

Syllabus: English 2309 Online: Introduction to World Literature



ENGL 2309.013, 014

Fall 2013

- Instructor: Professor Kristine Wilson
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- Office: Online

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 with emphasis on ideas and the ways in which they reflect cultural and aesthetic values.

Student Learning Outcomes

Primarily, students will practice becoming better readers, writers, and critical thinkers. In addition, students will gain understanding of 20th/21st Century literature and culture. Students will read/watch significant and representative works of world literature. 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 in writing. Students will utilize sources and multi-media in class assignments.

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. There are no on-campus meetings. All work for this course must be submitted through the Blackboard environment.

Students must have access to some venue for viewing films for the course during Weeks 4, 9, and 13. These films are available for download and/or rental through Amazon.com, iTunes, and Vudu. (Amazon seems to be the cheapest.) Please note: if you attempt to find an “unofficial” online source to stream them for free, you’ll need to find versions with English subtitles. As an alternative, the films are also available for viewing in the UTA Library.

Required Textbooks

Primary Text

Puchner, Martin, Gen Ed. The Norton Anthology of World Literature. Shorter Third Ed. Vol 2. NY: Norton, 2013. ISBN # 978-0-393-91961-5.

Note: The primary text is packaged with a Free Norton Critical Edition of the novel Things Fall Apart.

Syllabus: English 2309 Online: Introduction to World Literature

Paperback Novels

Lahiri, Jhumpa. *The Namesake*. NY: Houghton Mifflin, 2003.

O'Brien, Tim. *The Things They Carried*. Boston: Mariner Books, 2009.

Course Grade

- 15 Discussion Forums @ 10 points = 150 points = 20%
- 10 Reading Quizzes @ 15 points = 150 points = 20%
- 2 Essays @ 100 points = 200 points = 20%
- 2 Essay Exams – Midterm and Final @ 100 points = 200 points = 20%
- 1 Major Project @ 200 points = 200 points = 20%

For an A, students must earn 810-900 points; for a B, 720-809 points; for a C, 630-719; for a D, 540 – 629; for an F, 539 or less points.

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

NO LATE WORK 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. 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.

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.

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

Syllabus: English 2309 Online: Introduction to World Literature

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).

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.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and the letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at (817) 272-3364.

Writing Center

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2013, registered users may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center.

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) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page www.facebook.com/WritingCenteratUT Arlington.

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 us at <http://www.uta.edu/owl>.

Syllabus: English 2309 Online: Introduction to World Literature

Please note all times listed are for Central Standard Time and it is the student's responsibility to adjust for time differences if they do not reside in the area.

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 or view the information at <http://www.uta.edu/resources>.

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 fifteen discussion assignments; each assignment is worth 10 points (15 X 10 = 150 points or 20% of your course grade). Discussion Forums are available Monday through Saturday. You must post your comments and responses for each week's lesson no later than Saturday night at 11 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. In the forum you are engaging in a conversation about a text; try to enlarge the conversation and avoid repeating what others have already said.

Since each weekly discussion post is worth 10 points, the rubric below indicates the skills you must demonstrate in order to earn points for your discussion posting.

Syllabus: English 2309 Online: Introduction to World Literature

Discussion Rubric

Points	Criteria
9-10	Posts exhibit original, creative, and critical thinking
7-8	Posts are thoughtful and interesting
5-6	Posts are adequate but do not indicate digging deeper in terms of thought
1-4	Posts show little thinking beyond the obvious and are often hurriedly written

Reading Quizzes

There will be ten true/false quizzes designed to test your reading of the assigned literature for the week. Each quiz is worth 15 points (10 X 15 = 150 points or 20% of your course grade). Quizzes are available Thursday and Friday. You must complete the quizzes by 11 pm on Friday.

There were be no reading quiz for Lessons 1, 4, 9, 10, and 13.

Essays

There are two essay assignments; each essay is worth 100 points (2 X 100 = 200 points or 20% of your course grade). Essay 1 is due no later than Sunday evening at 11 pm at the end of Week 4 and Essay 2 is due at the same time at the end of Week 12. I have posted several handouts on Blackboard to walk you through the process of writing a literary analysis. Please read them carefully before attempting your first essay!

Essay 1: Literary Analysis

Essay 1 is due Sunday of Week 4 by 11 pm.

For this first essay, you will plan and write a literary analysis of 3-4 pages, typed and double-spaced on one of the topics below:

- Miranda's Awareness of Her Emerging Femininity in "The Grave"
- Symbolism in "The Grave"
- Natural World/Human World Parallels in "Punishment"
- Chandara's Choice in "Punishment": A Victory or Not?
- The Transformation of Midori in "Child's Play"
- Significance of Setting in "Child's Play"
- Compare/Contrast Gregor Samsa in "The Metamorphosis" with J. Alfred Prufrock in "The Love Song of J. Alfred Prufrock"
- Significance of References to Hunger, Eating, and Food in "The Metamorphosis"
- J. Alfred Prufrock: An Analysis
- The Various Functions of Music in *Joyeux Noel*
- Priest Palmer and The Bishop: A Study in Contrasts in *Joyeux Noel*

Syllabus: English 2309 Online: Introduction to World Literature

Put an MLA heading on your paper. Give your paper a title which hints at your thesis. In your paper, include an introduction that provides a brief synopsis of the text, state a clear thesis at the end of your introduction and underline or highlight your thesis, support the thesis in several body paragraphs using specific details, examples, and quotes from the story or stories you are analyzing, and end with a memorable conclusion. Document your quotations using MLA format for documentation. As a matter of academic integrity, I will not accept papers that do not include both parenthetical citations for quotes and a Works Cited page, even if you are only writing about one text/film.

Please do not use any outside/secondary sources in your essays. Your essays should focus solely on the primary texts you've chosen to write about, and they should express your own ideas and interpretations. (To be clear, this also means no Wikipedia, About.com, dictionaries or encyclopedias, IMDb, Sparknotes, etc.)

MLA QUESTIONS? Please visit <http://owl.english.purdue.edu/owl/resource/747/01/>, ask me for help, or visit UTA's Writing Center. I've also posted a short guide on Blackboard showing you how to cite the texts and films for this class.

Submit your essay as a Word document using the Safe Assign Tool.

Essay 2: Literary Analysis of *The Things They Carried*

Essay 2 is due Sunday of Week 12 by 11 pm.

For this assignment, plan and write an essay of 3-4 pages, typed and double-spaced on a topic related to one of the following topics in *The Things They Carried*:

- Analyze the role of the female characters in the novel. Consider all or some of the following: Martha, Mary Anne, Henry Dobbins' unnamed girlfriend, Kathleen, Linda.
- Analyze the character Tim O'Brien (who is also the author). What do we learn about him or about the Vietnam War through him?
- Analyze what the story has to say and to suggest about storytelling.
- Compare/contrast the experiences of the soldiers in *The Things They Carried* with those of the soldiers in *Joyeux Noel*.
- Compare/contrast two characters from the novel.
- Consider two or more related stories within the novel. Analyze how those stories function together as well as in the novel as a whole.

Format your paper as you did for Essay 1. See instructions above.

Submit your essay using the SafeAssign Tool.

Exams

You will have two exams in this course. Each exam will have one essay question.

Each exam is worth 100 points. Together, the two exams are worth 200 points or 20% of your course grade.

- Exam I – Midterm Exam - will be due at the end of Week 7 on Sunday by 11 pm.
- Exam II – Final Exam - will be due at the end of Week 15 on Sunday by 11 pm.

Syllabus: English 2309 Online: Introduction to World Literature

Major Project: Making Connections

The major project is worth 200 points and 20% of your grade. The project is due at the end of Week 10 on Sunday by 11 pm.

1. Select one of the readings from the course outline and a theme, issue, or concept from it. For example, if you are intrigued by “Child’s Play,” you might work with the theme of “transition from childhood to adulthood.” If you find “Yellow Woman” thought provoking, you might explore an idea related to Native American culture.

Please Note: You may use one, and only one, item from the course outline or course materials in this project. The other four items you use must be a result of creative and critical thinking and of searching and researching. You may not select a theme and use all five examples of the theme from the course materials.

2. Next, search for a work of literature, art, music, and film (one of each!) which relates/connects to your chosen work from the course and illustrates/connects to your theme, issue, or concept. Again, these four works should not come from the course materials, but should be ones that have resulted from your creative and thoughtful search.

Search academic websites, museum websites, and other legitimate sources. Do not get your items from Google Images, Facebook, personal blogs, and such. Your four items should not come from the course materials, but from your creative and thoughtful search.

Again, this is a research project, although not a traditional research paper.

3. Assemble your five items (course work +lit +art + music + film) into an alphabetical list. Begin with an MLA heading and a title (such as Making Connections: Transition from Childhood to Adulthood). Include the bibliographic information for each of the five items in alphabetical order and in MLA format. (This should be exactly the same format as a Works Cited page, only you will add annotations underneath each entry.) Following each bibliographic entry, include a two-paragraph annotation. In the first paragraph, describe and analyze the item. In the second paragraph, explain how the item connects to your chosen work and theme. Include visuals, song lyrics, or other media in the presentation of your work.
4. Post your project to Safe Assign and to the Making Connections Discussion Forum at the end of Week 10 by Sunday at 11 pm. You may post your Word document, but if you prefer, you may convert your project to a web page, a blog, or a Powerpoint in order to include film clips and other media when you present your project to your classmates.

View a Making Connections Project prepared by a former student
<http://literature2309.blogspot.com/>

NOTE: Please do not include any of the items in the sample project in your project.

Drop Policy

If a student chooses to withdraw from this course, it is the student’s responsibility to do so within the University’s deadlines. The last day to drop is October 30, 2013.

Course Calendar

Week 1: Lesson 1 – Turn-of- the-Century Texts – Aug 22 – Sept 1

- Read Modernity and Modernism, 1900-1945 in The Norton Anthology of World Literature, pp 1003-1013 and “The Grave” online – see link in Lesson 1.
- Participate in Discussion Forum by 11:59 pm Saturday.

Week 2: Lesson 2 – Sept 2-8

- Read “Punishment” 961-970 and “Separate Ways” 970-979 in Norton Anthology of World Lit.
- Complete Reading Quiz by 11:59 pm Friday and participate in Discussion Forum by 11:59 pm Saturday.

NOTE: Major Project – Making Connections assigned! DUE: Week 10!

Week 3: Lesson 3 – Early Twentieth Century Texts – Sept 9-15

- Read “The Metamorphosis” 1201-1235 and “The Love Song of J. Alfred Prufrock” 1382-1388.
- Complete Reading Quiz by 1:59 pm Friday and participate in Discussion Forum by 11:59 pm Saturday.

Week 4: Lesson 4 – World War I – Sept 16-22

- Watch *Joyeux Noel* and read “The Gardener” online – see link in Lesson.
- Participate in Discussion Forum.

Essay 1 due by 11:59 pm Sunday, Sept 22! Submit through Safe Assign.

Week 5: Lesson 5 – World War II – Sept 23-29

- Read “Ladies and Gentlemen, to the Gas Chamber” 1451-1466 and “Matryona’s Home” 1567-1595.
- Complete Reading Quiz, participate in Discussion Forum.

Week 6: Lesson 6 – Post-Colonialism – Sept 30 – Oct 6

- Read “The Second Coming” 1372 and Things Fall Apart, Part I.
- Complete Reading Quiz and participate in Discussion Forum.

REMINDER: Begin Making Connections Project! DUE: Week 10.

Week 7: Lesson 7 – Oct 7-13

- Read *Things Fall Apart*, Parts II and III and “The Guest” 1509-1520.
- Complete Reading Quiz and participate in Discussion Forum.

EXAM I due by 11:59 pm Sunday, Oct 13! Access through “Quizzes and Exams” button on Course Menu.

Week 8: Lesson 8 – Israeli/Arab Conflict – Oct 14-20

- Read Yehuda Amichai’s poetry 1619-1623 and watch *The Lemon Tree*.
- Participate in Discussion Forum.
- Work on Making Connections Project! Due: Week 10!

Week 9: Lesson 9 – Native American and Mexican American Voices – Oct 21-27

- Read “Yellow Woman” 1683-1690 and watch *La Misma Luna* (Under the Same Moon).

Syllabus: English 2309 Online: Introduction to World Literature

- Participate in Discussion Forum.
- Work on Making Connections Project! Due: Week 10!

Week 10: Lesson 10 – Making Connections Projects – Oct 28 – Nov 3

Making Connections Project due by 11:59 pm Sunday, Nov 3! Submit through Safe Assign and post to Discussion Forum.

Week 11: Lesson 11 – The Vietnam War – Nov 4-10

- Read *The Things They Carried*, 1-117.
- Complete Reading Quiz; participate in Discussion Forum.

Week 12: Lesson 12 – Nov 11-17

- Read *The Things They Carried*, 118-233.
- Complete Reading Quiz and participate in Discussion Forum.

Essay 2 due by 11:59 pm Sunday, Nov 17! Submit through SafeAssign.

Week 13: Lesson 13 – Cultural Revolutions – Nov 18-24

- Watch *Persepolis* and read “Saboteur” online.
- Participate in Discussion Forum.

Week 14: Lesson 14 – Literature Now! - Nov 25 – Dec 1

- Read *The Namesake*, Chs. 1-6.
- Complete Reading Quiz and participate in Discussion Forum.

Week 15: Lesson 15 – Dec 2-8

- Read *The Namesake*, Chs 7-12.
- Complete Reading Quiz; participate in Discussion Forum.

EXAM II due by 11:59 pm Sunday, Dec. 8! Access exam through “Quizzes and Exams” button.