



## ENGL 2309.016

Spring 2016

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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 20<sup>th</sup> and 21<sup>st</sup> Centuries 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. We will read works by Chinua Achebe, Tim O'Brien, Jhumpa Lahiri, and others.

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the "Signature Assignment" (see below). The Departmental general 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 20<sup>th</sup>/21<sup>st</sup> Century 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 in writing. Students will utilize sources and multi-media in class assignments. Students will demonstrate personal responsibility by employing correctly 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.

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## Required Textbooks and Course Material

1. Achebe, Chinua. *Things Fall Apart*. NY: Anchor Books, 1994. Print.
2. Lahiri, Jhumpa. *The Namesake*. NY: Houghton Mifflin, 2003. Print.
3. O'Brien, Tim. *The Things They Carried*. NY: Broadway Books, 1998. Print.
4. Students must have access to Netflix, iTunes, Amazon, Vudu, or some venue for viewing films for the course during Weeks 4, 9, and 13. 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.
5. 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, Major Project, and two exams. The grade breakdown is as follows:

- Discussions: 15%
- Reading Quizzes: 15%
- Signature Assignment: 20%
- Major Project: 20%
- Exam 1: 15%
- Exam 2: 15%
- **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 and major project will be deducted 10 points for each day that they are late, up to 10 days after the due date. After that time, Signature Assignment or project 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. 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.

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## 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.

## 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. Registered users may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 8:15 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and

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Noon to 5:15 p.m., Saturday and Sunday. You may register and schedule appointments online at [uta.mywconline.com](http://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). 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](http://www.facebook.com/WritingCenteratUTARlington). 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>.

## 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/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 sixteen discussion assignments, and they are worth 15% of your course grade. Discussion Forums are available Monday through Saturday, except for Lesson 15 Discussion forum which is

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available only Monday, May 2, through Friday, May 6. You must post your comments and responses for each week's lesson no later than Saturday night at 11:59 pm (except for Lesson 15 Discussion forum that must be submitted by 11:59 p.m. on Friday, May 6); 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. In addition, you will have to respond to post by two classmates. 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 weekly prompts/questions and carefully 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	Criteria
90-100	Posts exhibit original, creative, and critical thinking; excellent grammar and sentence structure
70-89	Posts are thoughtful and interesting; good grammar and sentence structure
50-69	Posts are adequate but do not indicate digging deeper in terms of thought; some problems with grammar and sentence structure
1-49	Posts show little thinking beyond the obvious and are often hurriedly written

## Reading Quizzes

There will be ten reading quizzes (10 true/false quizzes) 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 Saturday, except for Lesson 15 Quiz which will be available Monday, May 2, through Friday, May 6. You must complete the quizzes by 11:59 pm on Saturday (except for lesson 15 Quiz which must be completed by 11:59 p.m. on Friday, May 6).

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There will be no reading quiz for Lessons 1, 4, 9, 12, and 13.

## Signature Assignment

Signature Assignment is due Sunday of Week 7 by 11:59 pm.

**Please read the detailed guidelines posted in Lesson 7.**

### 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 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

For this assignment you will write a well-organized, effectively developed 3-4 page (900-1200 words) analysis of Chinua Achebe's *Things Fall Apart*. Your essay should effectively analyze the way the novel engages colonialism (or related themes, such as cultural change, tradition, tradition vs. modernity, cultural negotiation, etc.) as a significant global issue. You are required to use two secondary sources – they must be academic sources! – in your analysis of Achebe's novel.

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 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.
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?

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6. What do you make of the novel's ending (Okonkwo's decision)? 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?

## Requirements:

1. Put an MLA heading on the left-hand side of the paper.
2. Essay should be 3-4 pages long (900-1200 words), typed and double-spaced.
3. Essay should be typed in 12-point Times New Roman with one-inch margins.
4. Give your paper an original title which hints at your thesis or reflects your argument; highlight or underline your thesis statement.
5. Support the thesis in several body paragraphs by analyzing specific details, examples, and quotes from the story.
6. Integrate two outside sources; your outside sources must be academic sources.
7. Document sources (e.g., quotes) using MLA format.
8. Provide a List of Works Cited (<http://www.uta.edu/library/help/files/cite-mla.pdf>); the Works Cited page does not count toward the length requirement for the paper.
9. Submit your essay as a Word document using the Safe Assign Tool in Lesson 7; the SafeAssign Tool monitors for plagiarism.
10. The essay is due by 11:59 p.m. on Sunday of Week 7.

## Major Project: Making Connections

The project is worth 20% of your grade. The project is due at the end of Week 12 on Sunday by 11:59 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 "Punishment," you might work with the issue of "women's rights at the turn-of-the-century." 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, reading from the course outline or course materials in this project. The other four artifacts 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 artifacts (lit + art + music + film) should not come from the course materials, but should be ones that have resulted from your creative and thoughtful search. The work of literature must be a story/novel/play/poem that you have read on your own or that you plan to read during the research phase of this project; the section about literature cannot be a summary of a Wikipedia entry or a similar source. If you need help finding a literary text that relates to your chosen course work and theme, you may want to research works of literature on Project Gutenberg or Literature Network. Likewise, you must view the film you decide to write about. Search academic websites, museum websites, and other legitimate sources for works of art. Do not get your artifacts from Google Images, Facebook, personal blogs, and such. Your four research items should not come from the course materials, but from your



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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) in a Word document. You must present the course work first; you can present the research items in any order you wish.
  - 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 MLA format.
  - Following each bibliographic entry, include a two-paragraph annotation (250-300 words) for each item. In the first paragraph, analyze the artifact. In the second paragraph, explain how the item connects to your chosen work and theme; this means that you will have to discuss both your specific artifact and the course work in the second paragraph. You also need to make sure that you explain clearly what each artifact suggests about your chosen topic. For example, it is not enough to state that each artifact addresses women's rights. You need to explain what each particular artifact suggests about your topic (e.g., what does the story suggest about women's rights at the turn of the century, etc.).
  - Incorporate and discuss 3-5 quotations from your primary sources (the five items) to illustrate your points. Document your quotations using MLA format.
  - **PLEASE NOTE:** Be sure your paragraphs are written in your own words and are not copied/pasted/plagiarized. Just as in a research paper, you must put quotation marks around any words, phrases, and sentences that you copy from a source or from information found online, and you must document the source of the information, using MLA format.
  - Include visuals, song lyrics, or other media in the presentation of your work. Document your visuals using MLA format.
4. Post your project to Safe Assign for grading AND to the Making Connections Discussion Forum to share with your classmates at the end of Week 12 by Sunday at 11:59 pm. Post your Word document to Safe Assign, 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. PLEASE NOTE: Safe Assign will not accept PowerPoints, unless they are converted to pdfs.

## 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 1-4. The exam will be available all day Sunday of Week 4 and will be due at the end of Week 4 on Sunday by 11:59 pm.
- Exam 2 prompts focus on *The Namesake*. The exam will be available all day Sunday of Week 15 and will be due at the end of Week 15 on Sunday by 11:59 pm.



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## 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 April 1, 2016.

## Course Calendar

### Week 1: Lesson 1 – Turn-of- the-Century Texts – Jan 19 – Jan 24

- Read "The Grave" online – see link in Lesson 1.
- Participate in Discussion Forum by 11:59 pm Saturday.
- Review the guidelines for Making Connections Project posted in Lesson 12.

### Week 2: Lesson 2 – Turn-of-the Century Texts, continued – Jan 25-31

- Read "Punishment" and "Separate Ways" on E-Reserve (both stories are available on E-Reserve).
- Complete Reading Quiz by 11:59 pm Saturday and participate in Discussion Forum by 11:59 pm Saturday.

### Week 3: Lesson 3 – Early Twentieth Century Texts – Feb 1-7

- Read "The Metamorphosis" online and "The Love Song of J. Alfred Prufrock" online – see links in Lesson 3.
- Complete Reading Quiz by 11:59 pm Saturday and participate in Discussion Forum by 11:59 pm Saturday.

### Week 4: Lesson 4 – World War I – Feb 8-14

- Watch *Joyeux Noel* and read "The Gardener" online – see link in Lesson 4.
- Participate in Discussion Forum.
- Review Lessons 1-4, and complete Exam 1.

**Exam 1 due by 11:59 pm Sunday! Access exam through "Quizzes and Exams" button or through link in Lesson 4.**

### Week 5: Lesson 5 – World War II – Feb 15-21

- Read "This Way for the Gas, Ladies and Gentlemen" and "Matryona's Home" (both stories are available on E-Reserve).
- Complete Reading Quiz; participate in Discussion Forum.

### Week 6: Lesson 6 – Post-Colonialism – Feb 22-28

- Read "The Second Coming" online and *Things Fall Apart*, Part I (required textbook).
- Complete Reading Quiz and participate in Discussion Forum.
- Review Signature Assignment guidelines posted in Lesson 7.

### Week 7: Lesson 7 – Post-Colonialism, continued – Feb 29-Mar 6

- Read *Things Fall Apart*, Parts II and III (required textbook) and "The Guest" (E-Reserve).
- Complete Reading Quiz and participate in Discussion Forum.
- Plan and write Signature Assignment.

**Signature Assignment due by 11:59 pm Sunday! Submit through Safe Assign for grading.**

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## Week 8: Lesson 8 – A Trip Back In Time – Mar 7-13

- Read *The Sultan's Dilemma* (available on E-Reserve).
- Complete Reading Quiz and participate in Discussion Forum.

**REMINDER: Work on Making Connections Project! DUE: Week 12!**

## SPRING BREAK Mar 14-19

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

- Read “Yellow Woman” (on E-Reserve) and watch *La Misma Luna (Under the Same Moon)*.
- Participate in Discussion Forum.

**April 1 – Last day to drop! Contact your academic advisor early!**

## Week 10: Lesson 10 – The Vietnam War – Mar 28 – Apr 3

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

## Week 11: Lesson 11 – The Vietnam War, continued – Apr 4-10

- Read *The Things They Carried*, 118-233 (required textbook).
- Complete Reading Quiz and participate in Discussion Forum.
- Work on Making Connections Project! Due: Week 12!

## Week 12: Lesson 12 – Making Connections Projects – Apr 11-17

- Finish and share Making Connections Projects.

**Making Connections Project due by 11:59 pm Sunday! Submit through Safe Assign for grading AND post to Discussion Forum to share with classmates.**

## Week 13: Lesson 13 – Cultural Revolutions – Apr 18-24

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

## Week 14: Lesson 14 – Literature Now! - Apr 25 – May 1

- Read *The Namesake*, Chs. 1-7 (required textbook).
- Complete Reading Quiz and participate in Discussion Forum.

## Week 15: Lesson 15 – Literature Now, continued – May 2-6

- Read *The Namesake*, Chs 8-12 (required textbook).
- Complete Reading Quiz; participate in Discussion Forum by Friday, May 6!

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- Review Lessons 14 and 15, and complete Exam 2.

**EXAM due by 11:59 pm Sunday, May 8! Access exam through “Quizzes and Exams” button or through link in Lesson 15.**