

**LIT 2120 – Survey of World Literature: 17th Century to Modern, Section 2504, Class 15834,
Fall 2021**

Instructor Name: Ms. Claire Karnap

Course meeting times & locations: MWF Period 8 (3 PM – 3:50 PM), TUR 2349

Office Location and Hours: TBA M Period 9 & 10 (4:05 PM - 4:55 PM and 5:10 PM - 6:00 PM) or by appointment

Course website: Canvas (Zoom, if necessary due to COVID)

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Course Description: The year 2020 was an unsettling experience for people globally and as we embark on the next decade, we are left with new perceptions about identity, solitariness, empathy, community, and the impact of space. As we navigate life, we often observe that specific environments alter and shape our identities. For this course, we will examine texts from the 17th century to the contemporary age that demonstrate how different environments and circumstances alter, shape, and assist us in formulating our identities. Throughout the term, students will be encouraged to formulate their own arguments based on close analysis of readings, but some questions we may discuss include: How do we define identity and space? What is it to be a human? What are some of humanity’s responsibilities? A primary goal will be to analyze how travel and remaining in a specific location can affect characters in different genres of world literature and how these works represent identity using different techniques provided by the authors.

While we will explore anthologized texts from Norton, such as Ihara Saikaku’s “Life of a Sensuous Woman,” the class will also read works that are non-canonized such as Oscar Wilde’s “The Canterville Ghost” and Brian Friel’s *Translations*. Major themes include but are not limited to identity, travel, and hospitality. As we progress through the term, we will examine texts that ask us to question identity and how different spaces help shape the characters. Through close examination of poetry, short stories, essays, and novels from the 17th century to contemporary age students will analyze how environments and cultures impact the characters and examine how the works relate to modern-day society.

In addition to reading primary works, students will also read Karen Gocsik’s *Writing About World Literature*, which will be incorporated into lectures, workshops, and class discussions. The course’s goal is two-fold: students will strengthen their analytical skills through close-reading, discussions, and analysis, and students will develop their writing skills by completing analytical assignments, while using Gocsik’s text as a reference to assist in structuring their own critical essays and responses.

COVID Information:

This semester, the university has mandated a return to face-to-face (F2F) teaching. You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.

<https://coronavirus.ufl.edu/health-guidance/>

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period.

<https://coronavirus.ufl.edu/health-guidance/screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework. I encourage you to share contact information with multiple classroom peers, and contact them to receive notes, etc. via email.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. If I am exposed to the virus, class sessions will continue synchronously via Zoom.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

Option 1: Purchase the anthology as a bundle with Karen Gocsik's *Writing About World Literature*. It is included as a bundle with the required Norton anthology set and is available at the University bookstore. Information is listed below:

The Norton Anthology of World Literature, 4e Pkg 2 (D+E+F) + Writing About World Literature
Bundled package (ISBN: 9780393686814)

Brian Friel, *Translations* (ISBN:9780571117420)

Jane Austen, *Northanger Abbey* (Project Gutenberg or another edition)—must be unabridged version

Option 2: Purchase the anthology and Gocsik's text separately (ISBN for both are listed below):

Writing About World Literature: A Guide for Students by Karen Gocsik (ISBN: 9780393918809)

The Norton Anthology of World Literature, Fourth edition, Package 2: Volumes D, E, F (ISBN: 9780393265910)

Brian Friel, *Translations* (ISBN:9780571117420)

Jane Austen, *Northanger Abbey* (Project Gutenberg or another edition)—must be unabridged version

Recommended Texts:

All other assigned reading will be available through Canvas or available through Project Gutenberg and Poetry Foundation.

Suggested Resources:

MLA handbook 9th edition

Purdue Owl https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Project Gutenberg online <https://www.gutenberg.org>

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1-inch margins, on all sides
- MLA style headers with page numbers
- MLA (9th edition) style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html).

Assignments (see below for Grading Rubric):

Reading Quizzes (6 quizzes * 10 points each = 60 points): Six unannounced quizzes will be administered throughout the term. The quizzes will test your familiarity with the text's plot, narrative, characters, key themes, as well as define unfamiliar words in the texts read for that specific day.

Participation (Homework, In-Class Writing Responses, Peer Reviews), 50 points total

Students are required to respond to discussions (both in-class and on Canvas), complete in-class peer reviews, and contribute on a regular basis in class discussions.

Discussion Entries (5 entries—350 words each), 40 points each (total 200 points)

Students will write 5 discussion entries (350 words each) throughout the term. Due dates will be announced in advance for each entry. The entries should respond to a specific reading and offer a close analysis on a particular idea, character, theme, symbolism, etc. Students are welcome to use the discussion entries to offer a close reading on a specific passage. The assignment offers students the opportunity to create argumentative statements about the texts and also practice close reading in preparation for their other papers.

Word Count: 350 words each (5 entries total= 1,750 words total)

Short Paper #1: Close Reading Analysis, 175 points

For the Close Reading Analysis, you will make an argument about any of the texts we have read up until this point. The paper must be argumentative and include a thesis statement with a clear, well-developed, and specific claim based on textual evidence from the reading(s) of your choice. Students are welcome to argue for connections between a few readings, compare and contrast two author's interpretations, and complete a very close analytical reading of one or more passages, etc—the paper's thesis must relate to class themes—spaces, identity, and/or hospitality. This paper is intended for you to strengthen your close-reading skills before the Research Paper. Secondary sources are not required, but if used must be credible, reliable, and cited in correct MLA format (include no more than one source). The paper is due by October 22nd at 11:59pm on Canvas.

Word Count: 1,250 words

Prospectus and Annotated Bibliography, 115 points

Students must submit a prospectus for their Research Paper and explain the basis of their project, a tentative thesis statement, why they chose the topic, what primary sources they plan to use, how the topic relates to the themes discussed in class (identity, spaces/environments, and/or hospitality). The prospectus should explain questions or concerns they have about their paper.

For the Annotated Bibliography, you will include 3 secondary sources. For each source (entry), you should include the following 5 parts:

1. The bibliographic entry (the MLA citation).
2. Summary: four to five sentences summarizing the author's claims, main points of the source, other sources the author refers to.
3. Evaluation: four to five sentences that explain the methodology of the source. How does the author come to his argument? What type of support does he use to support claims? Include your perspective of the source and what appears most important about it.
4. Reflection: four to five sentences that explain the source's relevance to your final paper; where you relate the article to your argument as well as ask questions, pose ideas, and reveal subjective biases.
5. Quotes: author's quotes that will serve your research project, that the author says so eloquently, or that you imagine wanting to cite in this paper.

The Annotated Bibliography (including citations) must be in MLA format. The quotes and citations do not count towards your word count.

Prospectus Word Count: 300 words

Annotated Bibliography Word Count: 700 words

The Prospectus and Annotated Bibliography are due on November 12th at 11:59pm

Research Paper, 400 points

For the Research Paper, you will write a paper on a topic of your choice that pertains to the class topic using the readings covered in class. Students are welcome to pursue their own interests for this paper, but their paper topic must incorporate readings we have covered this semester and be related to themes discussed in our readings from the syllabus. Successful papers must be argumentative in nature, and include a strong, well-developed thesis statement that makes a specific claim based on substantive

evidence. The paper must be well-supported and include **three** secondary sources (peer-reviewed journal articles, books, chapters, etc). The Rough Draft will be due on November 22nd in class for Peer Review and the Research Paper is due on December 6th at 5pm on Canvas.

Word Count: 2,000 words

Total Word Count Possible for Class: 6,000 Words

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: You are allowed four absences. For each unexcused absence beyond four, you will lose half a letter from your final grade. You will automatically fail the course AT 6 absences. *Excused absences* include events such as serious family emergency, illness, court obligations, UF activities. Students should provide documentation for excused absences. *Required Absences* related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time. *Unexcused absences* include absences that do not meet the University's criteria at the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>.
3. *Tardiness*: Two tardies (more than 15 minutes late each time) will result in one absence. If you miss a class, you must contact a fellow classmate for material covered that day.
4. *Classroom behavior and netiquette*: Students should arrive to class prepared and on time. Open discussion and respectful debate of the material is encouraged; however, rudeness and disrespectful behavior will not be permitted in any form. Inappropriate behavior will result in student being dismissed for the day and counted absent. Students are permitted to use computers/tablets for notes but should not use any form of social media (texting, Facebook, Instagram, snapchat, etc.) during class. Student will be counted absent if found using social media or texting during class.
5. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. *Paper Format & Submission*: All assignments and papers must be formatted using MLA (9th edition) and must be submitted by the assigned deadline on Canvas. Failure to do so will result in deduction from your grade. See schedule on Canvas for specific dates and submission requirements. Please note that word counts do not include headers, headings, or Works Cited pages.
7. *Late Papers/Assignments*: Late assignments will not be accepted for minor assignments (quizzes, class discussion group activities, presentations, etc.). **Major assignments (discussions, short papers, final paper, annotated bibliography, etc.) will be deducted a letter grade for each day late.** Major assignments will not be accepted after two days past the due date.
8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student->

conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

UF Student Honor Code:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
 11. *Students who are in distress* or who are in need of counseling or urgent help: please contact <https://umatter.ufl.edu/> or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 13. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
 14. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
 15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)
 16. *In-Class Recording*: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to

another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Weekly Schedule (subject to change):

*Norton Anthology will be abbreviated as “NA, vol...” on syllabus table schedule listed below:

*All readings are required and must be completed for the class under which they are listed. Students should always read the biographical pages designated with each author in the Norton anthologies.

Wk.	Day	Readings and Lecture	Due Dates
		<u>Unit One: What is World Literature?</u> <u>Introductions</u> <u>Volume D—17th Century World Literature</u>	
1	M 8/23	Introduction and Syllabus Review Read Gocsik, <i>Writing About World Literature</i> , ch. 1: “What is Academic Writing?” (1-15)	
	W 8/25	East Asian Drama Read NA, vol D. (3-5), Chikamatsu Monzaemon, from “The Love Suicides at Amijima”—Act 1 (45-57)	
	F 8/27	Read NA, vol D., Chikamatsu Monzaemon, from “The Love Suicides at Amijima”—Act 2-3 (57-73)	
2	M 8/30	Read NA, vol D. (91-104), Enlightenment in Europe—What was the Enlightenment? Read NA, vol D., Immanuel Kant, “What is Enlightenment?” (105-109)	
	W 9/1	Read NA, vol D., Mary Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> (133-136) Read Gocsik, <i>Writing About World Literature</i> , ch. 3: “Generating Ideas” (33-62)	

	F 9/3	Read <i>NA</i> , vol D., Molière, “Tartuffe” Acts 1-2, (141-168)	Discussion Entry #1 due by 11:59 PM
3	M 9/6	No class-Holiday	
	W 9/8	Read <i>NA</i> , vol D., Molière, “Tartuffe” Act 3-5, (169-197)	
	F 9/10	Read Gocsik, <i>Writing About World Literature</i> , ch. 2: “Kinds of Writing About World Literature” (17-31) In-class activity: Creating a thesis statement	
4	M 9/13	Read Gocsik, <i>Writing About World Literature</i> , ch. 5: “Developing Your Thesis” (75-85) Read <i>NA</i> , vol D., Ihara Saikaku, from <i>Life of a Sensuous Woman</i> (656-676)	
		<u>Unit 2: Volume E—18th & 19th Century World Lit</u>	
	W 9/15	*Begin using <i>NA</i> vol. E for course Read <i>NA</i> , vol E., Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, the African, Written by Himself</i> (72-97)	Discussion Entry #2 due by 11:59 PM
	F 9/17	Read <i>NA</i> , vol E., Herman Melville, “Bartleby, the Scrivener” (275-303)	
5	M 9/20	Read <i>NA</i> , vol E., Anna Laetitia Barbauld, “To a Little Invisible Being Who Is Expected Soon” (308-309), William Blake, “The Lamb” (313), “Holy Thursday (315)	
	W 9/22	Read Gocsik, <i>Writing About World Literature</i> , ch. 6: “Considering Structure and Organization” (87-106) Read William Blake, “The Chimney Sweeper” (315), “The Sick Rose” (318), “London” (318)	
	F 9/24	Read <i>NA</i> , vol E., Wordsworth, “Lines Composed a Few Miles above Tintern Abbey” (325), “The	

		World Is Too Much with Us” (333) and Keats, “To Autumn” (369-370)	
6	M 9/27	Read Austen, <i>Northanger Abbey</i> (chs. 1-7)	
	W 9/29	Read Austen, <i>Northanger Abbey</i> (chs. 8-15)	Discussion Entry #3 due by 11:59 PM
	F 10/1	Read Austen, <i>Northanger Abbey</i> (chs. 16-24)	
7	M 10/4	Read Austen, <i>Northanger Abbey</i> (chs. 25-31)	
	W 10/6	Read Gocsik, <i>Writing About World Literature</i> , ch. 7: “Attending to Style” (107-119) Read <i>NA</i> , vol E., Emily Dickinson (388-390), “303” (391), “328” (391), “341” (391-392),	
	F 10/8	No Class—UF Homecoming	
8	M 10/11	Read <i>NA</i> , vol E., Christina Rossetti (398-399), “After Death” (399), and “Goblin Market” (400-412)	
	W 10/13	Read <i>NA</i> , vol E., Rosalía de Castro, “[A glowworm scatters flashes through the moss]”, “[The ailing woman felt her forces ebb]”, “[I well know there is nothing]”, and “[The feet of Spring are on the stair]” (416)	Discussion Entry #4 due by 11:59 PM
	F 10/15	Read <i>NA</i> , vol E., Mallarmé “Tomb of Edgar Poe” (421-422), “[The virginal, vibrant, and beautiful dawn]” (422) and Elizabeth Barrett Browning (543-544), “The Cry of the Children” (544-547)	
9	M 10/18	Read <i>NA</i> , vol E., Whitman (548-549), “When Lilacs Last in the Dooryard Bloom’d” (550-556) and Edgar Allan Poe , “ Alone ” and “ Eldorado ”	
	W 10/20	Read <i>NA</i> , vol E., Lady Jane Wilde Speranza (557), “A Lament for the Potato” (558)	
	F 10/22	Read <i>NA</i> , vol E., Orature (889-891), German Folktale: The Three Spinners (892-894), and Hawaiian Folktale: The Despotism of Kau (914-916)	Short Paper #1: Close Reading Analysis due by 11:59 PM

		<u>Unit 3: Volume F—20th & 21st Century World Lit</u>	
10	M 10/25	Read Gocsik, <i>Writing About World Literature</i> , ch. 4: “Researching World Literature” (63-74) **Begin using <i>NA</i> vol. F for course Read <i>NA</i> vol. F., Thomas Mann (78-81), <i>Death in Venice</i> (chs. 1-3, 81-108)	
	W 10/27	Read <i>NA</i> vol. F., Thomas Mann (78-81), <i>Death in Venice</i> (chs. 4-5, 108-131)	Discussion Entry #5 due by 11:59 PM
	F 10/29	Read <i>NA</i> vol. F., Franz Kafka (201-204), “The Metamorphosis” (205-237)	
11	M 11/1	Read <i>NA</i> vol. F., Rainer Maria Rilke (561-562), “The Panther” (564) and “Spanish Dancer” (565) and T.S. Eliot (565-568), “The Love Song of J. Alfred Prufrock” (568-571)	
	W 11/3	Read Wilfred Owen (poetryfoundation.org) “Disabled” , “Anthem for Doomed Youth” , “Dulce et Decorum Est”	
	F 11/5	Short Story: Oscar Wilde, “The Canterville Ghost”	
12	M 11/8	Read <i>NA</i> vol. F., Albert Camus (743-746), “The Guest (746-754)	
	W 11/10	Read <i>NA</i> vol. F., Tadeusz Borowski (697-699), “This Way for the Gas, Ladies and Gentlemen” (699-711)	
	F 11/12	Read <i>NA</i> vol. F., Chinua Achebe (807-809), “Chike’s School Days” (809-812)	Prospectus and Annotated Bibliography due by 11:59 PM
13	M 11/15	Read <i>NA</i> vol. F., Seamus Heaney (904), “Digging” (905) Read James Joyce, “Araby”	
	W 11/17	Read <i>NA</i> vol. F., Hanan Al-Shaykh (1077-1078), “The Women’s Swimming Pool” (1078-1083)	

	F 11/19	Read <i>NA</i> vol. F., Toni Morrison (1084-1085), “Recitatif” (1086-1099)	
14	M 11/22	Peer Review for Research Paper—In-class (bring one printed copy to class for workshop with peer group)	
	W 11/24	No Class—Holiday	
	F 11/26	No Class—Holiday	
15	M 11/29	Read Brian Friel, <i>Translations</i> (Act 1 & 2)	
	W 12/1	Read Brian Friel, <i>Translations</i> (Act 3)	
	F 12/3	Read <i>NA</i> vol. F., Yu Hua (1111-1113) “On the Road at Eighteen” (1113-1117)	
16	M 12/6	In-class writing activity: Reflection on identity	Research Paper due by 5 PM
	W 12/8	Read <i>NA</i> vol. F., Chimamanda Ngozi Adichie (1188-1190), “The Headstrong Historian” (1190-1200) Gator Evals and Course Wrap-up	

*Research Paper due December 6th at 5 PM

Due Date for Assignments:

Reading Quizzes (6)	Unannounced
Classwork	Varies
Discussion Entry #1	Sept. 3 rd at 11:59pm
Discussion Entry #2	Sept. 15 th at 11:59pm
Discussion Entry #3	Sept. 29 th at 11:59pm
Discussion Entry #4	Oct. 13 th at 11:59pm
Discussion Entry #5	Oct. 27 th at 11:59pm
Short Paper #1: Close Reading Analysis	Oct. 22 nd at 11:59pm
Prospectus and Annotated Bibliography	Nov. 12 th at 11:59 pm
Research Paper	Dec. 6 th at 5pm

Points Breakdown for Assignments:

6 Reading Quizzes	10 points each (total 60 points)
Participation	50 points total
5 Discussion Entries	40 points each (200 points total)
Short Paper #1: Close Reading Analysis	175 points
Prospectus and Annotated Bibliography	115 points
Research Paper	400 points
Total Points Possible	1,000 points

Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

*Each assignment will be graded considering the following five categories: Content, Development, Organization, Style, and Grammar.

A Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of most typos and grammatical or mechanical errors.

B Proficient: You did what the assignment asked of you at a high-quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style. A paper in the “B” range has a few typos, grammatical or mechanical errors.

C Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you’re working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D Poor: You did what the assignment asked of you at a poor-quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Note: You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.