

Miyazaki International College  
Course Syllabus  
(SPRING SEMESTER, 2018)

Course Title (Credits)	LL 307 World Literatures in English (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Dr. Gregory J. Dunne
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Office hours	Monday 3 to 4 and Wednesday 3 to 5, and by appointment
Language Teacher	
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Office hours	

**Course Description:**

This course explores literature in English from Africa, Asia, the Caribbean, Canada, Australia, and other parts of the world where literature in English has been written, excluding canonical British and American literature.

The continent of Africa is one of the most populous and culturally diverse regions in the world. Its influence will be felt more strongly as the twenty first century unfolds. In this class, we will concentrate our reading on two literary works from Africa: the widely acclaimed and influential novel by the late Chinua Achebe, *Things Fall Apart* and the fictionalized memoir by J. M. Coetzee, *Boyhood*. Time permitting, we will also look at the work of two writers from the Caribbean region: the poetry of Derek Walcott, and the prose of Jamaica Kincaid. In exploring this work, we will engage at a significant level with the topics related to colonialism and apartheid

**Course Objectives:**

**Overall Objectives:**

Whilst studying literature written in English, to obtain a deeper understanding of expressive ability using English and to understand the cultures and regions where English has used and to be able to use these in foreign language classes in junior high schools and senior high schools.

**Learning Content:**

- (1) English expressions in literary works
- (2) The various cultures seen in literary works

(3) Representative literature written in English

**Attainment Objectives:**

- (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.

**Additional Objectives:**

- (1) Help students to enjoy the reading of literature and appreciate its relevance in their lives
- (2) Help students become more aware of African literature – broaden and deepen the student’s understanding of African history and culture.
- (3) Develop and refine the student’s critical thinking abilities through the analysis of texts and interpretation of meaning.
- (4) Develop proficiency in English: reading skills, writing skills, listening skills, and speaking skills, especially in relation to discussion.
- (5) Introduce students to the elements of fiction, creative nonfiction, and poetry and underscore the importance of figurative language in literature.

**Course Schedule:**

Day	Topic	Content/Activities
1	UNIT ONE: Introduction	Introduction to the course: goals and expectations. Student interviews and introductions <i>Boyhood</i> Chap. 1,2, Assigned Reader’s Response Journal Introduced <b>Attainment Objectives:</b> <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.</i>
2		A Brief History of South Africa – Short Lecture Presentation Topics Assigned Introduction to Coetzee’s <i>Boyhood</i> In-class reading and discussion

		<p>Boyhood Chap. 3,4 Assigned</p> <p><b>Attainment Objectives:</b></p> <p><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) (3) To understand about the representative literature written in English.</i></p>
3	<p>UNIT TWO:</p> <p>Memoir</p> <p>The Situation and the Story</p>	<p>Reading and Discussion</p> <p>Short Lecture</p> <p>In-Class Writing</p> <p><i>Boyhood</i> Chapters 5 and 6 Assigned</p> <p><b>Attainment Objectives:</b></p> <p><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) (3) To understand about the representative literature written in English.</i></p>
4		<p>Writing Assignment #1 Introduced:</p> <p>Writing Memoir</p> <p>Discussions on Reading</p> <p><i>Boyhood</i> Chap. 7 and 8 Assigned</p> <p><b>Attainment Objectives 1,2, 3, as noted above.</b></p>
5		<p><i>Boyhood</i></p> <p>Discussions on Reading</p> <p>Chap. 9,10 Assigned</p> <p><b>Attainment Objectives 1,2, 3, as noted above.</b></p>
6		<p><i>Boyhood</i></p> <p>Discussions on Reading</p> <p>Chap. 11,12 Assigned</p> <p>Film: <i>Cry Freedom</i></p> <p><b>Attainment Objectives 1,2, 3, as noted above.</b></p>
7	<p>UNITE THREE:</p> <p>Analyzing Literature –</p> <p>Character &amp; Setting</p>	<p><i>Boyhood</i></p> <p>Writing Assignment #1 due</p> <p>Discussions on Reading</p> <p>Chapters 13,14 Assigned</p> <p><b>Attainment Objectives 1,2, 3, as noted above.</b></p>
8		<p><i>Boyhood</i></p> <p>Discussions on Reading</p>

		Chapter 15,16 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
9		<i>Boyhood</i> Discussions on Reading Chapter 17,18, 19 <i>Attainment Objectives 1,2, 3, as noted above.</i>
10	UNIT FOUR Analyzing Literature Plot, Structure and Narrative Voice	<i>Boyhood</i> Revision of Writing Assignment #1 due Discussions on Reading Memoir Completed <i>Attainment Objectives 1,2, 3, as noted above.</i>
11		Student Presentations <i>Attainment Objectives 1,2, 3, as noted above.</i>
12		Student Presentations <i>Attainment Objectives 1,2, 3, as noted above.</i>
13		Student Presentations <i>Attainment Objectives 1,2, 3, as noted above.</i>
14		Review
15	Midterm	Midterm Exam
16	UNIT FIVE The Novel: Things Fall Apart	Short Lecture on Nigeria <i>Things Fall Apart</i> , introduced Interview with Achebe (youtube) Chapter 1–3 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
17		Discussions on Reading Chapter 4–6 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
18		Writing Assignment #2 introduced Discussions on Reading Chapter 7–8 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
19		Discussions on Reading Chapter 9–11 Assigned
20	UNIT SIX: Introduction to Postcolonial Theory	Discussions on Reading Chapter 12-13 Assigned Postcolonial Theory – short lecture <i>Attainment Objectives 1,2, 3, as noted above.</i>
21		Discussions on Reading

		Chapter 14-16 Assigned Postcolonial Theory – short lecture <i>Attainment Objectives 1,2, 3, as noted above.</i>
22		Writing Assignment #2 due. Discussions on Reading Chapter 17-19 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
23		Edward Said, Fanon, Spivak, Bhabha Discussions on Reading Chapter 20-21 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
24		Discussions on Reading Chapter 22-23 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
25	UNIT FIVE The Caribbean & The poetry of Derek Walcott	Discussion of Reading Chapter 24-25 Assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
26		Writing Assignment #2 Revision due Concluding Things Fall Apart Postcolonial theory: The Caribbean Walcott poems assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
27		Discussion of Walcott poems Further Walcott poems assigned Postcolonial theory and the poetry of Walcott <i>Attainment Objectives 1,2, 3, as noted above.</i>
28		Discussion of Walcott Poems Jamaica Kincaid Introduced Kincaid’s “Girlhood” assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
29		Discussion of Kincaid’s “girlhood” The poetry of Edward Kamau Brathwaite introduced. Braithwaite’s poetry is assigned <i>Attainment Objectives 1,2, 3, as noted above.</i>
30		Braithwaite’s poetry is discussed Course Review <i>Attainment Objectives 1,2, 3, as noted above.</i>

	Final Exam	
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Required Materials:

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:

Written Assignments	20 %
Homework	10 %
Reader's Journal	15 %
Participation	10 %
Quizzes	15 %
Presentations	10 %
Exams (Midterm and Final)	20 %
Total	100 %

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<b>Methods of Feedback:</b>
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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.
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<b>Diploma Policy Objectives:</b>
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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).  1. 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.
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<b>Notes:</b>
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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					