

Sul Ross State University
English 4320 International Literature
2W1 CRN 31341
Summer 2023

Instructor:	Dr. Sarah Roche
Hours of Availability:	In the summer, please contact me by email. I want to talk to you and am available as much as possible weekdays from 9am – 7pm
Communication	Please email me at smoreman@sulross.edu
Office Location:	Del Rio Faculty Building #213—always make an appointment before traveling to my office
Telephone:	830 703 4837 (office); 830 469 6686 (cell)
Email Address:	smoreman@sulross.edu
Classroom Location:	Blackboard
Instructor:	Dr. Sarah Roche

Course Objectives

At the end of this course, students will demonstrate that they can

1. recognize works written by authors from the Caribbean, India, Pakistan, Africa, Australia, and New Zealand (final exam)
2. explain how authors use literary elements to convey theme (discussions, papers, final exam)
3. develop thoughtful connections between the literature and works encountered in personal and academic reading literature (discussions and video presentation)
4. write effective analyses of works written by authors from the Caribbean, India, Africa, Australia, and New Zealand (discussions, papers)

Course Requirements and Grading

Each assignment will be described in a handout; use the handout to plan, write, revise and edit your document.

Assignments	Deadline	Percentage of Grade
Discussions (5)	7/14, 7/19, 7/26, 8/2, 8/9	50% (5 X 10%)
Video Presentation	TBA	10
Literary Analysis	TBA	20
Final Exam	TBA	20
Total		100

Grading

- A: 90 – 100
 B: 80 – 89
 C: 70 – 79
 D: 60 – 69
 F: 0 - 59

Tutoring

Tutoring is available at Blackboard https://shsu.blackboard.com/ultra/organizations/195798_1/cl/outline

Section VIII. Policies***Academic Integrity.***

Academic dishonesty hurts everyone and reduces the value of college degrees.

Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty.

It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80). In addition, please note that plagiarism detection software may be used in this class for written assignments, as well as monitoring software for course exams.

Earn a grade of "F" for the course if assignments exhibit any of these kinds of scholastic dishonesty. If you have any questions about this, please ask.

Turning in Assignments and Grade Complaints

To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions). All assignments must be turned in to pass this course.

Please discuss your grades with me during the session, definitely before end of third week. You have the right to appeal your grade as you can see in the Student Handbook at https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_handbook_2019-2020.pdf (page 13). If you disagree with a grade you receive, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Humanities Department, Dr. Sally Roche at smoreman@sulross.edu, and phone 830 703-4837. If your grievance is not resolved, contact the dean, Dr. Patricia Nicosia at pnicosia@sulross.edu. Any grievance regarding a grade must be filed within one year of receiving the grade.

Section IX. Notes on University Programs and Services

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or email rebecca.wren@sulross.edu. Ms. Greathouse Wren's office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055 or email blackboardsupport@sulross.edu
Lobo Technology Assistance Center is located at all sites:

- ACR 105 at the Alpine Campus.
- Room 304 at the Del Rio Campus.
- D119 at the Eagle Pass Campus.
- B106 at Uvalde Campus.

Alpine Campus Phone: 432-837-8888 (x8888)

RGC Campuses Phone: 830-703-4899 (x4899)

Toll Free number: 1-888-837-2882

Email: techassist@sulross.edu

Report Suspicious Email: abuse@sulross.edu

Hours of Operation:

Monday - Friday 8:00am to 5:00pm

Schedule

This course is organized into five weekly modules.

Module 1 Australian Stories July 10 – July 16

Russell Drysdale "The Drover's Wife"

Henry Lawson "The Drover's Wife"

Murray Bail "The Drover's Wife"

Katherine Susannah Prichard "Happiness"

Assignment: Discussion

Module 2 New Zealand Stories July 17-July 23

Katherine Mansfield "How Pearl Button Was Kidnapped"

Frank Sargeson, "The Making of a New Zealander"

Douglas Stewart, "The Whare"

Witi Ihimaera "The Whale"

Patricia Grace "Parade"

Shonagh Koea "Meat"

Assignment: Discussion and Video Presentation

Module 3 Indian Stories July 24 – July 30

Raja Rao “The Cow of the Barricades”
Krishan Chander “Peshawar Express”
Attia Hosain “The First Party”
Mulk Raj Anand “The Cobbler and the Machine”
R. K. Narayan “A Horse and Two Goats”
Chitra Banerjee Divakaruni “Clothes”
Salman Rushdie “The Courter”
Assignment: Discussion and Literary Analysis

Module 4 African Stories July 31 – August 6

Grace Ogot “The Green Leaves”
Ama Ata Aidoo, “Two Sisters”
Charles Mungoshi “Shadows on the Wall”
Chinua Achebe “Girls at War”
Bessie Head “The Wind and a Boy”
Ken Saro-Wiwa “Africa Kills Her Sun”
Assignment: Discussion

Module 5 Caribbean Stories August 7 – August 14

Jean Rhys “The Day They Burnt the Books”
V.S. Naipaul “The Night Watchman’s Occurrence Book”
Jamaica Kincaid “Blackness”
Paule Marshall “To Da-duh, in Memoriam”
Assignment: Discussion and Final Exam

English Program Student Learning Outcomes

1. Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using the style appropriate to the document.

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 4-8 Domain II:

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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.

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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.

BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.