# ENGL 2309.0The University of Texas at Arlington18

## Summer 2017

## Instructor: Dr. Erin Murrah-Mandril

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# Course Content

Students will read/watch, discuss, and write about significant works of world literature (poems, short stories, films, and novels) of the 20th and 21st Centuries chosen from various national and cultural traditions with emphasis on ideas and the ways in which they reflect cultural and aesthetic values and engage cross-cultural issues. The course examines at least three genres and six authors and emphasizes critical thinking, reading, and writing.

**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.

## Student Learning Outcomes

Primarily, students will practice becoming better readers, writers, and critical thinkers. In addition, students will gain understanding of 20th/21st Century world literature and culture. Students will read/watch significant and representative works of world literature and cinema. Students will develop social responsibility by examining the ways literature engages social, national, and global issues. Students will develop methods and strategies for analyzing and interpreting texts. Students will respond critically to course material, using synthesis and analysis, in discussion and in written assignments. Students will write with clarity to communicate effectively, employing proper grammar, spelling, and punctuation. Students will utilize sources and multi-media in class assignments. Students will demonstrate personal responsibility by correctly employing MLA format for primary and secondary sources.

## Requirements

Students should have completed English 1301 and 1302 with a C or better prior to enrolling in this course.

This course is conducted entirely online, including office hours. There are no on-campus meetings.

All work for this course must be submitted through the Blackboard environment; work should not be submitted via e-mail.

## Required Textbooks

1. Achebe, Chinua. *Things Fall Apart*. Anchor Books, 1994.
2. Lahiri, Jhumpa. *The Namesake.* Houghton Mifflin, 2003.
3. Students must have access to DVD Netflix, iTunes, Amazon, Vudu, or some venue for viewing films for the course during Weeks 2 and 4. Some of these online viewing sites offer instant streaming; for some, you must order the DVD, so be sure to do this in advance. As an alternative, the films are also available for viewing in the UTA Library.
4. Stories and other course material available online and accessed through Blackboard or E-Reserves. (Use of links does not indicate an indorsement of the site.)

## Course Grade

Your grade will be based on discussion assignments, reading quizzes, Signature Assignment, and two exams. The grade breakdown is as follows:

* Discussions: 15%
* Reading Quizzes: 15%
* Signature Assignment: 30%
* Exam 1: 20%
* Exam 2: 20%
* **Total: 100%**

Grading scale:

A (90-100)

B (80-89)

C (70-79)

D (60-69)

F (0-59)

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

## Policy on Late Work

Discussion assignments, quizzes, and exams cannot be made up. Signature Assignment will be deducted 10 points for each day that it is late, up to 10 days after the due date. After that time, Signature Assignment will not be accepted.

## Expectations for Out-of-Class Study

A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class for a regular semester-length course. Hence, a 3-credit course, such as this one, has a minimum expectation of 9 hours of reading, studying, completing assignments, and preparing for exams per week for a 16-week course. A five-week summer course is significantly accelerated, so expect to spend substantially more time each week for this course.

## Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

## Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>). The last day to drop is June 24, 2018; submit requests to advisor prior to 4 p.m.

## Disability Accommodations

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

## Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

## Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*\*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*\*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, 2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents’ Rules and Regulations, Series 50105, Section 2.2).

## Plagiarism

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct and will receive zero points on the assignment.

## Campus Carry Law

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

## Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu) or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

## Writing Center (411LIBR)

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. The Writing Center offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns). Check the Writing Center website for Quick Hits hours. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page [www.facebook.com/WritingCenteratUTArlington](https://owa.uta.edu/owa/mwarren@exchange.uta.edu/redir.aspx?C=n54mApQjsEatXiC_KyR3HQ-sPQAsa9BIVM9oMLz5KyopZj94toykKAfDFN2DEDQ6gcZOW0YT5Z8.&URL=http%3a%2f%2fwww.facebook.com%2fWritingCenteratUTArlington" \t "_blank). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.  
  
In addition to one-on-one consultations, the Writing Center will offer on-campus FYC and grammar workshops periodically throughout the semester. For more information on these, please visit their website at [http://www.uta.edu/owl](https://owa.uta.edu/owa/mwarren@exchange.uta.edu/redir.aspx?C=n54mApQjsEatXiC_KyR3HQ-sPQAsa9BIVM9oMLz5KyopZj94toykKAfDFN2DEDQ6gcZOW0YT5Z8.&URL=http%3a%2f%2fwww.uta.edu%2fowl" \t "_blank).

## The IDEAS Center

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

## Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

# Activities|Assignments

## Discussion Forums

There are five discussion assignments, and they are worth 15% of your course grade. Discussion Forums are available Monday through Sunday. You must post your comments and responses for each week’s lesson no later than Sunday night at 11:59 pm; however, posting earlier in the week is better.

You will interact with your classmates each week in the Discussion Forum as you engage in a conversation about the course readings and films. Typically, the forums ask you to comment on two or more issues in one posting. In addition, you are required to respond to the postings of two of your peers. You must respond to their comments on all parts of the prompt.

### Criteria

Your weekly posts in the Discussion Forum will require you to adequately cover the issues under discussion in at least 200 words. The Forum is your opportunity to interact and share with your classmates about the literature or film in each week’s lesson. Give thoughtful consideration to the prompts/questions before posting your response. Carefully and thoughtfully read the comments of your peers before posting your response. You must discuss specific evidence from the story (quotes, plot details, etc.) to support your points. You will integrate your quotations into your analysis. This means that you must analyze quotations and other evidence; in other words, you will discuss the significance of your quotations/plot details and explain clearly how they support your claims about the story. Don't forget to provide parenthetical citations for your quotes using MLA citation style. When you write your posts, always keep in mind that you are engaging in a conversation about a text; try to enlarge the conversation and avoid repeating what others have already said.

The rubric below indicates the skills you must demonstrate in order to earn points for your discussion posting.

### Discussion Rubric

|  |  |
| --- | --- |
| **Points** | **Discussion Postings Criteria** |
| 90-100 | Posts exhibit original, creative, and critical thinking skills, and cover all points addressed in the topic. Excellent diction (word choice), grammar, and sentence structure. Effectively integrated quotations that conform to MLA Style. |
| 70-89 | Posts are thoughtful and interesting. Good diction (word choice), grammar, and sentence structure. Quotations conform to MLA Style for the most part. |
| 50-69 | Posts are adequate but do not indicate digging deeper in terms of thought. Problems with grammar and sentence structure, and inaccurate vocabulary. Quotations are not cited correctly according to MLA Style. |
| 1–49 | Posts show little thinking beyond the obvious and are often hurriedly written. |

## Reading Quizzes

There will be five reading quizzes (3 quizzes with 10 true/false questions and 2 quizzes with 20 true/false questions) designed to test your reading of the assigned literature for the week. Quizzes are worth 15% of your course grade. Quizzes are available Monday through Sunday. You must complete the quizzes by 11:59 pm on Sunday.

**Signature Assignment**

Signature Assignment is due Sunday of Week 3 by 11:59 pm.

Please read the detailed guidelines posted in Lesson 3.

**Overview**

The signature assignment addresses all four of the course University prescribed 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 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 3-5 page analysis of Chinua Achebe’s *Things Fall Apart*. 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.

**Possible Areas of Focus**:

Colonialism or related themes such as: cultural change, tradition, modernization, cultural negotiation, etc. as a significant global issue.

Choose **one** of the following topics:

1. Achebe’s novel *Things Fall Apart* takes its title from W. B. Yeats’ poem “The Second Coming.” Write an essay explaining and interpreting the significance of the novel's title. Why do you think Achebe decided to take a line from a European poem as a title for his novel about British colonialism in Africa? How does the title capture one of the main themes of the novel?
2. Discuss the conflict between fathers and sons and explain how it relates to one of the main themes of the novel, such as colonialism or cultural change.
3. Compare/contrast the two great friends - Okonkwo and Obierika. What major conflict do these two characters embody, and how does this conflict relate to one of the main themes of the novel?
4. Discuss the role of proverbs and folktales in the novel. Do the folktales mirror any of the themes of the novel?
5. Compare/contrast Mr. Brown with Rev. Mr. Smith. What do these characters suggest about colonialism?
6. What do you make of the novel's ending (Okonkwo's decision)? Consider: Was there any foreshadowing of this? Does the ending function as a symbol in any way? If it does, what do you make of the District Commissioner's statement at the end of the novel?

**Minimum Requirements**:

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman 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 full 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.

**Personal responsibility and 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. The UTA Library’s plagiarism tutorial is available at <library.uta.edu/plagiarism/index.php>. If you do not know what plagiarism is you need to view the tutorial.

**Secondary sources**

You should use two secondary sources to support your own claims, to engage in a conversation with other critics who you agree or disagree with, and/or to provide historical context relevant to your argument about the novel. Make sure you keep the use of secondary sources and the length of quotes from these sources to a minimum. Always provide a commentary/analysis of your quote. This is your papers and should mainly focus on your argument about the novel! For more on how to use quotes from primary and secondary sources effectively, go to Norton’s *LitWeb* – “Effective Quotation – Useful Strategies”:

[http://www.wwnorton.com/college/english/litweb10/writing/E1b-useful-strategies.aspx](http://www.wwnorton.com/college/english/litweb10/writing/E1b-useful-strategies.aspx" \t "_blank)

or the UNC Writing Center page about quotes:

<https://writingcenter.unc.edu/tips-and-tools/quotations/>

Here is a list of credible secondary sources:

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines or their online editions (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* 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, Literature Resource Center, J-STOR, or Project Muse—all of which UTA’s library gives you access to online: [http://libguides.uta.edu/az.php](http://libguides.uta.edu/az.php" \t "_blank))
* 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.

## Exams

You will have two exams in this course. Each exam will have several essay questions, and you will write an essay on ONE of the essay questions.

Each exam is worth 15% of the course grade. Together, the two exams are worth 30% of the course grade.

* Exam 1 prompts focus on Lessons 1-2. The exam will be available all day Sunday of Week 2 and will be due at the end of Week 2 on Sunday by 11:59 pm.
* Exam 2 prompts focus on *The Namesake*. The exam will be available all day Sunday of Week 5 and will be due at the end of Week 5 on Sunday by 11:59 pm.

# Course Calendar

**As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Erin Murrah-Mandril**

## Week 1: Lesson 1 – Turn-of- the-Century Texts – June 4-10

* Read “Punishment” and “Child’s Play” on E-Reserve.
* Complete Lesson 1 Quiz (15 questions) by 11:59 p.m. on Sunday.
* Participate in Lesson 1 Discussion Forum by 11:59 p.m. on Sunday.

## Week 2: Lesson 2 – World War I and World War II – June 11-17

* Watch *Joyeux Noel* and read “The Fly” online.
* Read “The Shawl” online and “This Way for the Gas, Ladies and Gentlemen” on E-reserves.
* Complete Lesson 2 Quiz (15 questions) and participate in Lesson 2 Discussion Forum by 11:59 p.m. on Sunday.
* **Exam 1 due by 11:59 pm Sunday! Access exam through link in Lesson 2.**

## Week 3: Lesson 3 – Post-Colonialism – June 18-24

* Read “The Second Coming” online and *Things Fall Apart* (required book).
* Complete Lesson 3 Quiz (30 questions) and participate in Lesson 3 Discussion Forum by 11:59 p.m. on Sunday.
* **Signature Assignment due by 11:59 pm Sunday! Submit through Safe Assign for grading.**

## Week 4: Lesson 4 – Late 20th and Early 21st Century Literature – June 25-July 1

* Read “A Very Old Man with Enormous Wings” online and “Yellow Woman” on E-reserve. Watch *Persepolis* (available on Netflix or similar websites) and read “Saboteur” online.
* Complete Lesson 4 Quiz (15 questions) and participate in Lesson 4 Discussion Forum by 11:59 p.m. on Sunday.

IMPORTANT: June 24 – Last day to drop!

## Week 5: Lesson 5 – Literature Now – July 2-8

* Read *The Namesake* (required book).
* Complete Lesson 5 Quiz (30 questions) and participate in Lesson 5 Discussion Forum by 11:59 p.m. on Sunday.
* **Exam 1 due by 11:59 pm Sunday! Access exam through link in Lesson 5.**