

Course Name/Number/Section:	ENGL 2333-4001	Instructor:	Dr. Rufel Ramos
Class Meeting Days/Time/Room:	MW 12:30-1:50pm, N237	Instructor Office Location:	G136
Division Office Location:	G138	Instructor Office Hours:	M-F 10am-11am
Division Office Hours:	M-F 8am-5pm	Instructor Phone:	972-860-7361
Division Phone/ Fax:	972-860-7124, 972-860-8342	Instructor Back-up Site:	www.rowenasworld.org
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DCCCD CATALOG COURSE DESCRIPTION: ENGL 2333 World Literature II (3 credit hours)

- Prerequisite:** English 1301, English 1302, and have met Texas Success Initiative (TSI) standards in Reading and Writing.
- Description:** This course includes significant works representing a variety of cultures from approximately 1600 CE to the present. For repeatability purposes, students who take English 2331 should not also take English 2332 or 2333. (3 Lec.)

REQUIRED BOOKS/RESOURCES:

- Required book for 1st half of class:** Satrapi, Marjane. *The Complete Persepolis*. New York: Pantheon, 2004. ISBN-13: 978-0-375-71483-2
- Required book for 2nd half of class:** Damrosch, David et al., ed. *The Longman Anthology of World Literature: Volume F The Twentieth Century*. 2nd Ed. New York: Pearson, 2009. ISBN-10: 0-205-65302-2
- Recommended movie:** *Persepolis*. Dirs. Marjane Satrapi and Vincent Paronnaud. Culver City, CA: Sony Picture Home Entertainment, 2008. DVD. EFC Library: [PN 1995.9 .B55 P477 2008](#)
- Recommended writing website:** Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu>

CORE CURRICULUM INTELLECTUAL COMPETENCIES:

- Reading** – analyze and interpret a variety of printed materials, books, documents, and articles (above 12th grade level).
- Writing** – produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level).
- Critical Thinking** – think and analyze at a critical level.
- Computer Literacy** – understand our technological society, use computer-based technology in communication, solving problems, acquiring information.

EXEMPLARY EDUCATIONAL OBJECTIVES

- To demonstrate** awareness of the scope and variety of works in the arts and humanities.
- To understand** those works as expressions of individual and human values within an historical and social context.
- To respond** critically to works in the arts and humanities.
- To engage** in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate** an informed personal reaction to works in the arts and humanities.
- To develop** an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate** knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

STUDENT LEARNING OUTCOMES

- Demonstrate** a broad knowledge of selected literature from around the world according to traditional time periods, historical events, and/or major thematic and stylistic expressions.
- Show** proficiency as a writer on these selected readings, demonstrating, of course, college-level mastery of essay organization, grammatical function, punctuation, spelling, and/or word processing.
- Demonstrate** an appreciation for the artistic process in a creative work.

COURSE POLICIES

ATTENDANCE POLICY

- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed two weeks' class sessions, I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of "F" for Participation & Discussion. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or **immediately** after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the timeframe specified by the instructor.
- While contributing to class discussion: Please understand that your mere presence in class (either in person or on screen) does not automatically give you an "A" for Participation & Discussion. Thus, in the classroom, please refrain using your cell phone and/or MP3 player. Also, disrespectful comments (even if you didn't mean it) to yourself, your classmates, and/or your instructor will negatively affect your Participation & Discussion grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

LATE WORK POLICY

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about **why** the work will be late **prior** to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is the last day of class, **before Finals Week**. Once Finals Week starts, the instructor will accept no late work.

INSTITUTIONAL POLICIES

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar's Office (C119) **in person** or **by mail** by **Thursday, April 12, 2012**. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of "F." You will receive a "W" ("Withdraw") in each class dropped. A **"W" shows up on your transcript BUT does not hurt your GPA**.

*****STOP BEFORE YOU DROP: THE 6 DROP RULE*****

For students who enrolled in college level courses for the **first time in the fall of 2007**, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop **no more than 6 courses during your entire undergraduate career** unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/coursedrops>.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: <http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/>.

FINANCIAL AID STATEMENT

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C215). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

TEXAS SUCCESS INITIATIVE (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT

Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at <https://www1.dcccd.edu/cat0406/ss/code.cfm>. In this course, violators of the Academic Honesty Policy will receive an "F" for the work done under academic dishonesty **and cannot be made up**.

PRINTING ON CAMPUS

Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

FERPA STATEMENT:

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as "directory information" to the general public without the written consent of the student. Directory information includes student name, student address, telephone numbers, date and place of birth, weight and height of members of athletic teams, participation in officially recognized activities and sports, dates of attendance, educational institution most recently attended, and other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

STUDENT E-MAIL:

Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to <https://www1.dcccd.edu/netmail/activate.cfm> **All students receiving financial aid must open a student NetMail account**. You can check your NetMail by going to <http://www.dcccd.edu/netmail/home.html> Also, make sure your email address is current with the

Registrar's office, or you may not be able to receive important emails from your instructor or Eastfield College in general, as well as check your grade online via eConnect.

GETTING YOUR END-OF-TERM COURSE GRADE:

Grade reports are not mailed. Convenient access is available online (eConnect) or by telephone (DCCCD Touch Tone Services). Online: <http://econnect.dcccd.edu/grades.html> You'll need your student ID number and password to login. Telephone: 972-613-1818.

ADA STATEMENT

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office, in the Student Support Services Division, room C237, email: efcdso@dcccd.edu, phone: 972-860-8348.

RELIGIOUS HOLIDAYS POLICY

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

INCLEMENT WEATHER STATEMENT

In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the [Dallas County Community College District](#) and [Eastfield College](#) web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

The instructor reserves the right to amend this syllabus as necessary.

UNITS OF STUDY, GRADING SCALE, AND EVALUATION PROCEDURES

Students will participate actively in class through written and verbal responses and daily quizzes. They will create and present a group journal, from assigned readings and in-class discussion. Following the Writing Process, they will compose one short research essay. Finally, students will complete a creative project. See **Assignment Calendar** below for details.

Participation & Discussion: 14 Discussion Question responses and 1 Essay Peer Review (15 items @ 1% each)	15%
Unit I Journal: Reading Journal answers & presentation (57 questions/6 parts: avg. of individual, group, and class)	15%
Unit I Research Essay: 5-6 page argumentative analysis essay with Works Cited page	30%
Unit II Quizzes: short answer -- (10 Quizzes @ 1% each)	10%
Unit II Creative Project [EEOs 1-7]:	30%
1. 5% Process: Script, thumbnails, and storyboard draft for the Mini-Comic of one of the assigned anthology readings	
2. 15% Product: The Mini-Comic	
3. 5% Presentation of the Mini-Comic, explaining the Process	
4. 5% Responses: Classmates' evaluation of Product and team member's evaluation of each other's effort in the Process	
Total Grade	100%

Grading Scale:

A= 90-100%	C= 70-79%	F= 0-59%, participating
B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR

This Assignment Calendar is a guide to various assignments. **1)** Students must contribute for all class sessions and all Discussion responses and peer reviews to get full credit for Participation/Discussion. **2)** All in-class quizzes can be completed in groups of **up to four people**. No quiz can be made up, but it can be excused. **3)** All reading and writing assignments come from either [The Complete Satrapi](#) or [The Longman Anthology](#). For Journals: Each answer for each assigned Reading Journal question should be about a half page in length and completed **before** its due date. The Journal **will be completed in groups, as assigned by the professor**. **4)** Also, students must submit **at least** Prewriting/Arrangement, Peer Review, and Final Draft to get **full credit** for Research Essay. **5)** Finally, students must complete **all the stages** of Creative Project **to get full credit**. The Creative Project can be completed in groups of **up to three people – more than three have five points deducted for each additional person**.

Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
1	1/18	Go over: Syllabus, A Brief History of Western Civilization, and "Orientalism". For Discussion Question (DQ) 2-7: Start reading The Complete Persepolis (3-154) – childhood in Iran.	Directions: For all DQ's, write A) a quarter-page (about 50 words) response to the prompt; exchange papers with a classmate, and then B) write another quarter-page response to your classmate's response on his/her paper; then get your paper back. All DQs are due the same day. DQ 1: What does the phrase "The Middle East" mean to you?		

Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
2	1/23-1/25	<p>Begin Unit I: <u>The Complete Persepolis</u></p> <p>Watch the movie <u>Persepolis</u> (1hr, 40 min. long). Take notes to answer the DQ questions!</p> <p>Finish reading first half of <u>The Complete Persepolis</u> (3-154) – childhood in Iran.</p>	<p>DQ 2: From the beginning, it's clear that Marjane has a unique relationship with her parents and grandmother. How do they influence her and her relationship with the changing Iranian society?</p> <p>DQ 3: What changes does the new fundamentalist government make in Iran? Her family enjoys having parties and drinking – what precautions do they take, and why do they continue despite the danger of being found out? Why do people seek to keep their regular routines even in dangerous times?</p>	<p>Start answering the “Reading Journal for Marjane Satrapi’s <u>The Complete Persepolis</u>” in your group.</p>	
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
3	1/30-2/1 Census Date for Financial Aid: 1/30	<p>For DQ 8-12: Start reading second half of <u>Complete Persepolis</u> (155-245) – teen years in Austria; (246-341) – being grown-up and leaving Iran for France.</p>	<p>DQ 4: Why does American pop culture have such an influence on Marjane and kids her age? Why are she and her family willing to take such risks to have tapes, posters, and jean jackets?</p> <p>DQ 5: What effect does the Iran-Iraq war have on daily life in Tehran? How do people, including Marjane’s parents, act differently?</p> <p>DQ 6: At one point, Marjane’s own street is bombed. Have you ever come home to a major crisis or disaster like she did? How did it change you?</p> <p>DQ 7: Even when she is very young, Marjane is outspoken at all times. How does this help her and hurt her in the new Iran? What decision does it lead her parents to make?</p>	<p>Continue answering the Reading Journal questions.</p>	
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Writing

4	2/6-2/8	Continue the DQs. Work on Presentation of Reading Journal.	<p>DQ 8: Marjane says her life in Austria felt like “playing a game by somebody else’s rules.” What does she mean by this? Does she have to play by “somebody else’s rules” to survive in her new home, or not?</p> <p>DQ 9: How do you think Marjane and her mother’s relationship have changed since Marjane left Iran? Do you think they are closer or more distant now that they live in different countries?</p> <p>DQ 10: When she returns to Iran, Marjane decides never to tell her parents about her “misadventures” in Europe. Do you think she made the right choice? What about the fact that she eventually wrote this book?</p> <p>DQ 11: Marjane says that “fear has always been the driving force behind all dictators’ repression.” In what ways are young people in Iran repressed, and how do they rebel against this repression?</p>	<p>Finish answering Reading Journal questions.</p> <p>As a group, put the main idea or ideas of each answer in one PowerPoint slide. (That is, Group A should have 12 “body” slides, Group B 10 slides, Group C 7 slides, and the two Group Ds 10 slides each.)</p> <p>Keep adding slides until you make your group’s PowerPoint presentation.</p> <p>Have a beginning “Title” slide and ending “Conclusion” slide.</p> <p>Each group begins to present its PowerPoint presentation, if time allows.</p>	
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
5	2/13-2/15	Presentations & Work on Essay 1	<p>DQ 12: Why does Marjane finally decide to leave Iran? Do you think she will follow her mother’s instructions and never return?</p> <p>DQ 13: Why do you think Satrapi ultimately chose to write this book, and why did she write it in their visual way? What does the reader gain from the graphic novel format?</p>	<p>This week: Each group presents its PowerPoint presentation</p> <p>UNIT I JOURNAL DONE!</p>	<p>Research Essay: Pick ONE topic</p> <p>1) Which is better: the movie or the book? Evaluate by comparing and/or contrasting the animated movie version and the original graphic novel book version of <u>Persepolis</u> to answer that question. Have at least three criteria for your evaluation. Support your position with examples from both the movie and the book, and document in MLA Style. Note: Choose examples that answer these questions: Why do you think the movie deleted or changed some chapters from the book? What is lost with the deletion/ changes? What is gained?</p> <p>2) Take any of the Journal questions and develop into a unified, coherent, and developed argument, analyzing <u>The Complete Persepolis</u> graphic novel. Have at least three points to support your position. Support your position with examples from the book and at least one more outside source, and document in MLA Style.</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay

6	2/20-2/22	Work on Essay – progress check.	DQ 14 (last one): Has Satrapi’s <i>Persepolis</i> (book and/or movie) changed your perception of the Middle East? What has changed, and why? What hasn’t changed, and why not? Peer Review Essay – check a classmate’s draft to make sure he/she’s on the right track. P&D assignments DONE!		Work on Research Essay
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
7	2/27-2/29	Unit II: Other modern Middle-Eastern Voices, <u>The Longman Anthology of World Literature</u> -- A. India/Pakistan *Premchand “My Big Brother” (121-27) *Salman Rushdie “Chekhov and Zulu” (957-66)	Quiz 1: Premchand Quiz 2: Rushdie		By Monday: Research Essay DUE. UNIT I Research Essay DONE!
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
8	3/5-3/7 Spring Break: 3/12-3/18	B. Israel/Palestine *Yehuda Amichai “Seven Laments for the War-Dead” (428-31) *Mahmoud Darwish “Sirhan drinks his coffee in the cafeteria” (932-33, 940-41) C. Turkey -- Nazim Hikmet “Giaconda and Si-Ya-U” (323, 421-22)	Quiz 3: Amichai Quiz 4: Darwish Quiz 5: Hikmet		
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
9	3/19-3/21	D. Syria/Lebanon -- Hanan al-Shaykh “A Season of Madness” (740-45) E. Egypt -- Naguib Mahfouz “Zaabalawi” (513-23) F. Libya -- Ibrahim al-Kuni “The Golden Bird of Misfortune” (687-92)	Quiz 6: al-Shaykh Quiz 7: Mahfouz Quiz 8: al-Kuni		
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
10	3/26-3/28	G. Morocco -- Fatima Mernissi “The Harem Within” (725-29) H. Iran -- Reza Baraheni “Answers to an Interrogation” (945, 946) I. Jordan/Iraq -- Abdelrahman Munif “from Cities of Salt” (996-1008)	Quiz 9: Mernissi Quiz 10: Baraheni & Munif UNIT II QUIZZES DONE!		
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay

11	4/2-4/4	The Creative Project – in groups of either one, two, or three people.			<p>Work on Creative Project:</p> <p>*Choose one of the assigned anthology readings and turn it into a mini-comic/ picture book.</p> <p>*All of the reading’s quiz answers MUST be illustrated.</p> <p>*Consult Andy Schwartz’s book in the library for How-to’s, as well as <u>The Complete Persepolis</u> as a model, as needed.</p> <p>*Stick figures are okay! Black & White is okay! I will evaluate based on the balance of words, lettering, and pictures, as well as ease in reading in the layout of the comic panels – not just on artistic ability.</p> <p>*Keep all thumbnails, drafts, storyboards, etc., as part of the “Process” part of the project.</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
12	4/9-4/11 Last day to drop 4/12	Work on Creative Project – progress check			<p>Work on Creative Project: Continue working on the mini-comic.</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
13	4/16-4/18	Make presentation schedule for the next weeks. If no volunteers, I will pick groups AT RANDOM.			<p>Work on Creative Project: Finish the mini-comic.</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
14	4/23-4/25				<p>At start of week: Mini-Comic DUE</p> <p>Continue Creative Project: *Present your group’s mini-comic to the class – use the classroom document reader to show on-screen OR scan the mini-comic and show the .jpg image, .pdf, or .ppt PowerPoint files on screen.</p> <p>*Explain 1) why you picked the literary work, and 2) how you felt about the process of turning it into a mini-comic. Which scenes were easy? Which were difficult? Why? DON’T re-tell the story/poem.</p> <p>*For each other group’s mini-comic, use the evaluation handout for your response. Keep your responses together in one document or sheet of paper.</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
15	4/30-5/2	No excused latework accepted after this week.			<p>Finish Creative Project</p>
Wk	Day	For Lecture	For P&D / Quiz	For Journal	For Essay
16	5/7-5/9 Finals Week	<p>Designated Finals Day: Finish the last of the presentations, if needed.</p> <p>Once ALL work is DONE, your semester is DONE.</p>			<p>Finish Creative Project: @ end of last presentation, Responses DUE</p> <p>UNIT II CREATIVE PROJECT DONE!</p>

Final Course Grades can be viewed on eConnect, beginning 5/14/2012.

Please read the info below, sign and date, separate from the rest of the syllabus, and give the form to your instructor.

Student Acknowledgement and Agreement to the Syllabus:

I have read Dr. Ramos' ENGL 2333 syllabus and agree to its terms and policies, including the **Attendance Policy**, the **Late Work Policy**, and the **Academic Honesty/Plagiarism Policy**.

Print Name

Signature

Date