GENERAL COURSE INFORMATION

Course Overview 1
How to Take this Course 2
Course Policies 3
Grading Scale 4-5

COURSE SPECIFICS

Required Texts 3
Course Requirements 5
Assignment Deadlines 6
Reading Schedule 6

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COURSE OVERVIEW

“Art,” Nobel Laureate Naguib Mafouz remarked in his acceptance speech for the Nobel Prize for Literature in 1988, “is generous and sympathetic. In the same way that it dwells with the happy ones it does not desert the wretched. It offers both alike the convenient means for expressing what swells up in their bosom.” The novel itself is a rather late-addition to a long and rich tradition of Arabic literature, emerging as a major literary form in the 20th century. The novels selected for this course are intended to represent both aspects of the twentieth-century “history” of the Arabic novel, with an emphasis on Hourani’s “disturbance of spirits,” as we delve into the particularities of the literature representing the Mahgreb – those countries spanning the Mediterranean rim of Northern Africa: Algeria, Egypt, Morocco, Sudan, and Tunisia – as well as parts of the Middle East, namely Lebanon and Palestine.
SNORKELING - You're familiar with world literature – you've taken a world lit survey course – and you're ready to take your knowledge into deeper waters. You want to look below the surface. **Snorkelers** understand that the interplay between literature and history, especially when dealing with ancient texts, is often key to unlocking meaning. They are keen to explore the ways texts “talk” to each other. They are equipped to look extensively at a text and from multiple angles, both in classroom discussion as well as in their writing.

SCUBA DIVING - You are very comfortable with “the deeps” of literary analysis, from close reading to literary theory, and you've taken a few upper-level literature courses before, so you are well acquainted with the rigorous reading and writing loads that such courses demand. You actively seek out extra readings and information, and prefer writing assignments that challenge your skill sets. **Scuba Divers** are driven by curiosity and are passionate about taking their writing well beyond the shallows.

HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course – I extend the same invitation to you.

**WADING** - This is your first - and may be your only – world literature course, or this is your first upper-level literature course, so you want to "stay in the shallows," and you are going to need some "water wings" in the form of additional guidance from the instructor. **Waders** are used to skimming the surface in their writing, and need to work on plunging into the depths more in their writing.
ATTENDANCE You are allowed TWO absences without penalty. Fifth and sixth absences each result in an automatic half grade deduction from your final grade. A seventh absence is an automatic fail for the course. It is your responsibility, not mine, to catch you up on material due to an absence. I will not “re-teach” a class you have missed, which would be impossible anyway, since each class is dependent on the input and insights of the class itself. Finally, I follow the university policy for excused absences; this policy only excuses absences for official university business, not illness, doctor’s appointments, court dates, funerals, etc.

LATE WORK I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

PLAGIARIASM Acts of plagiarism run the gamut from misattributing sources and forgetting to cite sources patchworking sources to create paragraphs, to purchasing papers or copying and pasting entire essays. In all of my courses, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university’s Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean. To see the university’s policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

DISABILITY SERVICES To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services(ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Required Texts
Grading Scale

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.
Grading Scale

A “D” paper is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An “F” paper does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.

COURSE REQUIREMENTS

40% Reading Response Papers - Over the course of the term, students will write five, single-spaced, one page analytical reading response papers on 8 X 14 paper. In these papers students are expected to synthesize all texts covered up to the paper’s due date and bring the literature and criticism into conversation with one another through a critical response / analysis identifying meaningful connections, and thematic links/departures between the texts.

15% Bibliographic Review Essay – A 6-8 page annotated bibliography prefaced by a succinct analytical introduction (300-400 words) that outlines the scope and organization pattern of the annotated bibliography to follow as well as identifies the major trends or patterns in the scholarship on one of the featured texts in the course. This introduction should conclude by briefly identifying additional avenues of critical discussion. The annotated bibliography should be comprised of 8–10 citations with annotations.

30% Final Paper – The final paper, due during Finals Week, represents the capstone assignment for this course, and is comprised of two parts: a proposal due in the tenth week of class, and the final paper. The final paper is an 8-10 page researched literary analysis. The central requirements of this assignment are that the essay reflect original scholarship on your part and that secondary scholarship (i.e., sources) comprise only 20% of the paper itself.

15% Participation – Weekly discussion board posts responding to the literature and prompts from the instructor.
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<thead>
<tr>
<th>Assignment Deadlines</th>
<th>READING SCHEDULE</th>
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<tr>
<td>#1 DUE 1/29/20</td>
<td>W2 Read &quot;Some Narrators and Narrative Modes,&quot; &quot; Critics,&quot; &quot; Arab Women Writers,&quot; &amp; &quot;Telling Their Lives&quot;</td>
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<td>#2 DUE 2/17/20</td>
<td>W3 Read Men in the Sun and Other Palestinian Stories</td>
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<td>#3 DUE 3/16/20</td>
<td>W4 Read The Secret Life of Saeed, the Pessoptimist</td>
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<td>#4 DUE 4/3/20</td>
<td>W5 Read The Secret Life of Saeed, the Pessoptimist</td>
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<td>#5 DUE 4/13/20</td>
<td>W6 Read Arabian Nights and Days</td>
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<td>Bibliographic Review</td>
<td>W7 Read Arabian Nights and Days</td>
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<td>Essay DUE 3/2/20</td>
<td>W8 Read The Story of Zahra</td>
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<td>Research Proposal DUE 3/23/20</td>
<td>W9 SPRING BREAK</td>
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<td>Final Paper DUE 5/6/20</td>
<td>W10 Read The Tent</td>
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<td>CREDIT HOURS</td>
<td>W11 Read Minaret</td>
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<td>JUSTIFICATION: ENGL 4395</td>
<td>W12 Read Minaret; Begin An Unnecessary Woman</td>
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<td>&quot;Independent Study&quot; (3 credits) allows students to construct unique plans of study in situations where no appropriate course is currently offered, in cases where other constraints would prevent a student from graduating on schedule. Students work independently, according to the plan of the approved study proposal, under the direction of an instructor with expertise in that area. The student will meet regularly with the instructor with the instructor throughout the semester, completing agreed-upon work to satisfy course needs. Students are expected to produce 20-30 pages of formal writing. May be repeated up to three hours.</td>
<td>W13 Read An Unnecessary Woman</td>
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<td>W14 Read An Unnecessary Woman; Begin Frankenstein in Baghdad</td>
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<td>W15 Read Frankenstein in Baghdad</td>
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<td>W16 Read Frankenstein in Baghdad</td>
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