

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

<https://ualberta.ca/modern-languages-and-cultural-studies>

**2020-2021 C LIT 101 - A2 World Literature I**  
(Fall Term)

*Note: Remote Delivery*

Please note, this syllabus has been modified from the original for privacy reasons.  
Students should log into their eClass account for the official version.

Instructor: Dr. Mimi Okabe (she/her)  
Office: N/A  
E-mail: XXX  
Personal Website: [mimiokabe.com](http://mimiokabe.com)  
Course Website: eClass

Time: M W F 12:00PM - 12:50PM  
Place: Zoom  
Office Hours: Monday 11:00 am - 11:50 am  
or by appointment  
Teaching Assistant: Wenzhu Li

**Bachelor of Arts / Major in Modern Languages and Cultural Studies:**

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

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**Course Prerequisite:** None

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

**Technology requirements (minimum):** In this course, you will need

- stable internet
- a way to access to a computer
- a way to access the class Instagram page
- a microphone and/or a keyboard
- a video recording device (i.e., on your laptop, desktop or smartphone)

Please read and understand the “The Dos and Don’ts While Online” on eClass. To learn more about the university’s “efforts to protect its computing and information assets”, visit:

<https://www.ualberta.ca/chief-information-security-officer/index.html>

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

**Experiential Learning Component**

- this course has a significant experiential learning component (15% or more of the course grade)

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students’ Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Join Zoom Meeting: XXX

**Course Description, Objectives and Expected Learning Outcomes:**

Get ready to tour the world of literature! In this course, we will be “traveling” around the globe, crossing various cultural, national, and linguistic boundaries as we explore myths, epics, poems, and novels (in translation) from North America; to Europe; to Africa; to China, and Japan! With a focus on topics of heroism and storytelling across cultures, we will examine major works of the world's literary heritage, presented in their historical, social, and cultural contexts, and in relation to the question of “what constitutes world literature?” The assigned readings cover the period from the beginnings of literary civilizations until the 17th century, but we will also look at some contemporary adaptations of these literary classics. Come to class excited to gain a deeper understanding of literary traditions, forms, and genres in western and non-Western (con)texts and methods of analyzing them through a comparative lens!

**How this course will run remotely:**

Classes are held thrice a week. However, some of these days will be dedicated to asynchronous learning. This means that for the days we do not meet online (i.e., Zoom), you will be assigned a task to be completed for your “buzz sessions.” For more information, scroll down to “Explanatory Notes on Assignments.”

For this course, students are required to sign and submit the [Disclosure of Personal Information Consent Form \(Photos\)](#) to eClass under, “Submit Forms,” no later than September 18<sup>th</sup>, 2020.

At the end of this course, students will be able to:

- Accurately name key works and authors of world literature

- Define major thematic concepts
- Explain key issues and thematic connections between texts
- Summarize key ideas of texts in their reflective writing (i.e., Instagram posts)
- Form critical responses to discussion questions during their “buzz sessions”
- Analyze literary works (and their adaptations) in relation to their form, content, and/or medium
- Demonstrate their understanding of key issues and themes discussed in the course in their summative assignments

### Course Format:

The objectives of this course will be learned from a combination of formal lectures, guest presentations, peer discussion, self-study, assigned readings and audiovisual materials.

### Required Texts:

- Atwood, Margaret. *The Penelopiad: The Myth of Penelope and Odysseus*. Vintage Canada, 2005.
- Puchner, Martin. *The Norton Anthology of World Literature*. Shorter 4th ed., W.W. Norton & Company, 2020. (Other editions are OK).

### Recommended Texts:

- Gosick, Karen and Robert Kirschen. *Writing About World Literature*. New York: Norton, 2012. Print.

### Additional Course Fees

Yes       No

### Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020

Add/Delete Date: September 15, 2020

50% Withdrawal Date: October 2, 2020

Fall Term Reading Week: November 9-13, 2020

Withdrawal Date: November 30, 2020

Last Day of Class: December 7, 2020

Final Exam Date (if applicable): No Exam. Final Assessment due December 7, 2020.

### Components of Course Grade (see “Explanatory Notes”):

1. **Buzz Sessions:** 30% (a combination of online seminars and Flipgrid videos)
2. **#Quoteoftheday:** 30% (3 Instagram posts worth 10% each)
3. **Summative Assignment:** 40% Infographic (or traditional essay)

Additional information and rubrics for all assignments will be available on eClass.

Fall / Winter Exam Planner for the 2020-2021 academic year can be found at the following site: <https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2020-winter-2021-exam-planner.html?>

## Explanatory Notes on Assignments:

### **Buzz Sessions: 30%**

In addition to attending the lecture and participating in-class activities on daily basis, students are expected to take an active role in class, ask questions, and engage in and contribute to class discussions for every session to the best of their abilities. These buzz sessions which will be assigned in two different ways:

**1) Online Seminars | 5 x 2.8% each = 14%** Before your online seminars, take a look at the “Online Seminar Workbook” in eClass under “Important Links.” Your task is to read the question and be prepared to share your opinions with your classmates during zoom sessions. Your online seminars will be facilitated by your TA. See reading/class schedule for details.

**2) Flipgrid videos | 4 x 4% each = 16%** On the days we have asynchronous buzz sessions, you will sign into your Flipgrid account and work on your video. Your task is to record a response no longer than 5 minutes and no less than 2 minutes that you submit through the platform. For those who do not have a webcam or a camera on your phone, you may consider submitting a 150-200 word written response to eClass under “Buzz Sessions Offline.”

Flipgrid can be accessed on your laptop/desktop computer, tablet or mobile device. Please read the “The Dos and Don’ts While Online” under “Important Links” on eClass!

Never heard of Flipgrid? Watch this short video to learn more:  
<https://www.youtube.com/watch?v=aLzX13jw7bw>

### **Due Date for Flipgrid videos**

- *The Epic of Gilgamesh* (due Sept 25) | Joincode: XXX
- *The Odyssey* (due Oct 5) | Join code: XXX
- *The Penelopiad* (due Oct 16) | Join code: XXX
- *Medea* (due Nov 23) | Join code: XXX

**#Quoteoftheday: 30%**

Get ready for a modern-day passage analysis exercise! Throughout the semester, you will create three Instagram posts of your favorite quotes or passages from any text listed on the class schedule. The visual content of the post can be the quote itself, or an image related to a quote. The caption of the post must not be less than 175-200 words.

It must also contain the following 3 things:

- 1) a sentence that identifies where the quote comes from
- 2) a few sentences that explain why you find it inspiring or interesting
- 3) a few sentences that explain the relevance of the quote to thematic issues raised in the course.

This exercise is designed to encourage critical thinking and intellectual output. It is also a helpful exercise to practice writing concisely and precisely so that you can become stronger writers. Please note Instagram only allows up to approximately 300-400 words.

**Tentative Deadlines:**

- Instagram post 1: October 2<sup>nd</sup>, 2020
- Instagram post 2: November 6<sup>th</sup>, 2020
- Instagram post 3: December 2<sup>nd</sup>, 2020

Don't have Instagram? Learn how to create an account here:

<https://help.instagram.com/1642053262784201>

Don't want to share your personal IG account? Not to worry. You can add a new IG account to your existing one, set your account to private, or create a new one. Learn how to add and switch multiple accounts here:

<https://help.instagram.com/1682672155283228>

**Add yourself to our class Instagram: XXX**

The account is set to private. Only students who are enrolled in the class will be allowed in.

Note: This account will be monitored by the instructor. For students who do not have access to social media, or for personal reasons do not use social media, they may submit a their work in writing in PDF to eClass under the tab titled, "Alternative Submission Option for the IG Assignment."

**Summative Assignment: Infographic (or traditional essay): 40%**

This assignment has two parts: a proposal AND either an infographic OR traditional essay. Students will conduct a close reading of the selected text in relation to a topic or theme introduced in the course and produce either an

infographic or write a traditional essay. Students who want to pursue an original topic MUST consult with the instructor and get their topic approved prior to the deadline

### **1. Proposal 10%**

Students are expected to submit a written proposal of approximately 200-250 words in length based on a given topic. A list of topics will be available on eClass under “Assignments and Rubrics,” no later than October 1<sup>st</sup>. The proposal must state the objectives of the proposed topic, include a detailed outline of the proposed infographic or essay and a rough timeline of your internal deadlines. A sample proposal that follows MLA format is provided for you on eClass.

**Proposal: Due Friday, November 13, 2020.**

### **2. a) Infographic (20%) + 3-4-page reflection (10%)**

The infographic must be accompanied by a 3-4-page (double-spaced) critical reflection (not including the works cited page) that explains your approach and the significance of the content in relation to wider thematic issues discussed in the course.

**OR**

### **b) Traditional Paper (30%)**

The traditional essay must be 8 pages in length, double-spaced (not including the works cited page). It must have a strong thesis and a clear argument that develops the proposed topic in a logical, coherent, and insightful way. The essay should include up to 2-3 secondary sources.

All written assignment for this course should follow MLA format (with exception to the Instagram posts and Flipgrid videos).

Refer to on how to use MLA format:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

**Final Assessment: Due Friday, December 4th, 2020.**

**Explanatory Notes on Experiential Learning:** Experiential learning is students’ purposeful engagement in direct experience, focused reflection, and authentic assessment in order to promote learners’ initiative, increase knowledge, develop skills and strategies, clarify values, and apply knowledge in the real-world setting (adapted from [the Association of Experiential Education](#)). Experiential learning may include Community-service learning, project-based learning, field work, or other type of activity that allows students to apply their knowledge in

practice in a multitude of settings inside and outside of the classroom. For more information on experiential learning in MLCS see [URL](#).

In this course, students can look forward to submitting assignments in unconventional ways through Instagram and through Flipgrid videos! As stated above, #Quoteoftheday is an exercise designed to encourage critical thinking and intellectual output. It is also a helpful exercise to practice writing concisely and precisely so that you can become stronger writers. Students will complete 3 IG posts in total. Refer to the tentative deadlines above. Over the course of the semester, students will also create 4 videos worth 4 % each on Flipgrid as part of their asynchronous learning. Both exercises are meant to prepare you for discussion and for you to critically reflect on major themes explored in the class in a fun and stress-free way while allowing you to connect with your peers. **Do not spend more than 50 minutes working on the video response.** Please be mindful and respectful to your classmates during the online seminars. Detailed instructions are provided on eClass under “Assignments and Rubrics.”

### **Required Notes:**

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

### **Student Responsibilities:**

#### ***Academic Integrity:***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

#### ***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or

- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

***Sexual Violence Policy:***

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

***Territorial Statement:***

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course** regular attendance of lectures is highly encouraged. At the end of the day, your final grade will reflect your engagement, attendance, participation and willingness to learn from me and your peers. At the same time, emergencies are unpredictable, so please consult with me at your earliest convenience if you know that you will miss a class or classes so that you do not fall behind.



***Policy for Late Assignments:***

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

***Disclaimer:***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources: (1 – 80 SUB)**

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre: (1-80 SUB)**

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers: (1-42 Assiniboia Hall)**

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

***Grading:***

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation](#)

[Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and cultural Studies.

### “MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

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