Miyazaki International College

Course Syllabus

(SPRING SEMESTER, 2020)

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| Course Title (Credits) | LL 307 World Literatures in English (3 Credits) |
| Course Designation for TC | Teacher Certification-related course, Discipline –related course, Required by Article 66.6 |
| Content Teacher | |
| Instructor | Dr. Gregory J. Dunne |
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| Office/Ext | MIC: 2-306 /Ext: 3785 |
| Office hours | Monday 3 to 4 and Wednesday 3 to 5, and by appointment |
| Language Teacher | |
| Instructor |  |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

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| 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 Kinkaid. 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  *Boyhood* Chap. 1,2, Assigned  Reader’s Response Journal Introduced  **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.* |
| 2 | A Brief History of South Africa – Short Lecture  Presentation Topics Assigned  Introduction to Coetzee’s *Boyhood*  In-class reading and discussion  Boyhood Chap. 3, 4 Assigned  **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) (3) To understand about the representative literature written in English.* |
| 3 | UNIT TWO:  Memoir  The Situation and the Story | Reading and Discussion  Short Lecture  In-Class Writing  *Boyhood* Chapters 5 and 6 Assigned  **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) (3) To understand about the representative literature written in English.* |
| 4 | Writing Assignment #1 Introduced:  Writing Memoir  Discussions on Reading  *Boyhood* Chap. 7 and 8 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 5 | *Boyhood*  Discussions on Reading  Chap. 9,10 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 6 | Boyhood  Discussions on Reading  Chap. 11,12 Assigned  Film: Cry Freedom  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 7 | UNITE THREE:  Analyzing Literature –  Character & Setting | *Boyhood*  Writing Assignment #1 due  Discussions on Reading  Chapters 13,14 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 8 | *Boyhood*  Discussions on Reading  Chapter 15,16 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 9 | *Boyhood*  Discussions on Reading  Chapter 17,18, 19  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 10 | UNIT FOUR  Analyzing Literature  Plot, Structure and Narrative  Voice | *Boyhood*  Revision of Writing Assignment #1 due  Discussions on Reading  Memoir Completed  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 11 | Student Presentations  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 12 | Student Presentations  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 13 | Student Presentations  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 14 | Review |
| 15 | Midterm | Midterm Exam |
| 16 | UNIT FIVE  The Novel:  Things Fall Apart | Short Lecture on Nigeria  *Things Fall Apart,* introduced  Interview with Achebe (youtube)  Chapter 1–3 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 17 | Discussions on Reading  Chapter 4–6 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 18 | Writing Assignment #2 introduced  Discussions on Reading  Chapter 7–8 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 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  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 21 | Discussions on Reading  Chapter 14-16 Assigned  Postcolonial Theory – short lecture  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 22 | Writing Assignment #2 due.  Discussions on Reading  Chapter 17-19 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 23 | Edward Said, Fanon, Spivak, Bhabha  Discussions on Reading  Chapter 20-21 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 24 | Discussions on Reading  Chapter 22-23 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 25 | UNIT FIVE  The Caribbean & The poetry  of Derek Walcott | Discussion of Reading  Chapter 24-25 Assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 26 | Writing Assignment #2 Revision due  Concluding Things Fall Apart  Postcolonial theory: The Caribbean  Walcott poems assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 27 | Discussion of Walcott poems  Further Walcott poems assigned  Postcolonial theory and the poetry of Walcott  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 28 | Discussion of Walcott Poems  Jamaica Kincaid Introduced  Kincaid’s “Girlhood” assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 29 | Discussion of Kincaid’s “girlhood”  The poetry of Edward Kamau Brathwaite  introduced. Braithwaite’s poetry is assigned  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 30 | Braithwaite’s poetry is discussed  Course Review  ***Attainment Objectives*** *1,2, 3, as noted above.* |
|  | Final Exam |  |
| Required Materials: | | |
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| 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 % | | |
| 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):  1. Advanced thinking sills (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. | | |
| Notes: | | |
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