alternative realities exist within the pages of the text.

7. ______________________: author of “The Second Coming.”

8. _________________: the setting for Swift’s A Modest Proposal.

9. _________________: broadly, any attitude that tends to exalt the human element, as opposed to the supernatural, divine elements—or as opposed to the grosser animal elements. More specifically, this term suggests a devotion to those studies supposed to promote human culture most effectively—in particular, those dealing with the life, thought, language, and literature of ancient Greece and Rome.

10. ________________: writers in this style were interested in truthful, objective representations of reality. The personality of the author was to be suppressed or was at least to recede into the background, since reality was to be seen ‘as is.’ In other words, these writers wanted their stories/art to be mimic real life. These authors are interested in portraying their own world (the here and now), but not in an idealized version (i.e. Romantic version). They want the truth, no matter how gritty or disturbing that truth may be.

**Part II (40%)**

Choose six of the quotations below and identify the author, the work, the speaker (if there is no speaker write narrator), and the context (i.e. what does this quotation tell us about the speaker? Who is the listener? How does this quotation change our view of the work? What theme does it illustrate? etc.). You should only respond to six quotations. If you respond to more than six, I will grade the first six.

1. “I can think of no one objection that will possibly be raised against this proposal, unless it should be urged, that the number of people will be thereby much lessened in the kingdom. This I freely own, and it was indeed one principal design in offering it to the world. I desire the reader will observe that I calculate my remedy for this one individual kingdom of [blank] and for no other that ever was, is or I think ever can be, upon earth. Therefore let no man talk to me of other expedients:”

2. “What tormented [him] most was the deception, the lie, which for some reason they all
accepted, that he was not dying but was simply ill, and that he only need keep quiet and undergo
treatment and then something very good would result. He however knew that do what they
would nothing would come of it, only still more agonizing suffering and death”

3. “‘Let us not reason like cowards’ [. . .] ‘If a man comes into my hut and defecates on the floor,
what do I do? Do I shut my eyes? No! I take a stick and break his head. That is what a man
does. These people are daily pouring filth over us, and Okeke says we should pretend not to
see.’”

4. “In short, our gentleman became so immersed in his reading that he spent whole nights from
sundown to sunup and his days from dawn to dusk in poring over his books, until, finally, from so
little sleeping and so much reading, his brain dried up and he went completely insane”

5. “If you weren’t sick it would be another matter, but as it is, why should I grudge a little
trouble? [. . .] We shall all of us die, so why should I grudge a little trouble”

6. “it should be the duty of historians to be exact, truthful, and dispassionate, and neither interest
nor fear nor rancor nor affection should swerve them from the path of truth, whose mother is
history, rival of time, depository of deeds, witness of the past, exemplar and adviser to the
present, and the future’s counselor. In this work, I am sure, will be found all that could be desired
in the way of pleasant reading; and if it is lacking in any way, I maintain that this is the fault of
that hound of an author rather than of the subject.”

7. “I died for Beauty—but was scarce / Adjusted  in the Tomb / When One who died for Truth,
was lain / in an adjoining Room—“

8. “You know very well, [. . .], that I am not afraid of blood; and if anyone tells you that I am, he
is telling a lie. And let me tell you one thing, my friend. If I were you, I would have stayed
home. What you have done will not please the Earth. It is the kind of action for which the
goddess wipes out whole families”

Part III Essay (40%)

Choose two of the following prompts and respond to them in short essays, roughly 4-5 paragraphs
each. Your essays should each include a thesis and as much support as you can provide from
memory. Be sure your essays include an introduction and conclusion, and that they answer the
question as completely as possible. Use the notepaper provided.

1. Why does Achebe present the first four lines of W.B. Yeats’ poem, “The Second Coming” in
the opening of Things Fall Apart? How does Yeats’ poem reflect/add to the notions that Achebe
imparts?

2. Use Emily Dickinson’s “Tell all the Truth but tell is slant –’’ or “Much Madness is divinest
Sense” to explain a major theme in Tolstoy’s The Death of Ivan Ilyich or Don Quixote.

3. What role does language play in Things Fall Apart?

4. “Truth” has been an important theme in almost all of the works we’ve read in this half
of the semester. Choose three of the works we’ve read since the midterm and explain
how “truth” was an important concept in each work of those works, comparing the works
as you go along to show a progression.