

Syllabus for English 2120-003 and 012/Fall 2018 Movement, Migration, Identity

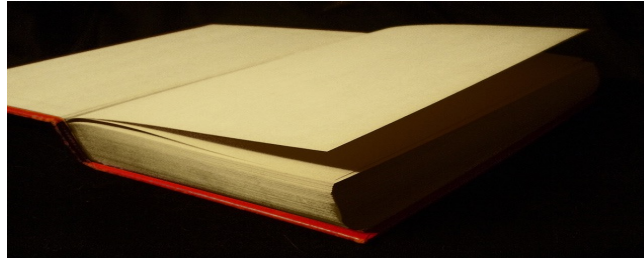


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What Other Students Say About This Course:

“Because this course delved into the issues of a present time, I found it very helpful in forming opinions and considering the issues of today.”

“This course helped me to see things through others’ eyes. I don't have to agree with something a person says, but we all need to learn to be



respectful of others and their opinions. If the whole world could treat people like this class treated each other, it would be a much happier (and educated) world.”

“Whole class discussions were awesome. I really looked forward to them.”

“I liked that our ideas were never wrong. Most teachers want you to get the exact same ideas as them from reading books and other pieces of literature, but Ms. Nalley let us have our own ideas and told us they were still valid. I liked that we had freedom on assignments to take them where we wanted to and could be creative.”



My contact: Kathleen Nalley

snalley@clemson.edu

511 Strode

Office Hours: 8-9:25 a.m., T/Th, and by appointment. I'm also always in 313 ACS between classes at 12:15-12:30 and 1:45-2:00, T/Th.

Class Location/Time: Section 003: 9:30-10:45/313 ASC

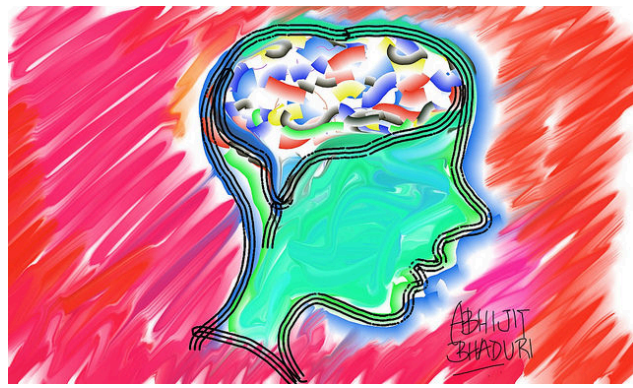
Section 012: 11:00-12:15/313 ASC

COURSE DESCRIPTION

The primary objective of sophomore literature is to provide you with the skills necessary to perform close reading of texts in a variety of genres, including poetry, essays, novels, short stories, and creative nonfiction. The importance of reading closely is emphasized and necessary for daily discussion. You will become more confident in your abilities to analyze literature, both formally (e.g., in written essays) and informally (e.g., discussions).

The focus in this course will be texts that **explore humanity's collective identity**, specifically in regards to movement across cultures and geographies. We will participate in **rigorous discussions** that consider various perspectives from various cultures, dissect nationalistic vs. collective identities, and, ultimately, examine the overall role of literature as a catalyst for human empathy.

Additionally, this class is participating in Clemson's "CT2" campus-wide Quality Enhancement Plan to target undergraduate **critical thinking**, an invaluable skill for you to strengthen during your college career (employers highly value this skill!). We will focus on consciously practicing critical thinking skills throughout the semester: in our discussions, reflections, presentations, and projects. As part of this effort, you



will complete two versions of the California Critical Thinking Skills Test (CCTST) and submit an artifact (one of our three projects) as a measure of mastery of critical thinking skills.

GENERAL EDUCATION REQUIREMENTS: In meeting the requirements of this course, you will demonstrate competencies in three University general education areas, including:

- **Arts & Humanities:** Demonstrate an understanding of the arts and humanities in historical and cultural contexts;
- **Communications:** Effective oral and written communication is the means by which all competencies will be demonstrated; and
- **Critical Thinking:** Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

LEARNING OUTCOMES

(INCLUSIVE OF CRITICAL THINKING SKILLS):

1. You will **read, critically review, and analyze** a variety of literature that transcends historical periods and genres. Within discussions and assignments related to these readings, you will **explore complex challenges and analyze multi-dimensional issues**.
2. You will **identify, critically reflect upon, and articulate** the cultural relevance for the texts analyzed (not only within the cultures in which the texts were written or written about, but also how the themes and philosophies in the texts permeate our contemporary culture).
3. You will **strengthen your writing craft** through reflection in informal written assignments, as well as in a formal academic paper. You will **communicate complex ideas** effectively through both oral and written analyses.
4. You will apply your knowledge of the text and its cultural context to a new media and/or creative project, wherein you will **extrapolate from one complex conceptual context to another**.
5. You will **collaborate with peers** to create a dynamic presentation that synthesizes close textual reading and critical thinking. This requires you to work together to evaluate peers' analyses, distill information, and articulate the group's collective response to a text.



In-class quizzes, writings, and discussions, individual and group projects and presentations, and mid-term and final exams are used as the measure of mastery of these learning objectives.

COURSE CONTENT



canvas
BY INSTRUCTURE

We will use the online learning management system, **Canvas**, for our course. Assignments, rubrics, expectations, grades, and absences are recorded in Canvas. You are expected to check Canvas and thoroughly read assignments, rubrics, and expectations there.

1. Required Text Reading: You will have daily reading assignments, as indicated on the course schedule at the end of this syllabus. We will be on a rigorous reading schedule! Be sure to have thoroughly read the text prior to the date it is due on the schedule. You will have daily reading quizzes to test that you have read the material. Please note you must purchase the following books. All other readings will be provided on our Canvas page (or as a link from our Canvas page):

Novels:

1. *The Refugees*, Viet Thanh Nguyen
2. *Exit West*, Mohsin Hamid
3. *Monsoon Mansion*, Cinelle Barnes

Additionally, we will read and discuss poetry, essays, and short stories by various authors across the globe. These will be provided via Canvas link or printouts in class.



2. In-class Writing and

Quizzes: You will participate in daily in-class quizzes to test that you are reading the material: 5 questions, 20 points each. Some days, you will participate in writing exercises related to our reading. I will offer a question or prompt, and you are to reflect and respond in a thoughtful way. These will be used to test your knowledge of the reading material and often to jumpstart our classroom discussion. **Be sure to always bring your laptops to complete these writing responses!** No makeups are allowed; do not ask.

3. Projects: You will complete **three projects** during the course of this class. One will require you to work with a partner to create a podcast. A second project will be a literary analysis paper wherein you establish an argument and work to support that position. A third project will involve the creation of an Adobe Spark web site. These projects may be used as CT2 artifacts, showing how your critical thinking skills have strengthened in the class.

4. Midterm and Final Exams: Mid-term exams will be cumulative to that point in the semester. The exam will include identification questions. A final exam will be structured the same way and will be cumulative for the entire semester.

5. Class Participation: As this class is participatory by nature—meaning each class will involve class discussion and active participation—you are expected to actively participate by speaking, doing class work, and working collaboratively. **Simply showing up and being present will earn a C. As a matter of fact, every student will begin the semester with a C for this grading category.** It is totally up to each individual to move their grade beyond this.

- **An A grade** reflects active participation, contributing to the class conversation almost every class session, being present, and actively participating.
- **A B grade** is to be expected if you semi-regularly contribute to discussions and/or actively participate.
- **If you show up but do not talk/actively participate, you will remain at a C for class participation.**
- I will adjust the C as warranted at mid-term. At that point, it is completely up to you and the amount you're comfortable participating where your grade ends up at the end of the semester.

Behaviors that affect participation grades:

- Excessive absences
- Excessive tardies
- Leaving the classroom
- PHONES/Social Media/Texting
- Doing other class work in this class
- Being disrespectful to me or to peers

GRADES AND FEEDBACK

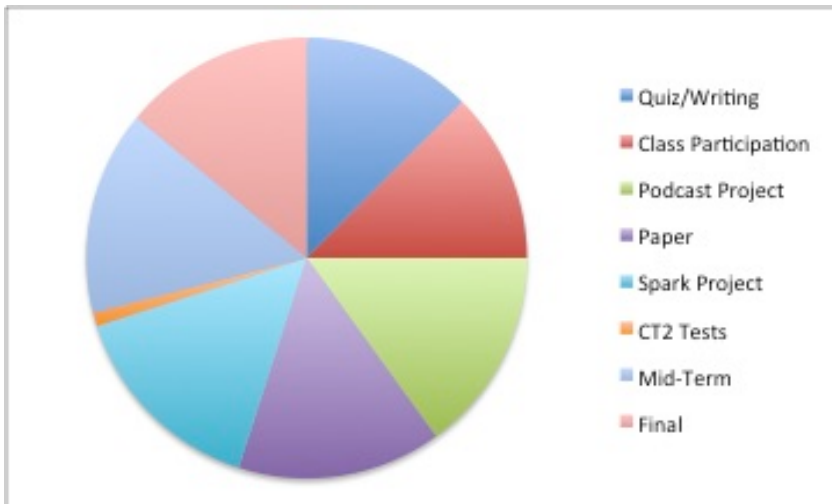
Grades and feedback are provided generally one week after the assignment is turned in (papers tend to take two weeks, sorry.). Unless otherwise stated, grades and feedback will be available on Canvas. If ever you need to discuss your grade with me, send me an email to set up a time to talk or come see me during office hours.

GRADING POLICY:

Final semester grades will be determined based upon the following:

In-class quizzes and writing:	= 12.5%
Class Participation:	= 12.5%
Podcast Project:	= 15%
Paper:	= 15%
Spark Project:	= 15%
CT2 Test Participation	= 1%
Mid-Term Exam	= 14%
Final Exam:	= 15%
TOTAL	= 100%

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or less



***NOTE* I will not round up to the next point bracket. I will not add additional points to your grade for any reason. Grades must be earned.**

CLASS POLICIES

Absences: You are allowed a **maximum of four absences**. I do not distinguish between excused and unexcused. For every absence over the maximum, your final grade will be reduced by one letter grade per absence (i.e., You have 6 absences, so the highest possible grade you could make in the class is a C.). There are several compelling reasons for your attendance. One, **this class is participatory by nature; absences affect the wellbeing of the entire class**. Two, assignments will be explained in class. Three, missing class sessions is likely to put you very far behind, not only in your comprehension of the texts, but also in your grades. And, four, this class will be fun, and you will be totally missing out. With that said, please note: I WILL NOT drop any assignment, writing, or quiz grades. If you miss a class, it is your responsibility to get class notes, etc., from a fellow classmate. **Do NOT email me asking what you missed in class; rather, contact a classmate**. Further, absences will affect your class participation grade, as if you are not in class, you cannot participate. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance**. If you know you will miss more than this maximum amount off the bat, this class may not be for you.

Weather Cancellations: Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Electronic Devices: Laptops, iPads, Kindles, etc., are allowed in class, as some of your readings are available online and **you must have your laptop to complete in-class quizzes and writing assignments**. These devices should only be used for coursework. Cell phones should be turned off and put away while in class. If you choose to use any device for texting, Twitter, Facebook, Pinterest, or any other online activity during class, your class participation grade will reflect this. (And I will call you out during class.)

Collaborative Work: Collaborative work is a required component of this course. Students are expected to work collaboratively by participating vigorously in discussions to contribute to the intellectual climate of the classroom. Our class is primarily based upon discussion, so **you are expected to talk a lot in this class**. Failure to do so will be reflected in your class participation grade. Further, students will participate in group projects and/or class sessions, and each person's ability to collaborate within the group is vital.

Late Work: Assignments must be ready, proofed, and turned in on their due dates. If you elect to turn in an assignment late, it will be marked down one grade per day late, up to four days. After four days, the grade will be recorded as zero. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance**. AND DO NOT ASK.

Waiting: If I am not in class 10 minutes after our start time, you may leave.

ADDITIONAL POLICIES

In addition to the policies as stated above, this class will adhere to the following:

- All assignments are due at the beginning of class or by their due date on Canvas. Hand in all assignments to the instructor, and/or upload to Canvas as indicated. Do NOT leave an assignment on my desk, under my door, in my box, etc.
- **Consistent attendance, punctuality and active participation are expected.** If you have a serious and compelling reason for absences, please speak with me in private. In-class activities may not be made up. **DO NOT ASK.**
- All assignments must be word-processed. Handwritten assignments WILL NOT be accepted unless indicated.
- If you have any issues or questions about your grade, these must be discussed **within a week of receiving said grade. Do NOT wait until the end of the semester to do so.**

UNIVERSITY POLICIES

To view a list of all University student policies, please see

<http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>.

PLAGIARISM AND ACADEMIC INTEGRITY:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course.

ACCESSIBILITY STATEMENT: *Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, and technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.*

CLEMSON UNIVERSITY TITLE IX (SEXUAL HARASSMENT): *Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's*

status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

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SCHEDULE

***NOTE* Have works read and be ready to discuss by the due dates on the schedule!**

Week 1 (8/23): Welcome to World Lit

- Th: Syllabus/Class Overview/Recent essay by Elizabeth Alexander: <https://academyofamericanpoets.cmail19.com/t/y-l-ktulxt-tylthdrlri-jk/>

Week 2 (8/28-8/30): MODULE 1: *The Refugees*, Viet Thanh Nguyen

- T: Close reading/*The Refugees*, p. 47/Podcast Project Explained
- Th: *The Refugees*, p. 97/CT2 Test #1 Due!

Week 3 (9/4-9/6)

- T: *The Refugees*, p. 149
- Th: *The Refugees*, to end

Week 4 (9/11-9/13): MODULE 2: *Exit West*, Mohsin Hamid

- T: *Exit West*, p. 57
- Th: *Exit West*, p. 118

Week 5 (9/18-9/20): *Exit West*

- T: *Exit West*, p. 166
- Th: *Exit West*, finish/Podcast Projects Due!

Week 6 (9/25-9/27): MODULE 3: *Short Stories*

- T: “Girl,” Jamaica Kincaid <https://www.newyorker.com/magazine/1978/06/26/girl>, “Barbi-Q,” Sandra Cisneros <http://popcultureandamericanchildhood.com/wp-content/uploads/2012/02/CisnerosBarbieQ.pdf>
- Th: Continue from last class

Week 7 (10/2-10/4): MIDTERMS!

- T: Midterm Review
- Th: **Midterm Exam**

Week 8 (10/9-10/11): MODULE 4: Academic Writing

- T: "Literary Analysis/Thesis Statements/Outlines Explained"
- Th: In-class Writing/Thesis Statements and Outlines

Week 9 (10/16-10/18): Peer Review/Writing Session

- T: Peer Review of Thesis Statements and Outlines
- T: Writing Session

Week 10 (10/23-10/25): MODULE 5: Poetry

- T: Ocean Vuong, <https://www.poetryfoundation.org/poetrymagazine/poems/56769/aubade-with-burning-city>; Richard Blanco, <http://richard-blanco.com/book/city-of-a-hundred-fires/america/>; Vera Gomez, "La Patria": <http://www.veragomez.com/my-work/> and Brian Bilston, <https://brianbilston.com/2016/03/23/refugees/>
- Th: Continue from last class

Week 11 (10/30-11/1): Poetry

- T: "Ghazal: Back Home," Zeina Hashem Beck <https://www.rattle.com/ghazal-back-home-by-zeina-hashem-beck/>; "Broken Ghazal: Speak Arabic," Zeina Hashem Beck <http://www.washingtonsquarereview.com/zeina-hashem-beck/>; "Changeling," Hieu Mihn Nguyen <https://www.poetryfoundation.org/poetrymagazine/poems/91678/changeling-5848812e490ae>; Naomi Shiab Nye, <https://www.csmd.edu/Assets/For-the-community/connections/SHIHAB%20NYE%20POETRY.pdf>
- Th: **SPARK Project Explained/Papers Due!**

Week 12 (11/6-11/8): MODULE 6: *Monsoon Mansion*, Cinelle Barnes

- T: **FALL BREAK**
- Th: *Monsoon Mansion*, p. 72

Week 13 (11/13-11/15): *Monsoon Mansion*

- T: *Monsoon Mansion*, p. 139
- Th: *Monsoon Mansion*, p.196

Week 14 (11/20-11/22)

- T: *Monsoon Mansion*, finish/Author?
- Th: **TURKEY**

Week 15 (11/27-11/29): SPARK Presentations

- T: Spark Presentations
- Th: Spark Presentations/**CT 2 Test #2 Due!**

Week 16 (12/4-12/6): Wrap Up

- T: Spark Presentations /Student Evals
- Th: Spark Presentations/Review/**LAST DAY OF CLASS**/Student Evals

Final Examination is mandatory and will be in our classroom.

Section 003: Wednesday, December 12, from 8:00-10:30 a.m.

Section 012: Wednesday, December 12, from 3:00-5:30 p.m.

******The instructor maintains the right to change policies, readings, assignments, and schedules as deemed necessary. Expect such changes! I will announce any changes in class and update the schedule on Canvas as necessary. It is your responsibility to check the schedule and be aware of such changes.******

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