

<p style="text-align: center;">English 123: Contemporary World Literature Section 01 Ohlone College Fall 2018</p>

Instructor: Sobia Saleem

E-mail: ssaleem@ohlone.edu

English Learning Center:

NC – M 10:00 – 11:00 AM

FC – T 5:00 – 8:30 PM

TTh 8:00 AM – 9:35 AM

Room: Fremont, 6205

Office Hours:

W 9:45 – 11:15 AM, NC

T 12:45 – 4:15 PM, FC, 4316

REQUIRED TEXTS and MATERIALS

Damrosch, David. *Longman Anthology of World Literature - Volume F*. 2nd Ed.

Longman, Inc., 2009. ISBN: 978-0205625949

Internet access, writing materials, and a Canvas account

STUDENT LEARNING OUTCOMES

1. Demonstrate familiarity with important authors, works, genres, and themes of contemporary world literature.
2. Analyze and interpret themes found in the literature during this period using the conventions of critical literary analysis.
3. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
4. Demonstrate the ability to analyze the literature by using textual evidence to support an interpretation of the targeted author's work.

COURSE DESCRIPTION

Contemporary World Literature presents a contemporary overview of literature from most major cultures, continents, and literary traditions. The course explores short stories and excerpts from world-renowned authors on various themes and delves into the way different cultures and writers see their internal and external worlds in relation to their sense of self. The primary focus is on diverse and multicultural texts, with an emphasis on gender, post colonialism, memoir, magic realism, indigenous peoples, migrants, and self-reflection. Students are expected to do background research on the culture or theme of their interest.

STUDENT ASSESSMENT

1. Students will write at least two essays, do a presentation, and complete several evaluative projects (these may include the following: summary/response, compare/contrast, literary analysis, and/or identifications of a story, genre, area, author, literary device, etc.). **If students do not complete any one of the assignments/evaluation (they receive a “0” score or “not passing” evaluation), they will not pass the course. Students must pass all major assignments in order to earn a passing grade in the course.**
2. Students are expected to participate in all class activities, including peer editing of writing assignments, taking announced and unannounced quizzes on texts, completing group work, and joining in group/class/partnered discussions.
3. Very limited extra credit work is provided for significant and extracurricular contributions to the course.
4. Students are expected to bring their assigned texts to class daily and to be prepared to discuss that material in a respectful, courteous manner. *Participation points will be deducted if you fail to bring your texts, notes, and other materials to class.*
5. Students are expected to have read the assigned chapters/articles and watch assigned videos for particular week before the class meets (see Canvas).
6. **Students must be prepared for announced and unannounced quizzes on assigned readings and covered class material.**

7. Private conversations, social networking, and texting are saved for out-of-class time.
8. **All electronic devices should be turned off**, unless instructor explicitly states otherwise; if you take notes on a laptop, you must sit in the front row of class. If you are repeatedly asked to refrain from using electronic devices, you may be marked absent or be asked to leave the class.
9. **Students are expected to be in class on time.** Roll is taken at the beginning of each class. Consistent tardiness will result in unexcused absences (three tardies = one unexcused absence). Moreover, leaving early or for extended periods will be considered an absence.
10. Students can expect to spend 2-3 hours working outside of class for each course unit. This class is work 4 units, so you should expect to spend a minimum of 8-12 hours per week on class work outside of class.

ABSENCES, ACCOMMODATIONS, ACCESSIBILITY, MENTAL HEALTH, and STRESS MANAGEMENT

- The student is responsible for attending class. Much of the preparatory work for the assignments occurs during class time. Students are only allowed two unexcused absences. Students who miss **four** or more class days will probably not pass the course.
- **MISSING CLASS IS NOT AN EXCUSE FOR COMING UNPREPARED OR FOR NOT DOING WORK.** A student who misses class is responsible for finding out what s/he needs to do for class/homework and/or quizzes in order not to fall behind.
- Students should contact the instructor ahead of time or on the day of an absence; this absence, if legitimate, will not count against the student. **Only students who notify the instructor of an excuse absence will be allowed to turn in missed homework assignments.** *Otherwise, possible late homework assignments will not be collected and graded. In-class assignments, including in-class writing and quizzes, cannot be made up. **Four** or more missed assignments will result in not passing.*
- If a student has a documented accommodation and/or accessibility need and wishes to discuss academic accommodations, or if the student needs assistance in the event of an emergency evacuation, the student needs to contact the instructor as soon as possible.
- The staff and faculty at Ohlone College want students to succeed academically and care about the student’s emotional and physical health. Students can learn more about the broad range of confidential student services, including counseling and mental health services available on campus, by visiting the Student Health Center in Building 7 or <http://stepupohlone.org/oncampus-resources/>.

EVALUATION

Grading is based on the number of points accumulated during the semester. These points will be converted into percentages (which follow the standard scale of 100-90% A, 89-80% B, 79-70% C, 69-60% D, 59-0% F) and then into letter grades.

The final grade breakdown is as follows:

essays (total)	40%	(400 points)
essay (single)	20%	(200 points)
weekly reading responses	15%	(150 points)
group presentation	15%	(150 points)
attendance, participation, & quizzes	10%	(100 points)
non-graded assignments		Pass/No Pass (P/NP)
TOTAL	100%	(1000 points)

Important: Each assignment, essay, and portion of the class (above) must earn a passing grade (C or higher) in order for students to pass the course. Keep all course work for your records.

Note: One additional assigned essay may take the place of five inadequate reading responses.

METHODS OF INSTRUCTION

This class will require students to work intensively both in and out of class. While some class time will be dedicated to lecturing, in part through PowerPoint/Prezi presentations, much more class time will be dedicated to cooperative and collaborative learning. In this learning style, your classmates will help you learn and grow as writers while the instructor will facilitate learning rather than impart information. Group work, peer review activities, and paired activities are designed to help students learn from each other's perspectives, give accurate and effective feedback, internalize and utilize others' feedback on their own writing and work, and learn how to evaluate others/their own work. The instructor facilitation and teaching, collaborative work and thinking, and independent writing and analysis from this course will help you grow as students, readers, writers, and critical thinkers throughout your college experience and beyond.

ENROLLMENT

Adding the class (with the instructor's permission) will be done by the instructor through Web Advisor. Students take the responsibility to withdraw from the course if they feel they are unable to complete the course or if they stop attending class. The student should be aware of the final withdrawal date on **Friday, April 20th, 2018**. Failure to properly drop the class may result in a failing grade.

DEADLINES

Please meet all deadlines. *Specific homework assignments are given at the end of each class on Canvas; these may not necessarily be listed on the syllabus, so regularly check Canvas. **No late assignments and/or essays will be accepted. No make-up quizzes or exams will be given.***

WRITING ASSIGNMENTS

English 123 students are expected to use the MLA format when writing any formal paragraph or essay. An example of this style can be found on <https://owl.english.purdue.edu/owl/resource/747/01/>. **All papers must be typed or word-processed, and in order to receive credit, all prewriting and rough drafts must be stapled to the final draft.** E-mailed essays are not accepted—printed, hard copies only (unless otherwise noted). No rewrites on any writing assignments are allowed. Minor classwork is acceptable in pen or pencil as long as the work is legible. All assignments should include the following specifications:

- ✓ Typed in black ink
- ✓ Double-spaced
- ✓ 1" margins (top, bottom, left, right)
- ✓ Your first and last name, the instructor's first and last name, course name, and date in upper left hand corner—double-spaced as well
- ✓ Last name and page number in the upper right hand corner of every page
 - Do not include last name and page number on the first page
- ✓ Font and size: a legible font, e.g. Times New Roman, 12 pt.
- ✓ Stapled in the top left hand corner

Proofreading: Before handing in your final draft, be sure to carefully proofread your essay! If your paper has excessive proofreading errors, you may not earn a passing grade on the assignment! When handing in your papers, if requested to provide preparatory work, please place your drafts in the following order: final draft on top, second draft + peer review comments next, and brainstorming notes on the bottom in a folder.

When handing in a revision, if asked to do so during office hours and/or after class, please turn in a packet with the following items in this order: revision on top and original assignment next. A revision may potentially earn a lower grade than your original paper submission.

Peer Review Workshops: If asked to participate in a peer review workshop, you must 1) submit a *typed* draft of a paper and 2) provide constructive feedback of your peers' work. *Students who miss the peer review workshop or fail to bring a satisfactory draft for the workshop will lose a full letter grade on the final paper.*

CLASSWORK, HOMEWORK, QUIZZES, PARTICIPATION

Homework may include reading assignments, written responses, exercises, or handouts that will help introduce, review, or reinforce class objectives. Quizzes may be announced or unannounced; in either case, students must be prepared. If quiz scores are generally low for the class, additional weekly quizzes will be given. All classwork must be completed; impromptu group work and presentations are also considered classwork. As per the section on the "Methods of Instruction," participation is key to getting the optimal learning experience out of this class; thus, not only is attendance crucial but so is active participation.

PLAGIARISM

The Ohlone College policy on Academic Integrity clearly explains unacceptable behavior in terms of plagiarism. Please carefully read "Ohlone's Policy on Academic Integrity" included at the end of this syllabus. This policy includes cheating and copying directly from someone else's work without using the proper citation. These offenses, ***even if unintentional***, will result in failing grades. The student's name and offense will also be reported to the Vice President of Student Services.

CANVAS

The student will be given information about Canvas during the first weeks of the semester; s/he should regularly check Canvas for class assignments and instructions. Students should remember to save all of the returned scores. You must complete *all* Canvas assignments, unless stated otherwise in class. **MEETING CANVAS DEADLINES AND COMPLETING ASSIGNMENTS ARE THE STUDENTS' RESPONSIBILITIES.**

*****You are highly encouraged to take advantage of the English Learning Center, ELC, where there are tutors available to assist you with your writing. You can visit them during their drop-in hours or make a weekly tutoring appointment.**

E-MAILING THE INSTRUCTOR

The instructor will check email only during regular Ohlone business hours. This means that a response to an e-mail left in the evening or early morning hours will be delayed; *an e-mail response may take up to 24 hours.* When emailing the instructor, students are asked to leave their first name and last name and the course in the subject heading of the email: for example, Subject: Your First Name and Last Name, English 101C-07.

****An Ohlone College Education****

Earning an associate degree or certificate from Ohlone can increase the likelihood of getting hired for a new job, increase earning potential as an employee, and decrease the chance of being unemployed. Ohlone has almost 200 associate degrees and certificates from which to choose—ranging from Certificates of Accomplishments (7+ units) to an Associate in Arts or Associate in Science degree with 60+ units. See a counselor and go online to consider available degrees and certificates: <http://www.ohlone.edu/catalog/20112012/cat058-113-curriculumguides.pdf>

*(***Credit: With permission, several parts of this syllabus are copied, modified, and adapted from the syllabus of the director of Ohlone's ENGL-151A series, Kerrie Kawasaki-Hull. The "Methods of Instruction" section and other parts of this syllabus are adapted, copied, and/or modified Melanie Fernandez's ENGL-151A syllabus.)*

The weekly schedule will be posted on the Canvas course page in terms of thematic and paper/project-based modules. This will be flexible according to the class's needs. Please note assignments, class schedule, projects, and/or modifications in class.

Tentative Schedule

Always read each assigned author's biography in the Damrosch text before reading the author's assigned short story.

week number	dates	material covered	readings to be completed before the start of the week
1	August 28 August 30	Introduction to World Literature: What is Literature? What is World Literature? What is Comparative Literature?	*Annenberg Foundation's (AF) Invitation to World Literature
Holiday	September 3		Labor Day!
2	September 4 September 6	AF Invitation to Comparative World Literature Presentations World Lit. Project Groups	*Damrosch – "Goethe Coins a Phrase" *Brown – "4: What is 'Comparative' Literature?" OR *Brown – "4: What is 'Comparative' Literature?"
3	September 11 September 13	Madness: Character Development, Psychology, Plot Development	*Bosky – "Mental Disorders Portrayed in Literature" *Greene – "Character Act (Character Development)" *Funk & Wagnalls New World Encyclopedia – "Psychology" *Woltag – "Linear Plot Development" Lu Xun – "A Madman's Diary" Woolf – "Lady in the Looking Glass" Kafka – "Metamorphosis"
4	September 18 September 20	Quest for Answers: Themes, Bildungsroman, Plot Development	*Lundin – "Theme (Arts)" *Austen – "Struggling with the African Bildungsroman" *Annenberg Learner – "Literature – Constructing Plot – Annenberg Learner" Akutagawa – "In a Grove" Mahfouz – "Zaabalawi" Ailing/Chang – "Stale Mates"
5	September 25 September 27	Magic Realism: Tropes, Narrative Styles, Point-of-View	*Caffrey – "Magic Realism" *Writing Maniac – "Ten Common Tropes in Literature" *Woltag – "Narration"

			*Eliassen – “Point of View (Literature)” Borjes – “The Garden of Forking Paths” Murakami – “TV People” Gibson – “Burning Chrome”
6	October 2 October 4	Comparison “The Self and Internal Worlds”	Midterm Essay – Part I
7	October 9 October 11	Workshopping: Time to Work on Group Presentations Student-Teacher Meetings	Texts and Resources for Group Presentations Midterm Essay Part I Revisions (If Needed)
8	October 16 October 18	Third World Rising: Critical Race Theory	* <i>Funk & Wagnalls New World Encyclopedia</i> – “Third World” *Simba – “Critical Race Theory” Cesaire – “Notebook of a Return to the Native Land” Achebe – “Things Fall Apart”
9	October 23 October 25	Third World Rising (continued): Postcolonial Studies, Intertextuality	*Mercadal – “Postcolonialism” *Ungvarsky – “Intertextuality” Darwish – “The Diary of a Palestinian World” Munif – “Cities of Salt”
10	October 30 November 1	Migrant Voices Merge: Migrant Literature, Race Studies, Memoir	*Chrismark and Mandel – “Race” *Groff – “Migrant Worker” *Casteneda – “Memoir” Mernissi – “The Harem Within” Aidoo – “No Sweetness Here” Devi – “Breast-Giver”
11	November 6 November 8	Indigenous Roots: Speech, Autobiography, Narrative Strategies	*Mercadal – “Indigenous Peoples” *UNC College of the Arts & Sciences – “Speech” *Castaneda – “Autobiography” *Tjupa – “Narrative Strategies” Oodgeroo of the Tribe – “We Are Going” Al Kuni – “The Golden Bird of Misfortune” Vizenor – “Ice Tricksters” Llosa – “The Storyteller”
12	November 13 November 15	Comparison “The Self and External Worlds”	Midterm Essay – Part II
13	November 20 November 22	Workshopping: Time to Work on Group Presentations	Texts and Resources for Group Presentations Midterm Essay Part II Revisions (If Needed)

		Student-Teacher Meetings	
	November 23- November 28	THANKSGIVING DAY	BREAK
14	November 27 November 29	Group Presentations on Contemporary World Literature	Texts and Resources for Group Presentations
15	December 4 December 6	Group Presentations on Contemporary World Literature	Texts and Resources for Group Presentations
16	December 11- December 17	FINALS	WEEK

The final exam is on Tuesday, December 11th, 2018 from 7:00 AM – 9:00 AM.

***Please see list before for asterisked online sources.
See next page for information about where to find online sources.**

ASSIGNMENT EXPECTATIONS

- You are expected to complete the readings and/or assignments for each week *before* the start of the week for under which it is listed.
- You will be expected to be actively engaged in the assignment material in class—this is a flipped class of sorts, so make sure to bring questions about each text to class.
- You will be asked to do a little research (Googling should be sufficient) every week about the socio-political and/or cultural context of a single story.
- If you significantly contribute to our weekly reading theme and discussion by bringing a related and relevant text, such as another short reading, video, music, context, etc., you may earn extra credit.

***Online Sources for ENGL-123**

Week 1

Annenberg Foundation. "Invitation to World Literature."
<http://www.learner.org/courses/worldlit/>

Week 2

Damrosch, David. "Goethe Coins a Phrase." *What is World Literature?*. Princeton University Press, 2003. <http://assets.press.princeton.edu/chapters/i7545.pdf>

Brown, Catherine. "4: What is 'Comparative' Literature?". *Literature and Form*.

<https://writersinspire.org/content/literature-form-4-what-comparative-literature-0>

Brown, Catherine. "What is 'Comparative' Literature?". *The Art of Comparison: How Novels and Critics Compare*. Legenda, 2011. https://catherinebrown.org/wordpress/wp-content/uploads/2014/03/What-is-_Comparative_-Literature_.pdf

Week 3

Bosky, Bernadette Lynn. "Mental Disorders Portrayed in Literature." *Salem Press Encyclopedia of Literature*, 2015. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=100551424&site=eds-live.

Greene, Jim, MFA. "Character Arc (Character Development)." *Salem Press Encyclopedia of Literature*, 2017. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600050&site=eds-live.

"Psychology." *Funk & Wagnalls New World Encyclopedia*, 2017, p. 1p. 1. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=funk&AN=PS146200&site=eds-live.

Week 4

Lundin, L. L., MA. "Theme (Arts)." *Salem Press Encyclopedia*, 2014. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89409130&site=eds-live.

Austen, Ralph A. "Struggling with the African Bildungsroman." *Research in African Literatures*, vol. 46, no. 3, Fall 2015, pp. 214-231. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=108825435&site=eds-live.

Annenberg Learner. "Literature – Constructing Plot – Annenberg Learner."
<https://www.learner.org/exhibits/literature/read/plot1.html>

Week 5

Caffrey, Cait. "Magical Realism." *Salem Press Encyclopedia of Literature*, 2014. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=98402285&site=eds-live.

Writing Maniac. "Ten Common Tropes in Literature that Are Still Relevant."
<https://writingmaniac.com/tropes-in-literature/>

Woltag, Laura, MFA. "Narration." *Salem Press Encyclopedia of Literature*, 2014. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=98402287&site=eds-live.

Eliassen, Meredith, MSLIS. "Point of View (Literature)." *Salem Press Encyclopedia of Literature*, 2014. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89408027&site=eds-live.

Week 8

Simba, Malik. "Critical Race Theory." *Salem Press Encyclopedia*, 2014. EBSCOhost, fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers

&AN=96397257&site=eds-live.
"Third World." *Funk & Wagnalls New World Encyclopedia*, 2017, p. 1p. 1. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fu
nk&AN=TH045000&site=eds-live.

Week 9

Mercadal, Trudy. "Postcolonialism." *Salem Press Encyclopedia*, 2014. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=94895788&site=eds-live.

Ungvarsky, Janine. "Intertextuality." *Salem Press Encyclopedia*, 2015. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=109057053&site=eds-live.

Week 10

Chismark, Stacie R., M.S. and Kayla Mandel, M.S. Sheets. "Race." *Salem Press Encyclopedia of Health*, 2014. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=94416665&site=eds-live.

Groff, Adam. "Migrant Worker." *Salem Press Encyclopedia*, 2013. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=90558392&site=eds-live.

Casteneda, Kay, MA. "Memoir." *Salem Press Encyclopedia of Literature*, 2014. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=87323706&site=eds-live.

Week 11

Mercadal, Trudy. "Indigenous Peoples." *Salem Press Encyclopedia*, 2013. EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=90558357&site=eds-live.

UNC College of the Arts & Sciences. "Speeches." <https://writingcenter.unc.edu/tips-and-tools/speeches/>

Castaneda, Kay, MA. "Autobiography." *Salem Press Encyclopedia of Literature*, 2014.
EBSCOhost,
fcep.ohlone.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers
&AN=89403432&site=eds-live.

Tjupa, Valerij. "Narrative Strategies." <http://www.lhn.uni-hamburg.de/article/narrative-strategies>

OHLONE COLLEGE
POLICY ON ACADEMIC INTEGRITY

What is Academic Dishonesty?

Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that s/he does not possess. The two most common kinds of academic dishonesty are “Cheating” and “Plagiarism.” Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements. **It is your responsibility to know what constitutes academic dishonesty.** If you are unclear about a specific situation, speak to your instructor. The following list exemplifies some of the activities defined as academic dishonesty.

Cheating

1. Copying, in part or in whole, from someone else’s test.
2. Submitting work presented previously in another course, if contrary to the rules of either course.
3. Altering or interfering with grading.
4. Using or consulting, during an examination, any sources of materials not authorized by the instructor.
5. Committing other acts that defraud or misrepresent.

Plagiarism

1. Incorporating the ideas, words, sentences, paragraphs, or parts of another person’s writings, without giving appropriate credit, and representing the product as your own work.
2. Representing another’s artistic/scholarly works (such as musical compositions, computer programs, photographs, paintings, drawings, or sculptures) as your own.
3. Submitting a paper purchased from a research or term paper service.

Other Specific Examples of Academic Dishonesty

1. Purposely allowing another student to copy from your paper during a test.
2. Giving your homework, term paper, or other academic work to another student to plagiarize.
3. Having another person submit any work in your name.
4. Lying to an instructor or university official to improve your grade.
5. Altering a graded work after it has been returned, then submitting the work for re-grading.
6. Removing tests from the classroom without the approval of the instructor.
7. Stealing tests.
8. Having a typist correct work for spelling or grammar, if contrary to the rules of the course.
9. Forging signatures on drop/add slips or other college documents.

Consequences of Academic Dishonesty

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Depending on the seriousness of the infraction, you may:

1. Receive a failing grade on the test, paper, or exam;
2. Have your course grade lowered, or possibly fail the course;
3. Under the standards of student conduct a student may receive a:
 - a. Warning
 - b. Reprimand
 - c. Probation
 - d. Suspension
 - e. Expulsion

The Vice President of Student Services maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty.