



School of
Distance Education
Andrews University

SYLLABUS



ENGL 404 New Global Literature

202341

ENGL 404 New Global Literature

School of Distance Education

Self-Paced Courses

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

Described by the Andrews University course catalog as “a survey of recent global literary texts with a focus on issues of diversity,” ENGL 404 will challenge your perceptions of literature and literary tradition by asking you to step outside the Western Hemisphere and consider perspectives that may not be your own. You will spend the semester considering how literature and culture have shifted after 9/11/2001. While the September 11 tragedy in the United States transformed American literature, culture, and diplomacy, it also changed international relationships between unrelated countries. The rise of technology related to the internet has shrunk the world in that more communication is readily available between nations—if resources are available and allowed. Therefore, in this course, we will consider the ways in which globalization has impacted inter- and intra-national affiliations, and the factors that have influenced globalism, whether capitalism, political events, environmental crises, natural disasters, major cultural events, or digital technology. We will grapple with literature as a representation of globalism, and how global cultures impact our spiritual journeys. Questions we will ponder include, but are not limited to:

- How does a global society change the way we relate to one another, whether we are part of the same country, language family, or religion, or whether we have no common demographic?

- As Seventh-day Adventist Christians, how do we relate the Great Commission to the shifts in global relations, communication, and sharing of ideas?
- What is “globalism,” and how has it become integral to literary and cultural study? How does it correspond to and differ from “globalization?” Why do we make this distinction?
- How do events, such as 9/11 in the United States or the Thailand tsunami, change the global landscape?
- Why do we study non-Western literature and how does it impact us?
- What is significant about literary and cultural analysis in my education?

Course Prerequisites

- ENGL115 or 117: College Writing I or equivalent
- ENGL 215: College Writing II
- ENGL 267: Approaches to Literature

Required Texts/Materials

Adichie, C. N. (2015). *We Should All be Feminists*. Anchor Books.

Print ISBN: 9781101911761 eText ISBN: 9781101872932

Damrosch, D. (2018). *How to Read World Literature*. Wiley-Blackwell.

Print ISBN: 9781119009252 eText ISBN: 9781119009245

Desai, K. (2007). *The Inheritance of Loss*. Grove.

Print ISBN: 9780802142818 eText ISBN: 9781555845919

Fugard, A. (2014). *The Shadow of the Hummingbird*. Theatre Communications Group.

Print ISBN: 9781559364829 eText ISBN: 978155936950

Gyasi, Y. (2021). *Homegoing*. Alfred A. Knopf.

Print ISBN: 9781101947135 eText ISBN: 97811019747142

Hamid, M. (2018). *Exit West A novel*. Riverhead Books.

Print ISBN: 9780735212176 eText ISBN: 9780735212183

Pung, A. (2018). *Lucy and Linh*. Ember, an imprint of Random House Children's Books.

Print ISBN: 9780399550515

Satrapa, M. (2007). *The Complete Persepolis*. Pantheon Books. Print ISBN: 9780375714832.

Clear organization of all assignments and materials on your personal computer (I recommend a folder for each class and subfolders for handouts and each of your papers/projects)

Microsoft Word (please do not submit Google Docs, ODTs, or PDFs to LearningHub)

Additional Materials

You will be required to find (via library, Netflix, or other streaming services) and watch ONE film of your choosing (whether a fictional story or a documentary) to analyze as a text that engages with globalism and a new world economy. You will evaluate its literary and cultural merit, as well as the author's argument vis-à-vis global themes we will discuss in the course. You

will be required to create an original project and present your findings to the professor by the end of the semester. Options include, but are not limited to, the following:

71	<i>The Motorcycle Diaries</i>
<i>1898: Los Ultimos de Filipinos</i>	<i>Munich</i>
<i>Babel</i>	<i>The Namesake</i>
<i>Beasts of No Nation</i>	<i>Paris, Je T'aime</i>
<i>Black Panther</i>	<i>The Reluctant Fundamentalist</i>
<i>Blood Diamond</i>	<i>A Separation</i>
<i>Bride and Prejudice</i>	<i>Sicario</i>
<i>Captain Phillips</i>	<i>Slumdog Millionaire</i>
<i>Concerning Violence</i>	<i>The Space Between</i>
<i>The Constant Gardener</i>	<i>Trash</i>
<i>District 9</i>	<i>Unbroken</i>
<i>Invictus</i>	<i>Waltz with Bashir</i>
<i>Joyeux Noel</i>	<i>The Way Back</i>
<i>Lion</i>	<i>The Way Home</i>
<i>Lost in Translation</i>	<i>Zero Dark Thirty</i>

Credit Hour and Commitment

This course is offered for 3 semester credits. In a face-to-face 15-week semester course, this commitment typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 6 months; so you should plan to spend about 3 hours/day on this class, including reading the texts and supplemental materials, accessing instructional materials, interacting with your instructor, completing homework, and constructing original projects. Suggested schedule(s) to accomplish this work are included in this syllabus.

Student Learning Outcomes

The central goal of ENGL 404 is to deepen your understanding of global literature written after 2001 through analysis, interpretation, and synthesis of ideas.

After successfully completing the course, students will be able to do the following:

1. Replicate basic elements of academic writing, documentation, and research.
2. Discuss core concepts of globalism, globalization, and transnationalism via literary and cultural texts.
3. Interpret texts from a variety of theoretical, cultural, textual, and spiritual perspectives in order to generate meaning and personal worldviews.
4. Criticize each writer's ideas, style, and cultural interpretations in order to develop your sense of global literature and its reflections and impact upon our world.
5. Appraise interpretations and arguments for authenticity, style, and connections to global and national themes.
6. Construct original arguments through discussions, analysis, scholarly texts, projects, and a variety of textual genres.
7. Engage with globalism and global themes after September 11, 2001, particularly as they relate to individual and state identities.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from our texts; video journal posts; mini-lectures on video, PowerPoint, Prezi, or other multi-media; timed reading quizzes; interactions with the instructor via Zoom conference and email; original research for paper-writing; and a final exam. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Assigned readings: You will be required to read a portion of our texts throughout the semester. Reading assignments are paced by module to accommodate your coursework or personal schedule. Maintaining a steady pace will ensure your best success. Please note: due to the nature of course and the time spent developing materials around the selected texts, requests for reading substitutions cannot be granted. If you find yourself experiencing discomfort with an idea, plot point, or character in the book, ask yourself why that is. Take time to reflect on why your values and the author's might not agree. There is wisdom to be gained from prayerful reflection and exercising empathy towards views or ideas that you might not espouse.

Timed reading quizzes: After each reading assignment, you will take a short quiz that tests your reading comprehension and analysis. Quizzes will demonstrate your ability to keep up with the reading and ensure that you have processed the materials you have digested in order to evaluate authors' arguments and construct your own.

Reading journals: You will create a video blog (vlog) that shows a real-time response and analysis to the materials you have read. Here, you can piece apart elements that you found interesting or puzzling, or ask questions that you have been pondering as you have read. The media platform you choose is up to you—please consult with the instructor to make sure your technology resources are compatible with each other!

Zoom discussion meetings and conferences: You will meet with the instructor periodically to discuss the novels via the Zoom platform. Be prepared to discuss both intricate details and broad themes from the texts and bring up questions, frustrations, or observations! Further, you and the instructor will discuss your progress on essays and projects with scheduled conferences.

Literary analysis essay: You will write a short essay (5-6 pages in length, plus a Works Cited page) which explores literary elements of one of the texts read in the class and also provides an interpretation of the meaning or ideas that the author posits.

Literary research essay: You will engage with original literary research to write a 10-12 page essay that builds on the skills of literary analysis but focuses on a different text and includes secondary research. Included in this project are an abstract of your argument and an annotated bibliography of your sources, with **ten entries required**.

Independent film project: Drawing on the list of optional texts above (or one approved by the instructor), you will choose a film and create an original project that draws on ideas of the film, its engagement with themes in our course, and presentation to an audience of your choosing. Projects may include, but are not limited to, the following:

Unit plan for a high school or college class, in which the film is included as a text to supplement learning objectives (lesson plans are required as part of the unit plan).

TED Talk, in which you engage with ideas related to the film and use the film as a springboard for your argument. Minimum of 7 minutes required for your taping.

5-7 page Analysis essay (plus Works Cited), in which you analyze components of the film from a technical, cultural, and literary perspective and provide an original interpretation.

Series of devotional posts, in which the film is a springboard and example. A minimum of 5 posts are required of 500 words each.

Creative writing portfolio (including poetry, recipes, eulogies, short stories, resumes, letters, diary entries, infographics, etc.) of a character from the film. 7-10 pages' worth of material and clean/colorful formatting and design required.

A podcast with at least three episodes' worth of material regarding ideas related to the film. Each episode should be about 10-20 minutes each and neatly edited, with transitions and quality recording.

Final Exam: You will create an infographic that answers these questions: "Why should I take a global literature course?" "Why is it important to understand non-Western literature and culture?" and/or "What have I learned from this course?" Infographic must be at least one page and cleanly formatted, with clear balance between text and graphics. You will submit your infographic by the final day of the course and since it is a project, you do not need to arrange an exam time with a proctor.

Rubrics

Assessment rubrics for each major essay or assignment can be found on the LearningHub modules. Please download each, so that you know how your essay will be graded and can understand the specific requirements for individual assignments.

Style and Citations

For this course, we will be using MLA 8th edition style and citations. If you do not have an MLA style guide, you may consult Purdue OWL, a resource for formatting of your in-text citations, bibliography, and essays. I urge you to bookmark the link for a quick and handy reference:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Suggested Schedule for Completion in 8 Weeks

Week	Module	Lessons	Readings	Assignments	Outcomes Met
	Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	1	Unit 1: Beyond the Single Story	Adichie, <i>We Should All Be Feminists</i> Adichie TED Talk & lesson Damrosch, Intro and Ch. 1, pp. 1-30	Reading Journal #1	SLO2 SLO4 SLO7
	2	Unit 2: Identity	Satrapi, <i>Persepolis</i> , Book 1	Reading Quiz #1 Reading Journal #2	SLO2 SLO3
2	3	Unit 2: Identity, cont'd.	<i>Persepolis</i> , Book 2 Damrosch, Ch. 4, pp. 83-106	Reading Quiz #2 Reading Journal #3 Zoom Discussion	SLO4 SLO5
	4	Unit 2: Identity, cont'd.	Pung, <i>Lucy and Linh</i> (the whole book) Damrosch, Ch. 3, pp. 57-82	Reading Quiz #3 Reading Journal #4	SLO2 SLO3
3	5	Unit 3: Philosophy	Fugard, <i>The Shadow of the Hummingbird</i> Damrosch, Ch. 2, pp. 31-56	Reading Quiz #4 Reading Journal #5 Zoom Discussion	SLO4 SLO5
	6	Unit 4: Economy	Desai, <i>The Inheritance of Loss</i> , Ch. 1-21 Damrosch, Ch. 6, pp. 135-56	Reading Quiz #5 Reading Journal #6 Literary analysis outline	SLO2 SLO3
4	7	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 22-35 M.I.A., "Paper Planes" music video	Reading Quiz #6 Reading Journal #7 Zoom Conference Literary Analysis: Rough Draft	SLO1 SLO4 SLO7
	8	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 36-53 Jackson article (provided as PDF)	Reading Journal #8 Zoom Discussion Literary Analysis: Final Draft (midterm exam equivalent)	SLO1 SLO5 SLO6
5	9	Unit 5: Visual Media	Film lecture Library research module Edoro and Shringarpure article (link provided) Lopes article (PDF provided)	Library assignment Film selection assignment	SLO6 SLO7
	10	Unit 6: Heritage	Attree article (link provided) Gyasi, <i>Homegoing</i> , Part One	Reading Quiz #7 Reading Journal #9 Brainstorm film project ideas	SLO2 SLO3
6	11	Unit 6: Heritage, cont'd.	<i>Homegoing</i> , Part Two Damrosch, Ch. 5, pp. 107-134	Reading Quiz #8 Reading Journal #10 Rough draft of film project	SLO3 SLO4 SLO6
	12	Unit 6: Heritage, cont'd.	<i>Homegoing</i> recap Abrams article (PDF provided)	Brainstorm research essay homework Reading Journal #11 Zoom Discussion Film Project due	SLO5 SLO7

Week	Module	Lessons	Readings	Assignments	Outcomes Met
7	13	Unit 7: Crisis	Borges, "In the Garden of the Forking Paths" Damrosch, Ch. 7, pp. 157-180	Reading Quiz #9 Reading Journal #12 Outline of literary research essay	SLO2 SLO5
	14	Unit 7: Crisis, cont'd.	Hamid, <i>Exit West</i> , Ch. 1-6 Bhimji article (PDF provided)	Reading Quiz #10 Reading Journal #13 Research Essay rough draft due	SLO1 SLO3
8	15	Unit 7: Crisis, cont'd.	<i>Exit West</i> , Ch. 7-12	Reading Journal #14 Zoom Discussion	SLO1 SLO4 SLO5
	16	FINAL	Damrosch, Epilogue, pp. 181-186	Reading Journal #15 Literary research essay DUE Submit Final Exam Infographic	SLO1 SLO6 SLO7

Suggested Schedule for Completion in 11 Weeks

Week	Module	Lessons	Readings	Assignments	Outcomes Met
Intro		These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	1	Unit 1: Beyond the Single Story	Adichie, <i>We Should All Be Feminists</i> Adichie TED Talk & lesson Damrosch, Intro and Ch. 1, pp. 1-30	Reading Journal #1	SLO2 SLO4 SLO7
2	2	Unit 2: Identity	Satrapi, <i>Persepolis</i> , Book 1	Reading Quiz #1 Reading Journal #2	SLO2 SLO3
	3	Unit 2: Identity, cont'd.	<i>Persepolis</i> , Book 2 Damrosch, Ch. 4, pp. 83-106	Reading Quiz #2 Reading Journal #3 Zoom Discussion	SLO4 SLO5
3	4	Unit 2: Identity, cont'd.	Pung, <i>Lucy and Linh</i> (the whole book) Damrosch, Ch. 3, pp. 57-82	Reading Quiz #3 Reading Journal #4	SLO2 SLO3
	5	Unit 3: Philosophy	Fugard, <i>The Shadow of the Hummingbird</i> Damrosch, Ch. 2, pp. 31-56	Reading Quiz #4 Reading Journal #5 Zoom Discussion	SLO4 SLO5
4	6	Unit 4: Economy	Desai, <i>The Inheritance of Loss</i> , Ch. 1-21 Damrosch, Ch. 6, pp. 135-56	Reading Quiz #5 Reading Journal #6 Literary analysis outline	SLO2 SLO3
5	7	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 22-35 M.I.A., "Paper Planes" music video	Reading Quiz #6 Reading Journal #7 Zoom Conference Literary Analysis: Rough Draft	SLO1 SLO4 SLO7
6	8	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 36-53 Jackson article (provided as PDF)	Reading Journal #8 Zoom Discussion Literary Analysis: Final Draft (midterm exam equivalent)	SLO1 SLO5 SLO6

Week	Module	Lessons	Readings	Assignments	Outcomes Met
7	9	Unit 5: Visual Media	Film lecture Library research module Edoro and Shringarpure article (link provided) Lopes article (PDF provided)	Library assignment Film selection assignment	SLO6 SLO7
	10	Unit 6: Heritage	Attree article (link provided) Gyasi, <i>Homegoing</i> , Part One	Reading Quiz #7 Reading Journal #9 Brainstorm film project ideas	SLO2 SLO3
8	11	Unit 6: Heritage, cont'd.	<i>Homegoing</i> , Part Two Damrosch, Ch. 5, pp. 107-134	Reading Quiz #8 Reading Journal #10 Rough draft of film project	SLO3 SLO4 SLO6
	12	Unit 6: Heritage, cont'd.	<i>Homegoing</i> recap Abrams article (PDF provided)	Brainstorm research essay homework Reading Journal #11 Zoom Discussion Film Project due	SLO5 SLO7
9	13	Unit 7: Crisis	Borges, "In the Garden of the Forking Paths" Damrosch, Ch. 7, pp. 157-180	Reading Quiz #9 Reading Journal #12 Outline of literary research essay	SLO2 SLO5
	14	Unit 7: Crisis, cont'd.	Hamid, <i>Exit West</i> , Ch. 1-6 Bhimji article (PDF provided)	Reading Quiz #10 Reading Journal #13 Research Essay rough draft due	SLO1 SLO3
10	15	Unit 7: Crisis, cont'd.	<i>Exit West</i> , Ch. 7-12	Reading Journal #14 Zoom Discussion	SLO1 SLO4 SLO5
11	16	FINAL	Damrosch, Epilogue, pp. 181-186	Reading Journal #15 Literary research essay DUE Submit Final Exam Infographic	SLO1 SLO6 SLO7

Suggested Schedule for Completion in 16 Weeks

Week/Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Unit 1: Beyond the Single Story	Adichie, <i>We Should All Be Feminists</i> Adichie TED Talk & lesson Damrosch, Intro and Ch. 1, pp. 1-30	Reading Journal #1	SLO2 SLO4 SLO7
2	Unit 2: Identity	Satrap, <i>Persepolis</i> , Book 1	Reading Quiz #1 Reading Journal #2	SLO2 SLO3
3	Unit 2: Identity, cont'd.	<i>Persepolis</i> , Book 2 Damrosch, Ch. 4, pp. 83-106	Reading Quiz #2 Reading Journal #3 Zoom Discussion	SLO4 SLO5
4	Unit 2: Identity, cont'd.	Pung, <i>Lucy and Linh</i> (the whole book) Damrosch, Ch. 3, pp. 57-82	Reading Quiz #3 Reading Journal #4	SLO2 SLO3
5	Unit 3: Philosophy	Fugard, <i>The Shadow of the Hummingbird</i> Damrosch, Ch. 2, pp. 31-56	Reading Quiz #4 Reading Journal #5 Zoom Discussion	SLO4 SLO5
6	Unit 4: Economy	Desai, <i>The Inheritance of Loss</i> , Ch. 1-21 Damrosch, Ch. 6, pp. 135-56	Reading Quiz #5 Reading Journal #6 Literary analysis outline	SLO2 SLO3
7	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 22-35 M.I.A., "Paper Planes" music video	Reading Quiz #6 Reading Journal #7 Zoom Conference Literary Analysis: Rough Draft	SLO1 SLO4 SLO7
8	Unit 4: Economy, cont'd.	<i>Inheritance of Loss</i> , Ch. 36-53 Jackson article (provided as PDF)	Reading Journal #8 Zoom Discussion Literary Analysis: Final Draft (midterm exam equivalent)	SLO1 SLO5 SLO6
9	Unit 5: Visual Media	Film lecture Library research module Edoro and Shringarpure article (link provided) Lopes article (PDF provided)	Library assignment Film selection assignment	SLO6 SLO7
10	Unit 6: Heritage	Attree article (link provided) Gyasi, <i>Homegoing</i> , Part One	Reading Quiz #7 Reading Journal #9 Brainstorm film project ideas	SLO2 SLO3
11	Unit 6: Heritage, cont'd.	<i>Homegoing</i> , Part Two Damrosch, Ch. 5, pp. 107-134	Reading Quiz #8 Reading Journal #10 Rough draft of film project	SLO3 SLO4 SLO6
12	Unit 6: Heritage, cont'd.	<i>Homegoing</i> recap Abrams article (PDF provided)	Brainstorm research essay homework Reading Journal #11 Zoom Discussion Film Project due	SLO5 SLO7

Week/Module	Lessons	Readings	Assignments	Outcomes Met
13	Unit 7: Crisis	Borges, "In the Garden of the Forking Paths" Damrosch, Ch. 7, pp. 157-180	Reading Quiz #9 Reading Journal #12 Outline of literary research essay	SLO2 SLO5
14	Unit 7: Crisis, cont'd.	Hamid, <i>Exit West</i> , Ch. 1-6 Bhimji article (PDF provided)	Reading Quiz #10 Reading Journal #13 Research Essay rough draft due	SLO1 SLO3
15	Unit 7: Crisis, cont'd.	<i>Exit West</i> , Ch. 7-12	Reading Journal #14 Zoom Discussion	SLO1 SLO4 SLO5
16	FINAL	Damrosch, Epilogue, pp. 181-186	Reading Journal #15 Literary research essay DUE Submit Final Exam Infographic	SLO1 SLO6 SLO7

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
5	Reading Quizzes (10 pts each, total of 10)
10	Reading Journal Vlogs (20 pts each, total of 15)
5	Zoom discussions and conferences (20 pts each, total of 5)
20	Literary Analysis Essay (100 pts)
30	Literary Research Essay (150 pts)
20	Independent Film Project (100 pts)
10	Final Exam (50 pts)
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

Part 6: Bibliography

These primary texts have been considered for course reading and model precepts of global literature, particularly after 9/11/01:

- Adiga, Aravind. *The White Tiger*. Free Press, 2008.
- Alyan, Hala. *Salt Houses*. Reprint of Mariner Books, 2018.
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For a historical glimpse of many global texts, check out the *Norton Anthology of World Literature*, volumes 1-6.

A good theory primer can be found in *World Literature in Theory*, edited by David Damrosch.