



ENG 2020 World Literature II

3 Hours; June 8 – Jul. 31, 2020

Online

Instructor Information

Dr. Terry Engel
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American Studies 301

Preferred method of contact: Harding Email works best for me. I check my Harding email several times a day. You can also send me messages on Canvas, or phone, but my phone is set to screen robo calls, so you can state your name and I'll pick up, or leave a message and I'll call back.

Office Hours (phone, Canvas Chat, or email):

Call or email to set up an appointment if you want to talk via Zoom, or, if you see I am online you can start a chat. I typically look at the course first thing in morning and last thing at night.

I will make every attempt to respond to emails before 9 p.m., and no later than 24 hours after receipt.

University Mission Statement: "Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."

College Mission Statement: The College of Arts & Humanities continues our original mission of training, nurturing and graduating students who are agile, decisive thinkers skilled in evaluation, reflection and problem solving. Our graduates are prepared to continue their studies in graduate schools, enter into any one of more than a thousand professions in today's workforce, or pursue careers that have yet to be created.



Program Outcomes

The mission of the Department of English Language and Literature is to:

- PLO 1 - Develop the rhetorical and critical thinking skills necessary for proficiency in reading and writing;
- PLO 2 - Develop effective written expression;
- PLO 3 - Build an appreciation for literature as both aesthetic expression and a reflection of the human culture, thought and ideals;
- PLO 4 - Demonstrate the importance of reading literature within a spiritual context and of applying Christian values to written communication.

Catalog Description

Writers from the Neoclassic Age to the present whose ideas are representative of concepts, movements, or creative expressions that have had significant impact upon western culture.

There are no course prerequisites.

Course Rationale

This course gives students the opportunity to be exposed to a wide range of cultural and historical contexts, while at the same time sharpening analytical skills. Studying world literature specifically enables us to explore universal themes such as love, faith, honor, and death, while learning to appreciate the particular nuances of different cultures. In this course, students will develop an understanding of and respect for other cultures by engaging with a variety of literary texts—fiction, non-fiction, poetry, drama, and film—that have influenced cultures around the world from the seventeenth century to the present.

Integration of Faith and Learning Statement

Please understand that a survey of World Literature from the 17th Century to Contemporary times will include works written from a variety of perspectives, and that some elements of the work will explore other religions and worldviews, and may include incidents related to sexual immorality, violence, abuse, death, and even criticisms of Christianity. Exploring these works helps place our own Christian beliefs in perspective and helps us understand other cultures and how viewpoints have changed over time, so that we are better prepared to spread Christianity to people who don't necessarily think the same way that we do.

Required Course Materials

- 978-0-393-60284-5 Martin Puchner, General Editor. *The Norton Anthology of World Literature, 4th ed. Vol D*
- 978-0-393-60285-2 Martin Puchner, General Editor. *The Norton Anthology of World Literature, 4th ed. Vol E*
- 978-0-393-60286-9 Martin Puchner, General Editor. *The Norton Anthology of World Literature, 4th ed. Vol F*
- 978-0435909888 Achebe, Chinua. *Things Fall Apart*. Heinemann.
- Achebe, Chinua. *Things Fall Apart*
 - [Things Fall Apart by Chinua Achebe -- Anchor Books](#)

Use of older editions may result in assigned texts not included, different translations, and different page numbers.

Textbook Rationale

Although we cannot read every text included in the anthologies, the Norton offers excellent introductions to literary periods, regions, and authors and no other materials will be required for the course.

Harding University Bookstore

[Harding's Bookstore Website](#)

Note that these (all 3 volumes) are available for rent or used starting at about \$49 from various sources online. You can purchase all 3 volumes from [Amazon](#).

University Level Student Learning Outcomes:

The following [outcomes](#) reflect the ideals of both the university mission statement and the liberal arts program and represent the basic capabilities of all Harding bachelors-level graduates.

- Global Citizenship: Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own. **ULO 4**
- Historical Perspective: Students will demonstrate a broad perspective on the context of the past and the development of ideas that enables them to understand and evaluate current issues. **ULO 5**
- Critical Thinking: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion. **ULO 3**

Course Objectives

The following outcomes reflect the basic course knowledge, skills, and dispositions of a successful student:

- CLO 1 - Examine knowledge of literary concepts, movements, and traditions from a wide range of nationalities, cultures, and time periods. (PLO 1, 3, 4)
- CLO 2 - Identify knowledge of historical developments and literary reactions to those developments. (PLO 3, 4)
- CLO 3 - Analyze artistic, spiritual, political, and interpersonal beliefs and values of people from diverse nationalities and cultures and apply that understanding to current issues stemming from differences in nationality, ethnicity, religion, gender, and culture. (PLO 1, 2, 3, 4)

Learning/Unit Objectives

At completion of this module, you will be able to:

Module 1

- Identify intellectual, cultural and contextual issues associated with the Enlightenment Period in France. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Enlightenment period. (CLO 3)
- Compare the ideas and values of the Enlightenment period to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Module 2

- Identify intellectual, cultural and contextual issues associated with the Enlightenment Period in France and Haiku poetry in Japan (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Enlightenment period from a Western and Eastern perspective. (CLO 3)
- Compare the ideas and values of the Enlightenment period to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)
- Create a Haiku poem to demonstrate understanding of unique literary forms. (CLO 1)

Module 3

- Identify intellectual, cultural and contextual issues associated with the Age of Revolutions in Europe and the Americas and The Crossroads of Empire in Asia. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Age of Revolutions in Europe and the Americas and The Crossroads of Empire in Asia. (CLO 3)
- Compare the ideas and values of the Age of Revolutions in Europe and the Americas and The Crossroads of Empire in Asia to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Module 4

- Identify intellectual, cultural, and contextual issues associated with the Realism Across the World. (CLO 1, 2)

- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret the ideas and values of the Realism Period. (CLO 3)
- Compare the ideas and values of the Realism Period to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Module 5

- Identify intellectual, cultural and contextual issues associated with the Realism across the World. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Realism Period. (CLO 3)
- Compare the ideas and values of the Realism Period to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Module 6

- Identify intellectual, cultural and contextual issues associated with the Modern Period and Modernism. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Modern period. (CLO 3)
- Compare the ideas and values of the Modern period to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)
- Identify intellectual, cultural and contextual theme associated with one of the course texts and connect and synthesize the theme across a variety of other media.(CLO 1, 2, 3)

Module 7

- Identify intellectual, cultural and contextual issues associated with Contemporary World Literature. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Contemporary period. (CLO 3)
- Compare the ideas and values of the other cultures to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Module 8

- Identify intellectual, cultural and contextual issues associated with the Contemporary World Literature. (CLO 1, 2)
- Identify major literary authors and text. (CLO 1, 2)
- Analyze and interpret ideas and values of the Contemporary Period. (CLO 3)
- Compare the ideas and values of various cultures to contemporary ideas from your religious perspective. (CLO 3)
- Discuss the significance of literature and the role it plays in the larger culture. (CLO 3)

Assignments and Grading

Weekly Discussion Forums (one discussion per reading assignment, 16 points each)	15%
Weekly Study Guide Questions:	15%
Making connections Project	20%
Exam 1	25%
Exam 2	25%

Look at the Assignments Tab on the Canvas Home Page to see relative weights of the Assignments.

Grading Scale

A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	< 59.9

Grades will be rounded to the nearest tenth of a percentage, using standard rounding rules.

Class Procedures and Due Dates

- The Class is organized into eight weeks, and into two halves; each week has assigned readings and individual and group assignments. Lecture presentations will also be made available at the

beginning of the week. These presentations will include voice-over lecture of the PowerPoint slides, and exam material will come directly from these presentations.

- There will be a module on the Home page of Canvas for each week of the class. These modules will include Study Guide Questions, PowerPoints and lectures and other handouts. You can also expect a message at the beginning of each week laying out the week's activities and expectations.
- Exams fall at the end of four weeks and eight weeks. One major project will be due at the end of the 6th week.
- Each week begins on Monday morning at 12:01 a.m. and ends on Sunday evening at 11:59:59 p.m., Central Daylight Savings Time Zone (Searcy time). The exception is the eighth week, which ends on Friday at midnight. **You will need to make sure that you have internet access and are available to take the final exam on Friday July 26, since Canvas will not be available after midnight on that date.**
- **Weekly assignments will not be accepted after 11:59:59 p.m. on Sunday of the week they are assigned.** They will be assigned a grade of zero. Partially completed assignments may be turned in by the deadline and receive partial credit.
- Readings should be completed as early in the week as possible. (Weekly assignments that are completed and turned in early will receive extra credit (see specifics under the descriptions below).
- A set of study guide questions will be posted for each reading assignment; these questions should be answered as you read, or as soon as possible after reading, and the answers posted as quickly as possible.
- Other weekly assignments include participation in Discussion Groups, which is important for creating a sense of classroom community as well as making connections between the texts and current issues and experiences.

Attendance:

- Regular attendance (logging in to Canvas) is expected. The course is not designed for students to work ahead or to work independently. Since participation in weekly discussions (the classroom community) is an important part of the learning process, as well as necessary to receive feedback and announcements from the instructor, it is important that you log in several times during the week. Students are welcome to read assignments before the week they are assigned, but it is not guaranteed that study guides, lectures and slide shows, and discussion topics will be available before the week of the assigned reading.
- Students who fail to log in for 5 consecutive days will be dropped from the class with a failing grade. **July 27 -- Last Day to Drop Class**
- **In the event you lose internet access, you should call me during the next available office hours so that the disruption can be accommodated.**
- Lack of internet access, computer issues, individual travel plans are not acceptable excuses for late or missing work and will not be accepted. The student is expected to have back-up access plans, such as public computers at the local library.

- Should Canvas not be available, the instructor will email the class with instructions. In such an event the schedule or due dates will be adjusted to account for the disruption.

Plan for Success:

In order to ensure success, the following details suggest how you should approach the course and the assignments:

- Early in the week (No later than Tuesday):
 - Get the reading assignment
 - Download or print out the study guide questions for the reading assignment
 - Review the weekly discussion questions
 - Watch and/or read the PowerPoint with voice-over lectures to help you understand contexts and themes as you read. **It is strongly suggested that you print out a hard copy of the PowerPoint presentations and take notes as you listen to the voice-over, since this will help you to make connections between the text and the themes explored in the course.**
- During the Week
 - If you find study guide questions that you cannot answer, you may post them to a Discussion board for questions that I will create and monitor each week. I will provide answers and further insights to the first 10 questions posted. (For example, you might ask me to answer question 18.) Even if you don't have questions about the study guides, it is also a good idea to monitor this board to gain further insights into the text and themes.
 - As you read the text, answer the questions, and review the PowerPoints, be sure to send any questions that arise. Especially let me know about links that don't appear to be working or other technical glitches, since I will need to address these as soon as possible. You can do this via email, Canvas message, or questions to the Discussion board. Email will be the fastest way to get a response.
- Latter part of the week:
 - Submit the study guide questions as soon as they are complete. The Due date for full credit for Study Guides is always Friday of the week assigned. However, study guide answers turned in earlier in the week will receive extra credit. Those turned in after the due date will receive minor reductions.
 - Write your original Post to your group in the Weekly Discussion Forum. Pay attention to your word count, since posts that don't meet the required word count (minimum 200 words) will receive lower grades.
 - Respond to the posts of two groupmates (Minimum 50 words each response). Note that if a groupmate has not posted to the Discussion Forum by Friday at midnight, you are not required to respond to his or her post. That student may not get any responses for the week. Just make sure you respond to someone in your group by the deadline to get full credit. [You will not be penalized if other students in your group fail to post to a discussion forum.](#) You may respond to a groupmate who has posted earlier in the week, even if several students have already responded to that student.
- Preparation for Making Connections Projects
 - Think about important themes for each of the works we read. Themes are usually identified in the authors' introductory notes in the text, as well as on the PowerPoint Presentations. Choose a Theme that Intrigues you, and make sure that you understand

how the theme is reflected in the text that introduces it. Then begin to think about how the theme has changed over time, and how it is reflected in today's culture.

- Research the theme (see Making Connections below), and think about how you might go about researching the theme in other works of literature, art, music, film, theatre, or current media.
- Choose a medium to present your Making Connections Project and begin assembling the artifacts.
- Once the artifacts are assembled, you can begin writing about how each artifact explores the theme.
- Preparation for the Exams
 - We will be engaging with new material up until the Exam opens near the end of week 4 and week 8, so study for the exams should be an ongoing process.
 - In the week leading up to the exam, review study guides, PowerPoint lectures, Discussions, and any notes you may have made.

Study Guide Questions (15%)

- For each reading assignment, there will be a set of questions that come directly from the text. These may include ideas about the text or author from the introductions to each reading, or plot and character ideas from the text itself. The questions are designed to help you read carefully and to pick out major ideas from the text, so that you can understand what is happening and use those ideas to feed into your discussion questions or to prepare you for the exams.
- The number of questions on each study guide is relative to the length of the text. So, longer readings equal more questions. Study guides for the week should be completed by 11:59 p.m. on Friday, for full credit. This will prepare you for answering the discussion prompts, as well as preparing for the exams.
- Study Guides turned in by Thursday at midnight will receive a 5% bonus; Study guides turned in by Wednesday at midnight will receive a 10% bonus.
- Study Guides turned in on Saturday will receive a 5% downgrade. Those turned in on Sunday will receive a 10% downgrade. Study guides not received by Sunday at midnight will receive a grade of zero.
- If you do have trouble answering a specific question from the study guide, or you doubt the accuracy of your answer, you are invited to present specific questions from the study guide on the weekly discussion board that I will make available (See **“Week 1 Study Guide Questions That You Have Difficulty Answering.”**) You can post these questions at any time during the week and adjust your study guides accordingly, to ensure accuracy. I will only guarantee to answer the first 10 study guide questions presented to this discussion board.

Discussion Forums (15%)

- You will interact with your classmates each week in the Discussion Forum as you engage in a conversation about the course readings and films. Typically, the forums ask you to comment on two or more issues in one posting.
- You must review the rubric associated with the discussions before completing them.
- In addition, you are required to respond to the postings of two of your peers. You may also reply to a groupmate who has responded to your post, for possible additional credit.

- Each week you are responsible for responding to one discussion forum. Since this is a large class, discussion group size will be limited to 6 students per group. Each week I will assign you randomly to a group.
- Your original posts in the Discussion Forum will require you to adequately respond to the discussion prompt in a minimum of 200 words. Give careful thought to the prompt before posting your response. In the forum you are engaging in a conversation about a text; try to enlarge the conversation and avoid repeating what others have already said in their original posts (This does make it easier for students who respond earlier in the week, as opposed to later in the week).
- Each discussion forum is worth 16 points (10 points for your original post, and 3 points each for your response to two of your groupmates).
- Students must first write an original post on the forum before they will receive credit for replying to another student in the group.
- In order to be eligible to receive full credit for the original post, it must be submitted by Friday at midnight.
- **Extra Credit and Deductions:**
 - + 1 point – Original posts before midnight of Thursday evening.
 - - 2 points -- Original Posts received Saturday.
 - - 4 points -- Original posts received on Sunday will receive a 4 point deduction.
 - - 1 point -- per 50 words below minimum length requirement
- Once you have entered your original post, you should reply to two classmates' posts in at least 50 words each. Each response is worth 4 points, and your response should go beyond simply agreeing with the original post. Students are expected to engage with classmates in a respectful manner. Even if you disagree with someone, be sure to state your disagreement respectfully, and be sure to explain why you disagree and back up your disagreement with clear reasoning and textual support. You may respond to classmates and get credit, even if you don't make an original post.
- Discussion Forums close at midnight on Sunday evening; posts not made by that time will receive a grade of zero.
- Students will not be penalized if there are no other students in your group to respond to, or if there are not enough posts to respond to two groupmates.
- *Please Note that I may not respond to discussions, unless I need to clarify or correct a point. However, I may choose to share exemplary posts with the entire class.

Making Connections (20%)

Students will conduct a research project related to one of the works covered in the course. The project encourages students to make connections between one assigned reading and several other sources from modern popular culture and media. The two project is due at the end of the 7th weeks, on Sunday, at 11:59 p.m.

Select one of the readings from the course outline and identify a theme, issue, or concept that the work addresses. For example, if you are intrigued by "The Metamorphosis," you might work with the issue of "meaningless work in the modern era."

Please Note: You may use one, and only one, reading from the course outline or course materials in this project. The other four artifacts you use must be a result of creative and critical thinking and of searching and researching. You may not select a theme and use examples of the theme from the course materials.

1. Next, search for a work of literature, art, music, and film (one of each!) which relates/connects to your chosen work from the course and/or illustrates/connects to your theme, issue, or concept. Again, these four artifacts should not come from the course materials, but should be ones that have resulted from your creative and thoughtful search.

Search academic websites, museum websites, and other legitimate sources. Do not get your artifacts from Google Images, Facebook, personal blogs, and such. Your four artifacts should not come from the course materials, but from your creative and thoughtful search.

Again, this is a research project, although not a traditional research paper.

2. Assemble your five items (course work +lit +art + music + film) in alphabetical order by author, artist, musician, and the film by title in a Word document, PowerPoint presentation, or through a link to a blog or other website. Begin with an MLA heading and a title (such as Making Connections: Transition from Childhood to Adulthood). Include the bibliographic information for each of the five items in alphabetical order and in MLA format. Following each bibliographic entry, include a two-paragraph annotation. In the first paragraph, describe and analyze the artifact. In the second paragraph, explain how the item connects to your chosen work and/or theme. Include visuals, song lyrics, or other media in the presentation of your work.
3. Post your project to Canvas for grading AND to the Making Connections Discussion Forum to share with your classmates by the due date.

View a Making Connections Project prepared by a former student of one of my colleagues, who gave me the idea for this assignment: [The Struggle with Darkness Example using blogspot](#)

NOTE: Please do not include any of the items in the sample project in your project.

Exams (2 at 25% each)

- Exams will be given over the 1st half of term (Week 4) and the 2nd half of term (week 8). The second exam is not cumulative.
- Exams will be taken on Canvas, in a timed situation. While it is impossible to prevent use of notes and textbooks in an online exam, the time limit for the exam makes extensive searching through the text for quotes or reviewing PowerPoints detrimental to success. Students are encouraged to approach the exams as they would in a classroom situation, without notes or text, and relying on your memory and command of the text and study materials.
- The exams will include a mix of multiple choice, matching, and short answer questions that cover plot and character details (to ensure that the texts were read closely); as well as quotations from various readings, where you will need to identify the text and the significance of the quotation to the themes of the work; and finally there will be a few short discussion questions designed to test your understanding of the meaning and significance of the overall work.
- More details will be given closer to test time.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. Rubrics are located in two places: 1) discussions – when you go the discussion forum you will see

the gear wheel at the top right of the discussion page. Click on it, a drop down appears and one of the options in that menu is "Show Rubric." 2) assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Course Calendar

- June 8 – First Day of Class
- June 9 – Last Day to Add Class
- July 27 -- Last Day to Drop Class
- July 31 -- Last Day of Class
- Attendance: Students who fail to log in for 5 consecutive days will be dropped from the class with a failing grade.

Date	Reading Assignments	Assignments Due (all dates are 11:59 p.m., eligible for full credit)
Week 1: Monday June 8 – Sunday June 14	<ul style="list-style-type: none"> • “The Enlightenment in Europe and the Americas”: Vol. D, pgs. 91-99 • <i>Tartuffe</i> by Moliere: Vol. D, pgs. 141-97 	Friday: <ul style="list-style-type: none"> • “Enlightenment” Study Guide • <i>Tartuffe</i> Study Guide • <i>Tartuffe</i> Discussion Forum (original post) Sunday: <ul style="list-style-type: none"> • Discussion Forum (groupmate responses)
Week 2: Monday June 15 – Sunday June 21	<ul style="list-style-type: none"> • <i>Candide</i>, by Voltaire: Vol. D, pgs. 369-431 • “Early Modern Japanese Popular Culture;” “The World of Haiku”; “The Mountain Well”; “Haiku Dialogue”; “New Flower Gathering”: Vol. D, pgs. 442-46; 679-682; 695-97 	Friday: <ul style="list-style-type: none"> • <i>Candide</i> Study Guide • “Haiku” Study Guide • <i>Candide</i> Discussion Forum (original Post) Sunday: <ul style="list-style-type: none"> • Discussion Forum (groupmate responses)
Week 3: Monday June 22 – Sunday June 28	<ul style="list-style-type: none"> • “An Age of Revolutions in Europe and the Americas: Vol. E, 3-15 • <i>The Interesting Narrative of the Life of Olaudah Equiano</i>: Vol. E, pgs. 72-97 • “At the Crossroads of Empire” and “The Tale of Kieu”: Vol. E, pgs. 433-78 	Friday: <ul style="list-style-type: none"> • “Age of Revolutions” and “Narrative of Equiano” Study Guide • “Crossroads of Empire” and “Tale of Kieu” Study Guide • <i>Equiano</i> Discussion Forum (original post) Sunday: <ul style="list-style-type: none"> • Discussion Forum (groupmate responses)
Week 4: Monday June 29 – Sunday July 5	<ul style="list-style-type: none"> • “Realism Across the World”: Vol. E, pgs. 569-73 • <i>The Death of Ivan Ilyich</i> by Tolstoy: Vol. E, pgs. 678-721 	Thursday: <ul style="list-style-type: none"> • “Realism” Study Guide • <i>Death of Ilyich</i> Study Guide • <i>Death of Ilyich</i> Discussion Forum (original Post) Friday: <ul style="list-style-type: none"> • Discussion Forum (groupmate responses)
Friday July 3 – Sunday July 5		Exam 1

<p>Week 5: Monday July 6 – Sunday July 12</p>	<ul style="list-style-type: none"> • “The Cane” by Machado: Vol. E. pgs. 781-87 • “The Lady with the Dog” by Chekov: Vol. E. pgs. 806-11; 851-63 • “Punishment,” and “Kabuliwala” by Tagore: Vol. E. pgs. 863-878 • “Separate Ways” by Ichiyo: Vol. E. pgs. 879-87 	<p>Friday:</p> <ul style="list-style-type: none"> • “The Cane,” “Lady/Dog,” “Punishment/Kabuliwala,” and “Separate Ways” Study Guides • Realistic Short Fiction Discussion Forum (original post) <p>Sunday:</p> <ul style="list-style-type: none"> • Discussion Forum (groupmate responses)
<p>Week 6: Monday July 13 – Sunday July 19</p>	<ul style="list-style-type: none"> • “Modernity and Modernism”: Vol. F, pgs. 3-13 • <i>Heart of Darkness</i> by Conrad: Vol. F, pgs. 14-78 	<p>Friday:</p> <ul style="list-style-type: none"> • “Modernity” Study Guide • <i>Heart of Darkness</i> Study Guide • <i>Heart of Darkness</i> Discussion Forum (original post) <p>Sunday:</p> <p>Discussion Forum (groupmate responses)</p>
<p>Monday July 20</p>		<p>Making Connections Project</p>
<p>Week 7: Monday July 20 – Sunday July 26</p>	<ul style="list-style-type: none"> • “Contemporary World Literature” Vol. F, pgs. 875-82 • <i>Things Fall Apart</i> by Achebe (internet link) 	<p>Friday:</p> <ul style="list-style-type: none"> • “Contemporary World” Study Guide • <i>Things Fall Apart</i> Study Guide • <i>Things Fall Apart</i> Discussion Forum (original post) <p>Sunday:</p> <p>Discussion Forum (groupmate responses)</p>
<p>Sunday July 26</p>		<p>Discussion Forum on Making Connections Project from a classmate: Respond to a classmate’s Making Connections Project (200 words)</p>
<p>Week 8: Monday July 27 – Friday July 31</p>	<ul style="list-style-type: none"> • “Death Constant Beyond Love” by Marquez: Vol. F, pgs. 909-16 • “Yellow Woman” by Silko: Vol. F, pgs. 927-35 • “Girl” by Kincaid: 1043-45 • “The Women’s Swimming Pool” by Al-Shaykh: Vol. F, pgs. 1077-1083 	<p>Thursday:</p> <ul style="list-style-type: none"> • “Death Constant,” “Yellow Woman,” “Girl,” and “Women’s Swimming Pool” Study Guides

Friday July 31 – Saturday Aug. 1		Exam 2
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Required Technology

This course will be facilitated using Canvas, the Learning Management System used by Harding University.

- [Canvas Policy](#)
- A personal computer running Microsoft Windows 8 / 10 or Apple Macintosh running OSX
- Log in to the course at [Canvas Login](#)

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit [Canvas](#).

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

Minimum Technical Skills

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

Technical Support

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu

Website: [elearning Services](#)

Again, please remember that your instructor should be your first point of contact.

Institution Policies

Academic Integrity: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching---learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self---identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Specific Harding University Accommodations/Disability statement is available at [Harding Disabilities Services](#).

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Academic and Institutional Support – for academic support including coaching and tutoring visit the [Academic Resources](#) website and [Student Services](#).

Academic Grievance Policy

If a student believes that he or she has reason to question, the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards [of academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

Cheating: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

Plagiarism: Representing the words, ideas or data of another as your own in any academic exercise.

Fabrication: Falsification or unauthorized invention of any information or citation in an academic exercise.

Aiding and Abetting Academic Dishonesty: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

Respect: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the on-line world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

-Stereotypes of any nature, whether it be profession or class of people

-Politics

Lurking: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an on-line class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

Drifting: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the on-line environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.