

LIT 276 (INET): Contemporary World Literature

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I will always be available via email to provide additional help throughout the semester. I try to respond to student emails within a 24-hour period of time. **Remember, however, that I am not your computer technician; questions about your computer should not be addressed to me—only questions about your education. The Elearning office can help you with specific Educator technology questions: contact them at elarning@delta.edu.**

Required Texts and Materials

- ❖ Achebe, Chinua, *Things Fall Apart, Expanded Edition with Notes*
- ❖ Alzaldúa, Gloria, *Borderlands: La Frontera*, Third Edition
- ❖ Satrapi, Marjane, *The Complete Persepolis*
- ❖ Swarup, Vikas, *Slumdog Millionaire or Q&A*
- ❖ Computer use and back-up computer use
- ❖ Thumb drive or CD with all work from 112 saved to it for back-up purposes
- ❖ An active Delta email account
- ❖ <http://educator.delta.edu>

Note: This document is not a contract and the Instructor reserves the right to change any aspect of the syllabus/schedule/assignments if needed to meet the course objectives. The students will be informed of such in a timely manner.

Time Commitments/Misconceptions

The biggest misperception about online learning is that it is somehow easier than traditional face-to-face classes. However, most students find online classes to be more time-consuming and difficult due to the fact that most communication must be written and read and that there is no physical presence of a professor telling you twice a week when assignments are due and what needs to be completed by the next class. In a regular fifteen week course, I ask that students have at least eight to ten hours a week to devote to this class, depending on the demands of the week and the pace at which you work. Spring, though, moves twice as fast. You will need to set aside or have available **at least** fifteen hours a week for this class.

General Course Information:

This class is designed to expand students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing.

Outcomes and Objectives

According to the standards set by Delta's English Division, a successful student in this class should be able to master the following outcomes and objectives:

OUTCOMES and OBJECTIVES

Upon successful completion of this course, the student will be able to:

Outcome 1: Describe and analyze the origins of literature in various cultures.

Objectives:

- A. Explain specific historical and cultural contexts in which various literary forms have developed.

Outcome 2: Describe and analyze various aspects of the aesthetic experience that literature provides.

Objectives:

- A. Identify and apply principles for understanding specific works as forms of art.

Outcome 3:

Describe and analyze important recurring themes in world literature, including those from the Western tradition

Objectives:

- A. Compare in writing the common thematic concerns of two or more literary works.

Outcome 4: Describe and analyze the interconnectedness of culture and literature

Outcome 5: Participate in "writing to learn" activities.

Objectives:

- A. Perform writing tasks to promote learning.

Grading Scale

95-100%	A
90-94.9%	A-
86-89.9%	B+
83-85.9%	B
80-82.9%	B-
76-79.9%	C+
73-75.9%	C
70-72.9%	C-
66-69.9%	D+
63-65.9%	D
60-62.9%	D-
0-59.9%	F

Assignments/Grade Breakdown

Slumdog Millionaire Comparison Essay: 15%

<i>Things Fall Apart</i> Essay Question Exam:	15%
<i>Borderlands</i> Chapter Wiki Presentation:	15%
<i>Persepolis</i> Claim-Based Essay:	15%
Discussion Boards:	30%
Homework:	10%

Revisions

Your first essay can be revised once for a higher grade unless it was turned in late. Unless you make prior arrangements, I will not accept a revision later than **one week** after the original is returned via email. All revisions must come with a paragraph describing what was changed.

Format

All papers must be written in MLA Style: 12-point Times New Roman font, double-spaced, and formatted with one-inch margins on all sides. Your name, my name, English 112, and the date must be in the upper left-hand corner. The header of your paper must contain your last name and page number in the upper right corner. Each assignment also must be sent as a rich text document (.rtf) attachment.

Attendance

It is very easy not to "show up" in an online class. You must be a very devoted student and a true independent learner to be successful in this class or any online class. You should plan to spend about 15 hours per week working on this class. Keep in mind that you are not having the six hours of face to face class time. Plus there is not any driving time. So this is convenient. But you must give a great deal of your time to be successful. I will expect to "see you" at least two times per week. If I only see you once, that will count as one absence. If before withdrawal time you have missed more than **three** times, you will be withdrawn from the course. At that point you will not be able to do well, and it would be a disservice to you to keep you in the course.

Late Work

The course is collaborative in nature; for this reason, **discussion board postings will not be accepted late**. Solution? Come to the cyber classroom prepared and keep up with your work throughout the semester. Having a computer problem does not exempt you from completing your work in on time. When you send me homework or post on the discussion board, a date/time is posted along with it. This is what I will use to determine if your work is on time or not. **Formal assignments are due via email on the stated deadline day by 11 p.m. and will be downgraded a half a letter grade per calendar day late.**

Online Etiquette

In order for this class to be a success, we need to be a community of learners that communicate with respect to each other. Insults and inappropriate comments will not be tolerated and may result in failed assignments.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an "E" for the project and possibly an "E" for—as well as dismissal from—the

course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "Students' Rights, Responsibilities, and Conduct" section of the *Delta College Catalog* or the English Division home page (<http://www.delta.edu/english/plagiarism.html>). If in doubt about plagiarism, please ask me for clarification.

Withdraw Deadline

The last day to withdraw with a grade of W is **June 5**. Additionally, the last day to drop with a grade of WE/WP/WI is **June 19**. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw. If you withdraw after these dates, or if you stop coming without officially withdrawing, you will receive an E instead of a WE/WP/WI at the end of the semester.

RESOURCES FOR WRITERS:

Teaching/Learning Center

Main campus: LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their website for their hours. They also offer on-line tutoring at (<http://www.delta.edu/tlc/TLCyber>). You will need your Delta student ID number and the code for the course (ENG 112).

Library

Main campus: LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their website for their hours. Note that food or beverages are not allowed in the LLIC.

Disability Support Services

If you have a documented disability and need an academic accommodation, please contact Michael Cooper, Director of Disability Services, in D-106 (686-9322). Also, Marcie Carter, the Director of the Bridge Program, in D-106 (686-9163), is trained to help developmental learners.

Educational Advising & Counseling

The Office of Educational Advising & Counseling (D-102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, making career decisions, and many things about yourself including working with you concerning personal and professional difficulties.

Me

I will make every effort to see that this class is meaningful to you and that you improve your writing and reading. I am happy to discuss your writing and reading with you and to answer questions via email on anything that may be difficult or confusing to you. Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course. Also, even though this is an online course, we can set up meetings on campus to go over papers or issues face to face.

Class Schedule

The following schedule is a tentative class outline; updates and assignment specifics will be listed on the front announcement page of Educator

This class is designed for bi-weekly activity. I've designed my schedule to include two deadline days for homework, Mondays and Fridays. All work that is due on those days **must be received by 11 p.m.** Please plan accordingly. You may choose to submit your work or post on the discussion board a few days early. However, unless you have made special arrangements with me, you may not submit work or post to the discussion board more than a week ahead of time.

Unless otherwise specified, homework is due the Monday or Friday after it is listed (i.e. assigned) on the syllabus/Educator Announcement Page.

Class Schedule

Week One

May 11 Assignments (due May 15)

- Write a 500-word introduction of yourself and post it on the Discussion Board forum entitled "Introductions." Your introduction should include: why you are taking this class online, what you like to read for pleasure, a favorite book, and general information about yourself
- Watch *Slumdog Millionaire*
- Complete Discussion Board: Why do you think this movie was such a hit in the United States?
What themes emerged in the movie? (See glossary of literary terms website to better understand the meaning of theme)
- Read first four chapters of *Slumdog Millionaire* (1-73)
Complete Discussion Board: So far, how is the book different than the movie?

May 15 Assignments (due May 18)

- Read *Slumdog Millionaire* (73-166)
- Discussion Board: Discuss the conflicts and plot so far using questions from the Analyzing Fiction Checklist
- Homework (upload answers to Educator and submit): Professor and Chair of Communication Ananda Mitra at Wake Forest University describes Bollywood as follows: "The term 'Bollywood' is a relatively new representation of an industry that has been around since the early 1900s. Movies made in Bombay follow a long tradition of

folk culture in India, which in turn is grounded in mythologies like Mahabharat and Ramayan. These texts, like the Odyssey and other Western mythical epics, tell stories of undying love, friendship, loyalty, fantastic adventures, and the eternal battle between good and evil.

Elements of these stories have been acted out in village plays for thousands of years in India, and that tradition has been adapted by the Bombay movies. The famous Bollywood movies of the 1970s, for example, almost always centered around the theme of running children trying to escape from evil by jumping on a train, getting separated, and then living their lives trying to find the lost one. The genre also remains embedded in an Indian convention of inserting dance and song sequences into the narrative of a film”

How does the movie and the book fit in with the traditional stories/formats found in Bollywood?

Week Two

May 18 Assignments (due May 22)

- Finish *Slumdog Millionaire*
- Discussion Board: Choose to answer one of the following discussion questions listed in the end of the book in “A Scribner Reading Group Guide”: 2, 3, 10, 12
- Begin your comparison paper

May 22 Assignments (due May 25)

- Complete your comparison paper

Week Three

May 26 Assignments (due May 30)

1. Read the first eight chapters of *Things Fall Apart: 3-52*
2. Discussion Board “Achebe: Chapters 1-8”:
Read the following three questions and **answer one** in your discussion board post:
 - What seems to be Achebe's attitude toward this culture so far? Is he depicting it as an ideal one? Can you cite any passages which imply a critical attitude?
 - What evidence is there in chapter four that customs have changed over time? That customs differ among contemporary cultures?
 - How is the community set up in Igbo culture? What do you think about this set up?

3. Homework: According to the preface of the book, “Chinua Achebe: A Biographical Note,” what was the purpose of writing *Things Fall Apart*? What influenced Achebe? What should you be looking for or paying attention to in the book?

May 30 Assignments (due June 1)

1. Read chapters 9 through 16 of *Things Fall Apart*: 53-104
2. Discussion Board “Achebe: Chapters 9-16” -- Read the following three questions and **answer one** in your discussion board post:
 - In chapter nine the notion of the ogbanje is treated at length. What attitudes toward children does it reflect? Note how it balances against the "throwing away" of twins. Does Achebe seem to validate the belief in ogbanje?
 - The *egwugwu* ceremony of the Ibo has been much studied. The women clearly know on some level that these mysterious beings are their men folk in disguise, yet they are terrified of them. What do you think their attitude toward the *egwugwu* is? What seem to be the main functions of the ceremony?
 - Notice the traditional attitudes of all small villagers toward large marketplaces like Umuike. How is the importance of family emphasized in the *uri* ceremony?
3. Homework: Read http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/conrad.html
How is Joseph Conrad’s portrayal of the African people different than the portrait Achebe paints? How are the people described in Achebe’s book in comparison to the Conrad excerpt?

Week Four

June 1 Assignments (due June 5)

- Read chapters 17 through 24 of *Things Fall Apart*: 104-148
- Discussion Board: Read William Butler Yeats, “The Second Coming” and discuss why you believe Achebe chose a line from this poem for the title and also give your closing remarks about whether or not Achebe’s novel lives up to “the hype.”
- Begin Achebe Exam

June 5 Assignments (due June 8)

- Complete Achebe Exam

Week Five

June 8 Assignments (due June 12)

- Read two sections from *Borderlands*: Chapter 5 “How to Tame a Wild Tongue” and

- Chapter Six “Tlilli, Tlapalli/The Path of the Red and Black Ink”
- Discussion Board: Read the following short review and discuss some examples from the chapters that illustrate how Anzaldua shows us what it means to live in Borderlands and how she raises questions or makes claims about identity and/or language.
- Homework: Read one of the short essays in “Introduction to the Third Edition” (for example “As Relevant Today.../Ana Castillo”) and summarize what the writer believes is the importance of Anzaldua’s work or the influence she has had.

June 12 Assignments (due June 15)

- Work on presenting assigned chapter with group on Wiki Site
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Week Six

June 15 Assignments (due June 17)

- Peer Review/Editing

June 17 Assignments (June 19)

- Polish summary and individual essays to present to the class

June 19 Assignments (due June 22)

- Presentations due
- Responses to other student groups pages
- Persepolis (3-153)

Week Seven

June 22 Assignments (due June 26)

- Claim-based final paper
- Finish Persepolis
- Discussion Board: TBA
- Complete thesis proposal with evidence

June 26 Assignments (due June 29)

- Complete Final Essay

Week Eight

June 29

- Final Essay due