

Spring 2014
Dr. Theda Wrede
Office: Holland Centennial Commons 447
Phone: 435-652-7821
Email: wrede@dixie.edu
Office Hours: T and TH 8-9 AM and W 8-11 am
And by appointment
Class meetings: 9 am – 10:15 am
Classroom: Holland Centennial Commons 469

English 3400: World Literature
Credit Hours: 3

Course Description: Partially fulfills General Education Global & Cultural Perspectives requirement. Required of English majors pursuing an emphasis in Literary Studies or English Education, and open to other interested students. Examines works by major authors in various genres from Asia, the Middle East, the Indian subcontinent, Africa, the Caribbean, Australia, Latin America, and Europe, thus enabling students to appreciate culture and literary traditions beyond those of Britain and the United States. Course topics will vary according to instructor emphasis. Prerequisite: ENGL 2010 (Grade C or higher). SP

Overall English Department Mission Statement: The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature): Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Program Learning Outcomes: Introduces the following program learning outcomes:
PLO1= Critical Strategies; PLO2=Cultural and Ideological Awareness; PLO3=Collaborative Learning;
PLO4=Research and Information Literacy; and PLO5=Professional Development. Full Program Outcomes can be found at <http://www.dixie.edu/english/.php>

Course Goals: Goals to be reached in this course:

- A knowledge and awareness of the importance and scope of world literature, its influence on later texts, and its continuing validity to contemporary human experience.
- An understanding of the major authors and texts that have contributed to the particular course theme selected by the instructor.
- An ability to analyze world literature through written and oral responses.

Course Learning Outcomes: Upon completing this course, students will have improved their ability to:

- Explain, critique, and identify major forms, genres, and themes found in world literature texts, both western and non-western. (PLO 1, 2)
- Identify and synthesize similarities as well as differences in the literature found across cultures. (PLO 2)
- Analyze elements of fiction/poetry, including plot, setting, characterization, theme, point of view, figurative language, and other literary devices. (PLO 1, 4, 5)
- Work collaboratively on literary analysis assignments. (PLO 3)

Methods of Assessment: Student assessment will be based on the following:

Formative Methods of Assessment

- Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.
- Mid-term Exam: Students will take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.
- Essay: Each student will write a major critical research essay illustrating how the authors covered in the course use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Methods of Assessment

- Final Exam: At the end of the semester, students will take a final exam to assess their ability to synthesize concepts and course material.

Value-Added Assessment Method

- Pre/Post Test: Students will take a course-specific pre-and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

See <http://www.dixie.edu/english/File/ENGL%203400.pdf>

Readings and Resources for English 3400:

- Gustave Flaubert, *Madame Bovary* 9780143106494
- Doris Lessing, *The Grass is Singing* 9780061673740
- Chinua Achebe, *Things Fall Apart* 9780385474542
- Bharati Mukherjee, *Desirable Daughters* 9780786885152
- Driss Chraïbi, *Mother Comes of Age* 9780894103230
- Jacques Roumain, *Masters of the Dew* 9780435987459
- A binder.

Semester grades will be based on the following:

Homework assignments, participation:	10%	100 points
Reading quizzes:	5%	50 points
Short presentation:	5%	50 points
Short Paper (4 pages):	20%	200 points
Mid-term exam:	10%	100 points
Paper abstract:	10%	100 points
Term Research Paper (7-8 pages):	25%	250 points
Final Exam:	15%	150 points

		1000 points

Course Requirements:

Homework and Class Participation: You are expected to participate in discussions in the classroom. Class discussion will be focused on the assigned readings for the day. Therefore, it is important to do the readings. You will also complete *typed* homework assignments which will be announced either on the syllabus or in class. I do not accept late or handwritten homework.

Reading Quizzes: There will be unannounced reading quizzes throughout the semester. Quizzes cannot be made up. *I usually reserve the first 3-5 minutes of class meetings for quizzes. So be punctual.*

Short Presentations: Each student will give a 5-7-minute oral presentation on an assigned topic. This presentation should provide background information to help with understanding the readings due on that day. You should include visual materials (power point or website) and two critical questions to initiate a class discussion.

Papers: Get an early start. Papers are due at the beginning of the indicated class meeting and must have been posted on Canvas before the class meeting. Anticipate problems with the printer or the Internet—it is always a good idea to finish the paper at least a day before it's due. Papers not ready to hand in (printed, proofed, paper-clipped or stapled, and posted) at the *beginning* of the class hour on the due date will be penalized by one letter grade for each successive late day (not per class meeting). Needless to say, the due day is a day on which to take extra pains not to be late. Feel free to hand in papers earlier—I will be impressed. If you are unable to hand in a finished paper on the due date because of illness or family emergency, you will need to arrange for delivery of notes and a draft. You must complete all of the assigned papers in order to pass this class.

Paper Abstract: Your abstract outlines the key issues your essay addresses, advances a thesis, and proposes the theoretical and/ or conceptual direction your paper takes by referring to secondary literature (research). The abstract should demonstrate that you have given your argument ample thought and consulted a number of research sources.

Exams: Exams test your ability to analyze literary texts and to see thematic and stylistic correlations as well as differences between texts discussed in class. You will also be tested on concepts and terms on which the class has focused. To prepare for the exams, it is essential to take notes conscientiously in the course of the semester, to ask a peer for notes if you cannot attend a class, and to review your notes regularly.

Extra Credit: Attend the Dixie Forum lectures (Tuesdays at noon in the Dunford Auditorium) and type up a one-to-two-page report or response! You will receive credit for homework assignments or reading quizzes for the responses you give me (value to be determined). You may do this several times a semester.

Course Grade and Grading Scale: Grades of A and B reflect outstanding work overall: They are honor grades. C designates average course work and indicates that you have completed the requirements acceptably. Lower grades indicate a failure to meet minimum requirements. A+ 100-97; A 96-93; A- 92-90; B+ 89-87; B 86-83, B- 82-80; C+ 79-77; C 76-73, C- 72-70; D+ 69-67; D 66-63, D- 62-60; F 59-0.

What it takes to get a good grade in the course:

- read actively instead of passively;
- be on time;
- craft well-written essays;
- prepare for your exams;
- prepare oral presentations;
- repeatedly review class notes;
- clarify questions early: do not hesitate to ask me;
- participate in class discussions.

Active Reading: Read when you're most awake! Read with a pencil in hand to underline important passages and interesting wording (diction) and to write down questions (in a notebook or on the margin) you might have.

Academic Honesty: Cheating in any form (plagiarism, etc.) is a serious offense and will result in automatic failure of the assignment. Plagiarism is the undocumented use of another person's ideas and/ or words, whether they come from a published source (books, magazines, the Internet etc.) or from someone else's paper. If you're unsure or have any questions, talk with me before assignments are due. See <http://www.dixie.edu/reg/student-rights.html>, section "Academic Performance Responsibilities" for more information.

Attendance: You are obligated to attend class regularly and to be on time. If you are more than fifteen minutes late, you will be counted absent. Absence from more than **15 percent** of the scheduled class sessions, whether excused or unexcused, is excessive, and I will exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 15 percent of the scheduled class sessions receive prior approval from the instructor before the last day to change schedule. I will emphasize that the "15-percent rule" stated above applies to both excused and unexcused absences. Absence, excused or unexcused, from 30% or more of class meetings will result in an F for the course. ***Please always communicate with me if you miss a class, so I can give you handouts and/ or assignments. You are responsible for making up missed work.***

If you stop attending class, it is your responsibility to drop the class before that semester's drop deadline. See also <http://www.dixie.edu/humanres/policy/sec5/523.html>.

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>.

Etiquette—Behavioral Expectations: Come to class prepared. Respect your classmates' desire to learn and express themselves, as we will respect your contributions. Any kind of discussion that is not related to course materials is unacceptable. Do not eat, use cell phones, or browse the Internet. Do not have private discussions. Post assignments on time so your classmates can respond to them—if required—within a given amount of time as stated on the syllabus. Students who attack others will not be tolerated in the class. Please be polite and professional. See <http://www.dixie.edu/humanres/policy/sec3/334.html>.

Your Expectations: You can reasonably expect that I will be prepared for every class meeting.

Turn-Around Times: I usually return marked papers within a week. I will respond to your emails as soon as I have an answer to your questions.

Communication:

Canvas: We will use Canvas for out-of-class communication. Check at least twice a week for updates, assignments, and postings. You will post your papers and homework assignments on Canvas. Make sure to convert all your files to RTF (rich text format).

Dmail: You are required frequently to check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student services" (upper right corner). You will be held responsible for information sent to your Dmail, so please check it often.

Important Semester Dates, Spring 2014, see <http://new.dixie.edu/reg/?page=spring2014>.

Student Support Services

Library: <http://library.dixie.edu>
Testing Center: <http://new.dixie.edu/testing>
Writing Center & OWL: http://new.dixie.edu/english/dsc_writing_center.php
Tutoring Center: <http://dsc.dixie.edu/tutoring>

Americans with Disabilities Act (ADA) Statement: If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

General Rules for English Papers:

As for all English papers,

- The title should give a clear indication of your subject. Do not underline or italicize the title as a whole (do this only with published titles). Do not put it in quotation marks or write it in capital letters. Typical title: American Ambivalence in Cather's "Neighbour Rosicky."
- You should have an introduction that establishes a context, purpose, and audience for writing and contains a clear thesis statement.
- Introduce each body paragraph with a topic sentence that focuses the paragraph.
- Include quotes—introduce them first and explain how *you* think they support your argument. The message of quotes is not self-evident; you have to make clear how they work within your argument. Make careful distinctions between quotation and paraphrase. *Any* word or words taken from critical sources must appear in quotation marks, with a page reference. Material paraphrased from critical sources (no specific words borrowed or even modified, no quotation marks) must also be accompanied by a page reference.
- Document your quotes.
- The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.
- Aim at the assigned number of pages. The paper should be typed in a standard 12-point font and double-spaced, with 1"-margins all around. Do not submit in a binder, and do not use a separate cover page. The title (required) and your name should appear at the top of the first page.
- Grammar and punctuation are important. Be especially careful to avoid comma splices, fused sentences, sentence fragments, misspellings, missing apostrophes, and the passive voice.
- It is no longer acceptable to use masculine pronouns for general reference. To say "he or she" is inelegant and to be used sparingly (it helps to reverse the order: "she or he"). Some writers simply opt for the feminine pronoun in all unspecific situations, but this can be distracting (not to mention equally biased). Better to rely on plural constructions, to write "All the students have their books" rather than "Each student has his or her book." "Each student has his book," at any rate, won't do unless it's clear that you are talking about an all-male class. (Note, too, that "their" as singular pronoun—"Each student has their book"—remains ungrammatical.)

The claim:

Your paper needs to have a central idea, a thesis that needs proving. It should be stated clearly at the end of the first paragraph. Keep your thesis clearly before the reader throughout the paper (do this by adducing evidence, not simply by repeating the assertion). Anticipate objections to your thesis—refute them early in the paper, then proceed to the evidence that supports you. The thesis should be firmly in your mind as you begin each fresh paragraph; avoid the tendency to orient yourself to the thesis at the *ends* of paragraphs. A good approach is to develop your thesis in terms of several major points, each subdivided into constituent or

supporting elements. The thesis should be formally restated (in different, perhaps broader, language) at the beginning of the last paragraph.

Common Conventions in Writing about Literature

- *Tense* Use the present tense to discuss works of literature even when the author is no longer alive.
- *Author's names* Use an author's full name the first time you mention it: "Stephen King." Thereafter, and always in parenthetical citations, use only the last name: "King," not "Stephen," and certainly not "Steve."
- *Titles of works* Italicize the titles of books, plays, journals, films, and other works published as an entity and not as part of a larger work. Use quotation marks to enclose the title of a work forming part of a larger published work: short stories, essays, articles, songs, and short poems.
- *Quotations* Integrate quotations into your text, and use them for help in making your point. Avoid a mere listing and stringing together: "Walker goes on to say . . . Then Walker states . . ." When quoting two or three lines of poetry, separate lines by a slash (/). When using long quotations (more than three lines of poetry or four typed lines of prose), indent one inch; do not add quotation marks; the indented format signals a quotation. **Block quotes, however, are not desirable in short papers.**
- *Citations* Supply specific references to the literary text under discussion to support your opinions, and cite any references to the work or to secondary sources. Cite author and page number within your essay for all quotations and references to the work of others; at the end of your paper, attach a list of works cited. Follow the MLA style of documentation.

CRITERIA FOR EVALUATING ENGLISH PAPERS (“A-“ papers meet the following requirements)

ORGANIZATION: Use of an orderly structure that facilitates reading, sustains the reader's interest through effective paragraph introduction; development and use of proper transitions, presenting a logical flow of ideas. Overall, the essay is focused on a clearly defined purpose; the thesis statement is unambiguous, concise, and introduces the essay's argument successfully.

STYLE: The paper analyzes evidence in a way that supports topic sentences and overall thesis, including identifying literary devices/ figures of speech and explaining how they contribute to the meaning of the text. Words are chosen and arranged carefully to promote ease of reading; no needless repetition. Correct spelling, grammar, punctuation, careful proofreading, subject-verb agreement, no run-on sentences or sentence fragments, clear pronoun usage. The paper complies with MLA citation and formatting guidelines.

CONTENT: The paper responds to the assignment, offers fresh insights, and grapples with the topic in something other than in a surface manner. Evidence is relevant, explains and supports main ideas; sufficient but no excessive use of quotations to support points. The assignment is conceived in creative and challenging ways, develops main points based on self-initiated criteria independent of the teacher's discussion comments, avoids summary unless necessary, experiments with punctuation and vocabulary. **If this is a research paper,** the consulted and quoted sources are credible and effectively support the argument.

Engl. 3400, Wrede, Course Syllabus—Spring 2010

Syllabus is tentative, flexible, and subject to change based on class needs.

Readings will be discussed on date indicated.

Week 1: 01/06 -01/10: Introduction

- T Introduction, syllabus, policies, course requirements, and pre-test
TH Read: Marquez, “A Very Old Man with Enormous Wings” (see link in Canvas)

Week 2: 01/13-01/17

- T Gustave Flaubert, *Madame Bovary* (read to Part II, chapter 10—about first half of the book)
Presentation on Flaubert and France at the time
TH Flaubert, *Madame Bovary*
Out-of-class assignment (HW 1¹): Complete assignment in Canvas

Week 3: 01/20-01/24

- T Flaubert, *Madame Bovary* (finish the book)
TH finish discussion of Flaubert, *Madame Bovary*
Handout (in class): paper one assignment

Week 4: 01/27-01/31

- T Doris Lessing, *The Grass is Singing* (first 5 chapters)
Presentation on the British Empire
TH Read Doris Lessing, *The Grass is Singing* (chapter 6-8)
Presentation on Doris Lessing and Southern Rhodesia (now Republic of Zimbabwe), history and current

Week 5: 02/03-02/07-

- T Finish Doris Lessing, *The Grass is Singing*
TH Chinua Achebe, *Things Fall Apart* (part 1)
Presentation on Achebe, Nigeria, and Igbo culture (history and current events)
HW 2: First draft of paper 1 due (3-4 pages) and workshop (bring typed paper to class and post in Canvas)

Week 6: 02/10-02/14

- T Chinua Achebe, *Things Fall Apart* (part 2 and 3)
HW 3: Write a 1-page response to Lessing’s *The Grass is Singing* (post in Canvas)
TH finish Chinua Achebe, *Things Fall Apart*
Final draft of paper 1 due (4 pages), bring paper to class and post in Canvas

Week 7: 02/17-02/21

- T Saadat Hasan Manto, “Toba Tek Singh” (posted in Canvas)
Presentation on British Partition of India and Saadat Hasan Manto’s migration from India to Pakistan
HW 4: Write a 1-page response to Achebe’s novel (post in Canvas)
TH film *Toba Tek Singh*

Week 8: 02/24-2/28

- T Mukherjee, *Desirable Daughters* (chapters 1-6)
Presentation on Mukherjee and India
TH Mukherjee, *Desirable Daughters* (chapters 7-13)

¹ Note: Additional writing assignments will be announced in class and/ or posted on Canvas.

Week 9: 03/03-03/07

- T Mukherjee, *Desirable Daughters* (finish)
Paper two assignment handout + research strategies
- TH **mid-term exam** (during regular class meeting)

Week 10: 03/10-03/14

- T **Spring Break**
- TH **Spring Break**

Week 11: 03/17-/03-21

- T V.S. Naipaul, "One Out of Many" (posted in Canvas)
Presentation on the Caribbean (Trinidad)
In class: writing paper abstracts
- TH HW 5: Out-of-class assignment: see instructions on Canvas and post in Canvas

Week 12: 03/24-03/28

- T Albert Camus, "The Guest" (posted in Canvas)
Presentation 1 and 2 on the French Colonial Empire and Northern Africa
Presentation 3 on Albert Camus (and Algeria)
- TH continue discussion of "The Guest"
Paper abstract due and workshop (post abstract in Canvas and bring hard copy)

Week 13: 03/31-04/04—Caribbean

- T Driss Chraïbi, *Mother Comes of Age* (read the entire book)
Presentation on Chraïbi and Marocco
- TH Driss Chraïbi, *Mother Comes of Age*
HW 6: Draft 1 of research essay due (bring hard copy) and workshop

Week 14: 04/07-04/11

- T finish discussion of Driss Chraïbi
- TH Léopold Sédar Senghor, poems (posted in Canvas)
Research essay (7-8 pages) and revised abstract due, bring hard copy to class and post in Canvas

Week 15: 04/14-04/18

- T Jacques Roumain, *Masters of the Dew* (read up to chapter 9)
Presentation on Roumain and Haiti
HW 7: Write a 1-page response to Chraïbi's novel (post in Canvas)
- TH Jacques Roumain, *Masters of the Dew* (finish reading the book)

Week 16: 04/21-04/25—Latin America

- T finish discussion of Roumain, *Masters of the Dew*
Review for final exam
HW 8: Write a 1-page response to Roumain's novel (post in Canvas)
- TH **Reading Day: No Class**

Final Exam: Tuesday, April 29, 8-10 am