Miyazaki International College

Course Syllabus

(SPRING SEMESTER, 2020)

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| Course Title (Credits) | LL316 (ASN 380) American Literature (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 |
| E-mail address | gdunne@sky.miyazaki-mic.ac.jp |
| 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 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.*  We will begin by exploring the colonial origins of the United States and its colonial literature. We will move to  examine American literature in the nineteenth, twentieth, and twenty-first centuries. We will be looking at some  of the major historical events in American history, such as the American Civil War, and asking how the literature engages with that history. We will read a lot throughout the course and think critically about the texts, which is to say, we will analyze the texts and interpret meaning from them. The class examines the work H. D. Thoreau, Walt Whitman, Emily Dickinson, Fredrick Douglass, Langston Hughes, Willa Cather, W. E. B. Dubois, and Toni Morrison. | | |
| 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:**  • Broaden and deepen students’ understanding and appreciate of American literature, as well as  their understanding of the historical and cultural forces at play within that literature.  • Develop and refine students’ proficiency in English: reading skills, writing skills, listening  skills, critical thinking (analytic) skills, and speaking skills, especially in relation to discussion.  • Introduce the elements of literature and textual analysis (prose and poetry) as a means of interpretation.  • Help students to enjoy the reading of literature in English and understand literature’s relevance in their lives | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | UNIT ONE:  Introduction to the Class Goals  & Defining Literature | Introduce Class (Syllabus)  Writing Diagnostic / Students  The Puritans  ***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.* |
| 2 | Ann Bradstreet  Colonial Beginnings  ***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.* |
| 3 | UNIT TWO:  Birth of a Nation | “Birth of a Nation”  Colonial Writing  ***Attainment Objectives***  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 4 | Thomas Jefferson,  “The Declaration of Independence”  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 5 | UNIT THREE:  Transcendentalism  & The American Renaissance | Transcendentalism:  Ralph Waldo Emerson  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 6 | Transcendentalism:  Henry David Thoreau  Essay on Thoreau by Kamioka  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 7 | Henry David Thoreau  Readings: Excerpts from Walden  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 8 | Henry David Thoreau  Readings: Excerpts from Walden  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 9 | Henry David Thoreau  Readings: Excerpts from Walden  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 10 | UNIT FOUR:  Abolition | Fredrick Douglass  *Narrative of the Life of Frederick Douglass,*  *an American Slave.*  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 11 | Fredrick Douglass,  *Narrative of the Life of Frederick Douglass,*  *an American Slave*  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 12 | UNIT FIVE:  Western Expansion, Manifest  Destiny, The Civil War | Introducing Walt Whitman  Readings from *Leaves of Grass*  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 13 | Introducing Walt Whitman  Readings from *Leaves of Grass*  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 14 | Abraham Lincoln:  “Gettysburg Address”  “Second Inaugural Address”  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 15 | Midterm | Midterm Exam |
| 16 | UNIT SIX:  Frontier | The Poetry of Emily Dickinson  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 17 |  | The Poetry of Emily Dickinson  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 18 |  | Willa Cather, O Pioneers  The Setting – Nebraska  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 19 |  | Willa Cather, O Pioneers  Analyzing Character: Alexandria  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 20 |  | Willa Cather, O Pioneers  Individualism and Society  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 21 |  | Willa Cather, O Pioneers  Analyzing Plot  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 22 | UNIT SEVEN:  HARLEM RENAISSANCE | W. E. B. Dubois.  “Of The Coming of John”  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 23 | Langston Hughes, Selected Poems |
| 24 |  | Toni Morrison, *The Bluest Eye*  Setting  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 25 |  | Toni Morrison, *The Bluest Eye*  Character  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 26 |  | Toni Morrison, *The Bluest Eye*  Voice/Narration  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 27 |  | Toni Morrison, *The Bluest Eye*  Plot  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 28 |  | Toni Morrison, *The Bluest Eye*  Critical Interpretation  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 29 |  | Toni Morrison, *The Bluest Eye*  Critical Interpretation  ***Attainment Objectives*** *1,2, 3, as noted above.* |
| 30 |  | Toni Morrison, *The Bluest Eye*  Critical Interpretation  ***Attainment Objectives*** *1,2, 3, as noted above.* |
|  | Final Exam |  |
| Required Materials: | | |
| 1.) *O Pioneers!* Willa Cather. Signet Classics. 256 pages. ISBN-10: 0451532120.  2012.  2.) *The Bluest Eye*. Toni Morrison. Vintage.240 pages. ISBN-10: 0099759918. | | |
| 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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