

Miyazaki International College
 Course Syllabus
 (SPRING SEMESTER, 2108)

Course Title (Credits)	ASN 365 TOPICS IN AMERICAN LITERATURE (3 CREDITS)
Course Designation for TC	N/A
Content Teacher	
Instructor	Dr. Gregory J. Dunne
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Language Teacher	
Instructor	
E-mail address	
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Office hours	

Course Description:

This course examines various themes, approaches, and genres in American literature, and relates this literature to its historical, cultural, and social context.

We will explore the literature of the early twentieth century. We will read one complete novel, a novel that is considered to be one of the greatest works of American literature, The Great Gatsby by F. Scott Fitzgerald. We will explore the novel critically, asking questions about the characters in the novel, their motivations, as well as questions concerning the structure of the story, the language used within the story, and the plot of the story. We will examine these various elements and attempt to interpret meaning from the work as a whole. In addition to the novel, we will read some historical essays on the period, and additional works of literature (short stories, essays, and poems). Some of the authors we will cover include Robert Frost, Langston Hughes, Grace Stone Coates, Zora Neale Hurston, and Gwendolyn Bennett).

The class will provide you with extensive reading opportunities, and with plenty of time for discussion. It will also provide you with the opportunity to write and to reflect upon what you have read in your journals. In reading literary texts, you will have the opportunity to develop your vocabulary and practice critical thinking skills, such as, analyzing texts and interpreting meaning from them.

Course Objectives:		
Day	Topic	Content/Activities
1	Introduction to the Class “The Lost Generation”	Introduce Class (Syllabus) Lecture on The Lost Generation Writing Diagnostic / Students Interviewing each other <u>Attainment Objectives</u> <i>1) To understand the various English expressions used in literary works. (2) To understand the cultures of countries and regions where English is used as they are described in literary works. (3) To understand about the representative literature written in English.</i>
2	The 1920s: “A Burst of American Art”	Lecture on “Art in the 1920s.” Essay introduced, “A Burst of American Art.” In-class reading / small groups. Comprehension and Discussion Questions. The “Readers Journal” Introduced / Writing Assignment in Journals is given. Attainment Objectives 1,2, 3, as noted above.
3	Chapter 1: <u>The Great Gatsby</u>	<u>The Great Gatsby</u> is Introduced. Lecture on F. Scott Fitzgerald. HW on Chapter 1 given: Comprehension Questions and Preparing to Discuss Questions. Attainment Objectives 1,2, 3, as noted above.
4		Quiz on Chapter 1 Collecting HW and going over the questions. Small Group discussion. Class Discussion. In-class reflecting writing on Chapter 1. HW on Chapter 2 is given. Attainment Objectives 1,2, 3, as noted above.
5	Chapter 2: <u>The Great Gatsby</u>	Audio book recording. Listening to Chapter 2 being read. Collecting HW and going over the questions. Small Group discussion. Class Discussion. HW on Chapter 2 is given.

		<p>Attainment Objectives 1,2, 3, as noted above.</p>
6		<p>Quiz on Chapter 2. Homework collected / Questions gone over. A vocabulary work sheet for the novel is distributed. Vocabulary in Chapter 1 and 2 are highlighted. Small Group Discussion / Class Discussion. Reflecting Journal Writing on Chapter 2 for homework. Attainment Objectives 1,2, 3, as noted above.</p>
7	<p>Chapter 3: <u>The Great Gatsby</u></p>	<p>Returning Homework and quizzes. Readers Journals are collected for grading. Lecture on the Analytic Process: Interpreting Literature: summarizing, analyzing, and interpreting. In-class reading of Chapter 3. Comprehension and Discussion Questions distributed Attainment Objectives 1,2, 3, as noted above.</p>
8		<p>Chapter 3 homework is collected. Quiz on Chapter 3 (w/vocab). In-class reflecting writing on Chapter 3 /Journal. Writing Assignment #1 is outlined: A Response Paper. Small group discussion on Chapter 3 / Class discussion. Students Read Chapter 4 for homework and answer Comprehension questions. Attainment Objectives 1,2, 3, as noted above.</p>
9	<p>Chapter 4: <u>The Great Gatsby</u></p>	<p>Chapter 4 Homework is Collected. Lecture on Character Analysis? “Who is Nick and How do we know?” Small Groups discuss passages in book. Class discussion. Attainment Objectives 1,2, 3, as noted above.</p>
10		<p>Lecture on “Figurative Language in The Great Gatsby – Why all the Color?” Quiz on Chapter 4 (w/vocabulary). In-class reading of Chapter 5 / Reflecting Writing. Homework Questions on Chapter 5 for homework.</p>

		Attainment Objectives 1,2, 3, as noted above.
11	Chapter 5: <u>The Great Gatsby</u>	Response Paper is due. Homework on Chapter 5 Collected. Lecture “On Close Reading? Facilitated Discussions Introduced. Discussion handouts circulated. Groups work to analyze passages in the Chapter and engage in facilitated discussions. Homework: Reflective Writing in Journals on Chapter 5 Attainment Objectives 1,2, 3, as noted above.
12		Quiz on Chapter 5 (w/vocabulary). Facilitated Discussions Continued. Class Discussion. Homework: Reading Chapter 6, Answering Questions on Chapter 6, and preparing for discussions. Written Assignment #2: Revising Response Paper Attainment Objectives 1,2, 3, as noted above.
13	Chapter 6: <u>The Great Gatsby</u>	Lecture “On interpretation – Making your Case?” Homework on Chapter 6 Collected Quiz on Chapter 6 (w/vocabulary) Questions on Chapter 6 gone over. Facilitated discussions / Class Discussion. HW: Reflecting Writing in Readers Journal. Preparing for Discussions. Attainment Objectives 1,2, 3, as noted above.
14		Facilitated Discussion on Chapter 6 continued. Role Play activity introduced / Choosing a Scene. Class Discussion on Chapter 6. Reviewing for Mid Term. Attainment Objectives 1,2, 3, as noted above.
15	Chapter 7: <u>The Great Gatsby</u>	Midterm Exam. Readers Journals are collected. Homework: Reading Chapter 7 and Answering Questions / Preparing for Discussions. Attainment Objectives 1,2, 3, as noted above.
16		Collecting HW for Chapter 7.

		<p>Going over Comprehension Questions. Facilitated Discussions. Preparing for Role Plays / Memorable Scenes. HW: Reading Chapter 8, Answering Questions on Chapter 8, Preparing for Role plays. Attainment Objectives 1,2, 3, as noted above.</p>
17	Chapter 8: <u>The Great Gatsby</u>	<p>Collecting HW on Chapter 8. Role Plays on Memorable Scenes [Students script the scenes, act the scenes, and interpret their significance]. HW: Preparing for Discussions / Reflective Writing on Role Plays. Attainment Objectives 1,2, 3, as noted above.</p>
18		<p>Quiz on Chapter 8 (w/vocab). Small group discussions on specific passages. Writing Assignment #3: Character Analysis Paper is announced and outlined. Class Discussion on Chapter 8. Attainment Objectives 1,2, 3, as noted above.</p>
19	Chapter 9: <u>The Great Gatsby</u>	<p>Quiz on Chapter 9 (w/vocab) Lecture on the final Chapter, "Resolution / Denouement." Collecting HW. on Chapter 9. Going over Comprehension Questions Group Discussions Attainment Objectives 1,2, 3, as noted above.</p>
20		<p>Reflecting in-class writing on the topic of "Interpreting Meaning / Coming to terms With The Great Gatsby." Groups share responses and work to articulate their analysis an interpretation of the novel to be presented In the next class. Attainment Objectives 1,2, 3, as noted above.</p>
21	The Poetry of Robert Frost (1923)	<p>The poet, Robert Frost is introduced / Biographical Sketch. Poem introduced and read. "Stopping by the Woods."</p>

		<p>Comprehension questions handed out and responded to.</p> <p>Questions gone over in class.</p> <p>Discussion questions given for homework, along with a second poem “Home Burial”.</p> <p>Attainment Objectives 1,2, 3, as noted above.</p>
22		<p>Lecture On “The Language of Poetry”</p> <p>Collecting Homework</p> <p>Student discussions on previous handout</p> <p>“Home Burial” audio recording is listened to.</p> <p>Comprehension questions on “Home Burial” for Homework.</p> <p>Attainment Objectives 1,2, 3, as noted above.</p>
23		<p>Character Analysis Paper is Due</p> <p>Frost’s poems are discussed</p> <p>“The Road Less Taken” is distributed.</p> <p>Groups work to analyze the poem and prepare their interpretations, as well as their recitations for the next class.</p> <p>Attainment Objectives 1,2, 3, as noted above.</p>
24	Grace Stone Coates Short Story “Wild Plums	<p>Group Recitation and Interpretation of Frost Poem.</p> <p>Introduction of Short Story by Grace Stones Coates / Bio Sketch given.</p> <p>Students begin to read story in class.</p> <p>HW: complete story and answer comprehension questions. Prepare for discussions.</p> <p>Attainment Objectives 1,2, 3, as noted above.</p>
25		<p>Collecting Homework.</p> <p>Quiz on Coates Story.</p> <p>Discussion questions on Story circulated.</p> <p>Groups Discussions. Class Discussion.</p> <p>Attainment Objectives 1,2, 3, as noted above.</p>
26	The Poetry of Langston Hughes	<p>Revised Character Analysis Paper is Due (Writing Assignment #4).</p> <p>Lecture on the “Harlem Renaissance.”</p> <p>Introduction of Hughes.</p> <p>Poem distributed: “The Negro Speaks of Rivers”</p> <p>Comprehension questions handed out.</p>

		Attainment Objectives 1,2, 3, as noted above.
27		Homework is collected. The poem “The Negro Speaks of Rivers” discussed. Students work in groups to analyze the poem And prepare to present their analysis. Attainment Objectives 1,2, 3, as noted above.
28	The Poetry of Gwendolyn Bennett	The poet Gwendolyn Bennet is introduced along with the following poem, “Heritage.” Comprehension Questions and Discussion questions are given. Students work in groups to discuss the poem. Class discussion. HW: Reflective writing on the poem in the Readers Journal, Students read “To a Dark Girl” an answer comprehension questions. Attainment Objectives 1,2, 3, as noted above.
29		Quiz on Hughes and Bennet Poems. Homework related to “To a Dark Girl” is collected And gone over. The work of Hughes and Bennet is compared and contrasted, The Harlem poets are compared to that of Frost and Fitzgerald. What similarities do we discern? What differences? How significant are the similarities and differences? Attainment Objectives 1,2, 3, as noted above.
30	REVIEW	
	Final Exam	

Required Materials:

The Great Gatsby. F. Scott Fitzgerald. Scribner; Reissue edition (September 30, 2004)

Course Policies (Attendance, etc.):

Attendance, as such, is not part of the final grade – BUT participation is!

Since the work we do in this course is cumulative, your attendance is important. Regular class attendance is required. Students with more than 5 unexcused absences will be asked to withdraw from the class. Excused absences are those that are defined as a confining illness, death in the

family, or school-sanctioned event. For an absence to be excused, you need to have written documentation from a doctor or campus-organization sponsor.

Please come to class on time. Repeated lateness will be considered an unexcused absence and not only affect participation points and final grade but also your status in the class.

3 Times late = 1 absence

> 30 minutes late = 1 absence

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

Grades will be determined as follows:

	% grade
Written assignments	20.0
Homework	10.0
Quizzes	20.0
Midterm examination	10.0
Class participation	10.0
Readers Journal	15.0
<u>Final Exam</u>	<u>15.0</u>
	100%

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, etc. Some written work will be graded and commented upon Electronically.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought).
2. The ability to understand and accept different cultures developed through acquisition knowledge and comparison of the cultures of Japan and other nations.
3. The ability to identify and solve problems.
4. Advanced communicative proficiency in both Japanese and English.

Notes:

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Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					