Contemporary World Lit (HU)

ENGL - 2630 001

Course Information

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ENGL 2630-001

Fall 2025

Course Section Information

Days: MW

**Time**: 10:00 - 11:20 am

Campus: Taylorsville

**Classroom**: AAB 226

Course Description

Survey of literature from around the world. The goal of the course is to promote an understanding of the literary works in their cultural/historical contexts and of the enduring human values that unite the different literary traditions. Special attention is given to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

Semester(s): Fall & Spring

Textbooks, Readings, and Course Materials
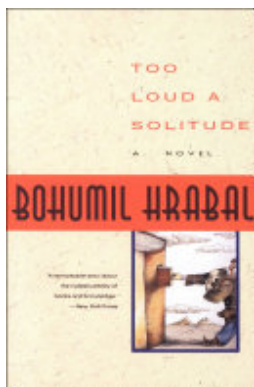
Authors: Bohumil Hrabal
Publication Date: 1992-04-27
Title: Too Loud a Solitude
Publisher: HMH
ISBN: 9780547545882
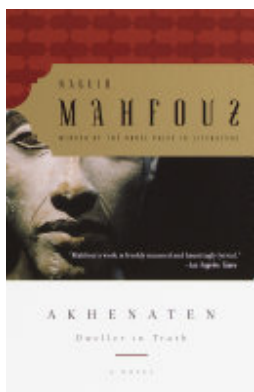
Authors: Naguib Mahfouz
Publication Date: 2000-04-04
Title: Akhenaten
Publisher: Anchor
ISBN: 9780385499095

Authors: Chinua Achebe
Publication Date: 1994-09-01
Title: Things Fall Apart
Publisher: Penguin
ISBN: 9780385474542

THINGS FALL APART

Chinua Achebe

Authors: Jamaica Kincaid
Publication Date: 2000-04-28
Title: A Small Place
Publisher: Macmillan
ISBN: 9780374527075

Authors: Ariel Dorfman
Publication Date: 1994-12-01
Title: Death and the Maiden
Publisher: Penguin
ISBN: 9780140246841
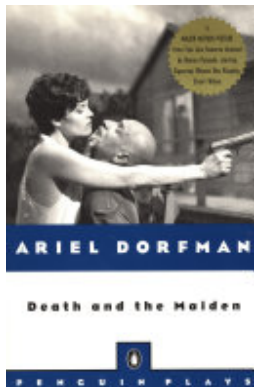
For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Additional Materials

In addition to the required textbooks, you will need a dedicated notebook for ENGL 2630. You will write by hand on paper in class daily. You'll put free writes, lecture & research

notes, and other things you want to record in your notebook. You will need to bring your notebook and a pen or pencil to class every day.

You will need a reliable connection to the internet. Many of the course materials will be distributed electronically, and you will regularly use Canvas to access course information and submit assignments.

Occasionally, you will need access to a printer.

Coursework & Assignment Descriptions

Our weekly activities are listed in the course Modules in Canvas. You can expect reading assignments for each class meeting, daily in-class writing and/or quizzes, and writing/research homework assignments every week or two.

This course is a face-to-face and discussion-based. You will be expected to come to class having already completed the assigned reading and ready to engage actively in discussion. We will also devote class time to viewing and discussing visual and audiovisual materials.

Grading Scale

The grades for the course will follow a very simple pattern. Your grades will be based on your work in four categories:

Attendance & class participation = 15%

Major projects = 35%

Homework / short research & writing assignments = 25%

In-class quizzes & reading responses = 25%

To support a process-oriented focus, most of your assignments will be graded complete/incomplete. This means you will get full credit if your work adequately addresses the assignment prompt (and no credit if it does not) — i.e., I won't be grading the "quality" of the product but rather the effort, engagement, and degree of completion

shown. For any assignment marked incomplete, I will note what is missing or inadequate in a submission comment, and you will have the opportunity to revise and resubmit.

The three major projects will be graded on a 100-point scale.

Your final grade will be calculated using the standard SLCC grading scale:

A = 94-100%	B- = 80-83%	D+= 66-69%
A- = 90-93%	C+ = 76-79%	D = 64-65%
B+ = 86-89%	C = 74-75%	D- = 60-63%
B = 84-85%	C- = 70-73%	E = 0-59%

Late Work

Your weekly assignments will remain open in Canvas for two days past the due date; any assignment submitted within that time will be accepted without penalty. After that, the assignment will be locked, you will receive an incomplete (zero credit) for the assignment, and you will need to contact me to arrange for late submission. The incomplete grades will become permanent two weeks after the due date.

If you think that you are in danger of missing a due date, or find yourself falling behind in general, please get in touch with me via Canvas inbox or email (marcia.smith@slcc.edu) so that we can arrange for an extension ahead of time and make a plan to help you keep on track with your work in the course.

Academic Integrity

Plagiarism
Plagiarism is presenting someone else's work as your own. It includes appropriating the ideas of others which you state or imply are your own. To avoid plagiarism, you must document every quotation and/or paraphrases (including information taken from the

Internet) that appears in your written work. Plagiarism includes turning in a paper for which you plan to receive credit, or for which you have already received credit, in another course (double submission). Submitting text generated by AI tools, such as Grammarly or ChatGPT, as your own work without documenting the source also constitutes plagiarism. Plagiarism is a serious breach of honesty and academic integrity; the penalties for plagiarism are serious, up to and including an "E" in this course.

Generative AI

Please do not use generative artificial intelligence (GAI) tools like ChatGPT as a replacement for your own writing and thinking. A major part of this course is furthering your development as a college reader and writer. Your assignments in ENGL 2630 require that you explain your own thinking about assigned texts, videos, and other resources. You will also need to make connections between the course readings and between our readings and your own experiences, things that AI cannot do. College is a place in which you are meant to grow as a thinker. Often this growth requires that you grapple with difficult texts, concepts, or writing assignments. If you outsource this process to AI by using it to summarize difficult texts or generate writing that seems to be better than what you can produce on your own (NB: it usually is not), you are shortchanging the learning process and stunting your own intellectual growth.

Please be aware that GAI tools sometimes produce false information and create fake citations. Free versions often generate information simply based on titles and topics. As a college student, it is your responsibility to make sure that you carefully evaluate any information that you receive from a GAI tool and ensure that you use technology ethically. The best way to ensure this is skipping the AI tools altogether and using your own brain.

Additional Class Policies

Electronic Devices in the Classroom

We will maintain an electronic device free classroom this semester. Unless you are specifically instructed to use a laptop, phone, or tablet, all electronic devices should remain put away OUT OF SIGHT (mine, yours, and your classmates') during class. When you come to class, remove your headphones, AirPods, or any other personal listening device you may be using, and put your phone, laptop, or tablet away in your bag or under your desk. During class time, stay attentive and focused on the work you're here to do. If you have time between work periods, stay focused on this class and don't automatically

pull out your phone (or laptop or tablet). Instead, use the time to review your notes, free write, or think about your next assignment. The same applies to group work: when you are finished, review your work, think of questions, etc. Do not just pull out your phone (or laptop or tablet). During class discussions, lectures, or group work, your phone, laptop, and/or tablet should be put away, not on your desk. If you are observed using electronic devices during class when not instructed to do so, you will be given one warning to put the device away. If you continue to use your device, you will be asked to leave and marked absent.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Engagement Plan

What you can expect from me:

- I will respond to all emails within 48 hours. If you don't hear back from me within this time frame, try emailing again. It's possible that something went wrong with the technology, and I will never be upset if I get more than one message.
- I will grade and provide feedback on your work within one week of the submission date for short assignments and within two weeks of the submission date for major projects.

What I expect from you:

- Log into our Canvas site regularly. All of your reading and homework assignments, as well as guidelines and due dates for major projects, will be posted in Canvas. The best practice for success in this course is to login to Canvas at the beginning of each week to see what will be due and to determine how much time you will need to allocate to successfully complete all reading and writing assignments.
- Manage your time and don't fall behind on your work. Each activity in the course is meant to build your knowledge as we read, think, and talk together. Falling behind

on the weekly work will cause you to fall behind on understanding later readings, contributing meaningfully in class discussions, and completing major projects.

- Respond to other classmates with care and respect. We are all responsible for creating a space that is both intellectually rigorous and respectful. Above all, please listen carefully and respond respectfully, even when you disagree.

- Communicate with me. If you're having trouble with a reading or with understanding an assignment, or if you need to miss any deadlines, let me know as soon as possible.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Course Student Learning Outcomes

- Analyze literary texts, make arguments about meaning, cite evidence to support analysis.

- Recognize and read various literary genres, including novels, short stories and essays.

- Compare and explain divergent, culturally specific, critical interpretations of a text.

- Describe the integration of world economic, political, and cultural systems and the way they impact and are reflected in literature.

- Explore the complexities of identity, including how deeply rooted identity is in culture, language, religion, race, ethnicity, geography and/or relationship to power.

- Investigate and discuss topics extending beyond the borders of the United States, or about the United States in a comparative and/or interpretive framework.

- Recognize and discuss similarities in literature and the human condition across the globe.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	[Course Questions](#)	Discussion	0
	[Roll Call Attendance](#)	Assignment	100
9/1/25	[Orientation Module Quiz](#)	Quiz	10
9/3/25	[Write: Why are we here?](#)	Assignment	10
9/15/25	[Research: Haňťa's heroes](#)	Assignment	10