University of Rhode Island, Winter J-Term 2019, ENG 160-0001
Literatures of the World, January 2-15, 2019

Elisabeth Ly BELL, Ph.D. M-F, 10:00 AM-1:00 PM
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Course description: in this blended Sakai course we start at the beginning of Western Literature, with *The Epic of Gilgamesh*, then read, interpret and analyze writers from Czechoslovakia, Argentina and Germany. We will explore the richness and diversity of fiction through in-depth reading, discussion, and writing about these texts. Close reading and discussion should give you an understanding and appreciation of these works in general and of our writers’ countries and histories in particular. Our focus will be on authorial strategies and themes explored. Artistic and political movements will be introduced as they impact the works. Furthermore, you will learn the appropriate terminology as tools for textual and critical analysis. Finally, through this experience you can develop or refine the capacity for self-expression and communication.

Competencies: At the end of this course, you should be able to
- appreciate diversity and human differences in a variety of cultures,
- demonstrate an understanding of literature as a work of art,
- identify and define literary elements, genres and creation myths,
- ask informed questions, discuss interpretations, experiment with new ideas, and share your insights,
- have acquired a literary vocabulary and developed an understanding of how to access new texts,
- apply the acquired conceptual tools with which to approach literature to other fields,
- critically analyze a text based on your own observations and close reading,
- read complex texts critically and write effectively about them,
- think, write and speak critically and analytically about crucial issues and then use your new skills to write clear, coherent, well-structured papers using a given text to support your claims and as illustrations to your thesis about a literary work,
- have a better understanding and appreciation of literature from other cultures,
- appreciate that inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process, and that such learning environments require information literacy competencies,
- recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information,
- evaluate information pertaining to your paper’s topic and assimilate new information with your initial ideas.
- Finally, you will have developed some learning skills as well as adult-level writing, information literacy competency, and conversation techniques that should serve you well throughout your college career.
- Successful completion of this course satisfies General Education requirements in the areas of A3, Humanities and B1. Write Effectively.

Requirements:
- Completion of all reading and writing assignments, included those posted on Sakai, on due dates.
- With all readings, look up unfamiliar terms and phrases and determine who the narrator is.
- Carefully proofread final drafts in the assigned format and length.
- Active contribution to class discussion.
- Regular attendance and communication with instructor. All e-mails to me must have the class + section number in the Subject line. Please use your last name too when signing your message.
- Watching the films adapted from the texts we are reading.

Attendance is crucial in this course. Excessive absence may negatively affect your grade, and more than two undocumented absences can be grounds for failure in the course. If an emergency or illness requires that you miss a class, please obtain documentation and notify me immediately so that I can accommodate any makeup requirements. Otherwise being absent is your choice and does not require accommodation on my part. Since you are responsible for all work due, assigned, or discussed during days you are not present, you should check with
classmates to make sure that you have the correct information and work completed before coming to the next class. **If you cannot attend class on a regular basis or show up on time, do not take this class.**

**If you need individual accommodations to meet these objectives because of a documented disability, please make an appointment with me to discuss your needs as soon as possible. Doing so will help ensure your full participation in the class and fair assessment of your performance.**

**Required Material**

- Handouts and material posted on Sakai

**Texts and Reading**: To succeed in this course, **you must keep up with the reading**. This means starting to read a new text (or handout) even if we have not yet finished discussing the previous one. In some cases, we will be discussing one text while you are writing a paper about another text. The only way to do this and remain sane is to stay on schedule. To make sure the assigned texts have been read, I will hold frequent unannounced reading quizzes.

**Grading**: All writing assignments must be completed to receive a grade for this course. I will use the point system on all your assignments and in the end total the results, then use the scale below. A missed homework will result in 0 points. Furthermore, improper format results in the deduction of points.

**Final grade**: In figuring your final grade, I will count

- 1 academic paper 20%
- class participation, homework, quizzes 60%
- final exam 20%

**Homework reading assignments** are checked daily, in the form of brief quizzes. The homework reading assignments are an integral part of this course and consist of 60% percent of your final grade. Therefore, it is important that you understand the format and grading criteria for these assignments. They serve several important purposes. Firstly, they serve as a drafting process for your formal paper. This process is designed to help you prepare early and receive initial feedback on your writing before your formal paper. Secondly, these assignments are designed to keep you thinking and writing throughout the semester, so that the idea of formal papers will not be so daunting. By the time your paper is due, you will have received feedback from me about the clarity of your writing, the accuracy of your readings, and the success of your arguments. You will know what you need to work on and what you are already doing well.

**Paper and Reading Assignments**: Research paper, homework assignments and quizzes make up your grade in this course, and the work you will do on these will serve you throughout your college career. To do well on the paper, keep ahead in the reading so you can start thinking about the assignment early on. The draft will help you to develop your ideas and get early feedback on your performance. Don't keep putting your written work off and expect to pull an all-nighter.

Required is 1 paper and the topic will derive from the authors and their respective texts. The average length should be about 5-6 pages (or 1500-1700 words of text - use Word Count and print the number at the end of your paper, after the Works Cited list). Anything less suggests that your essay needs further development. You will use your text to support your assertions and generalizations. The documentation of your citations, quotes, and sources (of
both our texts and outside material) will be in the Modern Language Association (MLA) format and style, *MLA Handbook for Writers of Research Papers*. On Sakai, I have posted a help pages under “Papers.”

You should consider getting *The Longman Handbook for Writers and Readers*, an extremely helpful, compact and well-structured help for all your writing needs.

**Formats:** part of the credit for the assignment lies in the format in which the assignment is presented. All out-of-class assignments and papers will be generated on a computer or word processor. They will be double-spaced and typed in a non-script 12-point font, with 1-inch margins, and page numbers. Be sure the following information is included with your paper: your name, the instructor's name, the title of the course and the section, the date - all in the top left-hand corner. The title of the paper is centered above your text. At the end of your paper, you must have a list of works used and/or cited. I insist on this format because it is the format in which academic work is presented. The proper format consists of part of your grade for the assignment, so if you give me a hand-written page that you scribbled at the last minute, your grade will suffer. On the other hand, if your printer breaks down and you find yourself forced to copy the assignment out at the last minute, you can still get credit for it. Last-minute corrections on final copies may be made neatly in black ink; otherwise, papers should be free of errors. For your own protection, print two copies, one for you and one for me. All papers and assignments are due at the beginning of class on the due date. No late papers are accepted without a really convincing excuse. No late writing assignments are accepted. *Do not e-mail me assignments or papers.*

**Plagiarism, intellectual dishonesty:** Of course, all submitted written work (individual or collaborative) must be your own. If you consult other sources (class readings, articles or books from the library, web pages or similar materials available through internet databases and websites), these sources MUST be properly documented. All written work MUST be accompanied with your signature, which is our "contracted" agreement that the work submitted meets these criteria, i.e. that it is your work. Unsigned work cannot be accepted. Failure to document adequately any written work will immediately result in an F for the assignment and the initiation of plagiarism charges. In some cases, this might result in a failure of the course as well.

Teachers at the University of RI are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Please note that when a person disrupts the class in these ways, the course instructor will remove the disruptive person from the class.

Paper due: January 10, 2019

**Miloš Hrma's Coming-of-Age in Closely Watched Trains.**

Analyze and discuss Miloš' progress, using evidence from the novel, to answer the question: how do the people in Miloš' life influence his ideas of adulthood?

I understand all the previously explained requirements and realize that by continuing in this class—ENG 160-0001— I am indicating my acceptance of and compliance with these guidelines.

Name: ............................................. Date: January 2, 2019

Signature: ........................................