

Miyazaki International College
 Course Syllabus
 (FALL SEMESTER, 2018)

Course Title (Credits)	HUM 104-1: Introduction to Literature (3 credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Gregory J. Dunne
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Office hours	Mon: 13:00 to 14:00; Wed: 09:00 to 10:00; Fri: 09 to 10:00
Language Teacher	
Instructor	Christopher de Lozier
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Office/Ext	
Office hours	By appointment

Course Description:

This course introduces the literary genres – prose (short stories), poetry, and drama – with an emphasis on developing reading, speaking, and writing skills through the analysis, interpretation, and production of fictional texts.

Since this course is an introduction to literary genres, we will study basic elements that pertain to the genres of fiction, poetry, and drama: character, plot, setting, theme, imagery, figurative language, rhythm stress, rhyme, and so forth. Our emphasis will be to experience literature using active, co-operative methods in order to learn how to respond to literature in ways that are both expressive and creative.

We will interact with the readings and with each other through speaking and writing. We will share our opinions, experiences, insights, and interpretations through a variety of activities and tasks. At the end of the semester, we will work in groups to write, produce and perform dramas.

Course Objectives:

- 1.) to develop the student's understanding of literature written in English.
- 2.) to develop the student's ability to think critically about the texts and to interpret them through the analysis of various literary elements: character, theme, plot, setting, theme, imagery, figurative language, rhythm, stress, rhyme, and so forth.
- 3.) to develop the students overall proficiency in English through the extensive use of active learning strategies, such as, role plays, short drama, and the creative writing activities in poetry and short stories writing.
- 4.) to improve the student's understanding of English grammar points and vocabulary that are related to the literature content of the class.
- 5.) to develop the students speaking and listening fluency.
- 6.) to strengthen the student's knowledge of grammar.
- 7.) to increase the students knowledge and active use of English vocabulary.
- 8.) to develop the student's reading ability through extensive reading activities.
- 9.) to develop the student's writing abilities through regular writing assignments designed to help them organize ideas well in written English.

Course Schedule:		
Day	Topic	Content/Activities
1	UNIT ONE: Introduction to the Class and Defining Literature	Introduction to the class: Goals and Purposes Ice Breaking Activities Syllabus is distributed <i>The Scarlet Letter</i> is Introduced
2		Mini-Lecture, "On what is Literature?" In Class reading of <i>The Scarlet Letter</i> Comprehension Questions Discussion Questions on First two chapters
3		Mini-Lecture: "Who were the Puritans?" In Class Reading and Discussion on the novel. Student discussions and Class Discussion
4		In-Class Reading of <i>The Scarlet Letter</i> Vocabulary Activity Listening to the Novel / Reading with Emphasis
5	UNIT TWO: The Elements of Fiction	Role Plays based on <i>The Scarlet Letter</i> / Quiz #1 Mini Lecture "On Critical Reading: Literature as a Complex Text / Literary Analysis: Summary, Analysis, & Interpreting Meaning
6		Symbolism in the Novel. What do students <i>associate with</i> the color red? "birds" and the word the word "Pearl?" (Defining of symbolism)
7		Mini Lecture: What Makes Literature Literature? Enjoyment, Instruction, and Edification /Continued In-Class Reading of the novel.
8		<i>The Scarlet Letter</i> is completed. Mini Lecture on Theme(s) found within the novel.Students identify themes found within the novel
9		Mini Lecture on "The Witchcraft Trails 1692" and "Nathaniel Hawthorne's Bio." Writing Assignment is given. Students begin writing in class.
10		Watching/Discussing Film Clip of <i>The Scarlet Letter</i> . Writing Assignment is collected. Students (groups) prepare dramatic performances based on <i>The Scarlet Letter, an alternative ending.</i>

11		Alternative Endings. Student Performances Continued. Students work in class (small groups) to script their own alternative ending of the Novel
12	UNIT THREE: The History Of Literature	Mini lecture: "What is Literature? The Historical Periods / Activities based on Lecture [Part 1 and 11] (Cloze). Students work to make Time-Lines based on Lectures. Writing Assignment: "Analytic Questions on The Scarlet Letter" is given as Homework.
13		Student Poster Presentations on Historical Periods Are given in class. Mini-Lecture on the Elements of Fiction: Character, Setting, Plot, and Theme / Text: "A Cup of Tea"
14		Unit Review and Continuation of Student Poster Presentations on Historical Periods Are given in class. Mini-Lecture on the Elements of Fiction: Character, Setting, Plot, and Theme / Text: "A Cup of Tea"
15		Mid-Term Exam
16		Mini Lecture on "The Elements of Poetry / Haiku. Text: Basho's Frog Poem, <i>Syllabics</i> ."
17	UNIT FOUR: The elements of Poetry	Text and Performance Neil Young's I song, "Love is a Rose" Metaphor as an element of poetry.
18		Mini Lecture on "The Elements of Poetry / Fixed Forms and Free Forms" Movie Clip from "Dead Poet's Society" / Barbaric Yawp / is shown. Students work in groups to write their own poem, which include stanza, rhyme, and metaphor.
19	UNIT FIVE: The elements of Drama	Mini lecture on Drama. Shakespeare's <i>Romeo and Juliet</i> is introduced. Students begin to read Shakespeare's <i>Romeo and Juliet</i> in class. Discussion activities.
20		<i>Romeo and Juliet</i> . Discussion activities. Students read in-class Complete comprehension questions on the play Short facilitated discussions among students

		Class discussion
21		Movie Clip from of Romeo and Juliet is introduced. Cloze Activity. Describing a Scene.
22		Continued reading of play, in-class Dramatic reading emphasized Shakespeare song/poem (Romeo speaking of Juliet) is Introduced. Homework is assigned on the song.
23		<i>Romeo and Juliet</i> / In-Class reading Short lecture on “The biography of Shakespeare.” Comprehension and Discussion questions on the Play.
24		<i>Romeo and Juliet</i> is completed. Analyzing Theme in “Romeo and Juliet” Written Homework on the song/poem of Shakespeare is collected. Character Analysis paper is assigned
25	UNIT SIX: Critical Analysis and Creative Synthesis	Debating the actions of Romeo and Juliet Given reasons in support of one’s opinions. Reviewing the poems written by students.
26		Character Analysis Paper is collected. Quiz on <i>Romeo and Juliet</i> is given Final Project is outlined. Groups formed Students begin to create plays.
27		Groups continue to work on Dramatic Projects.
28		Student In-class performances. Cultural influence of <i>Romeo and Juliet</i> is explored Through contemporary songs. The Shakespearean sonnet is introduced.
29		Student in-class performances are conducted. Feedback on Student Plays. Analysis Paper’s returned and discussed. Further Poems and Songs found in original play
30		Final Exam
Required Materials:		1.) <i>The Scarlet Letter</i> CD Pack (Book & CD) Author: Nathaniel Hawthorne Publisher: Penguin; 2nd Revised edition (2008/3/11)

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| | <p>2.) <i>Romeo and Juliet</i> CD Pack (Book & CD)
 Author: William Shakespeare
 Publisher: Penguin; 2nd Revised edition (2008/3/13)</p> <p>3.) Your Binder or Folder*</p> <p>4.) Additional materials will be provided by the instructors</p> |
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Course Policies (Attendance, etc.):

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

If you miss a class, the participation part of your grade will decrease. If you miss a class when a quiz is held, you should contact the teachers as soon as possible so that you can take the quiz. However, you will lose 10% of your quiz score for each day that you are late. All written assignments must be handed in on time. Again, you will lose 10% of the assignment score for each day that it is late.

If you miss a class, talk to a classmate to get the assignments for the next class. Being late three times will count as one absence. Come to class. Do the work. Participate actively in class. You will do fine.

Class Rules

- *Students should attend and be on time for all classes.*
- *If you are absent from class, first, talk with one of your classmates about that day's class work and homework assignments. Make photocopies of exercises. Finally, if you have any questions come and talk with the teacher.*
- *All medical absences require a note from your doctor. Students with 5 unexcused absences will be required to withdraw from the course.*
- *If you are late for class, you will not be able to take the regular quiz. If you are late three times this will count as one absence.*
- *Homework assignments are due at the beginning of the next class. You will not get a grade for homework that is late.*
- *Reading assignments must be done by a certain day. You will not get a grade for late assignments.*

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:

Participation	10%
Writing	20%
Vocabulary Journal	5%
Quizzes	15%
Homework	15%
Final Project	15%
Final Exam	20%
Total	100%

Methods of Feedback:

Homework, quizzes, and tests will be returned to the students within one week and will include corrections and comments. Additionally, Moodle writing assignments will be assessed within one week and students will receive grades and comments via Moodle.


Diploma Policy Objectives:

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 of a broad knowledge and comparison of the cultures of Japan and other nations (through the study of American, British, and Japanese, literary texts.)
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English, through extensive reading and writing assignments, as well as speaking assignments.

5. Proficiency in the use of information technology (Moodle)

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	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English	Proficient English ability; relies mainly on familiar vocabulary. Should be	Adequate English ability; must reference dictionary	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary	
	Writing					