



ENGL 2309.018

Spring 2018

Instructor: Dr. Ana Savic

- Email: asavic@uta.edu
- Office: Carlisle Hall 619
- Office hours: online
- Telephone: (817) 272-2692
- Faculty profile page: <https://www.uta.edu/profiles/ana-savic>

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. Examines at least three genres and six authors. Emphasis on 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.

- Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.
- Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility: To include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes

- Students should be able to demonstrate their understanding of and their ability to analyze literary texts in written assignments.
- Students should be able to demonstrate their understanding of and their ability to analyze literary texts in online discussion activities.
- Students should be able to identify a variety of literary themes within literary texts.
- Students should be able to conduct research using the Internet and UTA Library resources.

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Course Goals

- To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond English classes.
- To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts.
- To develop students' ability to read critically by studying a variety of literary elements.

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>.

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 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 DVD 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)

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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.

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 March 31, 2017; submit requests to advisor prior to 4 p.m.

Disability Accommodations

UT 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)*, *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 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.

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Counseling and Psychological Services, (CAPS) 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.

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 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).

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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/>

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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/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

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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. 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>.

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 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 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 available only Monday, May 1, through Friday, May 5. You must post your comments and responses for

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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 5); 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	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 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

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through Saturday, except for Lesson 15 Quiz which will be available Monday, May 1, through Friday, May 5. 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 5).

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

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, tradition vs. modernity, 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?

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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)? 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 (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style.

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

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

Personal responsibility

Responsible integration of sources

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

Secondary sources

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>

Here is a list of credible secondary sources:

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- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, 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>)
- 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.

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 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.

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- 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.

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. – Ana Savic

Week 1: Lesson 1 – Turn-of- the-Century Texts – Jan 16-22

- Read “The Grave” online – see link in Lesson 1.

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- Participate in Discussion Forum by 11:59 pm Saturday.

NOTE: Major Project – Making Connections assigned! DUE: Week 12!

Week 2: Lesson 2 – Turn-of-the Century Texts, continued – Jan 23-29

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

Week 3: Lesson 3 – Early Twentieth Century Texts – Jan 30-Feb 5

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

Week 4: Lesson 4 – World War I – Feb 6-12

- 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 13-19

- 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 20-26

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

Week 7: Lesson 7 – Post-Colonialism, continued – Feb 27-Mar 5

- Read *Things Fall Apart*, Parts II and III 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.

Week 8: Lesson 8 – A Trip Back In Time – Mar 6-12

- 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 – March 13-18

Week 9: Lesson 9 – Native American and Mexican American Voices – Mar 20-26

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

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March 31 – Last day to drop!!! Submit requests to academic advisors prior to 4 pm!!!

Week 10: Lesson 10 – The Vietnam War – Mar 27-Apr 2

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

Week 11: Lesson 11 – The Vietnam War, continued – Apr 3-9

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

Week 12: Lesson 12 – Making Connections Projects – Apr 10-16

- 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 17-23

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

Week 14: Lesson 14 – Literature Now! - Apr 24-30

- Read *The Namesake*, Chs. 1-8.
- Complete Reading Quiz and participate in Discussion Forum.

Week 15: Lesson 15 – Literature Now, continued – May 1-5

- Read *The Namesake*, Chs 9-12.
- Complete Reading Quiz and participate in Discussion Forum by 11:59 pm on Friday, May 5, the last day of classes!
- Review Lessons 14 and 15, and complete Exam 2.

EXAM 2 due by 11:59 pm Sunday! Access exam through “Quizzes and Exams” button or through link in Lesson 15.