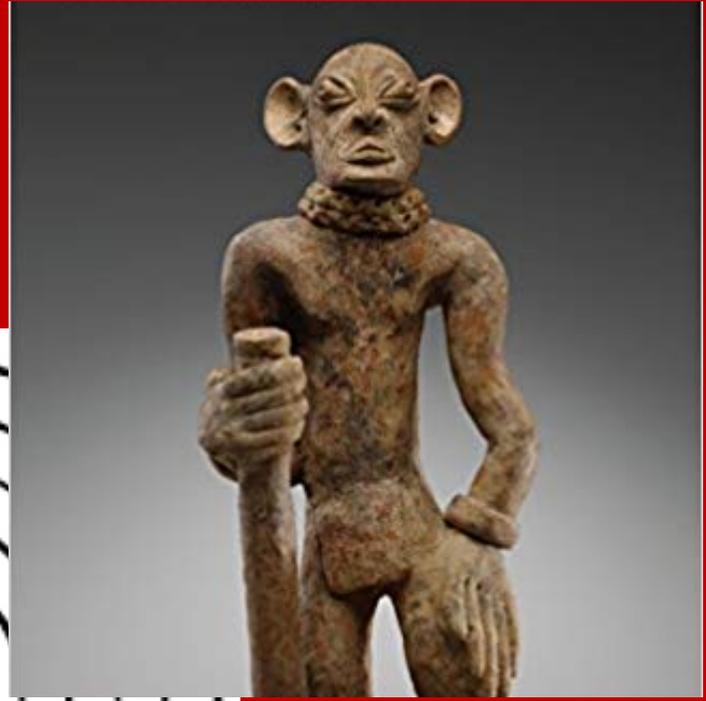


“NOT UNTRUE, BUT INCOMPLETE” IN SEARCH OF WORLD LITERATURE



ENGL 2110 (MW 11:30A-12:45P)

DR. OWEN CANTRELL

SPRING 2019

Instructor Contact Information

Dr. Owen Cantrell

Georgia State email: (preferred method of communication): ocantrell1@gsu.edu

iCollege email: ocantrell1@gastate.view.usg.edu

Phone: 678.240.6000

Office: Room #1600, Cubicle #12

Office Hours: M 8:00a-2:00p; TR 8:30-10:00a

Class Meeting Times & Location

Class: TR 11:30-12:45, Room AA 2130

Course Website: <https://ocourses.weebly.com/engl-2110.html>

Twitter: [@DrOwenC](https://twitter.com/DrOwenC)

I. Course Description

In a networked world, we encounter a variety of ideas, perspectives, and contexts from cultures around the globe. “World literature” has served as a meeting ground for those ideas; however, discovering what is deemed as canonical within world literature often has more to do with power than artistic integrity or quality.

This World Literature course will engage with the question of what world literature is (and what purposes it serves). We will take seriously Nigerian author Chimamanda Ngozi Adichie’s claim from “The Danger of a Single Story” that “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” The “single story” of World literature, then, will be the object of study throughout the course, especially regarding how this story is often “incomplete” in its canonicity.

This class will proceed chronologically by topic. Some topics will be genres (such as sacred texts or epics) while others will be thematic or historical (Enlightenment or postcolonialism). Class will consist of in-class writing, class discussion and evaluation of texts assigned, student presentations, and essay workshops.

Since this is a 2000-level English course, I will be evaluating your work based on depth and quality of ideas, as well as sophisticated rhetorical presentation of those ideas. Basic skills from 1101 & 1102 such as spelling, grammar, citation, thesis statements, and organization will be assumed; if you struggle with these, you should come see me during office hours or visit the Learning and Tutoring Center. In terms of literary analysis, we will focus on creating original interpretations of texts read for the course; outside sources should not be consulted.

As an introduction to the discipline of literary studies, this course will introduce you to some of the written genres of a literature course, including short response essays, in-class essays, and critical research essays.

II. Course Objectives

The learning outcomes for ENGL 2110 are as follows:

In this course, students will:

- Produce an academic argumentative or interpretive thesis statement supported with concrete evidence.
- Use formal and informal outlining techniques to organize essays logically and coherently.
- Compose relevant, concise, and complete introductions that clearly express the central intent of the paper and conclusions that reaffirm the thesis and attain closure.
- Develop an idea through several paragraphs, using sophisticated and appropriate transitions, topic sentences, and adequate supporting details.
- Use rhetorically appropriate tone, diction, and style.
- Write standard academic English, free of major grammar, usage, and punctuation errors.
- Analyze, interpret, and evaluate a variety of texts.
- Conduct academic research by selecting appropriate primary and secondary sources; integrating source material using paraphrases, quotations, and summaries; using appropriate attribution tags and in-text citations; and employing the assigned standard bibliographic form.

In addition to the above learning outcomes, students will also:

- Discuss and evaluate the concept of “world literature.”
- Write intelligently about various concepts in world literature, including, but not limited to: sacred texts, epics, Enlightenment, postcolonialism.

III. Required Texts

- *Bhagavad Gita*, translated by Eknath Easwaran (Nilgiri Press, 2007) (ISBN: 978-1586380199)
- *Sunjata: A West African Epic of the Mande People*, Bamba Suso and Banna Kanute (Penguin, 2000) (ISBN: 978-0140447361)
- *Goethe's Faust*, Johann Wolfgang von Goethe, translated by Walter Kaufmann (Anchor, 1962) (ISBN: 978-0385031141)
- *Ficciones*, Jorge Luis Borges (Grove Press, 1994) (ISBN: 978-0802130303)
- *The Complete Persepolis*, Marjane Satrapi (Pantheon, 2007) (ISBN: 978-0375714832)
- *Homegoing*, Yaa Gyasi (Vintage, 2017) (ISBN: 978-1101971062)

Occasional readings will be posted on iCollege. Be prepared to either print these readings or have them available in class digitally.

IV. Suggested Technology and Software

For daily class activities, the following is required:

- Pen or pencil
- Notebook paper to take notes
- Binder to contain class handouts and homework
- Laptop, tablet, and/or smartphone with Internet access (suggested)
- Reading material for that day's class

While a laptop of your own would be useful, be sure to have access to a computer with the following software:

- Word processing (e.g., MSWord)
- Reliable back-up system (You must back up all work for this course, either in the cloud or on an external hard drive—preferably both!)
- Reliable access to a printer

V. Summary of Major Units and Assignments

NB: Detailed instructions for each assignment will be posted on iCollege.

Short Paper #1

15 pts./15% of course grade

Each short paper is 2-3 pages in length and focuses on one aspect (to be assigned) of a work covered in class based exclusively on your own close reading. Short papers may be presented for class discussion.

Short Paper #2

15 pts./15% of course grade

Each short paper is 2-3 pages in length and focuses on one aspect (to be assigned) of a work covered in class based exclusively on your own close reading. Short papers may be presented for class discussion.

Short Paper #3

15 pts./15% of course grade

Each short paper is 2-3 pages in length and focuses on one aspect (to be assigned) of a work covered in class based exclusively on your own close reading. Short papers may be presented for class discussion.

Critical Essay Annotated Bibliography

20 pts./20% of course grade

For this assignment, students will be required to find 8-10 sources and construct an argument utilizing those sources. Each source must have a précis, and correct bibliographic information in MLA Citation Style.

At the beginning of the Annotated Bibliography, students will write a brief one-two paragraph summary of their proposed argument in the Critical Essay, with a strong thesis and outline of how all sources would have been deployed in a full-length essay.

Final Exam

25 pts./ 25% of course grade

Administered during final exam week, the final exam may include a variety of assessment techniques or may be essay only. The essay may be worth at least 50% of the grade for the exam.

Participation

10 pts./10% of course grade

My goal is to involve you in the learning process. Your comments and analysis will provide much of the substance of our class. To this end, your participation will be assessed on three main criteria:

- **Quality and Quantity of Contributions to Class Sessions.** Do you participate in every class? Do you make sure you remain respectful during class discussion? Do you listen carefully to the instructor and other students and respond to their contributions? Do you ask good follow-up questions? Do you take notes?
- **Preparedness.** Do you come to class ready to work, with all required preparations completed? Do you show up on time? Do you bring your textbooks and writing supplies to class?
- **Collaboration.** Do you contribute to group projects effectively, both in and out of class time? Do you put full effort into peer review? Do you make use of office hours?

Below is a guideline for participation grades:

“A” participation (95,90): superlative preparation (multiple readings of all assigned texts, excellent assignments, and further reading) for all class sessions, full awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, awareness about staying quiet so others may talk, full participation and leadership in group work and peer review, excellent homework and class assignments.

“B” participation (85, 80): full preparation for all class sessions (full reading of all assigned texts good assignments), good awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent homework and class assignments.

“C” participation (75, 70): satisfactory preparation (at least one reading of all assigned texts, basic fulfillment of assignments), awareness, and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent homework and class assignments.

“D” participation (65,60): lack of awareness and focus (sleeping in class, checking your phone or laptop when asked not to do so, and preparation (e.g., not doing the readings or completing assignments), disruptive and / or disrespectful behavior, frequent tardiness or leaving class early, lack of contributions to class discussion, failure to participate in group work.

The total number for the points is out of 100. Grades will be made available to you on iCollege and should be easy for you to track as well.

VI. Student Expectations

Classroom Etiquette

For students transitioning from high school to college, one of the most difficult challenges is the change in the expectation of student responsibility. The instructor does not give students a grade: students earn their grade. I believe that students are responsible for their own learning—from attendance to being prepared for class to completing assignments on time. This responsibility is one of the most important and often difficult aspects of entering college. Responsibility is a behavior, and one that I expect in this classroom. Responsible student behavior means being prepared for class by reading, bringing required materials to class, knowing due dates of major assignments, and completing projects by those due dates. Behaviors such as e-mailing a professor at the last minute regarding an assignment, not being aware of due dates, not coming to class, and not completing readings are indications of students not being responsible for their own education.

I am here to help you; you should always contact me if you have questions or if something comes up. View me as a partner in your educational process. Partners respect one another's time and energy. Please respect my time by exhibiting responsible student behavior, and I will respect your time as students who are busy in school and out.

Communication

When contacting any professor via email, remember to use appropriate email etiquette:

- Be sure to include a meaningful subject line to define what your message is about. An accurate subject line may also help the recipient prioritize reading your email.
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Professor Smith.¹
- Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS.
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business.
- Read through your email before sending it to make sure that your message is clear and that you haven't made any serious grammatical mistakes. Read through your email before sending it to make sure that your message is clear and that you haven't made any serious grammatical mistakes.

Reading

This class, as a literature class, has a lot of reading. Expect to read between 60-80 pages for each class period. Plan to be prepared for each class period; I may ask you to leave and return when you are prepared for class if it is evident you have not read. If you are not willing to read this amount (or believe you can skim the reading or read summaries online), I may suggest this class may not be for you.

Attendance

Attending class is essential to the writing classroom. Over the course of the semester, you may miss a maximum of **four (4)** classes without penalty. After that, I will deduct **1/3 of a letter grade** from your final course grade for every missed class beyond those **four (4) classes**. After **eight (8)** absences, I may drop you from the course.

¹ You should always call your professors one of these two titles unless they tell you otherwise. This is a handy [infographic](#) to help you determine this.

I do not distinguish between excused and unexcused absences. In other words, unless it is a university-approved absence (extracurricular activity), all absences, including illness, count towards your **four (4)** absences. Furthermore, any work missed during an absence (including quizzes) cannot be made up.

Campus Carry

The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law.

Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.

Withdrawals

Withdrawals appear on a student's permanent record and count towards a student's attempted hours. You can find the information regarding different types of withdrawals at <http://registrar.gsu.edu/registration/withdrawals>. The withdrawal deadline for this course is March 5th.

VII. Submission of Work and Grading

All work must be submitted on iCollege by the correct time and date.

Late Assignments

Try to avoid late assignments. However, you can receive an extension for good cause if you (1) contact me *before* the assignment is due by means of an e-mail in which you explain the reason for the delay and (2) propose in the memo a reasonable deadline (less than one week), which you then keep. The email in which you propose an alternative date functions as a contract. Failure to keep the new deadline breaks the contract, and I won't accept your assignment unless you can document extraordinary circumstances (e.g., you're hospitalized). Use this option no more than twice in a semester. Oral presentations are excluded from this option; they are ALWAYS due on the assigned date. Emergencies will be dealt with on an individual basis.

Absent exceptional circumstances, failure to complete daily work or a project stage by the date it is due will result in the student losing the full point value assigned to such work.

Late is better than never when it comes to project stages and the like because failure to complete the work associated with a stage or draft altogether would result in an unsatisfactory grade on the overall project.

Similarly, since each project builds from previous projects and failure to complete any one project may lead to an unsatisfactory grade for the course, turning a final draft in late is better than not turning it in at all.

Any assignment that is not submitted will be recorded as a 0 ("zero").

Missing and Missed Assignments

Except for absences officially exempted by Perimeter College or exceptional and unanticipated situations, I do not allow students to make up missed quizzes, presentations, or in-class assignments. Missing work is counted as a "0."

Policy on Academic Honesty

Plagiarism is serious and something I take especially seriously. You should not consult any outside works when preparing for this class. If I find you have plagiarized any projects, you will receive a 0 for that project; I reserve the right to fail you from the class completely in the class of extreme instance of plagiarism.

Please review Perimeter College at Georgia State's policies regarding academic honesty:
<http://www2.gsu.edu/~wwwfhh/sec409.html>

In this policy, they define plagiarism as “presenting another person's work as one's own” including “any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own” (“Policy on Academic Honesty”).

In this course, plagiarism will be penalized by immediate failure of the plagiarized assignment and being reported to the Dean of Student. Further penalties will be at the discretion of the instructor.

Graded Evaluation and Rubric

The following grading scale will be used in this course.

Letter grade	Numeric Equivalent in this Class
A Excellent: Excellent mastery of course material. Student performance indicates a very high degree of originality and creativity, or both. Excellent performance in analysis, synthesis, and critical expression. The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery of material.	100-90
B Good: Good mastery of course material. Student performance demonstrates a high degree of originality, creativity, or both. Good performance in analysis, synthesis, and critical expression. The student's achievement exceeds the usual accomplishment, showing a clear indication of initiative and grasp of the subject.	89-80
C Average: Acceptable mastery of course material. Student demonstrates some degree of originality, creativity, or both. Acceptable performance in analysis, synthesis, and critical expression. The student has met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.	79-70
D Poor: Deficient in mastery of course material. Originality, creativity, or both apparently absent from performance. Deficient performance in analysis, synthesis, and critical expression. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.	69-60
F Failure: Serious deficiency in mastery of course material. Originality, creativity, or both clearly lacking. Seriously deficient performance in analysis, synthesis, and critical expression. The student has not met the minimum requirements.	1-59
0 (zero) Work not submitted	0

VIII. Resources

Office Hours and Appointments

My office hours are held in Room #1600, Cubicle #12 unless otherwise noted M 8:00a-2:00p; TR 8:30-10:00a, and other times by appointment; email is encouraged. Occasionally, meetings must be scheduled during office hours, but I will always notify you via email or on iCollege.

You can *always* make an appointment to see me. I would strongly encourage you to schedule at least one individual appointment during the semester to review your progress up to that point. You should schedule an appointment and/or send email if you have concerns, questions, or problems with any assignment. An individual conference can help you meet your academic needs, so prepare *an agenda of what you want to deal with* during this time.

If an emergency arises so you cannot make a scheduled appointment, please contact me by email. (***NB***: I make every effort to answer email within 24 hours, except on weekends, when email may not get a response until Monday.)

Learning and Tutoring Center

The Learning and Tutoring Center (LTC) is an excellent resource on campus that you should take advantage of. The LTC can help you during any stage of the writing process from brainstorming and drafting to revising and editing.

The LTC is in Room #1130 and is open Monday-Thursday 10:00am-6:00pm and Friday 11:00am-3:00pm. If you have any questions or concerns, you can contact them via phone at 678.240.6085.

GSU Alpharetta Library

The GSU Alpharetta Library can be a great means of acquiring books, articles, and other sources for your essays. The library is willing and able to help you on a wide range of projects that deal with outside sources, which your essays will this semester.

The GSU Alpharetta Library is in Room #1230 and is open Monday-Thursday 8:00-7:00p and Friday 8:00-5:15p. If you have any questions or concerns, you can contact them via phone at 678.240.6135.

Disability Services

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Course Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation

Course Syllabus

The course syllabus provides a general plan for the course; deviations may be necessary. The instructor has discretion to change assignments, policies, and readings to accommodate the educational needs of the class population.

Course Calendar

The Course Calendar for this course can be viewed at <https://occourses.weebly.com/course-calendar2.html>. Please check this course calendar for daily readings, assignments, and due dates.

STATEMENT OF UNDERSTANDING
PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO
DR. OWEN CANTRELL

I affirm that I have read the entire syllabus for ENGL 2110 and understand the information and the responsibilities specified.

print full name

legible signature

date