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**English 2309.700 World Literature: Summer, 2014**

**Instructor's Contact Information:**

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**Course Content**

**Catalogue Description**

**ENGL 2309 WORLD LITERATURE** (3-0) (ENGL 2332). Significant works of world literature with emphasis on ideas and the ways in which they reflect cultural and aesthetic values; emphasis on critical methods of reading, writing, and thinking. Examines at least three genres and six authors.

**Expanded Description of 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.

**Time and Place of Class Meetings**

This course is delivered online in Blackboard Learn at <http://elearn.uta.edu>. There are no on-ground class meetings.

**Course Objectives and Learning Outcomes**

Students will explain or describe the characteristics 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.

**Course Requirements**

**Texts**

* Lahiri, Jhumpa. *The Namesake.* Boston: Houghton Mifflin, 2003.
* Hosseini, Khaled. *A Thousand Splendid Suns.* NY: Riverhead Books, 2007.
* In addition to the required textbooks, students must have access to Netflix or iTunes or another online venue for viewing two films, which are required texts for the course.

Be sure you have access to the two films in the course before the week in which you will need to view them. The films are also available for viewing in the UTA Library.

**Prerequisites**

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

**Course Grade**

There are 700 points in the Course Grade:

* 8 Discussion Forums @ 15 points = 120 points
* 6 Reading Quizzes: 4 @ 15 points and 2 @ 30 points = 120 points
* 1 Mini-Project @ 60 points = 60 points
* 2 Essays @ 100 points = 200 points
* 1 Major Project @200 points = 200 points

**Letter Grades and Points**

**Points needed to earn a letter grade:**

| **A** | 630 to 700 points |
| --- | --- |
| **B** | 560 to 629 points |
| **C** | 490 to 559 points |
| **D** | 420 to 489 points |
| **F** | Less than 420 points |

**Policy on Late Work**

Discussion assignments and quizzes cannot be made up. Essays, mini-project, and major project will be deducted 10 points for each day that they are late.

**Activities | Assignments**

**Reading Quizzes:**

* Quizzes are due Sunday by 11:59 pm.

There will be six true/false quizzes designed to test your reading of the assigned literature for the week. Four quizzes are worth 15 points each (4 X 15 = 60 points) and two quizzes are worth 30 points each (2 X 30 = 60 points) for a total of 125 points of your course grade.

Quizzes are available Monday-Sunday and are due on Sunday evenings by 11:59 p.m.

**Discussion Forums:**

* Discussions are due Sunday by 11:59 pm, but earlier in the week is better! However, Discussion 8 is DUE Friday of Week 8 by 11:59 p.m. – the last day of the course!

There are eight discussion assignments; each assignment is worth 15 points (8 X 15 = 120 points of your course grade). Discussions are available all week, but you must post your comments and responses for each week’s lesson no later than Sunday night at 11:59 p.m.

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.

**Criteria:**

Your weekly posts in the Discussion Forum will require you to adequately cover the issues under discussion. Your initial post should be 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.

PLEASE NOTE: Your initial post should be a single posting with your responses to all 3 prompts. Then, your replies to two classmates should be two single postings with your comments in response to all 3 of their responses to all 3 prompts.

Since each weekly discussion post is worth 15 points, the rubric below indicates the skills you must demonstrate in order to earn points for your discussion posting.

**Discussion Forum Rubric**

| **Points** | **Criteria** |
| --- | --- |
| **14-15** | Posts exhibit original, creative, and critical thinking |
| **12-13** | Posts are thoughtful and interesting |
| **9-11** | Posts are adequate but do not indicate digging deeper in terms of thought |
| **1-8** | Posts show little thinking beyond the obvious and are often hurriedly written |

#### Mini-Project:

* Mini-Project is due Sunday, June 8, of Week 2 by 11:59 pm.

You will prepare a mini-project related to Unit 2 and as practice for the Major Project. The project is worth 60 points. After watching *Joyeux Noel* and reading “The Fly” in Unit 2, Lesson 1 – World War I, search/research for a song, a poem, and a recruiting poster of the World War I period, not about WWII, but of the WWI period.

Begin your project with an MLA heading on the left-hand side of the paper: your name, Dr. Savic, English 2309-700, and the date. Give your project a title, such as Mini-Project: World War I. Then include each item – poem, song, recruiting poster – followed by two paragraphs. Include the poem, song lyrics, and a picture of the poster. In the first paragraph, describe and analyze the item. In the second paragraph, relate and compare the item specifically to the characters and events in *Joyeux Noel*. Use specific details, names, and events from the film.

Set your paper up like you would a Works Cited page or an Annotated Bibliography, per MLA format. Include a citation for each item in alphabetical order and in MLA format. Include a link to document where you found each of your three items.

In Unit 2, you will be able to view a former student’s Mini-Project. The project is due Sunday of Week 2 at 11:59 pm. Submit your project as a Word document through Safe Assign.

**Essays:**

* There are two essay assignments; each essay is worth 100 points, 2 X 100 = 200 points of your course grade.
* Essay 1 is due no later than Sunday of Week 3 at 11:59 p.m. Essay 2 is due no later than the last day of class, Friday of Week 8 at 11:59 p.m.!

#### Essay 1: Literary Analysis - Things Fall Apart

* Essay 1 is due Sunday, June 15, of Week 3 by 11:59 p.m.

For this first essay, you will plan and write a literary analysis of 3-4 pages, typed and double-spaced on one of the following topics related to *Things Fall Apart.*

* Relate Yeats’ “The Second Coming” to Achebe’s *Things Fall Apart*
* Analyze the central character Okonkwo – what do you make of him?
* Discuss the concept of fathers and sons in its many varieties in *Things Fall Apart*
* Compare/contrast the two great friends – Okonkwo and Obierika
* Compare/contrast Mr. Brown with Rev. Mr. Smith
* Discuss the role of proverbs and/or folktales in the novel. Do the folktales mirror any of the themes in *Things Fall Apart*?
* Analyze the ending of the novel – what previous events prepared you/did not prepare you for the ending? What do you make of the District Commissioner’s comments about his book?

Put an MLA heading on your paper. Give your paper a title which hints at your thesis. In your paper, include an introduction, state a clear thesis at the end of your introduction, support the thesis in several body paragraphs using specific details, examples, and quotes from *Things Fall Apart,* and end with a memorable conclusion.

You are not expected to do research for this essay, but if you do and if you incorporate ideas from your reading in your essay, you must document them using MLA format for documentation. You must also document quotes from *Things Fall Apart* which you use in your essay using author and page number in parenthesis – (Achebe 1697).

Submit your essay as a Word document using the Safe Assign tool in Blackboard.

**Essay 2: Literary Analysis *- The Namesake* or *A Thousand Splendid Suns***

* Essay 2 is due Friday, July 18, of Week 8 by 11:59 p.m. – the last day of the course!

For this assignment, plan and write an essay of 3-4 pages, typed and double-spaced on a topic related to *The Namesake* or *A Thousand Splendid Suns*. Consider the following topics on *The Namesake*:

* Trace Gogol | Nikhil’s struggle with his name and his identity. Do you think he ever makes peace with his name?
* Consider the blossoming of Ashima in the course of the novel. In what ways does she grow and develop?
* Discuss Gogol | Nikhil’s relationships with women. What do the relationships have in common? Why does each break down at some point?
* Many episodes in the novel occur on the train. What is the significance of this?
* In an interview with the author, Lahiri said she wanted India to function as a ghost in the background of the story. Does India function as a ghost or as something else?

Consider the following topics on *A Thousand Splendid Suns:*

* Analyze Mariam’s evolution from nobody to somebody in the course of the novel. Would you say her life ends victoriously or not?
* Account, on several levels, for the unlikely relationship between Mariam and Laila.
* Consider (or even compare/contrast) Jalil, Rasheed, and Tariq. While trying to avoid stereotyping, what do they suggest about Afghan men?
* What did you learn about the social and political history (be specific!) of Afghanistan over the last 40 years or so from the novel? What can you predict about the future for the country’s people?

Structure your essay as you did Essay 1. Although not required, if you use research material, you must document it using MLA format. You must also document quotes you use in your paper from *The Namesake* or *A Thousand Splendid Suns.*

#### Major Project: Making Connections

You will prepare a major project in which you connect a work you read or watched for the course with other literature, art, music, and film. The major project is worth 200 points.

* Making Connections Project is due Sunday, July 6, of Week 6 by 11:59 p.m.
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.

1. 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.
2. Search academic websites, museum websites, and other legitimate sources. You should include legitimate and acknowledged works of literature, art, music, and film. Do not get your items from Google Images, Facebook, personal blogs, and such. Your four items should not come from the course lessons and materials, but from your creative and thoughtful search.

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

1. Begin your project with an MLA heading and a title (such as Making Connections: The Transition from Childhood to Adulthood).
2. Assemble your five items (course work +lit +art + music + film) in alphabetical order by author, artist, musician, and the film by title in a Word document or in a PowerPoint. Be aware that if you use the PowerPoint format, you will have to convert it to a pdf in order to submit it to Safe Assign for grading.
3. Similar to a Works Cited page or an Annotated Bibliography (and as you did for your Mini-Project), include the bibliographic information for each of the five items in alphabetical order and in MLA format. 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. Make sure your analysis goes beyond stating that the items share a common theme; explain how your research item highlights a new aspect of the common theme. Include visuals, song lyrics, or other media in the presentation of your work.
4. Post your project to the Making Connections Discussion Forum to share with your classmates. Some students choose to convert their Word documents to PowerPoints or Blogs to post for classmates, as they feel this is more presentational, but this is optional. Post it no later than Sunday of Week 6 by 11:59 pm; however, posting to the Forum earlier in the week, if possible, is better.
5. In addition, submit your project as a Word document or the pdf of your PowerPoint through Safe Assign for grading on Sunday of Week 6 by 11:59 pm. Safe Assign will not accept PowerPoints or Blogs!

Since the project is worth 200 points, each item (work from syllabus + literary work + art + music + film = 5 items), its illustration, and its related paragraphs is worth 40 points (5 x 40 points = 200 points).

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

## University of Texas at Arlington Policies

### 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 June 30, 2013 .

### Academic Integrity:

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 50101, Section 2.2)

### Americans with Disabilities Act:

The University of Texas at Arlington 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). 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 [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### Student Support Services Available:

The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

### Electronic Communication Policy:

The University of Texas at Arlington has adopted the University “ MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

**Library Resources**

Rafia Mirza is the subject librarian for the English Department. [Go to the Central Library's English Studies page for a comprehensive review of library resources for English students.](http://libguides.uta.edu/english)

The English Studies page includes contact information for the subject librarian, a link to an English Studies Facebook page, and general help with your English research needs.

**Course Calendar:**

## Week 1: Week of May 26 – Turn-of-the-Century Texts

### Unit 1: Lessons 1 and 2

* Read “Punishment” and “Child’s Play.”
* Complete Reading Quiz.
* Participate in Discussion Forum.

## Week 2: Week of June 2 – World War I and World War II

### Unit 2: Lessons 3 and 4

* Watch Joyeux Noel and read “The Fly.”
* Read “The Shawl” and “This Way for the Gas, Ladies and Gentlemen.”
* Complete Reading Quiz. Participate in Discussion Forum. Prepare Mini-Project.
* Mini-Project due!

## Week 3: Week of June 9 – Post-Colonialism

### Unit 3: Lessons 5 and 6

* Read “The Second Coming,” *Things Fall Apart*, and “The Guest.”
* Complete Reading Quiz. Participate in Discussion Forum. Write Essay 1.
* Essay 1 due!

## Week 4: Week of June 16 – Late 20th/Early 21st Century Literature

### Unit 4: Lessons 7 and 8

* Read “A Very Old Man with Enormous Wings” and “Yellow Woman.” Watch *Under the Same Moon* (*La Misma Luna*).
* Complete Reading Quiz. Participate in Discussion Forum.
* Begin working on Making Connections Project, which is due Week 6.

#  Week 5: Week of June 23 – Literature Now!

####  Unit 5: Lessons 9 and 10

* Read The Namesake.
* Complete Reading Quiz. Participate in Discussion Forum.
* Work on Making Connections Project. Due: Week 6.

IMPORTANT: Note – Last day to drop – June 30, 2014!

# Week 6: Week of June 30 – Making Connections Project

####  Unit 6: Making Connections Project

* Finish and share Making Connections Project.
* Post project to Making Connections Discussion Forum and submit for grading via Safe Assign.
* Participate in Making Connections Discussion Forum.
* Major Project – Making Connections – due!

# Week 7: Week of July 7 – Literature Now, Continued!

####  Unit 7: A Thousand Splendid Suns

* Read *A Thousand Splendid Suns*, Parts I and II.
* Complete Reading Quiz. Participate in Discussion Forum.
* Begin thinking about and planning Essay 2.

# Week 8: Week of July 14

####  Unit 8: A Thousand Splendid Suns

* Read *A Thousand Splendid Suns*, Parts III and IV.
* Participate in Discussion Forum by 11:59 p.m. on Friday, July 18. Write Essay 2.
* Essay 2 due on Friday, July 18, the last day of classes!