

Chaminade University
EN 201, Types of Literature
Fall Accelerated Term, 2019
Instructor, James Kraus

Note: This course uses a site called “Edwebs” rather than Canvas. Students interested in taking the course should email the instructor for an enrollment key after creating an account on this system.

Course url: <https://courses1.edwebs.com/course/view.php?id=65> (To open new account, click on “Create new account.”)

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Course Pre-requisite: EN 102, Expository Writing

Technical Requirements: Must have successfully opened account on course web site. Email instructor for enrolment key if necessary. Also, students must be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to the following to this url:

<https://login.ezproxy.chaminade.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?seriesID=13241&wID=103281>

If logging on to Films on Demand from off-campus, you will need your Chaminade ID and password.

The course web site is mobile-accessible; however, access via personal computer is required for full participation in the course.

Technical Support: Contact instructor first with all technical problems.

Course Description

English 201, Types of Literature, provides students with an introduction to literature through the study of poetry, fiction and drama. It also serves as foundation course for the English major and minor programs. The course centers on examining major literary works, including classical Greek drama, Shakespeare, and a range of classical, modern and contemporary poetry and fiction. As is the case with all English courses, this one places a strong emphasis on the continuing development of writing skills, providing students with opportunities to experiment with various types of writing about literature -- critically, personally and creatively.

In response to reading assigned texts and viewing films, students engage in online discussions, prepare essays and take motivational quizzes. The course features a sequence of discussion forums that enable an online learning community focused on course readings and other literary topics. Writings in discussion forums form the basis for three essays that help students focus and articulate their experiences as readers. By the end of the semester, students should have a clearer and deeper sense of what they personally value in literature as well as what has been valuable to human culture.

Thematically, the course revolves around the idea of interpretation, both in its somewhat formal, critical sense and in its open-ended, creative sense. Early in the course, we consider how interpretation affects all aspects of our lives. While it is often a kind of translation, it is just as often creative or even playful. While interpretations are often quite personal, they are also governed by community sensibilities and by one’s religious faith. Interpretation also has a profound effect on one’s moral sense, on how distinctions between right and wrong are made. In some quite fundamental ways, engagement with various types of literature provides an intellectual environment that is rich with opportunity to examine the moral dimension of one’s individual religious (or non-religious) experience.

This semester's course is being conducted as an online course. As such, it requires internet access and email. Students are expected to engage in active online discussions and submit all assignments via the course website. Students are also expected to check email regularly and log on to the course website regularly.

Key Learning Outcomes

By the end of the term, students who have been actively and consistently engaged in the course readings, quizzes, discussions and other assignments should be able to:

- Define key terminology used in the interpretation and production of literature;
- Compare two or more types of literary interpretation;
- Create an original work of poetry, fiction or creative non-fiction;
- Report on what is of personal, ethical or religious value in the study of literature.
- Evaluate sources available via the internet, libraries or elsewhere;

Texts

Texts: Three texts need to be purchased via the [Chaminade Bookstore website](#). All other texts are available free via this web site or via the Chaminade Library's online resources. Additionally, all of the drama selections, as well as numerous other resources, are available free via YouTube or via Chaminade's Films on Demand service. The major texts for this course are listed below.

- Emily Dickinson, *Selected Poems* (available via course website)
- Robert Frost, *Selected Poems* (available via course website)
- Sylvia Plath, *Selected Poems* (available via course website)
- T.S. Eliot, "The Love Song of J. Alfred Prufrock" (available via course website)
- *Chaminade Literary Review 26, Pacific Anthology: Fiction, Poetry, Art and Criticism* (purchase via Chaminade Bookstore website)
- Chopin, *The Awakening* (available via course website)
- Kijiner, *Iep Jaltok: Poems from a Marshallese Daughter Criticism* (purchase via Chaminade Bookstore website)
- Kahakauwila, *This is Paradise* (purchase via Chaminade Bookstore website)
- Brete Harte, "Outcasts of Poker Flat" (available via course website)
- Sarah Orne Jewett, "The White Heron" (available via course website)
- Charlotte Perkins Gilman, "The Yellow Wall Paper" (available via course website)
- James Joyce, "Araby" (available via course website)
- Edgar Allen Poe, *Selected Stories* (available via course website)
- William Shakespeare, *Hamlet* (available via course website)
- William Shakespeare, *The Sonnets* (available via course website)
- George Bernard Shaw, *Pygmalion* (available via course website)
- Sophocles, *The Theban Plays* (available via course website)

Films

The films below are available via the video streaming service available on the Chaminade Sullivan Library's "Films on Demand" service. *It needs to be emphasized, however, that the viewing of films is not a required course activity.* Alternatively, students may elect to not view the films and read the texts of the plays instead. The plays covered in this course are *Oedipus Rex*, *Antigone*, *Hamlet*, and *Pygmalion*

References

- [Links to Chaminade University academic information, catalog and degree requirements](#)
- [Online searching and research help from Sullivan Library, Chaminade University](#)
- [EBSCO Online Research](#)

- Access EBSCO via the [Chaminade Sullivan Library website](#). You will need your Chaminade ID and password in either case. Use the "Academic Search Premier" database.
- [Representative Poetry from the University of Toronto Library](#)
- [Guide to Grammar and Writing](#), from Capital Cities Community-Technical College in Hartford, Connecticut. (Used with permission.)
- [Academy of American Poets Website: https://www.poets.org](https://www.poets.org)

Requirements

- Participation (approximately 20%)
- Reading journal (approximately 10%)
- Essays or other writing projects (approximately 40%)
- Quizzes (approximately 10%)
- Final exam (approximately 20%)

Participation / Forum Postings

Students are required to post at least two responses to each forum question or prompt. The first posting must be a direct response to the question itself and is normally submitted late in the week; follow-up postings, consisting of substantive responses to other students' postings are normally submitted early the following week. Students should keep in mind that the best responses often culminate in further topical questions.

Timeliness

Students must complete course requirements as scheduled on the course web site. Exceptions will be considered if instructor is notified in advance of due date. Students must keep in mind that logging on to the course web site regularly and completing assignments in a timely way constitutes participation. Adherence to the schedule of due dates is critical to the overall success of the course. Failure to keep to the schedule is disrespectful to both classmates and instructor. And it is disruptive to the course overall. Instructor therefore reserves the right to penalize students for late work.

Reading journal

Students are required to keep a reading journals, either in conventional pen and ink notebooks or on their computers. Journals should contain free-form, creative responses to required readings discussion prompts.

The requirement for the journal is a minimum of 30 pages for the term. Students must submit a journal report at the end of the term. Journals may be checked at the end of the course.

Writing assignments

Three writing assignments, typically 1000 to 1500 words in length, are due during the term. Essays review and expand on the reading, reflection and discussion directly associated with the course. Background research using EBSCO, the library and other sources is also required. An important element in essays and forum postings for this course is quotation from required readings. Additionally, writing assignments will include creative projects -- writing of experimental poems, fictional stories or brief dramatic sketches.

In general, writing will be evaluated with regard to: 1. organization, 2. clarity, 3. correctness, 4. conciseness, and 5. creativity.

Quizzes

Online quizzes are due throughout the term. They are intended to pace the student through the course's required readings and to provide a useful index of the student's comprehension of the course content. A Final Quiz is taken at the end of the course, separate from the final exam itself.

Quizzes are administered via the course web site. Submission of quizzes is required; they will be automatically graded and should be seen as preparation for the Final Exam, as described below.

Miscellaneous assignments may from time to time be added to the course website/study guide.

Final Exam

The final exam study guide will be distributed during the last week of the term. The exam is timed and online.

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one. Limited exceptions may be considered if approved by the instructor early in the term.

While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.

If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.

Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

More Things to Keep in Mind

Upon first logging on the the course web site, students should explore navigation of site and let instructor know immediately if there are questions. Students should also check email and the course message system regularly (i.e. ideally, five days a week) for announcements.

Students must also practice good "netiquette." Read the online book *Netiquette* <http://www.albion.com/netiquette/book/index.html> for details. Students should also keep their online profiles current, including a photo that could be used to help verify identity. Unless clearly attributed otherwise, all writings submitted to the course web site must be the original work of the registered student.

Tentative Course Outline -- *Check the outline on the course web site frequently for updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be sure to check with instructor first.*

Week 1 -- Types of Literature, Types of Readers

- Preliminary Course Assessments.
- Lecture: "Opening up the Canon: I Have a Dream"
- Readings: Poetry of Robert Frost
- Forum: "Introductions"

Week 2 -- Authority / Authenticity

- Lecture: "How Poems Mean"
- Readings: Langston Hughes, Gwendolyn Brooks, Emily Dickinson, Sylvia Plath, Shakespeare's Sonnets
- Forum: "Authority / Authenticity"

Week 3 -- Poetry and Metaphor

- Lecture: "Love is a Rose. Or, What is Metaphor?"
- Readings: William Butler Yeats, William Carlos Williams, T.S. Eliot, Edward Hirsch, Jetnil-Kijiner
- Forum: "Metaphors for Argument"
- Essay 1 Due

Week 4 -- The Novel -- Kate Chopin's *The Awakening*

- Lecture: "The Novel"
- Reading: Kate Chopin, *The Awakening*
- Forum: "For Others"

Week 5 -- The Short Story

- Lecture: "The Fusion of Reality and Illusion"
- Readings: Brete Harte, " Sarah Orne Jewett, "Charlotte Perkins Gilman," "The Yellow Wall Paper," James Joyce, "Araby," Kahakauwila, "This is Paradise"
- Forum: "Naturalism"

Week 6 -- Poe

- Lecture: "Poe and the Short Story"
- Readings: Edgar Allen Poe, "The Black Cat," "The Cask of Amontillado," "The Purloined Letter," "The Single Effect"
- Forum: "Truth or Fiction" topic.
- Essay 2 Due

Week 7 -- Literature of Hawai'i and the Pacific

- Lecture: Literature of Hawai'i and the Pacific, Place-centered Literature
- Kathy Jetnil-Kichiner, *Iep Jaltok: Poems from a Marshallese Daughter*
- Selections from McDougall and Santos Perez, eds. Home islands: new art and writing from guahan & hawai'i
- Selections from *Chaminade Literary Review 26*
- Forum: Literature of Hawai'i and the Pacific

Week 8 -- Theban Plays

- Lecture: "Tragedy"
- Films: Sophocles, *Oedipus Rex* and *Antigone*
- Forum: "Antigone"

Week 9 -- Drama in Elizabethan England

- Lecture: "More on Tragedy . . . and a Bit about Comedy"
- Film: Shakespeare, *Hamlet*
- Forum: "To Be or Not To Be"

Week 10 -- Pygmalion – Adaptation and Interpretation -- Final Submissions and Exam

- Lecture: Adaptation and Interpretation
- Essay 3 Due
- Journal Report Due
- Final Exam

Marianist and Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Chaminade University

Core Academic Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of

its members. Mutual respect for all members of our family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

As Mentors of the Students We Serve

Our students, both traditional and non-traditional, bring us a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marianist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

As Teachers and Scholars

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chaminade from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach the ideal of full understanding.

As Professional Colleagues

We recognize that faculty are at their best in the classroom and that we should make every effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants to the Community

As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.