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#PACE20117

Course Number: **English 201-90-1**  
Course Title: **Types of Literature**  
Department of English  
Division of the Humanities

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appointment  
Term: Winter PACE January 9 – March 25, 2017  
Class Meeting Days: **now**  
Class Meeting Hours: **always already**  
Class Location: **everywhere**

“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? “Types of Literature” is a theme-based survey offering students the opportunity to delve into primary literary texts of various genres – drama, memoir, the novel, short story, and poetry. 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 start us off in 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. Building out of Caliban, we will turn next to American literature and the memoir, with Ta-Nehisi Coates’s *Between the World and Me*. Coates writes about what it means to be black in today’s America, calling into question the notion of a diverse home and community, in ways that challenge America’s creation, understanding, and use of race. Moving closer to home, we will read 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. Finally, we will be reading Kristiana Kahakauwila's *This Is Paradise: Stories*, a collection of short stories that asks all sorts of questions about home, the possibility of departure and return, as well as identity and knowing. Time-permitting, we will close with poetry of the Pacific.

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 the early modern stage, slip into memoir and rhetoric, wrestle with the novel, then the short story, and finally, finish with poetry.

This is a student-centered course taking place across a non-synchronic digital space. You must engage and participate to learn.

### **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 change<sup>1</sup>

### **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

### **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

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

LO Alignment Table

| SLO | Knowledge    | Skill | Disposition | Program LO   | CUH LO       | WASC Core Competency   | Marianist Values   |
|-----|--------------|-------|-------------|--------------|--------------|--|--|
| 1   | Developing   | 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   | Introductory | 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 Skills | 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 |

### Required Learning Materials

Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.  
ISBN 978-0812993547

Kahakauwila, Kristiana. *This Is Paradise: Stories*. New York: Hogarth, 2013. ISBN  
978-0-7704-3625-4

Shakespeare, William. *The Tempest*. Eds. Barbara A. Mowat and Paul Werstine. New  
York: Simon & Schuster, 2004. ISBN 978-0743482837

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 Instagram. Any brand of device is acceptable.

### Basis for Final Grade

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

The goal of mobile learning 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.

### Assessment

|                             |              |
|-----------------------------|--------------|
| Attendance & Participation: | <b>10%</b>   |
| Discussion:                 | <b>22.5%</b> |
| Mobile Learning:            | <b>22.5%</b> |
| Midterm and Final:          | <b>22.5%</b> |
| Papers (2):                 | <b>22.5%</b> |

\*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 a lack of critical thought and focus, render comprehension unlikely, if not impossible.

## **Course Policies**

### **Late Work Policy**

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. *Revisions will not be accepted in the final two weeks of class.*

## **Appropriate Technology**

### **Email**

I will normally respond within three to seven days via email, and the “Inbox” in Canvas is the best way to communicate. 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. Email is a dialogic process requiring form and content. Context is important. To that end, when you email me, please use the Course Title (EN 201-90-1) and a key word as your subject heading.

### **Other Electronic Information Sites**

(Google Drive, Canvas, Twitter, and Instagram) Your participation grade depends upon your communication in 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**

This is an online workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You are expected to check our Canvas site regularly, to complete all readings and writing assignments on time, and to contribute regularly online. You will be writing a response to be pasted into a Discuss every week. I encourage you to keep a Reading Journal of everything you read, watch, and listen to.

Your essays 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 201-90-1, the date, and the assignment number (Assignment One, for example). Your own creative title should appear one line below your heading, centered. Sample papers can be perused on Purdue’s Online Writing Lab. Papers without the proper heading will earn a D, regardless of content. Late papers will lose one grade increment for each day late. Your Reading Journal is essentially an Annotated Bibliography. You must use proper MLA citation to record the bibliographic information of each text, and then write about that which you have read. I suggest you use three paragraphs for each entry. In the first paragraph, summarize the argument, or topic of the work. Summarizing is an important part of honing your critical thinking skills. In the second paragraph, include several quotations from the text. These quotes will be a valuable resource for you when it comes to writing. And finally, use the last paragraph to write about why this reading matter to you, personally. This last portion is about you and for you.

**Attending class online means not only a digital presence, but also responding in a polite, appropriate, and timely fashion.**

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).

### **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.

### **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)

\*\*\*Dates and assignments may change.\*\*\*

### SCHEDULE

#### Week One

Introduction

William Shakespeare. *The Tempest*.

genre

drama

#### Week Two

William Shakespeare. *The Tempest*.

#### Week Three

William Shakespeare. *The Tempest*.

#### Week Four

Ta-Nehisi Coates. *Between the World and Me*.

memoir

#### Week Five

Ta-Nehisi Coates. *Between the World and Me*.

Week Six

Lois-Ann Yamanaka. *Wild Meat and the Bully Burgers*. the novel

Week Seven

Lois-Ann Yamanaka. *Wild Meat and the Bully Burgers*.

Week Eight

Kristiana Kahakauwila. *This Is Paradise: Stories*. short story

Week Nine

Kristiana Kahakauwila. *This Is Paradise: Stories*.

Week Ten

Brenda Kwon poetry