

English 2331: World Literature

Spring 2022

Days: MWF

Times: 11-11:50

Classroom: MAB 302

Instructor: Dr. Rosemary Briseno

Office: MAB 112-B

Office hours: M-F 2:00-4:00

“That’s the thing about books. They let you travel without moving your feet.”

---Jhumpa Lahiri

Course description

This course will take students into a deep analysis of global literature focusing on non-Western literary authors from around the world, including from the United States.

The course aims to enrich students’ understanding of varying cultural and historical contexts from a wide-ranging scope, relative to the literary traditions they represent. The course aims to promote an appreciation and comprehension of literary works in regards to their

cultural/historical contexts, specifically those of strength, courage, honor, family, friendship, and love---all enduring human values which unite all people regardless of cultural background. This course, however, gives special credence to working within the paradigms of the following: 1) cultural diversity; and 2) comparative and interdisciplinary analysis.



Required texts

Only one text is required, *One World: A Global Anthology of Short Stories* (ISBN: 978-1-906523-13-8). Please get the book ASAP. We will be using it very soon. Not having the book by the time a reading is assigned is negligent and is not excusable.

STATEMENT ON WEARING MASKS

Masks are not required but HIGHLY ENCOURAGED AND APPRECIATED.

Required Materials

- 1) Internet access so you can check email and Blackboard.
- 2) The correct version of our textbook.

Student Learning Outcomes

By the end of the course, students should be able to:

explore texts of world literature – both canonical and non-canonical – that represent at least five different languages and literary traditions, and various historical periods in Western and non-Western cultures;

examine themes, structural and stylistic features, cultural and historical contexts and cultural resonances of Western and non-Western literary works to understand human experience;

analyze literature critically and creatively and articulate and articulate their critical and creative positions in writing and in oral presentations;

employ the skills of close reading, interpretation, synthesis, and critical analysis to the reading of texts across multiple cultural and linguistic traditions, various historical periods, and multiple genres;

conduct independent research in literary and cultural studies and present this research in written and oral formats according to the professional standards of the disciplines of literary and cultural studies;

formulate and analyze connections between texts from various cultural and linguistic traditions, different historical periods and different genres to become receptive and empathetic to other cultures and experiences;

formulate and analyze connections between literature and other disciplines.

Program Learning Outcomes

ENGLISH (UNDERGRADUATE)

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

ENGLISH (GRADUATE)

Graduate students will be able to

1. Demonstrate an understanding of the significance of major authors, literary works in different genres, and definitive literary movements in British and American literature
2. Explicate literary works representative of two periods or genres in British literature and two periods or genres in American literature
3. Employ methodology and terminology used in creative writing or linguistics
4. Conduct substantial research to support original interpretations of literary works, provide original applications of literary or linguistic theories, or present literature reviews of authors or genres that have inspired creative writing projects

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at <https://srinfo.sulross.edu/hb2504/index.php>

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

Required Format for Turning in Assignments

When using Blackboard to turn in assignments, please turn in all of your assignments in either

Microsoft Word OR PDF formats. I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted.

Tech Assistance

If you need help with the technology when submitting an assignment, contact the Lobo Technology Assistance Center (see below) immediately. If you need technical assistance, contact the Support Staff at the Lobo Technology Assistance Center (LTAC): **Online:** Contact us (24x7x365): <http://www.sulross.edu/pages/4401.asp>. Please use your email/ domain credentials to log in. Our website (www.sulross.edu/oit) has “how to” information on using the online system, which is designed to help you avail quicker service and responses from OIT staffs. **Phone:** 432-837-8888 (x8888/8765). Hours (Subject to change): Weekday (Mon-Fri): 8am-6pm Weekend (Sat-Sun): 11am to 4 pm. **In-person:** LTAC support counters will provide in-person/ walk-in helpdesk services and technology consultation. LTAC counters are located at: BAB 101 and Library ground floor in the back of the building. Hours: 8am to 5pm (Mon- Fri). **Not knowing how to upload your work properly via Blackboard is not an excuse for not turning in assignments late.**

Absences

Regular class attendance is important to the attainment of the educational objectives of the University. Each instructor will keep class attendance records, and the instructor’s policy on class attendance will be explained at the beginning of the semester or term. The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences. A student who is dropped from a course for excessive absences will be notified in writing by the Center for Enrollment Services after the drop has been approved by the Provost and Vice President for Academic and Student Affairs. Any student dropped for excessive absences will receive either an “F” or a “W” depending upon the faculty member’s discretion. Sul Ross allows students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student notifies the instructor of each class scheduled on the date that the student would be absent for a religious holy day. Arrangements must be made with the instructor five working days in advance, and any examinations or assignments must be completed within five working days after the religious holy day.

Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, *whether you are present or not*. Note that some in-class work (ie Journals) cannot be made up.

EXCESSIVE ABSENCES WILL HURT YOUR OVERALL SEMESTER AVERAGE!

Class Attendance: 3 Kinds of Absences

1) Authorized/Excused Absences (*Assignments MUST be completed BEFORE you’ll be absent*)

These absences fall under university-sponsored activities (clubs, athletics, student government, etc). It is your responsibility to notify me before you will be absent, and to make arrangements to make up any assignment. You must notify me BEFORE you will be absent from class, not after. Work must be turned in BEFORE student is absent. **Student athletes:** You know ahead of time that you will be away at games; you MUST turn in work BEFORE you leave campus. No special privileges for anyone will be granted.

2) **Explained Absences** (*possibly excused*)

These are reserved for serious cases of illness or personal/family injury and/or other emergencies, which are beyond the student's control. ***Explained absences are given at the professor's discretion only.*** Makeup work allowed only IF student notifies professor ahead of time (a reasonable amount of time, not just prior to when class begins); student is solely responsible for completing /turning in assignment(s) within one week of absence. *If you are allowed turn in your work because of a pre-approved excuse, please follow these rules:*

3) **Unexcused Absences** (*never excused*)

The student did not turn in their work due to negligence. Negligence is defined as: the student not taking proper care in executing any and all assignments. For example: the student did not familiarize themselves with how Blackboard works. The student did not ensure their work was properly uploaded to Bb. The student did not check Announcements daily, as required. The student missed the deadline due to forgetfulness or other responsibilities getting in the way of uploading an assignment. Any work assigned/due earns "0" points. No makeup/late work allowed.

Excessive Absence Policy

--In a **MWF 9 TOTAL absences**, which includes explained and unexcused absences. Authorized absences are not included.

--In a **TTh class TOTAL 6 absences** which includes explained and unexcused absences. Authorized absences are not included.

Makeup Work

Opportunities to make up assignments are available only for Authorized and/or Explained (extreme, urgent circumstances beyond university-sanctioned activities, given at the professor's discretion) it is your responsibility to turn in your work on or before the deadline. If the assignment is not turned in by the agreed upon deadline, the makeup work might be accepted but at 10 points off each day (weekends count) the assignment is late.

- 1) Before you will be absent, notify me—via email or phone call (email is preferred), in a reasonable amount of time (not 5 mins before class meets). Do not notify me during or after our class meets. Do not assume your absence will be excused.
- 2) Make arrangements with me to have the work turned in at a later time. If the excuse (for Explained Absence, not Authorized Absence) is granted, I will enforce a "0" as a placeholder grade. Generally, you will have 7 DAYS to make up the assignment; if you forget, the "0" stands. No exceptions.

3) DO NOT ASSUME THAT YOUR CONTACTING ME VIA EMAIL WILL AUTOMATICALLY RESULT IN YOU BEING EXCUSED FROM CLASS OR WORK DUE!

No Late Work Policy

Late work is not accepted for any reason due to student negligence (forgetting to turn in an

assignment, forgetting to log in, not notifying your professor of impending absence, waiting until the last minute to begin assignments, not knowing how to use Blackboard, not managing your time properly, feeling exhausted after a long drive back to Alpine, etc).

Tardies

Students are expected to arrive to class on time and to stay for the entire class period. *Tardiness indicates an ill- preparedness and is rude and disruptive to both the instructor and students.*

You will be asked to sign in when you walk in late. **Excessive tardiness will result in the following:** Two (2) instances of tardiness equal an unexcused absence. If you are 15 minutes late, you will be counted as “unexcused absent.” If a quiz (or any assignment) is turned in or administered at the beginning of class and you are tardy, you earn a “0,” since these assignments are usually administered at the beginning of class; these cannot be made up.

Professor e-communication

I will communicate with the class through Announcements and by e-mail, so be sure to log in daily to check for announcements on the course home page and to check your Sul Ross e-mail account regularly.

Email

In an effort to maintain respect and clarity in the virtual classroom setting, please follow these guidelines when emailing your professor:

Please follow these guidelines when emailing your professor:

- 1) Include a salutation (Dear Dr. Briseno)
- 2) Provide your name, class, and section
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come to office hours.
- 5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.
- 6) **DO NOT ASSUME THAT BECAUSE YOU EMAILED ME, YOU WILL BE EXCUSED FROM CLASS OR WORK DUE**

Personal Responsibility

It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it’s up to you to check in and find out what’s due, when, and how to turn in assignments. *I will not re-open links once they are closed;* as this is time consuming and a waste of precious time, so you must be aware of due dates and times.

If you are absent, do not ask me, “What did we do on the day I was absent?” I review each class day on Bb under Announcements/email; it’s your responsibility to check that every day. I will not privately re-teach the material the day you were absent.

Academic Honesty

I expect each student to strictly adhere to the rules and regulations regarding academic pursuits. The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and

out of their classroom. The University 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, plagiarism, collusion, and the abuse of resource materials. Please see page 82 in the SRSU **Student Handbook: for complete information.**

http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf

1. "Cheating" includes:

- a. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
- b. Using, during a test, materials not authorized by the person giving the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an un-administered test.
- e. 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.
- f. Bribing another person to obtain an unadministered test or information about an unadministered test.
- g. 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.
- h. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in ones own written work offered for credit.
- i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
- j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

ON QUIZZES AND EXAMS: If you get assistance or an unfair advantage, in any form, on quizzes and/or exams, which are not authorized by your professor, and goes against the Student Honesty Academic Policy, you will earn a "0" on the assignment for the first offense, and an "F" in the course for the second. However, if you cheat on the midterm or on the final, you will fail the course.

Academic Integrity Policy Statement

At the beginning of the semester, you will sign an **Academic Integrity Policy Statement**, which explains that the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. The policy form will represent that the student understands that they are solely responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. **Academic dishonesty is prohibited in all programs of the university, and will not be tolerated.** You may find this form in Course Note/handouts tab. Students must also check the box which reads "I agree to submit my paper to the Global

Reference Database.” No essay/assignment will be graded unless this box is also checked (for essays). Each day the student fails to sign this policy will result in 10 points off.

Plagiarism Policy

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University 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, plagiarism, collusion, and the abuse of resource materials.

Please see page 82 in the SRSU Student Handbook: for complete information.

http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations.

Instances of plagiarism, such as submitting an essay with sentences or passages cut and pasted from an online source, or a paper obtained from an online “paper mill,” students in this course will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism. I will also regard unattributed citations – verbatim copying of another’s person’s work without some indication of the source – as a serious form of plagiarism. In other words, don’t insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. *It’s your responsibility to comply with principles of academic honesty; it’s my responsibility to see that every student receives a fair and accurate grade.*

Here is my policy on plagiarism for this course:



The *first offense* of plagiarism or academic dishonesty in any form, in part or in whole, will earn the student an “F” in the course. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

ADA Accommodation

Disabilities Statement: Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and learning environment as possible. Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact in Counseling and Accessibility Services, Ferguson Hall, Room 112.

Here is the complete contact info to access counseling services:

Erzulie Clarke M.A., LPC

Counselor
Sul Ross State University
Ferguson Hall, Rm 112 C
erzulie.clarke@sulross.edu
432-837-8203

Graded Course Requirements

Two Major

Essays.....40%
5-10 pages, double spaced, Works Cited

Daily Work (Homework, Journals & Quizzes)

.....**30%**
Writing Assignments and homework will vary; some will be *mini-essays* based on the assigned reading(s) and lecture materials, and based on previously assigned readings and/or class lectures; others consist of various writing exercises. Additionally, you will sometimes summarize lectures as a journal entry after certain class meetings. There is a specific method for writing your Journals; this info can be found under Journals in Bb. They will not be assigned on a daily basis; journals cannot be made up if you are absent. Quizzes will be unannounced, and will usually be given at the beginning of some class periods. Sometimes, quizzes will consist of questions that will test your basic knowledge of reading assignments (short answer-questions). Students will also be asked to lead class discussion (for a grade). More info is listed in the handout titled Student-Led Discussion Days.

Final research essay with PowerPoint.....30%
5-10 pages with PowerPoint highlighting main ideas of essay.

Grades

I do not change final grades *unless* I made an error calculating your grade. Always check your work and the corresponding percentages that make up your final semester average. Make sure that any possible make up work has been uploaded.

- A 90-100:** Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)
- B 80-89:** Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
- C 70-79:** Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
- D 60-69:** Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
- F 50-59:** Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

Incomplete grade(I):The grade of "I" is given by the instructor upon consultation with the student.

The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to remove an I during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

Withdrawal grade (W): The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline.

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

No extra points, no extra credit work will be assigned, so don't ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

Spring 2022 Academic Calendar

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Tentative Schedule

(subject to change)

For detailed information regarding assignments, due dates, etc., please read **Announcements** in Blackboard. I review what we did during class, what's for homework, and relay any other important information immediately after class meets

1/10: First day of classes.

1/26: 12th class day

1/26: last day to drop with no academic record

2/11: **Major essay #1 DUE**

3/7-3.11: SPRING BREAK

3/14: **Major essay #2 DUE 3/18**

4/15: Good Friday Holiday, no classes held

4/27: Last class day (W)

4/28: Dead Day (prepare for finals)

5/3: **Final Essay with PowerPoint DUE Tues, 5/3 @ 11:59 pm**

----END OF SEMESTER---