

Chaminade University

EN 255:  
Short Story and Novel

Fall 2012

Syllabus

Instructor: Justin Wyble  
Office location: 206B Henry Hall  
Office hours: MWF 8:30-9:30 and 12:30-1:30  
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### **Course Description**

This introductory literature course surveys classical and modern works primarily of major English, Continental, and American authors.

Throughout the semester we will investigate the historical contexts of the narratives we read together as we attempt to relate the study of literature to our own lived experiences and contexts. We will also pay close attention to the relationship between realism and fantasy across various genres, including magical realism and science fiction.

### **Required Texts**

The following texts are required for this course and are available at the campus bookstore until the end of the third week of classes. If you choose to purchase your texts from another source, please be sure to order the specific editions listed below. Please note that you will not be able to use digital versions of these texts during open-book sections of quizzes and exams; therefore, I highly recommend that you purchase paper editions.

- 1) Robert Barclay. *Melal: A Novel of the Pacific*. U of Hawaii P, 2002. ISBN: 978-0824825911
- 2) Jack London. *The Iron Heel*. Dover, 2009. ISBN: 978-0486473659
- 3) Margaret Atwood. *The Year of the Flood*. Anchor, 2010. ISBN: 978-0307455475
- 4) Karen Tei Yamashita. *Tropic of Orange*. Coffee House Press, 1997. ISBN: 978-1566890649
- 5) Alan Moore and David Lloyd. *V for Vendetta*. Vertigo, 2008. 978-1401208417
- 6) Mark Martin, ed. *I'm With the Bears: Short Stories from a Damaged Planet*. Verso, 2011. 978-1844677443

## **Student Learning Outcomes**

To improve critical reading and writing skills developed in EN 101 and EN 102.

To demonstrate familiarity with the elements of fiction and the literary terms used to discuss them.

To demonstrate an ability to read and analyze literary works using the elements of fiction.

To define various literary critical approaches and use them to analyze literary texts.

To demonstrate the ability to situate literary texts within their socio-historical contexts.

- To demonstrate a knowledge of the multiple genres and sub-genres of literature.

To develop the skills necessary to lead class discussions during group presentations on literary texts.

To demonstrate the ability to write unified, coherent, well-developed essays about literary works.

To demonstrate the ability to conduct library research on literary texts and related secondary sources, culminating in the successful completion of a research-based literary essay.

## **Course Requirements**

### *Required Assignments*

\* You must complete and submit all essays and exams in order to pass this course.

Essay 1	10%
Essay 2	15%
Essay 3	20%
Mid-Term Exam	10%
Final Exam	25%
Participation (including reading quizzes, informal writing assignments, presentations, peer-review workshops, etc.)	20%
TOTAL	100%

### *Attendance*

More than three unexcused absences may result in a lowering of the final course grade, and students who miss two consecutive weeks of class may be withdrawn from the course.

### *Late Work*

All written work must be submitted by the specified deadline. Written work will receive a 10% reduction for each day it is late.

### *Reading Journal*

You will be required to keep a journal for this course. For each day's reading assignment, you will write an entry in your journal.

Each entry should include both a summary of the reading and a response to what you have read. The response portion of your entry is the place to make connections to previous readings and films that we have studied and discussed, to raise questions concerning the ideas presented in the reading, and to relate the reading to your personal experience. You may also use your journal entries to experiment with creative responses to our readings.

My hope is that your journal will provide you with an informal writing space to try out ideas that you might decide to more fully develop in your formal essays. I will ask you to submit your reading journal at several points throughout the semester.

### *Classroom Policies*

I expect all students to treat each other and the instructor with respect at all times. This includes listening carefully and speaking thoughtfully to others during our class discussions.

All electronic devices should be kept in your bag and remain silent during class. Please see me to discuss any extenuating circumstances.

If you are not prepared for class (i.e., have not completed the assigned reading, or do not have the assigned text on hand), be aware that I reserve the option of giving unannounced quizzes at any time.

If you have any questions about essays, assignments, class discussions, grades, etc., please see me during my office hours (listed at the top of this syllabus). If you are unable to make it to my regularly scheduled office hours, please see me after class or send me an email so that we can schedule an appointment for another time that is mutually convenient.

### *Chaminade Email Policy*

Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is university policy.

## **Academic Honesty**

Please do not attempt to submit work that is not your own. Please review the following sections of the current Academic Catalog:

### **Academic Honesty**

*Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.*

*Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.*

*Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.*

### **Accusations of Plagiarism or other forms of Academic Dishonesty**

*Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:*

- 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.*
- 2. Paraphrasing the work of another without proper author acknowledgment.*
- 3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.*

*In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern should be directed to the Provost; if the Provost is the instructor in question, the concern should be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.*

*In either case, the Dean or Graduate Program Director may choose to resolve the matter*

*through a meeting with both the student and the faculty member, or refer the matter to the Provost. The findings, in either case, are final.*

### **Students with Disabilities**

While every effort will be made to accommodate students with disabilities, there is a procedure for receiving appropriate accommodations. Students must first register with the Chaminade Counseling Center, which will then provide documentation that specifies what kinds of accommodations are needed. This documentation must then be shown to, and discussed with, the instructor.

### **Grading Scale**

- A = Outstanding scholarship and an unusual degree of intellectual initiative (90-100%).
- B = Superior work done in a consistent and intellectual manner (80-89%).
- C = Average grade indicating competent grasp of subject matter (70-79%).
- D = Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (60-69%).
- F = Failed to grasp minimum subject matter; no credit given.

**\*\*You need a minimum of a 70% (C) to pass this course.**

### **Grading Standards for Essays**

- A: The essay exceeds the expectations of the assignment by applying an exceptionally high level of critical thinking skills, in addition to meeting all of the characteristics of a "B"-range essay.
- B: The goal of the essay is clear, and the language and rhetorical techniques used in the essay are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples for the essay are detailed and logically connect to the thesis and the overall development of the essay. Finally, the essay displays a strong command of grammar, punctuation, and sentence variation.
- C: The goal of the essay is clear, and the language and rhetorical techniques used in the paper are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples used in the essay are general and, therefore, make it difficult to analyze the logical connections between the examples and the overall development of the essay. Problems with grammar and punctuation may be present.
- D: The goal of the essay is vague and lacks a clear thesis statement. As such, the essay may not provide a clear organizational structure. Also, the essay has many errors in grammar and punctuation.
- F: The essay lacks a clear goal and an organizational structure, and the grammar and punctuation errors in the essay make it difficult to read.

**Course Schedule**  
(subject to change)

Week 1

Monday, 8/27	Syllabus review Introductions
Wednesday, 8/29	Jack London, <i>The Iron Heel</i> , 1-32
Friday, 8/31	no classes from 11:30-12:30 (Spiritual Convocation)

Week 2

Monday, 9/3	Labor Day (no classes)
Wednesday, 9/5	London, <i>The Iron Heel</i> , 33-76
Friday, 9/7	London, <i>The Iron Heel</i> , 77-103

Week 3

Monday, 9/10	London, <i>The Iron Heel</i> , 103-137
Wednesday, 9/12	London, <i>The Iron Heel</i> , 138-169
Friday, 9/14	London, <i>The Iron Heel</i> , 170-195

Week 4

Monday, 9/17	Robert Barclay, <i>Melal: A Novel of the Pacific</i> , 1-53
Wednesday, 9/19	Barclay, <i>Melal: A Novel of the Pacific</i> , 54-102
Friday, 9/21	<b>submit topic proposal for Essay 1</b> Barclay, <i>Melal: A Novel of the Pacific</i> , 103-157

Week 5

Monday, 9/24	Barclay, <i>Melal: A Novel of the Pacific</i> , 159-208
Wednesday, 9/26	Barclay, <i>Melal: A Novel of the Pacific</i> , 209-256
Friday, 9/28	Barclay, <i>Melal: A Novel of the Pacific</i> , 257-300

Week 6

Monday, 10/1	<b>submit Essay 1</b>
Wednesday, 10/3	<i>I'm With the Bears: Short Stories from a Damaged Planet</i>
Friday, 10/5	<i>I'm With the Bears: Short Stories from a Damaged Planet</i>

Week 7

Monday, 10/8	Discoverers' Day (no classes)
Wednesday, 10/10	<i>I'm With the Bears: Short Stories from a Damaged Planet</i>
Friday, 10/12	<i>I'm With the Bears: Short Stories from a Damaged Planet</i>

Week 8

Monday, 10/15	Margaret Atwood, <i>The Year of the Flood</i> , 1-48 review for mid-term exam
Wednesday, 10/17	<b>Mid-Term Exam</b>
Friday, 10/19	Atwood, <i>The Year of the Flood</i> , 49-106

Week 9

Monday, 10/22	Atwood, <i>The Year of the Flood</i> , 107-162
Wednesday, 10/24	Atwood, <i>The Year of the Flood</i> , 163-219
Friday, 10/26	<b>submit topic proposal for Essay 2</b> Atwood, <i>The Year of the Flood</i> , 220-271

Week 10

Monday, 10/29	Atwood, <i>The Year of the Flood</i> , 273-329
Wednesday, 10/31	Atwood, <i>The Year of the Flood</i> , 330-385
Friday, 11/2	Atwood, <i>The Year of the Flood</i> , 386-431

Week 11

Monday, 11/5	<b>submit Essay 2</b>
Wednesday, 11/7	Karen Tei Yamashita, <i>Tropic of Orange</i> , 1-51
Friday, 11/9	Yamashita, <i>Tropic of Orange</i> , 53-93

Week 12

Monday, 11/12	Veterans' Day (no classes)
Wednesday, 11/14	Yamashita, <i>Tropic of Orange</i> , 95-171
Friday, 11/16	Yamashita, <i>Tropic of Orange</i> , 173-207

Week 13

Monday, 11/19	Yamashita, <i>Tropic of Orange</i> , 209-240
Wednesday, 11/21	Yamashita, <i>Tropic of Orange</i> , 241-268
Friday, 11/23	Thanksgiving Holiday (no classes)

Week 14

Monday, 11/26	Alan Moore and David Lloyd, <i>V for Vendetta</i> , 1-86
Wednesday, 11/28	<b>submit topic proposal for Essay 3</b> Moore and Lloyd, <i>V for Vendetta</i> , 87-179
Friday, 11/30	Moore and Lloyd, <i>V for Vendetta</i> , 180-288

Week 15

Monday, 12/3	Sherman Alexie, "What You Pawn I Will Redeem" (online)
Wednesday, 12/5	short story, TBA
Friday, 12/7	<b>submit Essay 3</b> review for final exam

Finals Week

Wednesday, 12/12, 11:00-1:00	<b>Final Exam</b>
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