Miyazaki International College

Course Syllabus

Fall 2019

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| Course Title ( Credits ) | LL 316 / ASN 380 American Literature 1 (3 credits) |
| Course Designation for TC | Discipline-related course |
| Content Teacher | |
| Instructor | Dr. Katherine E. Bishop |
| E-mail address | kbishop@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-212/ext. 3720 |
| Office hours | Tuesdays, 2:15-5:15; also by appointment |

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| Course Description: | | |
| From the Course Bulletin: *This course will focus upon important and representative works of American literature in their historical and cultural contexts. We will focus on poetry and prose that provide insight into the literary and intellectual climate to which each work belongs.*  In particular, we will focus on constructions of ‘home’ within the United States, considering vectors such as the environment, race, and gender. | | |
| Course Objectives: | | |
| The course aims to help you to do the following:  -Help you to level up your critical reading skills and develop your vocabulary.  -Guide you in asking as well as answering *good* questions.  -Heighten your mastery of communication (writing, listening, presenting) -Increase your overall proficiency in analysis and discussion.  -Enhance your understanding of American literature and culture.  -Level up your ability to create, develop, and test original arguments  In addition, per TC requirements, the course aims to do the following in each class session:  *Whilst studying literature written in English, to obtain a deeper understanding of expressive ability using English and to understand the cultures of the countries and regions where English is used and to be able to use these in foreign language classes in junior high schools and senior high schools.*  Study contents: Learning Items (LI)  LI1) English expressions in literary works  LI2) The various cultures seen in literary works  LI3) Representative literature written in English  Attainment Objectives (AO)  AO1) To understand the various English expressions used in literary works  AO2) To understand the cultures of countries and regions where English is used as they are described in literary works  AO3) To understand about the representative literature written into English | | |
| Course Schedule  NOTE: I reserve the right to amend this schedule at any time | | |
| Day | Topic | Content/Activities |
| 1 | Opening the Class | Introductions; Overview of American literature |
| 2 | Transcendentalism | Defining American Literature Introducing TranscendentalismFuller: “American Literature”*Spotlight:  Attainment Objectives 1, 2, 3, as noted above* |
| 3 | Nature Writing | Introduction to Nature Writing  Thoreau Bryson Carson Dillard Leopold ***Spotlight:*** *Student-led discussion, panel discussion, close reading, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 4 | Thoreau: Constructing Home | Thoreau: *Walden* ***Spotlight:*** *In-class nature writing activity, close reading Attainment Objectives 1, 2, 3, as noted above* |
| 5 | Focus on nineteenth-century USA Introducing *Walden* the gameThoreau: *Walden**Spotlight: Media literacy, interdisciplinarity, research, cultural context, etc.* *Attainment Objectives 1, 2, 3, as noted above* |
| 6 | Transcendentalism and Activism: Civil Disobedience and Abolition Thoreau: *Walden* and *Walden* game *Spotlight: In class discussion, interactive lecture, cultural context, media literacy, interdisciplinarity, close reading, etc.* *Attainment Objectives 1, 2, 3, as noted above* |
| 7 | Reader Response and World-Building Iser  Thoreau: *Walden*  ***Spotlight:*** *In class discussion, interactive lecture, reflective writing, media literacy, interdisciplinarity, close reading, think-pair-share, etc.  Attainment Objectives 1, 2, 3, as noted above* |
| 8 | Understanding Thoreau’s Legacy  “Beyond Walden Pond” American Conservation  Comparing *Walden* game with *Don’t Starve*  **Thoreau Reflection and Nature Writing DUE*****Spotlight:*** *In-class discussion, interactive lecture, reflective writing, media literacy, interdisciplinarity, close reading****,*** *etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 9 | Mark Twain: Critiquing “Home” | Burns: Mark Twain documentary, part 1 ***Spotlight:*** *In-class discussion, active listening, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 10 | Burns: Mark Twain documentary, part 2 ***Spotlight:*** *In-class discussion, active listening, etc.* *Attainment Objectives 1, 2, 3, as noted above* |
| 11 | Selections from Mark Twain: *Adventures of Tom Sawyer* and vernacular***Spotlight:*** *In-class discussion, interactive lecture, reflective writing, close reading****,*** *think-pair-share, etc.* **EXTRA CREDIT: Watch and review *The Adventures of Tom Sawyer* (1938)**  *Attainment Objectives 1, 2, 3, as noted above* |
| 12 | Selections from Mark Twain: *Adventures of Huckleberry Finn* and setting ***Spotlight:*** *In-class discussion, interactive lecture, close reading****,*** *think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 13 | Selections from Mark Twain: *Adventures of Huckleberry Finn* and censorship ***Spotlight:*** *In-class discussion, close reading****,*** *creative writing, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 14 | Baum: No Place Like Home | Introducing the Hero’s Journey Baum: *The Wonderful Wizard of Oz* ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc. Attainment Objectives 1, 2, 3, as noted above* |
| 15 | Baum: *The Wonderful Wizard of Oz*  The Modern Fairy tale ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc. Attainment Objectives 1, 2, 3, as noted above* |
| 16 | Baum: *The Wonderful Wizard of Oz*  Allegory: Suffrage in the 19C  Game creation workshop ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc. Attainment Objectives 1, 2, 3, as noted above* |
| 17 | Recasting the American Fairy Tale: The Black Arts Movement and Black Lives Matter  Introduction to *The Wiz* ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc. Attainment Objectives 1, 2, 3, as noted above* |
| 18 | *The Wiz* (film) ***Spotlight****: Close reading, media literacy, active listening, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 19 | **Research Day** *Attainment Objectives 1, 2, 3, as noted above* |
| 20 | *The Wiz* Discussion, **Reviews DUE**  **Share Games, Write up DUE** ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 21 | The Harlem Renaissance: Home? | Poetry of Langston Hughes ***Spotlight****: Close reading, interactive lecture, in-class discussion, student-led discussion, think-pair-share, etc. Attainment Objectives 1, 2, 3, as noted above* |
| 22 | Meeropol, Holiday: “Strange Fruit*”* ***Spotlight****: Close reading, interactive lecture, in-class discussion, listening activity, presenting research, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 23 | The Haunted Home | Genre: graphic literature, science fiction  Butler: *Kindred* ***Spotlight****: Close reading, interactive lecture, in class discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 24 | Understanding history, part 1  Butler: *Kindred* ***Spotlight****: Close reading, interactive lecture, in-class discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 25 | Understanding history, part 2  Butler: *Kindred* ***Spotlight****: Close reading, interactive lecture, in-class discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 26 | Genre: science fiction  Butler: *Kindred* ***Spotlight****: Close reading, interactive lecture, in-class discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 27 | Understanding history, part 3  Butler: *Kindred* ***Spotlight****: Work on comics project, close reading, interactive lecture, in-class discussion, think-pair-share, etc.*  *Attainment Objectives 1, 2, 3, as noted above* |
| 28 | Music Video  Gambino  ***Spotlight****: Work on comics project, close reading, media literacy, in class discussion, etc.  Attainment Objectives 1, 2, 3, as noted above* |
| 29 |  | **Workshop Comics and Presentations *Spotlight****: Work on comics project, close reading, media literacy, in class discussion, etc.  Attainment Objectives 1, 2, 3, as noted above* |
| 30 |  | REVIEW |
|  | Final Exam | **Final Projects DUE** |
| NOTES | | |
| Required Materials: | | |
| *Kindred: A Graphic Novel Adaptation* by Octavia Butler, Damian Duffy, and John Jennings (2017) – ebook is OK *The Wiz* (1978) (film): Available to rent on Amazon.co.jp, Tsutaya, and so on.  *Mark Twain* by Ken Burns (film): Available at the library, etc.  *The Wonderful Wizard of Oz* (1900) by L. Frank Baum: (link on Moodle)  Recommended Materials:  *Walden, a game* (see Dr. Bishop for a discount code) | | |
| Course Policies (Attendance, etc.) | | |
| You are expected to attend and participate in every class. Do not schedule elective medical appointments or trips during class time.   * Get class notes and complete homework from any class that you missed before the next class. * Please try not to be late. It is disruptive. Missing more than five classes, even if they are excused, may lead to my recommendation that you drop the course. I reserve the right to require you to withdraw. * Organize all of your handouts and bring them to class every day. * If you have a question, ASK IT! Please ask your classmates, email, and/or visit Dr. Bishop during her office hours. You may also choose to make an appointment. (You are important to me but I have many students.Please do not be surprised if I cannot see you if you simply drop by.) * If you have a problem, please come and speak with me. If you have spoken to me and your problem persists, please contact Dean Passos: [apassos@sky.miyazaki-mic.ac.jp](mailto:apassos@sky.miyazaki-mic.ac.jp) * If you experience difficulties during the semester, ILA and the Tandai both have counselors available to you. See Masashi Toyama in General Affairs for more information. Dr. Bishop is also available to help you to acquire resources. * If you experience learning difficulties or need accommodation for any reason, make an appointment to meet with a counselor to make a plan. Dr. Bishop will also work with you to create an appropriate plan for accommodation. * **Harassment** **of any kind will not be tolerated.** Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, gender identity, and so forth is prohibited. Be respectful of others. * As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. I reserve the right to ask anyone to leave at any time.   **Academic Honesty:**   * It is **essential** that you use your own ideas in this class and submit your own work in this class.   ●  **Plagiarism** is the presentation of someone else’s work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Properly citing other authors is important; **do not** **copy** ideas from other people or books and pass them off as your own.  Neglecting to acknowledge sources for outside material is a serious, punishable offense and will result in failure of the assignment and possibly the course. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. As we will meet for three hours a week, you are expected to spend six hours per week preparing and reviewing for this course. | | |
| Grades and Grading Standards | | |
| All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don’t let it hurt your grade.  Dr. Bishop will only accept emailed assignments with prior approval. Late work will be penalized. Work that is submitted late *may not* be accepted.  A: 90-100  B: 80-89  C: 70-79  D: 60-69  F: Below 59  Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.  \*Research Presentation and Handout: 20% (student-chosen topic) *\*Walden* Reflection and Nature Writing: 10%  \*Film Review: 10% \*Themed Game and Paper: 20% (group project)  \*Final Project: Comic, Analytical Paper, and Presentation: 20% Quizzes: 10%  Participation: 10%  **The starred items are REQUIRED.  Failure to submit more than one of the starred items within a week of the due date may result in the automatic failure of this class.**  Please bring grade-related concerns **in writing** to Dr. Bishop’s office hours or an appointment, including any argument for a higher or lower grade. Emails requesting an appointment to discuss a grade are encouraged though emailed contestations are not.  **⌘I retain the right to amend this syllabus as necessary during the course of the semester. ⌘** | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc. | | |
| 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 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        3. The ability to identify and solve problems       4. Advanced communicative proficiency in English       5. Proficiency in the use of information technology | | |
| Notes: | | |
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Below is a rubric outlining course objectives and explanations of what it means to proficiently master those objectives. After reading through the document below, write in what you think it means to exceed expectations and what you think it means to show that you failed to meet expectations in the blanks below. Circle or highlight the sentences that best fit your *current* level of proficiency. In the notes section, jot down goals for yourself.

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|  | **Developing** | **Proficient** | **Advanced** |
| **Critical Thinking through Active Learning**  (ability to identify and solve problems; information gathering; assessment of credibility) |  | Able to perform data analysis, gather and assess resources, and express opinions. Able to ask and answer questions beyond comprehension level. Able to create and support an original argument. |  |
| **Advanced Communication** Proficiency  (presentations, social skills, email etiquette) |  | Able to contribute meaningfully to class discussions. Able to respond with an opinion or respond to a complicated  situation. Able to research, prepare, and communicate ideas and questions to classmates and instructor verbally and in writing. |  |
| **Literary Skills**  (Understanding and use of literary terms, ability to comprehend analyze, texts, and engage comprehensively with texts) |  | Student can use literary terms such as plot, character, setting, meter, etc.. Student can show original, if basic, questions and analyses that go beyond comprehension. They can engage creatively with literary forms. |  |
| **Global Perspectives**  (cultural relevancy; awareness of current and historical events and global issues) |  | Aware of current and historical events and world cultures. Demonstrates ability to learn about and understand cultural relevance of issues presented in texts and discussion. |  |
| **English Language Ability**  (reading, writing, speaking) |  | Proficient verbal and written communication; does not only use familiar vocabulary but continues to try new words and structure. May make some errors but advances beyond comfort zone, showing growth and effort. |  |