ENGL 290-03W (1004): Human Values in Literature  
Instructor: Dr. Harveen S. Mann  
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Cell phone: 847-204-8319 (emergency contact only)  
Online Office Hours (via Adobe Connect): 11 a.m.-12:00 noon CST  
Synchronous Online Sessions (in Adobe Connect, and required for all students):  
Web address: http://connect.luc.edu/engl290 . . . (to be established)  
   12:00 noon-2:00 p.m. CST  
Additional online sessions:  
  Monday, Jan. 6, 3:00-5:00 p.m. CST (midterm exam)  
  Saturday, Jan. 10, 3:00-5:00 p.m. CST (final exam)  

ENGLISH 290: HUMAN VALUES IN LITERATURE  
NON-WESTERN VOICES  

I. Online Course Description  

This course will be taught exclusively online, which means that there will be no “face-to-face” meetings on campus (except for an introductory meeting on December 10 from 1-3 p.m. (Crown Center 200 A, Lake Shore Campus) to review guidelines for the class, required textbooks, and readings to be completed prior to the first day of class.) Part of the instruction, discussion, and guidance about assignments will take place via postings in Sakai and Adobe Connect, which students can access at their own pace and time. The remainder of the instruction and discussion will take place in daily synchronous online sessions, which will meet on all the instructional days of the course from 12:00 noon-2:00 p.m. CST. All students will be required to log in to the Adobe Connect virtual classroom for these online class meetings and to participate actively in real-time, online discussion. Additionally, the instructor will be available for individual virtual meetings during the online office hours posted above. General information regarding the Online Learning environment at Loyola University is available at http://www.luc.edu/online/. Detailed information about Sakai is available at https://sakai.luc.edu/ and information about Adobe Connect is available at http://www.luc.edu/itrs/teachingwithtechnology/adobe-connect.shtml and http://www.adobe.com/products/adobeconnect.html.  

Important: Please also note that this course will be intensive, with students expected to put in a considerable number of hours away from the classroom working on their own. Reading assignments will be posted on the course Sakai website in advance of the formal start of the course on December 29 so that students can get a head start on their readings. And while the midterm and final
exams will take place during the 2-week intersession, the research paper for the course will be due after the formal end of the course, on January 20. This follows the practice for submission dates of research papers in intensive, intersession course offerings such as this one at other institutions of higher education.

II. Course Requirement

Please note that the pre-requisite for this course is UCLR 100 for students admitted to Loyola University for Fall 2012 or later. There is no requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of English, Department of Classical Studies, or Department of Modern Languages and Literatures. Further, this course satisfies 3 credits of the Core Curriculum requirements in Literary Knowledge and in Promoting Justice Values. In addition, the course counts as a 200-level elective for both the English major and minor and meets the 3-credit multicultural requirement of the English major.

III. Course Content and Aims

Adopting an international and cross-disciplinary perspective, this section of English 290 will examine the portrayal of human values in modern and contemporary works by selected non-western writers from Africa, the West Indies, South Asia, and USA. Our main aim will be to examine the extent to which the societies under study (and the individuals who constitute them) share universal values and the extent to which these societies and their values are predicated upon culture specific norms and expectations. To this end, we will consider the role of nationalism, tradition, religion, race, ethnicity, gender, and class/caste in the conception and practice of such values. In addition, we will analyze the cultural bases of contributing literary techniques, including structure, language, narrative focus, and characterization among others, to arrive at comparative assessments of the portrayal of human values in modern world literature.

IV. Learning Objectives

The general course objectives of English 290 as they correspond to the IDEA criteria are listed below:

1. Gaining a broader understanding and appreciation of intellectual/cultural activity (in this case, literary activity),
2. Developing skill in expressing oneself orally or in writing
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Further, the learning objectives of the course as they correspond to the University Core requirement are summarized below (source: http://www.luc.edu/core/justicecourses.shtml)
Knowledge Area (Literary Knowledge and Experience):

a. The study, creation, or participation in the creation of some forms of literary production as a means of exploring human experience and understanding the creative process.

b. The acquisition of the critical and technical vocabulary enabling them to describe and analyze, and formulate an argument about, literary productions.

c. The assessment of how formal qualities of literary productions determine the nature of the experience offered and affect the response of the audience.

d. The examination of multiple interpretive possibilities of any literary work, and knowledge that such interpretations both reflect the culture that produce[d] them and change over time.

e. The assessment of the relationships of works of literature to the cultural-historical nexus that produce[d] and use[d] them.

Skills (Critical Thinking):

a. Comprehend, summarize, contextualize, and critically analyze varying forms of communication, including, but not limited to literary works.

b. Evaluate the strengths and weaknesses of varying points of view.

c. Generate new ideas, hypotheses, opinions, theories, questions...and develop strategies for seeking and synthesizing information to support an argument.

d. Monitor individual thinking or behavior in order to question, confirm, validate, or correct it.

Values Area (Understanding and Promoting Justice):

a. Demonstrate an understanding of diverse fields of intellectual thought regarding ideal and actual societies.

b. Articulate a personal philosophy of responsibility to promote a more just and humane society.

V. Writing Intensive Objectives

The writing objectives of this course as adapted from the Guidelines for Writing Intensive Courses (provided by the Director of Writing Programs) are summarized below.

A. All College of Arts and Sciences students must take two Writing Intensive courses, which are “designated sections of courses that are taught with a special emphasis on writing,” courses that include “a variety of writing assignments that will be integrated closely with the learning objectives of the course.”
B. Writing Intensive courses differ from non-writing intensive courses in terms of classroom focus not only on course content but also on writing about course content, including the critical thinking necessary to write well in the discipline; the conventions of writing in the discipline, including format and documentation; and the acknowledgement of writing as a process.

VI. Required Texts

The texts for the course, readily available at Loyola’s Follett’s Bookstore as well as through other online bookstores, include the following:


In addition, you will be required to read a short biographical note, a 1-2 page political and cultural history for each text, and one critical essay for each of the works above. These selected essays and articles will be posted on Sakai.

VII. Assignments and Grading Policy

During the course of the semester, you will answer online midterm and final examinations and write a 5-6 page critical research paper. Brief details about the content and grading of these assignments follow below.

<table>
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<tr>
<th>Description of Assignment</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>a. Midterm Examination</td>
<td>25</td>
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<tr>
<td>b. Final Examination</td>
<td>25</td>
</tr>
<tr>
<td>c. Research Paper</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>90%</td>
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The remaining 10% of the grade will be based upon your punctual completion of reading assignments and thoughtful and active participation in online class discussions (with the latter necessarily linked to class attendance).

**Synchronous class discussion**: We will have synchronous (chat) discussion every instructional day from 12:00 noon-2:00 p.m. Participation in discussion sessions is required and will count for 10% of the course grade.

**Midterm examination**: The midterm online examination will take place on Tuesday, January 6, from 3:00-5:00 p.m. This will be an essay examination that will
cover Achebe’s *Things Fall Apart* and Rhys’ *Wide Sargasso Sea*. While sample questions will be provided in advance, the exam-day questions will not be released until the scheduled examination time. The examination will make up 25% of the course grade.

**Final examination:** The final online examination will take place on Saturday, January 10, from 3:00-5:00 p.m. This will be an essay examination that will cover the three novels read during the second half of the intersession. While sample questions will be provided in advance, the exam-day questions will not be released until the scheduled examination time. The examination will make up 25% of the course grade.

**Final research paper:** You will write a 5-6 page (1250-1500 word) final research paper, which should be submitted electronically by January 20. Detailed instructions, sample topics, and guidelines about research and documentation format will be provided early in the intersession so that you can work steadily on drafting and revising this paper, which will account for 40% of the course grade. **Please note that the research paper is due 10 days after the instructional days for the intersession. This should give you adequate time to confer with the instructor (during in-person appointments at LSC if preferred) and to finalize your major writing assignment for the course.**

The following scale will be used to determine final grades:

- A = 93-100; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9;
- C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 60-66.9; and F = 59.9 and below.

**Assignment submission and due dates:** The two exams and the final research paper must be posted (via Turnitin) in Sakai. Please remember that Sakai provides a date and time stamp for all posted materials. Late submission of the research paper will be penalized, with the final grade for the assignment reduced by one letter grade for each day that the assignment is late. The midterm and final examinations must be completed online on January 5 from 3:00-5:00 p.m. and on January 10 from 3:00-5:00 p.m., respectively.

**VIII. Class Schedule**

The following is a tentative class schedule for the intersession:

Dec. 29--Introduction to the course, literary concepts and terminology, and critical methods; research sources and MLA format and documentation
Achebe, Nigeria, and *Things Fall Apart* (2 hours online class; 3 hours independent study)

Dec. 30--Achebe and *Things Fall Apart* continued (2 hours online class; 3 hours independent study)
Jan. 3--Rhys, the West Indies, and *Wide Sargasso Sea* (2 hours online class; 3 hours independent study)

Jan. 5--Rhys and *Wide Sargasso Sea* continued (2 hours online class; 3 hours independent study)

Jan. 6--**Research paper discussion**
Kingston, China and USA, and *The Woman Warrior* (2 hours online class; 3 hours independent study)

**Midterm exam (online from 3:00-5:00 p.m.)**

Jan. 7--Kingston and *The Woman Warrior* continued (2 hours online class; 3 hours independent study)

Jan. 8--Gordimer, South Africa, and *July’s People* (2 hours online class; 3 hours independent study)

Jan. 9--Gordimer and *July’s People* continued
    Sidhwa, India/Pakistan, and *Cracking India* (2 hours online class; 3 hours independent study);

Jan 10--Sidhwa and *Cracking India* continued (2 hours online class; 3 hours independent study)

**Final exam (online from 3:00-5:00 p.m.)**

Jan. 20--**Research paper due**

**IX. Copyright Policy**

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors’ rights. Although copyright law is complex and sometimes hard to interpret, that does not excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited according to the Modern Language Association (MLA) format in English 290 papers. For Loyola University’s copyright resources, check online at http://www.luc.edu/copyright/highlights.shtml.

**X. Academic Integrity**

Loyola University holds academic integrity to be a major educational objective and urges students to be wary of unintentional or intentional plagiarism. A plagiarized paper in English 290 is one in which passages are summarized, paraphrased, or
quoted verbatim from another person’s writing without proper acknowledgment. A paper that has been written in whole or in part by one person and that is submitted under the name of another person is also guilty of plagiarism. Please take great care to avoid all instances of plagiarism, whether minor or major, as these can jeopardize your grade as well as your academic standing. The University policy on academic integrity is reproduced in part below:

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community: Submitting as one’s own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person’s unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one’s own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

“Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct.”

Source: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

XI. Student Conduct

Loyola University requires students to adhere to the principles of “The Student Promise”—of care for the self, for others, and for the community—as well as to all university policies including those outlined in the Student Handbook, and to all local, state, and federal laws. Please be especially mindful of the rights of others in classroom communications, maintaining a courteous environment at all times. Please be sure to meet or exceed these expectations of student conduct, as behaviors incompatible with university standards are subject to disciplinary action.

Source: Office of Student Conduct and Conflict Resolution (http://www.luc.edu/osccr/)

XII. Students with Disabilities

Loyola University is committed to providing an accessible environment for students with disabilities. Please contact me early in the intersession if you have a disability
or any other special circumstances for which you require accommodations so that arrangements can be made with Services for Students with Disabilities (SSWD).
(Additional information is available at http://www.luc.edu/sswd/index.shtml.)