ENGL 2363.061
World Literature since the Renaissance
BECOMING AMERICAN

- Semester: Spring 2026 I Delivery:Full online asynchronous course
- Instructor: Prof. Menkina Snider | Email: nmenkina@uttyler.edu
- Office: CAS 241 | Phone: 903-566-6316
- Student Hours: M/W/F 11:15 a.m.-1:15 p.m. (Zoom) and by appointment

➤ **Start Here**
Read this syllabus, then go to Modules → Start Here and watch the welcome & navigation videos.

📁 **Major Assessments**
Discussion boards, learning activities, quizzes, 2 unit exams, final project, and portfolio.

📅 **Course Calendar**
See the Course Calendar section near the end of this document.

👋 Welcome

Welcome to ENGL 2363 World Literature since the Renaissance: Immigrant Literature! I am excited to work with you this semester.

I emigrated from Russia in 2009 and have been teaching at UT Tyler since 2012. Despite being here for quite a long time, I am still assimilating and adjusting to my second home. When I started teaching in a different country, I felt the same nervousness, fear, and frustration as some of you may feel now—but also excitement and a sense of accomplishment. I hope that by the end of this semester you will feel those things too. I am a former athlete in volleyball, running, and basketball, I have three rescue dogs and a cat, and I love watching movies. I am looking forward to working with you in this online course.

📌 Course Description

This course includes texts written by multigenerational authors with multiethnic backgrounds that include Eastern and Western Europe, the continent of Asia, and Latin America. Readings—primarily from the late 19th through the middle of the 21st centuries—range from a graphic novel to memoirs, autobiography, poetry, and prose fiction and explore a few of the immigrant voices from around the world that have contributed so much to unique American literature.

Central question: *What do people carry with them when they move across borders—physically, emotionally, and culturally?*

🎯 Course Objectives

As the semester progresses, successful students will be able to:

- Broaden their knowledge about and apply analysis to the rich multicultural tradition of American literature and to the world around them.
- Implement effective literary techniques to analyze literature across various genres in online discussions and writing assignments.
- Identify, compare, and contrast the ways writers express ideas and themes related to immigration from different periods and countries.
- Value difference among people and express appreciation of cultures (language, religion, philosophy, family and community structures, and material culture).
- Refine research and digital skills when presenting contexts related to immigration.

💬 Communication with Instructor

The best way to contact me is via your UTT Patriot email or Canvas message. Per UT Tyler email policy—which stipulates that the Patriot email account serves as the communication source for all UT Tyler learning management systems—I will not reply to emails sent from non-UTT email addresses.

The same policy applies to attending Zoom office hours or meetings: you may use any device (computer, tablet, phone), but you must log in with your UTT credentials/Patriot account. If you are not familiar with Zoom, you can consult Canvas 101, which offers Zoom tutorials and guidelines on how to use Canvas.

Be sure that every email related to the course has "ENGL 2363.061" in the subject line. Although I check my email regularly—even on weekends—please do not expect an immediate reply to weekend emails (those sent between late afternoon Friday and Monday before 8:00 a.m.). If an issue legitimately requires immediate attention, mark it "URGENT – ENGL 2363.061" in the subject line.

Emails should be written in a somewhat formal style and tone: full sentences, reasonably correct grammar, and a succinct overview of the topic. Think of it as less formal than a paper and more formal than a text to friends. I may not respond to emails without a proper professional address and tone.

📚 Required Texts

- *Maus I: A Survivor's Tale: My Father Bleeds History* by Art Spiegelman (ISBN: 0394747232)
- *Maus II: A Survivor's Tale: And Here My Troubles Began* by Art Spiegelman (ISBN: 0679729771)
- Selected works (accessible via Canvas)

Note 1: *Maus* can be purchased as a single volume: *The Complete Maus, 25th Anniversary Edition* (ISBN: 0679406417).

Note 2: All books are available at the UT Tyler Bookstore.

📒 Grade Distribution

Assessment	%
Discussion Boards	15%
Learning Activities (Short Writing Assignments)	15%
Quizzes	10%

Exams (2)	40%
Final Project	20%

Grading Scale: 90–100 = A · 80–89 = B · 70–79 = C · 60–69 = D · 59 and below = F

🎥 Weekly Navigation Videos

At the start of each week, you will be supplied with navigation videos (for mid-week and weekend deadlines). These videos explain each week's agenda, readings, and assignments. You are expected to watch these videos to understand what to pay attention to while reading and what expectations apply to each assignment.

Each video includes captions; you can usually open them in YouTube for additional accessibility options.

💻 Discussion Boards — 15%

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of this process is direct engagement via classroom interactions and discussions. In an online class, this happens in Discussion Boards.

Each Discussion Board activity is worth 100 points (70 points for your primary post and 30 points for your responses / value-added comments).

Responding to your peers is as significant as generating your own ideas. Avoid limiting your responses to "I like your post." Instead, offer a more critical and thoughtful reply that clearly communicates your perspective.

Use the 3C + Q method:

- Compliment – "I like how…" / "I appreciate that you…"
- Comment – "I agree that… because…" / "I disagree that… because…"
- Connection – "I also have read/seen/heard/experienced…"
- Question – "I wonder why/how/who/what/when/where…"

Note: The 3 lowest Discussion Board scores will be dropped.

❓ Quizzes — 10%

There will be several comprehension quizzes based on the video lectures and/or assigned readings. The purpose of these quizzes is to check your understanding of key concepts and ideas.

Because quizzes are meant to support ongoing preparation, late quizzes are not accepted.

📝 Learning Activities (Short Writing Assignments) — 15%

Learning Activities are short writing assignments that ask you to apply your knowledge and understanding of course readings. There are usually two Learning Activities per week.

While these are not formal essays, you should still aim for clear, cohesive writing. Grammar will not be the primary focus, but please review for flow, clarity, and coherence.

Late Learning Activities will not be accepted. Each activity is worth 100 points.

Note: The 3 lowest Learning Activity scores will be dropped.

🖊️ Exams — 40%

This course includes 2 exams, each worth 20% of your final grade, given at the end of Unit 1 and Unit 2. These tests measure not only knowledge and comprehension but also higher-level thinking skills such as analysis and synthesis.

Each exam includes two parts:

- A 350–500-word essay over the texts covered in the unit.
- An essay on the skills you are learning in the course.

A thorough study guide will be provided for each exam. Students who miss an exam without prior excuse and appropriate documentation will receive a zero. Upon student request, it is the professor's prerogative whether or not to permit a make-up exam.

Students cannot revise or rewrite exams once they are graded.

🎤 Final Project — 20%

This is the end-of-semester project that asks you to design and deliver a presentation which discusses immigrant experience exemplified in a reading of your preference that we cover throughout this course.

The purpose of this project is to offer the context (social, cultural, political, historical, etc.) that surrounds the reading of your choice so that the audience can better understand the immigrant experiences discussed there.

More detailed guidelines can be found in Canvas.

Late projects will not be accepted.

🎁 Extra Credit

There are no extra credit projects offered in this course. If you are worried about your grade, please contact me as early in the semester as possible to discuss strategies for improvement. Addressing concerns early allows time to develop a plan for success.

⏱️ Participation & Workload

It is important to set your expectations for success early on. Regular engagement and participation are as vital in an online class as in a traditional classroom. Your "presence" will be counted not by taking roll but by your regular contributions to discussions, watching navigation videos, and submitting assignments.

Participation in this online course involves:

- Logging into the course at least 3–4 times per week (daily is best).
- Checking email and announcements regularly.
- Watching weekly navigation videos.

- Completing assignments and quizzes by the due dates.
- Contributing regular posts to the Discussion Board.

As in an on-ground class, any student who has missed more than two weeks of work will likely fail the course. If you choose to drop the course, you must do so officially through Admissions and then notify your instructor; instructors cannot drop students.

Because this is an online course, the typical workload is between 15 and 20 hours per week, depending on reading speed and comfort with literary analysis.

Develop your own working schedule to make sure you do not miss assignments and deadlines. Be patient with yourself and work consistently (ideally daily) and you can succeed.

📎 Submitting Assignments & Make-Up Policy

Submitting Assignments

To be counted for a grade, your work must be submitted in the appropriate Canvas assignment and saved as a PDF. UT Tyler students have free access to Microsoft Office and can convert Word documents to PDF.

- If I cannot open your work, it is considered late or not submitted.
- Please do not zip your files.
- Please do not email assignments; use Canvas submissions only.

⚠️ Late work will not be accepted for most assignments unless otherwise specified.

Make-Up Policy

Because this is an online course, students must accept greater responsibility for staying on top of due dates. Every effort should be made to take quizzes and exams on time and complete all writing assignments by their due dates.

In cases of emergency (e.g., COVID, death in the family, serious illness) supported by appropriate documentation (such as a doctor's note), make-up work may be allowed. However, missing an assignment does not guarantee you will be allowed to make it up; approval is at the professor's discretion.

A family vacation does not constitute an emergency that excuses course work. Contact me as soon as possible if you miss something for a genuine emergency, and we will work out details.

🌐 Netiquette

Netiquette is a set of guidelines for professional behavior in an online environment. Knowing these social rules can help you have a more rewarding semester.

1. Participate. Share your ideas to strengthen discussion; don't wait until the last minute to post. Encourage others by responding thoughtfully.

2. Respect. Use an appropriate tone, especially for controversial issues. Avoid language that could be seen as offensive or sarcastic. Disagree with ideas, not people.

3. Help others. If you can answer a classmate's question, please do so. We're a team.

4. Edit and proofread. Aim for clear, organized, standard English. Errors can frustrate readers and obscure your ideas.

5. Don't shout. Avoid typing in ALL CAPS or using too many exclamation marks.

6. Use emoticons sparingly. They can clarify tone, but too many can make your writing look less academic.

7. No flaming. Personal attacks or "flame wars" are not acceptable. If you feel attacked, contact your instructor rather than responding in anger.

Remember that Discussion Board posts are permanent; think carefully about your tone before submitting.

🖥️ Canvas / Internet Access & AI Statement

Canvas / Internet Access

You will need reliable internet access for tasks such as accessing online texts, watching videos, performing independent research, and downloading course materials. According to UT Tyler policy, you are responsible for your own internet access; personal connectivity problems do not automatically excuse missed work.

AI-Assisted Writing vs. AI-Generated Writing

With the rise of AI (artificial intelligence) writing assistants, students must take special care to use this technology ethically and honestly. In this class, we distinguish between AI-assisted writing and AI-generated writing.

- AI-assisted writing is permitted only if you use AI as a collaborative tool to support your own writing process (for example, brainstorming, outlining, or limited drafting), with substantial writing, research, and composing done by you.
- AI-generated writing means that little or no work comes from you, and the majority of the text is produced by AI. This is not allowed.

The goal of any AI assistance in this course is to help you develop your own writing process and critical thinking, not to replace them. Using AI to generate writing without substantial original contribution from you is not acceptable.

⚠️ **Important:** If a written response for any course activity (Learning Activity, Discussion Board, exam, final project, etc.) includes information or citations that do not come from the assigned texts, that assignment will receive a grade of 0.

UT Tyler AI Policy

UT Tyler encourages discussion of AI tools' ethical, societal, philosophical, and disciplinary implications. All use of AI should be acknowledged and may not involve protected information or copyrighted materials. AI tools rely on predictive models and may produce content that is inaccurate, incomplete, biased, or taken without proper attribution. They are not a substitute for traditional research.

You are responsible for the quality and integrity of any work you submit. Misusing AI tools in ways that violate this course's guidelines is a breach of academic integrity and may result in disciplinary action under UT Tyler's Academic Integrity Policy.

💼 University Resources & Policies

<u>UT Tyler Resources for Students</u>

- UT Tyler Writing Center — assistance with writing projects and skills.
- UT Tyler PASS Tutoring Center — free tutoring for many core subjects.
- UT Tyler Mathematics Learning Center — open lab with tutors for early-career math courses.
- UT Tyler Counseling Center — mental-health support; 24-hour Crisis Line: 903.566.7254.

<u>Selected University Policies</u>

You are responsible for reading and following all UT Tyler policies. Key policies summarized here include:

- UT Tyler Honor Code — commitment to honor and integrity (no lying, cheating, or stealing).
- Student Rights and Responsibilities — overview of policies affecting your rights as a student.
- Campus Carry — guidelines for licensed concealed carry on campus.
- Tobacco-Free Campus — prohibits all forms of tobacco on UT Tyler property.
- Student Standards of Academic Conduct — definitions of cheating, plagiarism, collusion, and falsifying records, plus consequences.
- Grade Replacement / Forgiveness & Census Date Policies — rules for repeating courses, refunds, and schedule changes.
- State-Mandated Course Drop Policy — limits students to six drops (for students who began college Fall 2007 or later, statewide).
- Student Accessibility and Resources (SAR) — accommodations for disabilities (learning, physical, psychiatric, chronic conditions, ADHD, etc.).
- Student Absence due to Religious Observance — notify instructor by the second class meeting if applicable.
- Student Absence for University-Sponsored Events — notify at least two weeks in advance to arrange make-up work.
- Social Security & FERPA — protection of confidential information; grades are not transmitted via email.
- Emergency Exits & Evacuation — everyone must exit if an alarm sounds; follow directions from University Police/Fire.

Full policy language is available in Canvas/Syllabus, on the UT Tyler website, and in official university documents.

📅 Important Dates of the Semester

Classes begin: January 12

Martin Luther King Holiday: January 19

Census Date: January 26

Spring break: March 9–14

Last day to withdraw from one or more courses: March 30

Final Exams: April 27–May 1

📊 Course Calendar (Subject to Change)

All assignments are due by 11:59 p.m. on Sunday of the listed week unless otherwise noted.

Week	Due Dates	Wednesday Tasks	Sunday Tasks
1	Jan 12–18	• DB: Getting to Know Each Other	• Introduction to the Unit 1 quiz

		• Skills Inventory • Beginning of semester survey • Syllabus Quiz	• Spiegelman, Maus, Vol. 1, Ch. 1–2 • LA & DB over Maus
2	Jan 19–25	• Spiegelman, Maus, Vol. 1, Ch. 3–6 • LA & DB over Maus	• Spiegelman, Maus, Vol. 2, Ch. 1–3 • LA & DB over Maus
3	Jan 26–Feb 1	• Spiegelman, Maus, Vol. 2, Ch. 4–5 • LA & DB over Maus	• Duggin, "Learning My Father's Language" • LA & DB over the poem
4	Feb 2–8	• Gillan, "Carlton Fredericks and My Mother" • Antin, from The Promised Land • LA & DB over the texts	• Gold, "Bananas" • Chaplin's story • LA & DB over the texts
5	Feb 9–15	• Rich, "Prospective Immigrants Please Note" • Ferrarelli, "Emigrant/Immigrant I/II" • LA & DB over the texts	• Papashvily, "The First Day" • Pupin, "The Hardships of a Greenhorn" • LA & DB over the texts
6	Feb 16–22	• Unit 1 Exam	• Poetry of Angel Island • Sui Sin Far, "In the Land of the Free" • LA & DB over the texts
7	Feb 23–Mar 1	• Tan, "Rules of the Game" • Gesh, "What Means Switch" • LA & DB over the texts	• Nye, "Red Velvet Dress" • Ramanathan, "I Worry" • LA & DB over the texts
8	Mar 2–8	• Lahiri, "When Mr. Pirzada Came to Dine" • Lahiti, "The Third and Final Continent" • LA & DB over the texts	• Que-Doan-Do, "The Rootless People" • Perez, "Off-Island Chamorros" • LA & DB over the texts
9	Mar 9–15	• Spring Break	• Spring Break
10	Mar 16–22	• Rustomji, "Thanksgiving in a Monsoonless Land" • Banerjee, "Goddess of Learning" • LA & DB over the texts	• Uchida, "Tears of Autumn" • Yamada, "I Learned to Sew" • LA & DB over the texts • Final Project Proposal
11	Mar 23–29	• Otsuka, The Buddha in the Attic ("Come, Japanese!" & "The Children," "Traitors") • LA & DB over the novel	• Hughes, from Displacement • LA & DB over the novel
12	Mar 30–Apr 5	• Unit 2 Exam	• Bruchac, "Ellis Island"; Crawford, "Grandfather"; Chief Seattle, "This We Know"

			• DB & LA over the texts
13	Apr 6–12	• Zitkala-Sa, from American Indian Stories • From A Narrative of the Life of Mrs. Mary Jemison • LA & DB over the texts	• Hughes, "The Negro Speaks of Rivers" • McKay, "The Tropics in New York" • LA & DB over the texts
14	Apr 13–19	• Perez, "Remembering My Spanish" • Gutierrez, "Spanglish" • Rodriguez, from Hunger of Memory • LA & DB over the texts	• Cofer, "Arrival" • Cofer, "American History" • LA & DB over the texts
15	Apr 20–26	• Mhute, "What's in a Name" • Dumas, "The F Word" • LA & DB over the texts	• Final Project and creator's note • DB: Your favorite course texts • Final Project (due)
16	Apr 27–May 3	• Final Project comments	

Note: This schedule is based on the current course plan and is subject to change. Any changes will be announced in Canvas.