English 2309 Section 010: World Lit

University of Texas at Arlington

Fall Semester 2017

Instructor: Joul Layne Smith

Classroom and Time: Tuesday and Thursday, 9:30:00am-10:50

E-mail: joul.smith@uta.edu

Office: 607 Carlisle Hall

Office Hours: Tuesday and Thursday, 12:30pm-2:00pm

**Required Texts/Items:**

*The Waste Land* by T.S. Eliot. Norton Critical Edition edited by Michael North, 2001. This edition is important because it also contains all of the other texts we will read for the semester.

**Purpose:**

The main objective of this course is to introduce you to significant works of world literature chosen from various national and cultural traditions, with a focus on cross-cultural issues. These might include, for example, moral ambiguities across cultures, the transition from colonial to postcolonial, or the nature of translation. We will examine at least three genres and six authors.

**Course Objectives under the Core Curriculum**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture.

* Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.
* Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.
* Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.
* Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly in the Signature Assignment (see below).

The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: http://www.uta.edu/uta.

**General Course Goals**

* To encourage students to see that literary studies matter and to foster enjoyment of literature
* To help students recognize that literature is in dialogue with complex cultural and historical contexts
* To develop students’ ability to read critically
* To develop students’ skills of writing and expression, particularly with respect to analysis of literary texts

**Requirements:**

READING –As this is a literature-based course, doing the assigned reading is essential to both understanding the material and passing the course. Reading comprehension will be tested on daily quizzes.

ATTENDANCE NOTES- Each day of lecture will introduce you to several terms and ideas and require you to participate in various learning activities. As a result, you will need to participate and take detailed notes. Along with reading comprehension, class lectures and activities will appear on daily quizzes as well.

SIGNATURE ASSIGNMENT –You will write one major essay for this course. It must be 3-5 pages in length. **Note**: The essay must be typed in 12pt font, Times New Roman, MLA headings, and 1” margins. Failure to comply with these specifications will result in a failure of the assignment. Failure to complete this assignment will result in a failure in the course. A separate handout on Blackboard will explain further details.

CULTURE LOG-Each day in class, you will participate in a discussion with the material that I present and that you read. Based on that discussion and any other resources you apply, you will write a response to the material that you have encountered throughout the semester. Eventually, this response will need to be at least 1900 words. You will also write 600+ words in response to a peer’s Culture Log. See Blackboard for more instructions.

TESTS- There will not be any major exams in this class. However, each day, you will be given access to a very short comprehension quiz.

CULTURAL CONNECTION: During the semester, you will take some aspect of the course and present an interpretive expression that you have creatively developed from this course’s texts, lessons, and activities. The cultural connection must, however, come in the form of a 10 minute demonstration. Any format or medium is acceptable. See Blackboard for more instructions.

**Course Policies:**

PARTICIPATION –You are expected to participate in all aspects of the course. Participation includes: completing all reading and writing assignments on time, talking in and being attentive to class discussion both in class and in Blackboard, reflecting on assigned readings, respecting others’ opinions and their right to express them, and cooperating and collaborating with your peers.

ATTENDANCE – Come to class. Your presence in class is important to the success of the class as a whole. Attending class will only help you sharpen your reading skills which will, therefore, help you become a better scholar. You may miss two classes without penalty. **Each class missed after two will result in the lowering of your grade by five percentage points.** Note: I do not differentiate between excused and unexcused absences. Choose carefully.

LATE ASSIGNMENTS –The syllabus clearly states when each and every assignment is due. Thus, if you do not turn in your assignments on the day they are due, they will not be given any credit. Should you need to make special arrangements concerning assignments, please see me. Please note that there will be no make-up opportunities for the Attendance Notes or culture logs.

**Grading Policies**:

90-100 =A

80-89 =B

70-79 =C

60-69 =D

<60 =F

**Weight of Assignments:**

SIGNATURE ASSIGNMENT: 30% (failure to complete this assignment results in failure of the course)

CULTURE LOG: 25%

QUIZZES: 20%

CULTURAL CONNECTION: 25%

**TITLE IX**

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The University of Texas at Arlington is committed to maintaining a learning environment that is free from discrimination based on gender, including inappropriate conduct of a sexual nature.  Sexual harassment (including sexual violence, stalking, domestic violence and/or dating violence) and sexual misconduct in any form are prohibited and will not be tolerated. Any individuals who engage in such conduct will be subject to disciplinary action.

Complaint against a UTA student, visitor, or staff or faculty member for sexual harassment, sex discrimination, or sexual assault, should be made to the Title IX Coordinator or Deputy Coordinators. Victims of sexual assault should also consider contacting the UTA Police Department at (817) 272-3003.

Students with disabilities or special needs should identify themselves at the beginning of the semester and provide the instructor with authorized documentation from the Office for Students with Disabilities (817-272-3364). Students needing academic counseling should consult their Undergraduate Advisor; for other types of counseling, contact the University College Hotline (817-272-6107). To prepare for emergencies, be aware of classroom exits. For on campus problems requiring police assistance, dial 817-272-300

**Academic Integrity**

Academic dishonesty is a serious offense at any university. If I suspect you have presented someone else’s work as your own, I will report you to the Vice President of Student Affairs for disciplinary action, in which case you will be given an incomplete for the course until your case is resolved. Forms of academic dishonesty include: **Collusion**—lending your work to another person to submit as his or her own; **Fabrication**—deliberately creating false information on a Works Cited page; and **Plagiarism—**the presentationof another person’s work as your own, whether you mean to or not. Even if you put someone’s ideas into your own words, you must properly credit the source.

**Library**

You will find online databases for English among the Arts & Humanities databases at <http://www2.uta.edu/library/subjguides/dbEnglish.asp>

**Drop Policy**

If you withdraw from the course you must follow university procedures. It is your responsibility to execute these procedures correctly and within the deadlines.

**Signature Assignment**

**Overview**

The signature assignment addresses all four of the course objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

**Specific Requirements**

Write a well-organized, effectively developed, 3 page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

**Responsible Integration of Sources**

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. Instructors may wish to require their students to take the UTA Library’s plagiarism tutorial available at <library.uta.edu/plagiarism/index.php>. This would be a separate assignment, not part of the signature assignment.

**Secondary Sources**

Here is a list of credible sources:

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn’t listed here, should check with their instructor.

**Minimum Requirements**

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA’s recommendations for formatting, citation, and style.

In order to receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is at least 3 pages long, but no more than 5.
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page

**Course Schedule**

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

**Course Schedule.** Readings are due on the day they are listed unless they are listed as “in-class.” Quizzes are due by the start of the next class period after the day they are listed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topic** | **Assignments Due** |
|  | Thu8/24 | Introduction to the course, student responsibilities, academic conversation and syllabus/policies | Quiz |
| 1 | Tues8/29 | **Introduction to the “World” in World Literature** | Quiz |
| Thur8/31 | **Introduction to the “Literature” in World Literature** | Quiz |
| 2 | Tues9/5 | A Glimpse at Global/Historical Literary Movements  | Quiz |
| Thu9/7 | Why *The Waste Land* and Its Sources as World Lit | Quiz |
| 3  | Tues9/12 |  Read: “The Burial of the Dead” in class | Quiz |
| Thu9/14 | Read: “The Burial of the Dead” in class | Quiz |
| 4 | Tues9/19 | Read: “A Game of Chess” in class | Quiz |
| Thu9/21 | Read: “A Game of Chess” in class | Quiz |

|  |  |  |  |
| --- | --- | --- | --- |
| 5 | Tues9/26 | Read: “The Fire Sermon” in class | Quiz |
| Thu9/28 |  Read: “The Fire Sermon” in class |  |
| 6 | Tues10/3 | Read: “The Fire Sermon” in class  | * First Culture Log Post-min. of 750 words.
* Quiz
 |
| Thu10/5 | Read: “Death by Water” in class | Quiz |
| 7 | Tues10/10 | Read: “What the Thunder Said” in class  |  |
| Thu10/12 |  Read: “What the Thunder Said” in class | * First Culture Log Replies- 2 replies at min. of 150 words each
* Quiz
 |
| 8 | Tues10/17 | * Introduction of the Signature Assignment
* Global and Cross-Cultural Reflections on *The Waste Land* in a Modern World and How to Use Its Sources
* More discussion of the Signature Assignment
 | Quiz |
| Thu10/19 | * Read: Ovid “The Binding of Tiresias”
* Read: Ovid “The Story of Tereus and Philomela”
 | Quiz |
| 9 | Tues10/24 |   Read: Buddha “The Fire Sermon” | Quiz |
| Thu10/26 | Read: Buddha “The Fire Sermon” | Quiz |
| 10 | Tues10/31 |  Read: St. Augustine *Confessions* |  |
| Thu11/2 | Read: St. Augustine *Confessions* in-class selections Signature Assignment Workshop- Assign Peer Review | First Draft of Signature Assignment |
| 11 | Tues11/7 | Read: From the *King James Bible*, “The Road to Emmaus” | * Second Culture Log Post-min. of 1500 words.
* Quiz
 |
| Thu11/9 | Read: From *Pervigilium Veneris* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 12 | Tues11/14 | Read: Brihadaranyaka Upanishad, The Three Great Disciplines | * Second Culture Log Replies- 2 replies at min. of 150 words each
* Quiz
 |
| Thu11/16 | Read: Brihadaranyaka Upanishad, The Three Great Disciplines |  |
| 13 | Tues11/21 | Signature Assignment Discussion | **Signature Assignment Peer Review** |
| Thu11/23 | Thanksgiving Holiday |  |
| 14 | Tues11/28 | Cultural Connections Demonstrations | Quiz |
| Thu11/30 | Cultural Connections Demonstrations | Quiz |
| 15 | Tues12/5 | Cultural Connections Demonstrations | * **Culture Log Final Version Due-1900 words**
* Quiz
 |
| Thu12/7 | Last Day of ClassWorld Literature and Modern American Realities | * **Signature Assignment Final Due**
* One Final Quiz, due no later than 12/16
* Final Culture Log Replies- 2 replies at min. of 50 words each
 |
| 16 | 12/9-12/16 | Final Exam Week |  |