

**COURSE SYLLABUS**  
ENG 2333, Sections 09 and 10  
Online Course  
World Lit II  
3 Credits  
Fall 2017

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**Teaching Assistant**

Ms. Henneberg

Please direct your questions about technology-related issues to Blackboard IT. I will be available via email at [aas004@shsu.edu](mailto:aas004@shsu.edu). I will check email between noon and 4 Monday-Fri. Please allow at least 24 hours for a response. Do not email me at the last minute before an assignment is due and expect an immediate response.

**Virtual Office:** Please post questions concerning the course or course content to the Virtual Office on Blackboard, and another person in the class can, the teaching assistant, or I will respond within 24-48 hours, M-F. You may also post responses to fellow students' questions if you have answers for them. Please don't post any questions or comments of a private nature, as this is a class discussion board viewable by all students. For questions concerning a more personal issue, please email - remembering to place a title in the subject box and to sign your name.

**Required Texts:** I have ordered the following novel through the university bookstore. You must have the same edition of the novel. All other readings will be available through Blackboard.

Gabriel Garcia Marquez, *One Hundred Years of Solitude*, Harper Collins, 2006, isbn: 9780060883287, You will need the same edition of this book (as ordered for the course) for quoting in discussion board posts, and papers.

**Course Description**

Readings in selected works of representative writers of various cultures beginning from the seventeenth century through the present. Written assignments are based on themes and concepts in the works studied.

**ENGL 2333 Skill Objectives**

In reading and writing about early modern and contemporary literature, students will develop a number of skills that will be explored in class discussions, written assignments, small group work, and presentations:

- **Critical thinking.** Students will learn to pose critical questions about the works. What kind of values are supported or refuted in the work? In what ways does the work reflect the cultural and historical context in which it was created? How do the values reflected in the work compare with the values of our contemporary society? Students will build a vocabulary of literary terms to use in evaluating a work. Students will need to produce written critical arguments about works using textual evidence to support their claims.
- **Communication skills.** Students will need to articulate their conclusions in writing, oral presentations, and discussions. Visual media (power points, handouts, visual art) will also be part of oral presentations. Part of effective communication in the class will be to demonstrate and use the critical concepts and vocabulary of the class. The goal is that these skills can be applied to other situations beyond this class.
- **Social responsibility.** Because one of the primary objectives of the course is to foster an appreciation for the values of cultures beyond their own, students are encouraged to consider the importance of engaging social issues and taking civic responsibility in their own communities as a global citizen. In reading works from diverse cultures, students will recognize the diversity of opinion and approaches to various issues such as human rights, human freedom and bondage, humans' relationship with the environment, and the relationship between people of different cultures. One goal is that students begin to develop an appreciation for the values of cultures beyond their own and establish intercultural connections.
- **Personal responsibility.** Students will consider how the themes and issues authors write about compare to their own experiences. How can the lessons of literary works be applied to your own lives? Part of the personal responsibility in the course is attending class, coming to class prepared to discuss the reading, completing assignments on time, etc.

#### **Units 1-4**

The course will be divided into four units. Each unit will end with a formal paper in which you demonstrate your understanding of concepts for that unit and interpretation of the assigned readings.

- Unit 1: What is World Literature?
- Unit 2: Americas, India, Algeria
- Unit 3: Gabriel Garcia Marquez's *One Hundred Years of Solitude*
- Unit 4: Gabriel Garcia Marquez's *One Hundred Years of Solitude*

We will consider oral, print, and visual forms of storytelling found in slave narratives, spirituals, poetry, short stories, non-fiction essays, novels, and visual media (film, paintings, artifacts).

Objectives include:

- Developing critical thinking skills by analyzing literary themes, characterization, plot, etc.
- Developing writing skills through a variety of forms of writing including discussion board postings and formal written papers.
- To become familiar with the works of representative writers of various cultures.
  
- To discover the universal themes and common concerns of literature.
- To analyze and evaluate the philosophical insights and value judgment of writers of various cultures.
  
- To develop an appreciation of the literary techniques, literary vocabulary, and aesthetic values common to cultures, as well as those peculiar to individual cultures.
  
- To develop a more cosmopolitan outlook, both aesthetically and philosophically.
  
- To develop critical and analytical skills in oral and written discussion and argumentative analysis.
  
- To exhibit an understanding of correct MLA documentation conventions

## **ASSIGNMENTS and GRADING**

**NOTE: All assignments must be turned in on time, by the deadline. If a Discussion Board post or comment is more than 24 hours late, you will not receive credit for it.**

**READING:** Some weeks our reading will be heavy (100-150 pages). Other weeks the reading will be minimal (10-30 pages). In order to do well in the course, you must keep up with the readings.

**BLACKBOARD DISCUSSION BOARD.** You are required to start a thread for your own post to the discussion board about the week's reading **and** write a comment responding to a classmate's post. Use the "word count" feature in the "Tools" menu in MS Word to check to see how long your post is (do not include epigraphs and any quoted material in

your word count; the word count should be of what you have written). Put this number at the bottom of your post. For example: Word count: 253. **Misrepresenting your word count will result in a zero grade for the post.** All discussion posts are graded and they should be free of usage errors. Remember that this is your opportunity to interact with your classmates and in order to communicate effectively, your writing must be clear. I would suggest first typing your response in MS Word, so that you may proofread it for errors, and then cut and paste your response into the discussion board area. You should use the **Literary Present Tense** in your discussion board posts. There is a reading on the Literary Present Tense in the readings for week 2.

1. The Discussion Board post (that you will post as a new thread) should respond to one of the prompts from the bank of prompts provided and you are required to choose one of them to respond to. In order to receive full credit, you must answer a prompt that **nobody else** has **or** discuss an original idea about the readings. You may answer a prompt that has already been answered, but you will receive less credit for it. Each response must be **at least** 150 words long (any quoted material should not be included in your word count). Begin each post with a quotation in the form of an epigraph. This is a quotation that comes before the body of your response. Your post needs to explain **how** the quotation relates to and supports your response. The word count of this quotation and any quoted material in the body of the post is separate from the minimum number of words required for the post (150). You need to end this post/thread by posing a question to the rest of the class that is related to your post and based on that week's reading. Failure to complete discussion post and discussion comments on time will negatively impact your grade (i.e., failing the course).
2. In a separate Discussion Board response, you will need to comment on another student's first Discussion Board post for the week. For example, in week 2, your Discussion Board Comment needs to respond to someone else's Discussion Board Post for week 2. Before posting your comment on the Discussion Board, please wait until **after** all Discussion Board posts have been submitted for the week (the deadline is Thursday at 11:00 pm; see the schedule below), so that you can read all of the posts before making your comment to one of them. Discussion Board comments are due by Saturday at 11:00 pm. The Discussion Board comment must be a minimum of 100 words and must begin with an epigraph. The epigraph serves as evidence to support your response. The word count **does not** include the epigraph or any quoted material in the body of the comment

I may interject in the discussion board from time to time. Any inappropriate comments or discussions (i.e., hostile, unrelated to the course, etc.) will not be tolerated and will not receive credit. Remember that this is a formal academic course and all of your writing should reflect that. Online communication is often very informal (think of Facebook, Twitter, etc.), but you must treat this as you would any communication (oral

or written) in a face to face class. Note that, as a whole, Blackboard Discussion Board Responses are worth **20% of your final grade**. This is how you demonstrate your weekly understanding of the course material. Thus, you need to keep up with Discussion Board posts and comments; failure to do so will negatively affect your grade.

There will be a rubric for the Discussion Board posts forthcoming. Refer to it for more specific expectations.

**Schedule of Discussion Board Requirement for each week:**

1. Discussion Board Post due by Thursday at 11:00 pm, minimum 150 words, begin with an epigraph.
2. Discussion Board Comment due by Saturday at 11:00 pm, minimum 100 words, begin with an epigraph. This must comment on one of your classmate's Discussion Board Post for the week and must demonstrate engagement with the post that you are responding to.

Please post all word counts at the end of your responses. Quoted material must not be included in the word count.

**PAPERS**

There will be 3 papers that you must submit through the SafeAssign link in our course in Blackboard. I will provide topics and requirements for these papers at a later date. All papers must be submitted electronically on Blackboard to Safe Assign. Do **not** email me your paper. If you have problems with Blackboard, please contact SHSU Online. In case there is a glitch, do not wait until the last minute to try to submit your paper and discussion board responses. **MAKE SURE** that your paper or post has submitted before you close your browser!

**GRADING:**

Weekly Blackboard Discussion Board Responses	20%	
Paper 1	20%	A 90-100 B 80-89.9 C 70-79.9
Paper 2	30%	D 60-69.9
Paper 3	30%	F below 60
TOTAL	100%	

**COURSE POLICIES**

**ACADEMIC DISHONESTY:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Any students found cheating on exams, or plagiarizing papers (which would include not using proper citation, appropriating someone else's ideas as your own, or pasting pieces of written texts from other sources into your paper without indicating that the words and ideas are not your own) will FAIL the course.

The statements on academic dishonesty that are listed below are taken from the SHSU Code of Conduct.

5.31 "Cheating" includes, but is not limited to:

- (1) Copying from another student's test paper, a laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another person during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student; permitting any other person; or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

This policy is not intended to discourage the occasional visiting of classes by responsible

persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

**STUDENTS WITH DISABILITIES:**

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex. They should then make arrangements with me so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

**SHSU Services for Students with Disabilities:**

**Telephone: 936-294-3512**

**TDD: 936-294-3786**

**E-mail: [disability@shsu.edu](mailto:disability@shsu.edu)**

**Web Address: [www.shsu.edu/disability](http://www.shsu.edu/disability)**

**RELIGIOUS HOLIDAYS:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**INSTRUCTOR EVALUATIONS:** Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

### **COURSE SCHEDULE**

**NOTE: You are responsible for any and all changes to the syllabus.**

#### **Week 1 (8/24):**

**Read syllabus** (under Course Information on the navigation menu)

**Read Introduction** and **watch introduction video** (click on Introduction and Objectives in the Course Content)

**Take the Bb Student Orientation** (under Help & How to). Direct technical questions to Blackboard IT.

**Blackboard Discussion Board Post** due by Thursday at 11:00 pm. Please write a post that is a minimum of 150 words in which you introduce yourself. Provide any information that you think would be helpful in getting to know you. What is your name? major? where are you from? Why are you taking this course? See instructions above.

**Discussion Board comment** due by Saturday at 11:00 pm. Please choose one of your peers' Discussion Board posts to respond to. Minimum of 100 words. See instructions above.

### **Unit 1: What is world literature? Time, genre and theme**

#### **Week 2 (8/29)**

Read:

“What is World Literature?” by Grant Hamilton

“Reading a Work of Literature Instructions”

“The Literary Present Tense”

“Visual Rhetoric”

View:

various images of maps

Discussion Board Post due by Thursday, 11PM

Discussion Board Comment due by Saturday, 11PM

#### **Week 3 (9/6)**

Read:

“The Seventeenth and Eighteenth Centuries”



Olaudah Equiano, *Narrative of the Life of Olaudah Equiano*, Epistle,  
chapters 1 & 2  
Donna M. Campbell, “The Slave, Freedom, or Liberation Narrative”  
Sukhdev Sandu, “The First Black Britons”  
David Dabydeen, “The Black Figure in 18<sup>th</sup> century Art”

View: Turner, *Slave Ship* painting  
Frontispiece of Olaudah Equiano’s autobiography

Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

#### **Week 4 (9/12)**

Derek Walcott, “The Sea is History”  
“How to Read a Poem”  
“Poetry Glossary”

Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

### **Unit 2: Americas, India, Algeria**

#### **Week 5 (9/19)**

Read:  
Walt Whitman, “I Hear America Singing”  
Ruben Dario, “Walt Whitman”  
“To Roosevelt”  
“New Historicism/Cultural Studies” Purdue OWL section on Literary  
Criticism

view:  
Alfredo Jaar, “This is not America”

Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

### **Paper 1: DUE, September 23rd, 11pm**

#### **Week 6 (9/26)**

Read:  
Rabindranath Tagore “The Postmaster”

R. Tagore biography  
R. Tagore, "The Conclusion"  
Post-colonial Criticism (1990s-present)

Listen to:  
Anita Desai reads Tagore's "The Postmaster"

Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

### **Week 7 (10/3)**

Read:  
Charlotte Perkins Gilman, "The Yellow Wallpaper"  
"Why I Wrote the Yellow Wallpaper"  
The Literature of Prescription: Charlotte Perkins Gilman (website)  
"Feminist Criticism (1960's-present)"  
Karen J. Taylor, "Cult of True Womanhood"

Due: Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

### **Week 8 (10/10)**

Read:  
Assia Djebar, "Sister to Scheherezade"  
A. Djebar obituary  
"A Thousand and One Nights: Who Was Scheherezade?"

Discussion Board Post due by Thursday, 11 PM  
Discussion Board Comment due by Saturday, 11 PM

## **Units 3 and 4: Gabriel Garcia Marquez, *One Hundred Years of Solitude***

### **Week 9 (10/17)**

**Read:**  
Alejo Carpentier, "Prologue to the Kingdom of this World"  
"Marxist Criticism" and "Poststructuralism, Deconstruction and  
Postmodernism" section on Literary Criticism

**View:**  
Invitation to World Literature (video)  
Citadelle La Ferriere, Haiti (image and description)

Wifredo Lam, "The Jungle" painting (image and description)

Discussion Board Post due by Thursday, 11 PM

Discussion Board Comment due by Saturday, 11 PM

**DUE: PAPER 2, October 15, 11pm**

**Week 10 (10/24)**

Read:

Gabriel Garcia Marquez, *One Hundred Years of Solitude*, p. 1-101

Gabriel Garcia Marquez obituary

View:

Gabriel Garcia Marquez documentary

Discussion Board Post due by Thursday, 11 PM

Discussion Board Comment due by Saturday, 11 PM

**Week 11 (10/31)**

Read:

*One Hundred Years of Solitude*, p. 103-201

Read Pablo Neruda, "The United Fruit Company" I

**View:**

United Fruit Company in Latin America

Artist drawings for *One Hundred Years of Solitude*

Discussion Board Post due by Thursday, 11 PM

Discussion Board Comment due by Saturday, 11 PM

**Week 12 (11/7)**

Read:

*One Hundred Years of Solitude*, p. 203-315

Discussion Board Post due by Thursday, 11 PM

Discussion Board Comment due by Saturday, 11 PM

**Unit 4: *One Hundred Years of Solitude* cont'd**

**Week 13 (11/14)**

Read:  
*One Hundred Years of Solitude*, p. 316-417

Discussion Board Post  
Discussion Board Comment

**Week 14 (11/21-Thanksgiving)**

**Week 15** Work on final papers  
Post questions in Virtual Office, unless they are of a personal nature.

**Paper 3 DUE Dec 1st, 11 pm**