

Chaminade University
Fall 2014

English 201-01-1 Types of Literature

Meeting Times: M/W/F 1:30 – 2:20 pm

Location:

Instructor: Brooke A. Carlson

Office location: Henry Hall 206 C

Office hours: M/W/F 11 am – 12pm, T/Th 11 am – 12 pm, and by appointment

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Syllabus

“You taught me language, and my profit on ‘t
Is I know how to curse. The red plague rid you
For learning me your language!” (*The Tempest*, I.ii.362-4).

Course Description

What does a home mean to you? Have you left it? How did you get there? Would you go back? Starting with the foundational travel narrative in Western literature, Homer’s *The Odyssey*, we’ll journey across time and the page through texts invested in home and the journey (there and back). We’ll also be asking why we write, or what it means to write. Shakespeare will take us from the Classics into the English Renaissance. In *The Tempest* we have the opportunity to explore drama for the stage that is both about the estranged home and the process of writing, or crafting art. Leaping ahead into American literature, we will read Frederick Douglass’ *Narrative of the Life of Frederick Douglass*, as an example of the memoir and the power of the written word. Douglass asks where his home ought be, as well as how he might get there. The memoir will lead us into the novel, and Lois-Ann Yamanaka’s *Wild Meat and the Bully Burgers*. Yamanaka offers up a novel about growing up and finding oneself, part of wick involves finding oneself at home. We launch into the short story close to home, with Kristiana Kahakauwila’s *This Is Paradise: Stories*, a collection that asks all sorts of questions about home, the possibility of departure and return, as well as identity and knowing.

Part of what is at stake in this class is a sampling of genre, kind, or type, and the way by which writers opt to craft narrative. We start with epic poetry, delve into the early modern stage, slip into memoir and rhetoric, wrestle with the novel, and close with the short story.

Required Texts:

- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Ed. Deborah E. McDowell. Oxford: Oxford University Press, 1999. (ISBN 978-0-19-953907-9)
- Homer. *The Odyssey*. Trans. Robert Fagles. New York: Penguin Books, 1996. (ISBN 978-0-14-303995-2)
- Kahakauwila, Kristiana. *This Is Paradise: Stories*. New York: Hogarth, 2013.(ISBN 978-0-7704-3625-4)

Shakespeare, William. *The Tempest*. Ed. Stephen Orgel. London: Oxford University Press, 1987. (ISBN 978-0-19-953590-3)

Yamanaka, Lois-Ann. *Wild Meat and the Bully Burgers*. New York: Picador, 1996. (ISBN 978-0-312-42464-0)

Student Learning Outcomes

- *to improve the 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 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
- *to educate for formation in faith; provide for an integral quality education; educate in family spirit; educate for service, justice, and peace; and, educate for adaptation and change¹

Student Responsibilities

This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. An important part of the workshop process is discussing and critiquing your own, and your peers' work. You will be writing every day.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be single-spaced and aligned left, including: your name, English 201-01-1 Carlson, the date, and the assignment number. Your own creative title should appear one line below your heading, centered, and in either italics, or underlined. Papers are to be stapled, and the student's last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email. No late papers will be accepted unless I receive notification 48 hours in advance.

You will spend a great deal of time in class discussing ideas and writing about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning.

¹ These descriptors are taken from the "Characteristics of Marianist Universities," available online.

English 201-01-1 will also include a Service Learning component through Chaminade's Service Learning program SHINE - [you may learn more here](#). SHINE requires 20 hours of service (2 hours a week, for 10 weeks), plus time for orientation, training, and a reflection workshop. More details will be provided soon.

Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your semester grade by 10%. Please turn off all mobile phones and devices before entering the classroom.

Plagiarism is the unacknowledged and inappropriate use of the ideas or words of another writer. Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

*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.

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.

Course Requirements

Your course grade is dependent upon: your contribution to class; the quality of your presentation, participation, and writing; your improvement; and your effort. I am looking for progress in your work.

Attendance, participation:	10%
Midterm and Final:	22.5%
Papers (2):	22.5%
Presentations (2):	22.5%
SHINE Service Learning:	22.5%

*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

**You must earn at least a C, or 70%, to pass the course.

Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or

persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well a lack of critical thought and focus, render comprehension unlikely, if not impossible.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Homer's The Odyssey, Books One through Four should be read before we meet on Tuesday, August 29. Similarly, assignments are due on the date indicated. If students are poorly prepared, quizzes will be administered to demonstrate knowledge of the readings.

Schedule

Week One

8/25: Introduction

8/27: Homer. *The Odyssey*. Trans. Robert Fagles.

8/29: *The Odyssey*. Books One through Four.

Week Two

9/1: *The Odyssey*. Books Nine through Twelve

9/3: ""

9/5:

Week Three

9/8: *The Odyssey*. Books Seventeen, Eighteen, Nineteen, Twenty and Twenty-One

9/10: ""

9/12:

Week Four

9/15: *The Odyssey*. Books Twenty-Two, Twenty-Three, and Twenty-Four

9/17: ""

9/19:

Week Five

9/22: Shakespeare, William. *The Tempest*.

9/24: ""

9/26:

Week Six

9/29: *The Tempest*. continued

10/1: ""

10/3:

Week Seven

10/6: *The Tempest*. continued

10/8: ""

10/10:

Week Eight

10/13: *The Tempest*. continued

10/15: ""

10/17:

Week Nine

10/20: Douglass, Frederick. *Narrative of the Life of Frederick Douglass*.

10/22: ""

10/24:

Week Ten

10/27: *Douglass* continued

10/29: ""

10/31:

Week Eleven

11/3: Yamanaka, Lois-Ann *Wild Meat and the Bully Burgers*

11/5:

11/7:

Week Twelve.

11/10: Yamanaka continued

11/12: ""

11/14:

Week Thirteen

11/17: Yamanaka continued

11/19:

11/21:

Week Fourteen

11/24: Kahakauwila, Kristiana. *This Is Paradise: Stories.*

11/26: ""

11/28: ***Thanksgiving Recess***

Week Fifteen

12/1: Kahakauwila continued

12/3: ""

12/5: ""

Week Sixteen

Final Exam