



3140 Waialae Avenue - Honolulu, HI 96816

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#BACEN20115

Course Number: **English 201-01-1**

Course Title: **Types of Literature**

Department of English

Division of the Humanities

Instructor Name: Brooke A. Carlson, Ph.D.

Email: brooke.carlson@chaminade.edu

Phone: 808-739-7439

Office Location: Henry Hall 206 C

Office Hours: M/W/F 2:30 – 3:20 pm and 4:30 – 5:30 pm, T 1- to 11:30 am, and by appointment

Term: Fall 2015

Class Meeting Days: M/W/F

Class Meeting Hours: **1:30 pm - 2:20 pm**

Class Location: **C.T.C. Ching Hall, Room 251**

“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).

Syllabus

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 should 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 which

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.

This is a student-centered course. You must participate to learn. I emphasize participation, including listening, lecture, group discussion, small group discussion, and workshopping.

Student Learning Outcomes

Upon completion of this course, students will be able to...

1. improve upon the critical reading and writing skills developed in EN 101 and 102
2. demonstrate familiarity with the elements of fiction and the literary terms used to discuss and analyze literary works, using the elements of fiction
3. define various literary critical approaches and use them to analyze literary texts
4. demonstrate the ability to situate literary texts within their genre and historical contexts
5. develop the skills necessary to lead class discussions during group presentations on literary texts
6. demonstrate the ability to write unified, coherent, well-developed essays about literary works
7. 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

Program Learning Outcomes

1. Proficiency in creative writing through an original production of poetry, fiction, or non-fiction
2. The ability to define various literary critical approaches and apply them to given texts
3. The ability to define, identify and articulate major movements/periods in British and American literature
4. The ability to critically analyze significant authors, texts, and issues in British and American Literature

Institutional Learning Outcomes

1. Written Communication
2. Oral Communication
3. Critical Thinking
4. Information Literacy
5. Quantitative Reasoning

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

Marianist Values

1. Educate for formation in faith 2. Provide an integral quality education
 3. Educate in family spirit
 4. Educate for service, justice & peace 5. Educate for adaptation & change

LO Alignment Table

CLO	Knowledge	Skill	Disposition	Program LO	CUH LO	WASC Core Competency	Marianist Values
1	D	D	D	1	Basic Skills	Written, Oral, Critical Thinking, Information Literacy, Quantitative Reasoning	Provide an integral quality education; Educate for adaptation & change; Educate for formation in faith; Educate in family spirit; Educate for service, justice & peace
2	D	D	D	1, 2, 3, & 4	Basic Skills	Written, Oral, Critical Thinking, Information Literacy, Quantitative Reasoning	Provide an integral quality education; Educate for adaptation & change; Educate for service, justice & peace
3	I	I	I	1, 2, 3, & 4	Basic Skills	Critical Thinking, Written, Oral, Quantitative Reasoning	Provide an integral quality education; Educate in family spirit; Educate for adaptation & change
4	I	I	I	1 & 4	Basic Skills	Written, Critical Thinking, Oral, Quantitative Reasoning	Provide an integral quality education; Educate for service, justice & peace; Educate in family spirit; Educate for adaptation & change
5	D	D	D	2	Basic Skills	Oral, Written, Critical Thinking, Quantitative Reasoning, Information Literacy	Educate in family spirit; Provide an integral quality education; Educate for service, justice & peace
6	D	D	D	1 & 2	Basic Skills	Critical Thinking, Quantitative Reasoning, Written, Information Literacy, Oral	Provide an integral quality education; Educate for adaptation & change; Educate for service, justice & peace; Educate in family spirit

7	D	D	D	1, 2, 3, & 4	Basic Skill s	Critical Thinking, Oral, Written, Quantitative Reasoning, Information Literacy	Provide an integral quality education; Educate for adaptation & change; Educate for formation in faith; Educate in family spirit; Educate for service, justice & peace
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Required Learning Materials

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)

Supplementary Learning Materials

Students will need a device to access the internet, and then the web applications, or platforms, Google Drive, Twitter, and Vine. Any brand of device is acceptable. It is also recommended that you bring a device to class - a phone, tablet, or laptop.

Basis for Final Grade

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

The goal of quizzes and online participation will be to introduce material, and offer space for critical thought development, as well as to address lower level skills, not mention helping students to learn various components of research, bibliographic record, grammar and punctuation. Both papers must be digitized, spell checked, and edited. Presentations will be oral, in front of the class, but students must also submit an outline as a material artifact.

Assessment

Attendance, participation (online and in the classroom):	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.

***Please retain all graded assignments returned until the end of the semester; English majors should save graded copies of their essays in all English classes, insofar as a subset of these essays will be required for the Senior Seminar portfolio in English 499.

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 as lack of critical thought and focus, render comprehension unlikely, if not impossible.

Course Policies

English 201-01-1 will also include a **Service-Learning** component through Chaminade's Service Learning program. Project SHINE requires 20 hours of service (2 hours a week, for 10 weeks), plus time for orientation, training, and a reflection workshop. In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the final exam. More details will be provided soon.

Late Work Policy

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade for every class session late. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit on time, so that we can all progress through this learning experience together.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished within 90 days, or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy

Rewrites are entirely optional; however, only the papers may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made.

Group Work Policy

Everyone must take part in a group project. Should a grade be assigned, all members of a group will receive the same score. Collaboration is an essential skill in the twenty-first century, and we will practice collaborating and working in groups regularly. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology

Email

I will normally respond within one to three days via email, and email is the best way to communicate, outside of face to face contact, both in class and during office hours. Weekend emails are most likely not to be read until Monday, so schedule accordingly. Email is a dialogic process requiring form and content. Context is important.

Mobile Devices

(laptop/tablet/smartphone) I encourage the use of mobile devices during lecture, discussion, group work, etc., so as to maximize the educational experience. You know when your employment of and leap into the web is on task, or off. Be responsible and be active.

Other Electronic Information Sites

(Google Drive, Twitter, and Vine) Your participation grade depends upon your communication in class sessions and online. In addition to email and discussion boards, you may also communicate via “comments” on the course micro-blog, podcasts, and/or Instagram account, or wherever I post news items and provocative questions related to our content.

Student Expectations

To improve your writing, you must write. This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You will be writing every day. I will evaluate four of your papers over the course of the semester, but to improve your writing, you will need to do much more.

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 double-spaced and aligned left, including:

Your Name

English 201-01-1

8/24/15

Assignment Title

Your own creative title should appear one line below your heading, centered. 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. Sample papers can be perused on Purdue's Online Writing Lab. Papers without the proper heading will earn a D, regardless of content.

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. To that end, I ask you to write a paragraph in your Reading Journal summarizing each essay you read this semester. Each week, I will also ask you to write in response to a specific question in what I call the Reading Response. Both your Reading Response and your Reading Journals will be maintained online, via our learning platform. 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. The ability to rationally discuss topics with others is a necessary skill for living in the twenty-first century, both in person and in social media (Twitter, Facebook, micro-blogs, comments, texts, etc.). Indeed, we will be working with Instagram as a way to think critically across various tools and platforms. I recommend you create a new account on this platform for this class.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent me from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808-735-4845.

- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy

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%. Students who miss two consecutive weeks of class will be withdrawn.

Professionalism Policy

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

- i. How do I know when I know something? What is the evidence and how reliable is it?
- ii. How are things, events, theories, models or people connected? What is the cause and effect?
- iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- iv. So what? Why does it matter? What does it all mean?

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination
- Using unauthorized sources for answers during an examination
- Illegally obtained test questions before the test
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own
- The destruction and/or confiscation of school and/or personal property

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs.

Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.
- 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).

Tutorial and Writing Assistance

The University Student Services is a free resource, where professionals will work individually with you. Appointments are recommended, but not required. For more information or to make an appointment, visit their website. Please refer to the Student Handbook for more information.

*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.

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 and Two should be read before we meet on Wednesday, August 26. 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

8/24: Introduction/syllabus

8/26: Homer. *The Odyssey*. Trans. Robert Fagles. Books One and Two.

8/28: *The Odyssey*. Books Three through Four.

Week Two

8/31-9/4: *The Odyssey*. Books Nine through Twelve

Week Three

9/7 ***No Class – Labor Day***

9/9-11: *The Odyssey*. Books Seventeen, Eighteen, Nineteen, Twenty and Twenty-One

Week Four

9/14 - 18: *The Odyssey*. Books Twenty-Two, Twenty-Three, and Twenty-Four

Week Five

9/21-5: Shakespeare, William. *The Tempest*.

Week Six

9/28-10/2: *The Tempest*. continued

Week Seven

10/5-9: *The Tempest*. continued

Week Eight

No Class – Discoverer's Day

10/14-16: *The Tempest*. continued and Midterm Exam

Week Nine

10/19-23: Douglass, Frederick. *Narrative of the Life of Frederick Douglass*.

Week Ten

10/26-30: *Douglass* continued

Week Eleven

11/2-6: Yamanaka, Lois-Ann *Wild Meat and the Bully Burgers*

Week Twelve.

11/9: *Wild Meat...* continued

11/11: ***No Class – Veteran’s Day***

11/13: *Wild Meat...* continued

Week Thirteen

11/16-20: *Wild Meat...* continued

Week Fourteen

11/23-5: Kahakauwila, Kristiana. *This Is Paradise: Stories.*

11/26-7: ***Thanksgiving Recess***

Week Fifteen

11/30-12/5: *Paradise...* continued

Week Sixteen

Final Exam Tuesday, December 8, 11 am to 1 pm.