



Course Syllabi

Course Title: Modern World Literature

Instructor Email:

Course Number: ENGL 10201

Office Hours:

Instructor Name:

Office Location:

Course Description:

English 10201 Modern World Literature is a comparative literature course that explores significant works from both Eastern and Western traditions, spanning from the Renaissance to the present.

Course Prerequisites:

P: Placement at or above ENGL 13100 (or Equivalent).

Course Access:

Google classroom will be used as our classroom management tool.

Course Goal:

The goal of this course is to help students become thoughtful, confident readers of modern world literature by exploring significant works from both Western and non-Western traditions. Through the study of poetry, fiction, and drama, students will develop close reading, critical thinking, and literary analysis skills while building an understanding of essential literary concepts and terminology. Rather than approaching literature as something to "figure out," we will approach each text as a human story. Across cultures, centuries, and continents, people have wrestled with many of the same questions, emotions, and experiences.

Literature invites us into those conversations, revealing both what makes us unique and what connects us as human beings. As we examine diverse perspectives and universal themes, students will strengthen their cultural awareness, practice open-mindedness, and engage thoughtfully with ideas that continue to shape our world. Most importantly, this course recognizes that your perspective matters. The insights you bring to our discussions and writing are valuable because literature is ultimately about people, and your voice is an important part of that ongoing conversation.

Beginning with Shakespeare's *Macbeth*, students will read a diverse selection of texts—novels, plays, poems, and short stories—that reflect global perspectives and shared human experiences.

Organized thematically, the course emphasizes key literary concepts and features both canonical and contemporary voices. Students will engage in close reading, analysis, and discussion, with writing assignments focused on argumentation, interpretation, rhetorical technique, and style. Through critical and creative exploration, students will develop clarity and complexity in their writing while examining how literature connects us across time and culture.

Student Learning Objectives:

1. Engage you in reading major literary texts of Western and non-Western authors, including poetry, fiction, and drama. You will respond to these texts, through close reading and critical thinking, so that you can identify, compare, and analyze the common themes embodied in these literary texts.
2. Learn the basic literary concepts pertaining to poetry, fiction, and drama.
3. Analyze the role and impact of open-mindedness, diversity, and tolerance as related to the content and perspectives expressed in the literature that you will study.

Learning Resources & Texts

Backman, Fredrik, and Alice Menzies. *And Every Morning the Way Home Gets Longer and Longer: A Novella*. Penguin Books Ltd, 2022.

Brontë, Charlotte. *Jane Eyre*. Floating Press, 2008.

Life of Pi, Yann Martel. Spark Publishing, 2014.

Sepetys, Ruta. *I Must Betray You*. Thorndike Press, a Part of Gale, a Cengage Company, 2025.

Shakespeare, William. *Macbeth*. Floating Press, 2008.

Assignments

Assignments in this course are designed to help you grow as a thoughtful reader, writer, and participant in our literary community. Through analytical writing, discussions, presentations, reading responses, and other course activities, you will practice close reading, develop critical thinking skills, and deepen your understanding of literature from a variety of cultures and traditions.

Written work will be evaluated on your ability to engage thoughtfully with literary texts; develop a clear, well-supported argument; organize ideas effectively; incorporate relevant textual evidence; apply appropriate literary concepts and terminology; and communicate with clarity, precision, and strong writing mechanics.

Equally important is your willingness to consider multiple perspectives, make meaningful connections across texts and cultures, and contribute your own informed voice to literary conversations.

Meeting deadlines is an important part of college-level coursework. In keeping with Westview's late work policy as outlined in the student handbook, assignments may be submitted up to one week after the due date. Late work must include a completed late submission form. While work submitted within this window will still be evaluated, timeliness is an important component of academic responsibility and will be reflected in your overall course performance.

Grading Scale:

Regardless of your overall course average, you must complete all major literary analysis essays and the final research capstone project to earn credit for the course. Completion includes participating in each stage of the writing process, including drafting, revision, peer review, and submission of the final product.

Growth as a reader, writer, and critical thinker is a central goal of this course. Throughout the year, I will evaluate your progress in close reading, literary analysis, analytical writing, and the effective use of textual evidence. Major writing assignments and research projects will be assessed using detailed rubrics that emphasize thesis development, sophistication of analysis, organization, textual support, style, and command of language. Students are encouraged to review these rubrics before and during the writing process.

Assignments should be submitted through Google Classroom unless otherwise directed. If technical difficulties prevent you from accessing Google Classroom, email your work to my WV email (martinam@westview.k12.in.us) as soon as possible and submit it through Google Classroom once access is restored. When emailing drafts for feedback, include specific questions or areas of concern so that I can provide targeted and meaningful feedback.

Category	Weight
Major Writing Projects	55%
Writing Process: drafts, writer's memos, peer review, conferences, revisions, plans, reflections etc.	20%
Skills Practice/ Assessments: timed essays, rhetorical analysis, synthesis, argument, multiple choice, grammar, vocabulary etc.	15%
Discussion/ Communication: Socratic Seminars, presentations, reading, discussions, participation etc.	10%

Course Evaluation:

At the end of the semester, you will have an opportunity to evaluate this course and your instructor. The Department of English & Linguistics will send you the information and link to the online evaluations via

Google Classroom. Your participation is an integral part of the course, and your feedback is vital to improving education at PFW. I strongly urge you to participate in the evaluation system.

I will also include self-reflection and evaluation as part of your final reflection response for the course.

Academic Misconduct / Plagiarism / AI:

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Office of Student Conduct and Care and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: potential consequences (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

Academic integrity is essential to this course. The purpose of every assignment is to help you develop your own reading, writing, critical thinking, and communication skills. While artificial intelligence (AI) can be a valuable learning tool, it should support your learning; not replace your thinking.

Throughout this course, we will occasionally use MagicSchool AI Student Rooms and other instructor-approved AI tools to brainstorm ideas, review concepts, practice rhetorical analysis, receive feedback on drafts, or prepare for assessments. When AI is used appropriately, it can help you become a stronger reader and writer.

Appropriate Uses of AI:

When specifically permitted by the instructor, you may use MagicSchool AI or other approved AI tools to:

- Brainstorm topics or ideas before writing.
- Ask questions about readings or writing concepts.
- Practice rhetorical analysis or AP-style multiple-choice questions.
- Receive feedback on organization, clarity, grammar, or style.
- Generate study guides, review materials, or quiz questions.
- Help understand vocabulary or difficult passages.
- Reflect on your writing through guided questions.

Using AI in these ways is intended to support your learning process; not to complete assignments for you.

Unless explicitly authorized, you may not use AI to:

- Generate complete or partial essays, discussion posts, or written assignments that you submit as your own work.
- Copy, paraphrase, or lightly edit AI-generated text and present it as your original writing.
- Complete quizzes, tests, in-class writing, or other assessments.
- Create citations or research without verifying their accuracy.

- Replace your own analysis, ideas, or critical thinking with AI-generated responses.

All final writing submitted in this course must represent your own thinking, voice, and writing. You are responsible for every sentence you submit. The goal of this policy is not to discourage the use of AI but to ensure that you continue to develop the independent reading, writing, and thinking skills that this course is designed to teach. When you are unsure whether AI is appropriate for an assignment, ask before using it.

Student Support Services

Purdue University Fort Wayne is committed to your academic and personal success. Visit the [Student Support Services](#) page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices. For help with technology, including Brightspace, visit the [IT Services Student Technology Support](#) page.

If you observe and/or are made aware of student behavior that leaves you feeling concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Please note that this form is not for emergencies. If you know of a student who is injured, is injuring themselves or others, or is threatening injuries to themselves or others, please call 911 immediately.

Your emotional wellness and mental health are important. If you have a mental health disorder, are struggling with your mental health, your stress overwhelms your ability to cope with it, or you find yourself needing emotional support, please talk to someone. If you or someone you know is in a mental health crisis situation, call 911 or go to the local emergency room. Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email csc@pfw.edu.

Course Schedule

Assignments/ Units
Unit 1: The Stories That Shape Us. How do stories influence the way we see ourselves and others? We begin the course by examining the power of storytelling itself. Through Chimamanda Ngozi Adichie's TED Talk and essay, "The Danger of a Single Story," students will consider how literature can challenge assumptions, broaden perspectives, and deepen empathy. This unit establishes the foundation for the course by inviting students to become open-minded readers who recognize the value of diverse voices and experiences. Students will also reflect on their own stories and begin thinking about literature as a conversation about what it means to be human. Once we recognize that every person has a story worth telling, we turn inward to explore how writers craft those stories and how we can begin telling our own.
Unit 2: Writing Ourselves Into the World. How do writers transform personal experience into meaningful literature? Using excerpts from Trevor Noah's <i>Born a Crime</i>, students will study the craft of memoir, focusing

on techniques such as voice, humor, narrative structure, characterization, and beginning *in media res*. Through short creative writing exercises, students will experiment with these techniques as they develop their own personal narratives. The unit culminates in a college admissions essay, encouraging students to discover and communicate an authentic voice while considering how personal stories connect to larger themes.

Understanding our own stories prepares us to examine characters whose choices reveal universal truths about ambition, power, morality, and human nature.

Unit 3: MacBeth What happens when ambition overpowers integrity? In Shakespeare's *Macbeth*, students will explore timeless questions about ambition, leadership, guilt, fate, and free will. Through close reading and discussion, students will analyze Shakespeare's language, dramatic techniques, and enduring themes while considering why stories written over four hundred years ago continue to speak to modern audiences. This unit reinforces the idea that although cultures and historical contexts differ, human emotions and ethical dilemmas remain remarkably consistent.

As we become more experienced readers, we begin to notice that authors often communicate meaning through recurring patterns, symbols, and literary conventions that extend beyond a single text.

Unit 4: Reading Beneath the Surface How do literary patterns deepen our understanding of a text? Students will begin by reading selections from Thomas C. Foster's *How to Read Literature Like a Professor*, learning to recognize common literary patterns, symbolism, archetypes, and themes. They will then apply these interpretive lenses to Fredrik Backman's novella *Every Morning the Way Home Gets Longer and Longer*, examining how literary elements enrich our understanding of memory, family, love, and loss.

Students will also view the film adaptation of *Of Mice and Men*, analyzing how filmmakers interpret literary themes and comparing cinematic storytelling with written texts. Throughout the unit, students will practice reading beyond the literal meaning to uncover deeper layers of interpretation.

Once we understand how symbolism operates in literature, we can explore works that intentionally blur the boundaries between reality and imagination.

Unit 5: Truth Through Imagination- Magical Realism. Can imagination reveal truth more effectively than realism? Students will be introduced to magical realism through Gabriel García Márquez's short story "A Very Old Man with Enormous Wings" before exploring Yann Martel's novel *Life of Pi*. These texts invite readers to question the nature of truth, belief, storytelling, and perspective while examining how extraordinary events can illuminate deeply human experiences. Throughout the unit, students will consider why authors sometimes choose fantasy to communicate emotional or philosophical truths.

As we compare multiple texts that explore similar ideas about truth and perspective, we begin developing the skills needed to synthesize evidence and construct persuasive arguments

Unit 6: Making Meaning Through Argument How do readers use evidence from multiple texts to support an original claim? This writing-focused unit emphasizes synthesis and argumentative writing. Students will draw connections among the texts studied throughout the course, developing original arguments supported by close reading and textual evidence. Building on the analytical skills developed in previous units, students will strengthen their ability to engage thoughtfully with complex ideas while contributing their own voice to ongoing literary conversations.

Having practiced supporting our interpretations with evidence, we now turn to literature that asks us to consider the moral responsibilities of individuals living under oppressive systems.

Unit 7: Literature as Witness- I Must Betray You. What responsibilities do individuals have when faced with injustice? Through Ruta Sepetys's *I Must Betray You*, students will examine how historical fiction gives voice to those living through political oppression. Students will explore themes of courage, loyalty, identity, and resistance while considering the relationship between personal choices and historical events. This unit highlights literature's power to preserve memory, foster empathy, and encourage civic awareness.

Our final unit expands the conversation about power and identity by examining how social expectations shape individual lives, particularly for women whose voices have historically been marginalized.

Unit 8: Finding a Voice- “The Yellow Wallpaper” and Jane Eyre. How does literature challenge society's expectations and give voice to the unheard? The course concludes with Charlotte Perkins Gilman's *The Yellow Wallpaper* and selections from Charlotte Brontë's *Jane Eyre*. Students will explore themes of identity, gender, autonomy, and resilience while analyzing the ways authors use narrative perspective, symbolism, and characterization to critique social norms. As students reflect on the many voices encountered throughout the year, they will revisit the central idea introduced in Unit One: literature broadens our understanding of ourselves and others by inviting us to hear stories beyond our own experience.

Unit 9: Final Portfolio: Finding Your Voice. The final assessment for this course is a reflective portfolio that showcases your growth as both a reader and a writer throughout the year. Rather than demonstrating what you have memorized, this portfolio asks you to consider how your thinking has evolved, how your writing has developed, and how your understanding of literature, and yourself, has deepened. The final assessment for this course is a reflective portfolio that showcases your growth as both a reader and a writer throughout the year. Rather than demonstrating what you have memorized, this portfolio asks you to consider how your thinking has evolved, how your writing has developed, and how your understanding of literature, and yourself, has deepened..

The goal is not to prove that you have found a "perfect" voice, but to demonstrate that you have developed one that is thoughtful, authentic, and uniquely your own, one that will continue to grow long after this course ends.

A Final Word:

Welcome to Modern World Literature.

For many of you, this is your first dual-credit English course, and with that may come excitement, curiosity, and maybe even a little uncertainty. College-level work can feel intimidating at first, especially as a sophomore. That's okay. You are not expected to have all the answers on the first day. You are expected to be willing to read thoughtfully, ask questions, work hard, and grow.

This course is not about finding the "right" interpretation of every text. It is about learning to think critically, communicate clearly, and engage with ideas that have shaped people across cultures, generations, and the world. Along the way, you'll discover that your own experiences and perspectives have a place in those conversations.

Growth rarely happens all at once. It happens one book, one discussion, one draft, and one revision at a time. There will be moments when a text challenges you, when writing feels difficult, or when your ideas don't come

easily. Those moments are not signs that you don't belong here, they are often the moments when the most meaningful learning takes place.

As your teacher, my goal is to challenge you while also supporting you. I want this classroom to be a place where you feel comfortable taking intellectual risks, sharing your ideas, learning from others, and developing confidence in your own voice. We will celebrate successes, learn from mistakes, and keep moving forward together.

Whether you leave this course with a new favorite author, greater confidence in your writing, a deeper understanding of the world, or simply the realization that your voice matters, I hope you leave knowing that you are capable of more than you imagined when you first walked through the door.

This course is one step on your journey toward graduation, college, and whatever path you choose beyond high school. My hope is that it helps you become not only a stronger student, but also a more thoughtful reader, writer, and citizen of the world.

I'm looking forward to reading alongside you, learning with you, and watching you grow throughout the year. Welcome to the journey.