

ENG K240 STUDIES IN WORLD LITERATURE FALL 2015

Office: C254 Tel: 860 215 9481 email: stopping@trcc.commnet.edu

Office Hours: TR 10:00-10:45am, and by appointment

COURSE DESCRIPTION

This course is intended to develop the critical skills and extend the knowledge acquired in ENG102 by exploring recurring themes and various cultural perspectives. The emphasis is on works not covered in American and British literature courses, and particular topic selections will examine the impact of culture and history on the literary imagination. Writing assignments will stress critical analysis including the incorporation of various critical approaches.

REQUIRED TEXTS

The Reluctant Fundamentalist Mohsin Hamid

Essays from *Discontent and Its Civilizations* (handout) Mohsin Hamid

Complete Persepolis Marjane Satrapi

Short fiction and poetry (handouts)

LEARNING OUTCOMES

- Develop an understanding of the impact of culture and history on the literary imagination.
- Interpret and analyze literature produced by cultures other than America and Britain.
- Develop an understanding of the relationships between specific texts produced by different cultural traditions.
- Develop an understanding of the relationship between text and Western literary tradition.
- Demonstrate an understanding of the ways in which literary texts may be seen to respond to and influence society and culture.
- Strengthen the ability to use the basic elements of formalist criticism to deepen literary understanding;
- Use various and appropriate critical strategies to analyze and interpret texts.
- Strengthen the ability to distinguish how different critical theories affect interpretation and levels of meaning, and to recognize the validity of differing interpretations;
- Locate, evaluate, and incorporate research from secondary sources into both class discussion and written work;
- Articulate in both classroom discussion and written assignments their perspectives about both meaning and structure in a work of literature, and support those perspectives with specifics from the text;
- Write analytical, evaluative, academic essays about literature which present interpretations, and support them with evidence from texts.
- Use MLA parenthetical style to document references to texts.

ASSIGNMENTS

Essay #1 (minimum 5 pages)	25%
Essay #2 (minimum 8 pages)	35%
Oral report including essay	25%
Reading responses, in-class work and participation	15%

Please Note: If I feel that the reading is not being done, I reserve the right to give pop quizzes and formal in-class examinations. I will adjust the schedule accordingly.

ESSAYS #1 and 2.

Although I will give essay questions based on our readings and class discussions, I also encourage you to generate your own essay topics. However, all self-generated essay topics must receive my approval BEFORE you begin writing; I will neither read nor grade any essay written on a topic that has not received my approval. In addition, all work must be completed on time, typed, and follow MLA format. Any essay that uses outside sources must be submitted with copies of those sources, and the essay marked according to my directions. **I WILL NOT READ ANY ESSAY THAT IS SUBMITTED WITHOUT COPIES OF ALL SOURCES USED.**

PLEASE NOTE: If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

CLASS PRESENTATION/ESSAY

Although I will provide a list of presentation topics, I want you to find a way to connect your own academic interests to the course texts. Thus, presentations on art, music, historical events, cultural traditions etc. will be welcomed. The presentation will have two parts: an oral presentation and a response essay. The oral presentation will be graded on both content and delivery, and the response essay will reflect not only the material presented orally but also your response to both your peers and my questions. Each student will be responsible for giving one 10-15 minute class presentation on topics generated from our readings. On Thursday, 9/17/2015 I expect you to have chosen a date for your presentation. Topics will be submitted at least two weeks prior to the presentation and **MUST** be approved by me. In addition to providing content that will enrich our understanding of a particular reading/issue, I expect all presentations to include evidence of academic research and independent, critical thinking. Do not think that you will be able to Wikipedia your way through this assignment! You could, for example, provide a socio-historical overview of the Muslim tradition in Asia but you would also need to connect that information with a larger issue which could be text-based (i.e. connected to Hamid's novel) or related to issues (i.e. identity, gender, religion, language etc.). I expect these presentations to be thoughtful responses to the issues we are exploring, and they should help frame that day's discussion. In addition, you will be responsible for handing in an essay based on your presentation that in addition to providing a written version of your presentation includes your response to the ensuing class discussion.

READING RESPONSES, IN-CLASS WORK, and PARTICIPATION

Reading responses:

At times I will ask you to reflect upon a particular reading assignment by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts or our class discussions present. Reading responses are neither essays nor summaries; they are a place for you to focus on an issue and start generating ideas. Use them as a way to frame an approach, articulate a question, or explore a particular idea. Do not think about them as finished or polished pieces of work as they are primarily a way to think about what you are thinking. Thus, I am more interested in your ideas than the ways you are presenting them; however, I must be able to follow your patterns of thought, so do proofread them. I generally do not read for technical problems, and so a check mark, or check minus, should not be seen to reflect your expository writing abilities—it merely serves to record credit received. Remember that it shouldn't take more than about 30 minutes to produce a response that reflects evidence of engaged thinking.

In-class work:

In addition to small and large group work, I will also at times ask you to do a brief in-class writing assignment that may be used to generate in-class discussion. I will collect these assignments and grade them as reading responses.

PLEASE NOTE: Neither reading responses nor in-class assignments can be handed in late.

Participation:

Constructive participation in both discussion and peer review is expected; therefore, it is important that you come to class ready to discuss the reading and writing assignments. If you are not prepared, you will find it difficult to participate in class conversations and your work will reflect your lack of engagement.

PLEASE NOTE:

- SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE.
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.
- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES

COURSE POLICY

Attendance

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

Plagiarism

Plagiarism is the intentional use of someone else’s words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

STUDENTS WITH DISABILITIES

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 383-5240	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 892-5751	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

WITHDRAWAL FROM CLASS

Up to 12/16/2015 a student may officially withdraw at the Registrar’s Office. A student who stops attending but does not officially withdraw will receive an F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at stopping@trcc.comnet.edu I am also available during office hours and look forward to meeting with you to discuss your work.

If my office hours are not convenient for you, please make an appointment to see me at another time.

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email using your TRCC email account; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to. I generally respond to emails within 24-36 hours; however, if you send an email between late Friday and Sunday, I will respond beginning the following Monday.

EMAIL SUBMISSIONS

I do not accept email submissions unless specified; hard copies only!

The Writing Center: The Writing Center staff provides writing support for all students at all levels of writing ability. Walk-in appointments are available, and students also can make appointments up to a month in advance to get feedback on their papers. Papers also may be e-mailed. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research. The Writing Center is located next to the library in Room C-117. For more information, call (860) 892-5713 or (860) 892-5769 or visit:

http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml

DIGICATION

All students are required to maintain an online learning portfolio in Digication that uses the college template.

COLLEGE CLOSINGS

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

TENTATIVE SCHEDULE

WEEK ONE

T 9/1 Introduction

R 9/3 Reading Due: Chapter One *The Reluctant Fundamentalist*

Writing Due: Reading Response: Why does Changez want to attend Princeton? Why does Princeton want students like Changez?

WEEK TWO

T 9/8 Reading Due: *The Reluctant Fundamentalist* Chapters 2-5

Writing Due: Reading Response: Why does Changez react the way he does to watching the news footage of 9/11? What is your reaction to his reaction? How are these reactions connected to varying ideas about what it means to be American?

R 9/10 *The Reluctant Fundamentalist* cont.

WEEK THREE

T 9/15 Reading Due: *The Reluctant Fundamentalist* Chapters 6-12

Reading Response: How is Changez's sense of identity altered over the course of the novel?

R 9/17 *The Reluctant Fundamentalist* cont.

Sign up sheet for Class Presentations

WEEK FOUR

T 9/22 Reading Due: Handout Hamid Discussion cont.

R 9/24 *The Reluctant Fundamentalist* excerpts from the movie

WEEK FIVE

T 9/29 Reading Due: Handout from *Contemporary Literature of Asia*

R 10/1 Reading Due:

WEEK SIX

T 10/6

R 10/8 **ESSAY #1 DUE**

WEEK SEVEN

T 10/13 Handout: Texts from the South Americas (SA)

*R 10/15 Class presentations begin

WEEK EIGHT

*T 10/20 SA cont.

*R 10/22 SA cont.

WEEK NINE

*T 10/27 SA cont.

*R 10/29 SA cont.

WEEK TEN

*T 11/3 SA cont.

*R 11/5 SA cont.

WEEK ELEVEN

*T 11/10 Reading Due: *Persepolis*

*R 11/12 *Persepolis* cont.

WEEK TWELVE

*T 11/17 *Persepolis* cont.

*R 11/19 *Persepolis* cont.

WEEK THIRTEEN

*T 11/24 Discussion cont.

R 11/26 NO CLASS THANKSGIVING

WEEK FOURTEEN

T 12/1 Reading Due: Handout

*R 12/3 Discussion cont.

WEEK FIFTEEN

T 12/8 NO CLASS READING DAY

R 12/10 Discussion cont.

WEEK SIXTEEN

T 12/15 FINAL ESSAY DUE

R 12/17 LAST DAY OF CLASSES

