Miyazaki International College

Course Syllabus

(SPRING SEMESTER, 2023)

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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. Hiro Hayase |
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| Office/Ext | MIC: 1-208/Ext: 3716 |
| Office hours | Monday 3rd period to 4th period and Wednesday 3rd to 4th , or by appointment |

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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 analyze and interpret the text to understand the literary and intellectual climate to which each work belongs.*  We will examine some major fictions that represent American literature in the nineteenth and twentieth centuries. Through the text, we will be also looking at some of the major historical events in American history, such as Slavery, the Civil War, and Industrialization, and cultural backgrounds, such as Transcendentalism, Feminism, Ethnicity, and Lost Generation, 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 the meanings. The class mainly examines the works by Nathaniel Hawthorne, Mark Twain, Louisa May Alcott, Kate Chopin, Henry James, Charlotte Gilman, Sherwood Anderson, and F. Scott Fitzgerald. | | |
| 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 literary text written in English  (2) To understand the backgrounds of the story, such as culture, history, thoughts of America  (3) To analyze and understand the characters’ feelings, such as joy, sadness, faith, conflict, etc.  (4) To discuss literary themes in a logical way in English in a group and in a class  (5) To write literary essays in an evidence-based way 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 as a means of interpretation.  • Help students 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 & Literary Interpretation  -Knowledge about the U.S.A | Class Orientation (Syllabus)  -What is Literature?  -What is literary interpretation?  Text: Ernest Hemingway, “The Indian Camp”  -How much do you know about America?  ***Attainment Objectives***  *(1) To understand the literary text written in English*  *(2) To understand the backgrounds of the story, such as culture, history, thoughts of America*  *(3) To analyze and understand the characters’ feelings, such as joy, sadness, faith, conflict, etc.*  *(4) To discuss literary themes in a logical way in English in a group and in a class*  *(5) To write literary essays in an evidence-based way in English* |
| 2 | Basic Knowledge about the U.S.A: History, People, Politics.  Religion, Ethnicity, and Social problems |
| 3 | **UNIT TWO:**  Louisa May Alcott,  *Little Women* | Louisa May Alcott, *Little Women*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 4 | Louisa May Alcott, *Little Women*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 5 | Louisa May Alcott, *Little Women*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 6 | **Unit Three:**  F. Scott Fitzgerald,  *The Great Gatsby* | F. Scott Fitzgerald, *The Great Gatsby*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 7 | F. Scott Fitzgerald, *The Great Gatsby*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 8 | -Essay Writing  ***(Attainment Objectives*** *5)* |
| 9 | F. Scott Fitzgerald, *The Great Gatsby*  -Deeper Understanding of the text and background: The Roaring Twenties and the Lost Generation  ***(Attainment Objectives*** *1, 2)* |
| 10 | **Unit Four:**  Mark Twain,  *Adventures of Huckleberry Finn* | Mark Twain, *Adventures of Huckleberry Finn*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 11 | Mark Twain, *Adventures of Huckleberry Finn*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 12 | Mark Twain, *Adventures of Huckleberry Finn*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 13 | Mark Twain, *Adventures of Huckleberry Finn*  -Deeper Understanding of the Text and Background: Slavery, Nature & Civilization, Local Colorism  ***(Attainment Objectives*** *1, 2)* |
| 14 | **Midterm** | Midterm Exam |
| 15 | **Unit Five:**  Henry James,  *Daisy Miller* | Henry James, *Daisy Miller*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 16 | Henry James, *Daisy Miller*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 17 | Henry James, *Daisy Miller*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 18 | **Unit Six:**  Kate Chopin,  *The Awakening* | Kate Chopin, *The Awakening*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 19 | Kate Chopin, *The Awakening*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 20 | Kate Chopin, *The Awakening*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 21 | Kate Chopin, *The Awakening*  -Deeper Understanding of the Text and Background: Feminism  ***(Attainment Objectives*** *1, 2)* |
| 22 | **Unit Seven:**  Charlotte Gilman,  *“The Yellow Wallpaper”* | Charlotte Gilman, *“The Yellow Wallpaper”*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 23 | Charlotte Gilman, *“The Yellow Wallpaper”*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 24 | Charlotte Gilman, *“The Yellow Wallpaper”*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 25 | **Unit Eight:**  Sherwood Anderson,  “Paper Pills” | Sherwood Anderson, “Paper Pills”  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 26 | Sherwood Anderson, “Paper Pills”  -Presentation and Discussion about the literary themes  -Essay Writing  ***(Attainment Objectives3, 4,*** *5)* |
| 27 | **Unit Nine:**  Nathaniel Hawthorne,  *The Scarlet Letter* | Nathaniel Hawthorne, *The Scarlet Letter*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 28 | Nathaniel Hawthorne, *The Scarlet Letter*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 29 | Nathaniel Hawthorne, *The Scarlet Letter*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 30 | Nathaniel Hawthorne, *The Scarlet Letter*  -Deeper Understanding of the Text and Background: Love and Sin, Religion, Feminism  ***(Attainment Objectives*** *1, 2)* |
|  | Final Exam |  |
| Required Materials: | | |
| Textbook: *Let’s Learn English through American Literature 1,* edited by Hironori Hayase. Eihosha, 2010.  (Recommended Reference: *A New History of American Literature*, edited by Hayase. Eihosha, 2018) | | |
| 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 40 %  Group Discussion 10 %  Presentations 20 %  Exams (Midterm and Final) 30 %  Total 100 %  Warning: Students who have not submitted all the written assignments are not allowed to take the final examination. | | |
| 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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