



World lit 3: CLASS INFORMATION SHEET AND SYLLABUS

Meeting Time and Place: 11:00-12:15 Tuesdays & Thursdays in BAC 103
 Professor: Richard (Rick) Hill / Home phone: 858-270-5227/ E-Mail: rhill@pointloma.edu
 Office: BAC 126/ Office Phone: 2670 /LJML Dept Phone: 2297

Office Hours: *Open*: Wed 2:45 - 4:30; Tuesday and Thursday 12:30-1:20; 4:30-5:30
By Appointment: M&F 9:00-4 + 2-3 Tues and Thurs until October 15. Other hours can also be arranged.

Knock on the door with a question: Anytime

IMPORTANT NOTE ON MIDTERM AND FINAL EXAMS: Our midterm will be held THUR October 29 during class times. The final exam is scheduled for Thurs, December 19, 10:30-1:00. **Mark your calendar and be sure you do not schedule out of town trips, elective doctor's appointments, or other activities on midterm and final exam days.**

REQUIRED TEXTS:

1 & 2: *The Norton Anthology of World Literature*, VOLUMES E & F (TWO BOOKS) **2nd edition**. Be sure to get the **SECOND** edition—the one that has all the readings we'll be doing. And it's much cheaper than the later edition!
 3. Singer, Isaac Bashevis. *Gimpel the Fool and Other Stories*. (Any edition is okay)
Please buy all three books before the second day of class and bring books to class every day unless instructed otherwise. Also, always bring this info sheet and syllabus to class.

REQUIRED SUPPLIES: Double pocket folder, pen and 8 ½ x 11 lined paper for quizzes.

REQUIRED E-MAIL and eclass: You will receive regular e-mail and eclass announcements about this class, so be sure to check your PLNU e-mail and eclass daily. Twice daily is even better.

COURSE RATIONALE AND OBJECTIVES: WELCOME to LIT 203, the final component in a three-course chronological series on world literature. The aim of the series is to introduce students to the vast body of great international literature beyond popular contemporary writing. Students will demonstrate through quizzes, short writings, and exams that they have read the assignments and understood the historical and cultural connections we will discuss in class. Given the overview, sense of context, and background that this course provides, you will have the tools to continue expanding the literature and culture component of your liberal arts education.

What is good literature? A working definition for this class might include, without being limited to, the following: Literature that widens your perspective; literature that helps you reflect on your relationship to God, to others, and to the world; literature that you understand, learn from, and enjoy the more you read it; literature that doesn't seem dated, even after many years and many readings.

In Lit 203 we will be focusing on the "modern" and "post-modern" period (the last hundred and twenty years or so) and *we will discuss at length how those movements affect thinking and attitudes in the contemporary world*. This is a particularly interesting epoch, for we can see through literature the struggle that twentieth-century thinkers and artists had with questions of faith, humanity, morality, and even with basic meaning in the universe. Some of the readings will be delightful, and some may irritate or depress or even infuriate—but all should prove interesting and/or informative. In our discussions, we will strive for a Big Picture approach, examining the writing both on its own terms and from a Christian worldview. See Official Course Learning Outcomes and Program Learning Outcomes on pg 8.

CLASS ACTIVITIES

Background and context lectures + class discussion: The typical class day will start with a quiz. Then we will have a presentation/discussion on context and background material, using an occasional film or PowerPoint for illustration. We'll discuss questions on whatever else comes up related to the reading, then give a preview and context for the next assigned reading.

Reading Quizzes: Lit 203 is essentially a reading course, so staying current with the reading should be your first priority. You will need time and discipline to keep up, and the daily objective reading quizzes allow you to demonstrate that you are current. Quiz points are a substantial part of the final grade, but those points will come easily if you keep up with the reading. IF YOU FALL BEHIND, BE SURE TO READ THE PAGES FOR THE NEXT DAY'S QUIZ FIRST, THEN CATCH UP WITH WHAT YOU MISSED.

Dropped quiz scores: To allow for illness, misunderstanding, miscellaneous personal problems, or just being behind schedule, **your lowest or missing two quizzes will be dropped.** Use your allotment of drops carefully—**no more drops will be granted for any reason once the two allotted drops are used.**

Note on quiz grading: Our grader scores the quizzes based on the notes I provide, but sometimes misunderstandings occur. If you think a quiz answer marked wrong is correct, see me the day you receive your marked quiz (usually the next class day), and I'll make adjustments as appropriate.

If you arrive late for a daily quiz, you will miss at least part of that quiz, since quizzes are given orally and begin immediately. If you arrive late, you may start the quiz on the first question you hear. Don't ask anyone for quiz questions that you missed by being late--talking for any reason during quizzes is considered cheating and may result in an F for the course. See "Cheating and Plagiarism" below.

Reading Notes: Read actively by take written notes on each day's assignment. These notes will help with the class discussions and exams and also with extra credit points for participation.

Reading Sheets: Three times this semester (about every 4 weeks), each student will **TYPE** an official Reading Sheet on the assigned reading and be prepared to present questions and comments or the student part of the next day's discussion. The reading sheet should include at least three questions and/or comments. **See the sample sheet on page 10.**

Length: These typed questions/comment sheets should fill ONE typed, single-spaced page (using 11- or 12-point Times New Roman or Ariel type and 1.25" margins. It's okay to go over one page if you feel the need, but one page is usually sufficient to earn an A or B score. Please **DON'T SUMMARIZE** the material and don't write formal essays that begin with "Jones was a famous author who wrote thoughtful and entertaining stories . . ." These sheets are meant to be thoughtful, original, **informal** feedback on the reading, so start right in with what you have to say.

Format: At the top of the sheet, put your name, the class, the number of the reading assignment, and the pages you are responding to.

Schedule: The sheets will be collected and scored on a rotating basis by letter of last name (see last column of assignment schedule for when your letter comes up).

No handwritten sheets will be accepted except under extraordinary circumstances. This policy is designed to eliminate the practice of doing homework in class on the day it is due. If for some emergency (broken typing finger, etc) you must do a handwritten sheet, *be sure to show it to me at the beginning of class to receive credit.* Handwritten sheets handed in after the first 3 minutes of class or emailed after class begins will receive a zero or be subject to the dropped scores policy (see next page).

Dropped Reading Sheet Scores: To allow for illness, misunderstanding, miscellaneous personal problems, computer glitches, work done but not brought to class, and work not e-mailed or delivered on an absence day, or just being behind schedule, **your lowest score or missing sheet will be dropped.** Use your one drop carefully—**no more will be granted once the allotted drop is used.** **If you do extremely well on the first two sheets, you may elect to skip the third sheet.** See examples of good and not-good questions on page 10.

HOW TO GET CREDIT IF YOU ARE ABSENT ON A DAY A READING SHEET IS DUE:

You will get credit for the sheet if you (A) e-mail an attachment of it or have someone deliver it by class time AND (B) bring a hard copy of the sheet on the next class day, with a note at the top of the sheet that says, “This was e-mailed on (date).” To receive credit, you must bring the hardcopy by the next class day you attend.

A note on computer problems: Computer malfunctions plague us all, but it is your responsibility to have a contingency plan if something goes wrong. Investigate campus options and find TWO alternate computer/printer sites you can use when your main unit malfunctions. Also, be sure to have a USB drive (or two) to use for regular backups, even if you save work on the PLNU drive. Assignments turned in late due to computer problems will be subject to the dropped score provision.

Late printing caution and policy: Reading Sheets are due at the *beginning* of class on the date due. Always allow for long lines and jammed printers in the campus computer labs—do not wait until a few minutes before class to print out your assignments. Coming to class late because of late printing will count against your late arrival total and the dropped score provision will apply to your assignment. **If you’re running late with a print job, don’t fret—simply send the assignment before class by email and come to class on time. Do not, however, send assignments during class: anything that comes after 11:00 will be counted late.**

KEEPING TRACK: In this and all college classes, you are responsible for keeping records once you get your graded assignments back. To avoid problems and misunderstandings, you should always pick up quizzes, sheets, and exams as soon as they are put into the return file box, which I’ll bring to class every day. **NEVER throw away graded quizzes, graded reading sheets, or notes until you receive your final grade at the end of the semester.** You should also keep computer copies of all reading sheets until you get your final grade.

Group projects: Small groups will be formed the second week of class, and during the last two weeks, each group will make a class presentation that either (1) explores in more depth (or from another angle) work by authors we have studied or (2) explores authors we haven’t studied, but who are also important literary figures in the era we are studying. Presentations must be approved by the professor, but may take a variety of approaches, including but not limited to formal research presentations, video productions, readers’ theater, or art or music projects that tie in with the literature we’ve covered. See page 13-14 for sample topics and approaches.

In-class, oral participation is important, even in a large class. Lively discussions make for better learning. Perfect understanding is not required; one excellent way to participate is to always ask questions about things you *don’t* understand. Students who turn in a typed, organized participation log of questions and comments they made in class may receive up to 20 points extra credit over the semester. These optional logs will be collected in class on midterm and final exam days and will be worth 1-10 points each.

CLASS POLICIES

ATTENDANCE is crucial and students are expected to make every effort to attend all classes.

Perfect Attendance Bonus: Students who attend all classes on time will receive 10 extra credit points.

Absences with no grade penalty: Students are allowed up to three absences for illness, personal business, and family in town, oversleeping, or whatever, without grade penalty and without having to explain the absence. Absences with notes from the Wellness Center count under this category, so no need for a note. Please keep in mind that once the three absences are used up, further absences affect your grade---even if they are for a “good reason.” Also note that quizzes missed on absent days cannot be made up.

Excessive Absences: Those who miss more than three classes before midterm will be de-enrolled with no grade record. After midterm, those who have missed more than 6 classes total will be de-enrolled with a WF grade. In the final grade calculation, fifty points each will be deducted for the fourth and fifth absences.

Late Arrivals: It’s better to be late than miss class, but remember that quizzes are given and response questions are due at the beginning of class and can’t be made up. After the third late arrival, "tardies" will count as half-absences for grade calculation.

Early Departures: If you need to leave early, see me at the beginning of class and sign the roll sheet, noting the time you need to leave. If you don’t note your early departure on the roll sheet, you will be counted absent for the whole class period. After the third early departure, leaving early will count as a half-absence.

“Excused” Absences: The only excused absences are those authorized by the Provost, usually for official school activities (sports, music, speech, etc.) Your coach or activity sponsor will notify the Provost if you are involved in an excusable activity; then the Provost's office will notify all your professors. An excused absence allows you to make up quizzes by turning in make-up assignments in advance and to reschedule exams if absolutely necessary. It is your responsibility to schedule makeup work **BEFORE** the day(s) you are absent.

Excessive “Excused” absences: If you know that you will be missing more than four classes for sports, music, or field trips, you should take another section of the course that doesn’t conflict so heavily with your class schedule **OR** take the course another semester when attendance won’t be a problem. More than four total absences, even for approved events, will affect your grade. All students who will miss any classes due to approved sports, music, field trips, etc., must bring me a written copy of your events schedule by September 10, the second class day.

Absences on exam days: Unless you have a Provost-excused absence, you cannot make up quizzes, midterm, or final exams. Study the schedule carefully and be sure you do not plan out of town trips, elective doctor’s appointments, or other activities on midterm and final exam days.

Exceptions to the Attendance Policy: If you have a serious accident or illness, the attendance policy and assignment schedule will be modified, provided you notify me as soon as possible. Please also notify me immediately if you have a schedule conflict that may cause you to be late for class more than three times in the semester.

MIDTERM AND FINAL EXAMS

Both exams will have true/ false, matching, short answer, and multiple choice questions. The final will be comprehensive, but will focus primarily on material from midterm on, including material presented by students in group projects.

Our midterm will be held as listed on the class schedule during the regular class time. The final exam is scheduled for Thurs, December 19, 10:30-1:00. Some questions generated by presentation groups will be used on the final. Again, unless you have a Provost-excused absence, you cannot make up midterm or final exams. Mark your calendar and be sure you do not schedule out of town trips, elective doctor's appointments, or other activities on midterm and final exam days.

PLAGIARISM AND CHEATING

According to Isaac Bashevis Singer, the first author we will study, we are all subject to temptation from evil imps who promise easy gain for little effort. Please resist any such temptation (from within or without) to copy quiz or exam answers from crib notes or from your fellow students. Also be sure to do your own reading sheets without help from friends, online sites, or study guides.

PLNU has adopted a zero tolerance policy toward all forms of cheating. Here is the policy for the LJML department and this class: All work (including homework) must be written by the student alone. Copying words, phrases, and ideas from books or journals into reading sheets is plagiarism. Downloading material from the Internet without attribution, including sentences, phrases, and ideas, also constitutes plagiarism.

Follow the rules you learned in WRI110 for quoting and paraphrasing other authors, always giving due credit. But keep in mind that, for your reading sheets, you don't need to quote other authors at all to get maximum points—I'm interested in your ideas on the material.

"I really didn't mean to plagiarize" is not a valid excuse for plagiarism. Any plagiarism, recycling, or copying will result in an F for the course and a referral to the academic dean for possible suspension or expulsion from PLNU.

Remember that the lowest two quiz scores and lowest reading sheet score will be dropped, so you are allowed to have a few "blank days" without grade penalty. Also keep in mind that you may also miss up to 80 points total and still get an A, 180 points total and still get a B, 280 points total and still get a C, etc. So don't fall for temptation and fail the course on a 15-point quiz or 4-point question on a midterm or final.

The best way to not be suspected of copying is to scrupulously keep your eyes on your own paper during the quizzes and exams, and to do your own reading notes. Also be sure to fold your quizzes and exams lengthwise and put your name on the outside fold, and pass in your quizzes immediately when they are called for.

EVALUATION: Each student's total points will be added and grades given according to the following percentage scale. The 10 point attendance bonus and the up-to-20-point participation log bonus are the only extra credit possible. Please feel free to discuss your grade with me any time. The following are approximate point totals; grades are based on percentages of the final point score. The actual total may vary due to more or fewer quizzes or longer or shorter exams.

(Approximate points for each category)	
20 Quizzes (2 drops)	300
3 TYPED question/comment sets (1 drop)	150
Midterm Exam	150
Group Project	200
Final Exam	200
<hr/>	
APPROXIMATE TOTAL	1000

Percentages to Letters	
92.0 - 100 = A	70.0 – 75.9 = C
90.0 - 91.9 = A-	68.5 – 69.9 = C-
87.0 - 89.9 = B+	65.0 – 68.4 = D+
81.0 - 86.9 = B	60.0 – 64.9 = D
79.0 - 80.9 = B-	58.0 – 59.9 = D-
76.0 - 78.9 = C+	

CLASSROOM DEPARTMENT GUIDELINES

How you dress is your business, and you certainly don't have to check your personality at the door. Even so, adult deportment is expected in this class. Please refrain from all of the following disruptive and/or distracting actions during official class time. Violators may be invited to leave class.

1. Leaving the ringer on your cell phone on. Turn it off or to vibration mode and leave it in your pocket or purse and **never, ever, text in class.**
2. Reading outside material (including school publications). Save for after class.
3. Doing work from other classes or engaging in any personal writing. See above.
4. Using a laptop in class. Unless you have a medical need to take notes on a laptop, take WRITTEN notes in class and type them later. You may audio-record class sessions, but check with the prof first.
5. Holding private conversations during class discussions, while the professor is talking, or while someone is asking a question. If you have a question about class, ask the prof rather than the student next to you.
6. Coming to class without books or other required materials more than twice in the semester.
7. Doing anything else that is obviously disruptive to other students or distracting to the professor.

Health Issues: If you have a chronic, acute, or temporary health issue that requires you to sit in a particular area or stand for part of class, wear sunglasses in class, take prescribed medicine, leave class often, etc., be sure to let me know your situation in advance.

CLASS DISCUSSION / OPEN FORUM POLICY

This is college, where at last it is okay to speak your mind. Please feel free to speak and write what you think about the issues we discuss—there are no "politically correct" or "politically incorrect" positions; we should all strive to respect one another's views as we learn to support our own with honest evidence, calm logic, and clear rhetoric. I have opinions like everyone else, but unlike some of the professors I met as a student, I have no axe to grind on social or cultural issues and no political views to which students must sign on to win my respect. I am interested only in helping you express your convictions, whatever they are.

Don't be alarmed if I ask you questions in class discussions about your position—I'm not interrogating you or picking on you. Rather, I'm using the *Socratic Method* (look it up) to help you clarify your position. Feel free to Socratic me right back, and please don't hesitate to disagree with me or anyone else in class. As long as we are civilized about it, I say the more arguments (lively discussions) the better—practice makes perfect.

AND FINALLY: We're a big group and there's a lot of reading to cover, but I'm looking forward to this class and to getting to know you. If you're wondering about anything to do with the class please ask: my job is to help you through this course of study, and my goal is to get you through with minimal pain and maximum benefit. Please feel free to stop in my office to talk anytime I'm there, or to make a specific appointment during office hours.

SYLLABUS INDEX

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NOTES / QUESTIONS

APPENDIX: OFFICIAL STATEMENTS FROM THE UNIVERSITY AND THE DEPARTMENT

OFFICIAL ACADEMIC ACCOMMODATIONS STATEMENT FROM THE UNIVERSITY “While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

OFFICIAL PUBLIC DISCOURSE STATEMENT: *“Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.”*

Official FERPA Statement: “In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad student catalog.”

OFFICIAL LJML LIT203 COURSE LEARNING OUTCOMES: *Students will be able to*

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

OFFICIAL LJML DEPARTMENT LEARNING OUTCOMES *Students will be able to*

1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation. **(DLO) (PLO 2, 3, 5)**
2. Recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research **(PLO 2, 3, 5)**
3. Connect (**synthesis**,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. **(PLO 1)**

LIT 203 COURSE CALENDAR (subject to adjustment as necessary)

<u>WEEK #</u> <u>DATE</u>	<u>READINGS DUE FOR QUIZ AT BEGINNING OF CLASS</u> All Readings are in the Norton Reader unless otherwise noted	<u>ACTIVITY / TOPIC</u>	<u>READING SHEET</u>
Week 1 TH 9/5	None today. Study the syllabus and get a head start on Thursday's readings.	Get Acquainted The 20 th Century: What's wrong with this picture? What is "Modernism?"	None today. Always look to see if the last letter of your name appears in this column.
Week 2 TU 9/10	Syllabus. I. B. SINGER "Gimpel the Fool" (1 st story in <i>Gimpel</i> book) "The Gentleman from Krackow" "The Mirror" "The Little Shoemakers." NORTON: vol E "Realism Across the Globe" 625	Is there an official Yiddish Lit? More on Modernism. When did Modern Lit get modern? Reading Quiz 1 + Syllabus Quiz.	Last Name: A-C (Sheet #1)
Week 2 TH 9/12	I.B. SINGER: "Fire" "The Unseen"	The Modern Artist and the modern world	Last Name: D-H (Sheet #1)
Week 3 TU 9/17	Norton Vol E: color art plates and captions between pp1106-1107 DOSTOEVSKY: Intro +Notes from the <i>Underground</i> Part I ALWAYS READ THE AUTHOR INTROS FOR NORTON ASSIGNMENTS NIETZSCHE "God is Dead" excerpt, library reserve	Dostoevsky & Co.: 20 th century preview. The author as objective observer?	Last Name: I-M (Sheet #1)
Week 3 TH 9/19	Norton Vol F FREUD: "Dora, Part I" (pp 1611-1637—stop at "a great number of our cultural achievements")	Nietzsche, Freud & Co. Politics, Psychology, Civilization, & Lit	Last Name N-R (Sheet #1)
Week 4 TU 9/24	DARWIN <i>Origin of Species</i> (excerpt—Library Reserve) Norton Vol E: Baudelaire 1380-1388 Verlaine 1405-1410 Rimbaud 1411-1417	The Bogyman believes in God Dylan references the odd couple GROUPS GROUPED: Pick a leader, secretary, PowerPoint chair, Research czar, etc.	S-T (Sheet #1)
Week 4 TH 9/26	YEATS pp. 1699-1709 (stop at "Byzantium")	Irish and continental mysticism and self-absorption VIDEO: Contemporary Poetry. POETRY DAY OPPORTUNITY	Last Name: U-W (Sheet #1)
Week 5 TU 10/1	TOLSTOY: "The Death of Ivan Ilych."	"Progression" and Reaction." Geneses of modern thinking Before the darkness fell	Last Name: X-Z (Sheet #1)
Week 5 TH 10/3	RUBIN DARIO intro + "I Seek a Form," "to Roosevelt," "Leda" "Fatality" pp 1712-1715, 1718-1721	Modern Goes Global Have a Group Project conference with your group and turn in your conference notes	Last Name: A-C (Sheet #2)
Week 6 TU 10/8	PIRANDELLO: <i>Six Characters in Search of an Author</i> pp. 1721-1766.	High, Low and other modern. Theatre of Pain, Theatre of the Absurd, and other theatres in decline.	Last Name E-H (Sheet #2)
Week 6 TH 10/10	PROUST Remembrance of Things Past" pp. 1766-1781 (Stop at "you really are a regular character, Mr. .Swann")	Beginnings of Modern Creative Nonfiction VIDEO: <i>Six Characters in Search of an Author</i>	I-M (Sheet #2)

<u>WEEK #</u> <u>DATE</u>	<u>READINGS DUE FOR QUIZ AT BEGINNING OF CLASS</u>	<u>ACTIVITY / TOPIC</u>	<u>READING SHEET</u> <u>DUE FROM</u>
Week 7 TU 10/15	WOLFE "A Room of One's Own" pp. 1974-1996 KAFKA "The Metamorphosis" pp. 1996—2030	20 th Century Angst and Weltzsmertz Women's Voices	Last Name: N-R (Sheet #2)
Week 7 TH 10/17	JOYCE "The Dead" PP 1941-1974 Color plates and captions, between pp 2312 & 2313	Modern Fiction's Early Masterpiece What the Camera did for Art PROJECT CONFERENCES and Preliminary schedule	Last Name: S-T (Sheet #2)
Week 8 TU 10/22	ELIOT pp 2071-2081 (Stop at "II. A Game of Chess") JEFFERS (Library reserve) AKHMATOVA pp. 2098-2108 DADA POETS pp 2109-2121 MIDTERM REVIEW	PROJECT CONFERENCES FINAL PROJECT SCHEDULE High and Low Modernism The poetry war and who won it.	Last Name: V-Z (Sheet #2)
Week 8 TH 10/24	MIDTERM EXAM	PARTICIPATION LOGS DUE	
Week 9 TU 10/29	ORWELL 1984 excerpt Library Reserve	Intro to Postmodernism (or "Aftermodernism") When the dogs rule, cats lay low . . . PROJECT COFERENCES AUDIO POETS	Last Name A-C (Sheet #3)
Week 9 TH 10/31	CAMUS "The Guest" pp 2570-2582 NOBUO "The American School" pp 2583-2596 (Stop at "whole new man")	Existentialism and its offshoots Asian Postmodernism	Last Name: D-H (Sheet #3)
Week 10 TU 11/5	GARCIA LORCA pp 2267-2276 "Lament for Ignacio Sanchez Mijias" BORGES "The Garden of Forking Paths" pp 2411-2421 NERUDA pp. 2438- 2444 & 2453-2455. ("Tonight I can Write", "Walking Around", and "Ode to the Tomato")	Political Poetry for Political Purposes Spanish and South American Lit Borges on tape	Last Name: I-M (Sheet #3)
Week 10 Thurs 11/7	LESSING pp. 2722-2734 "The Old Chief Mshlanga"	Literature of the Southern Hemisphere "A Prime Example of the Postmodernist Tradition"	Last Name: N-R (Sheet #3)
Week 11 TU 11/12	BECKETT <i>Endgame</i> pp 2455-2487	Theatre of the Absurd or Theatre of "It's all about ME" COMPLETE PROJECT PROPOSALS DUE. SIGN UP FOR PROJECT DATE	Last Name: S only (Sheet #3)
Week 11 TH 11/14	SOLZHENITSYN "Matryona's Home" pp. 2692-2722	After 30 years of Soviet darkness . . .	Last Name T only (Sheet #3)

<u>WEEK #</u> <u>DATE</u>	<u>READINGS DUE FOR QUIZ AT BEGINNING OF CLASS</u>	<u>ACTIVITY / TOPIC</u>	<u>READING SHEET</u> <u>DUE FROM</u>
Week 12 TU 11/19	ACHEBE intro & <i>Things Fall Apart</i> Chapter 1-8 pp 2855-2892	What is the definition of African Lit?	Last Name: U-V (Sheet #3)
Week 12 TH 11/21	ACHEBE <i>Things Fall Apart</i> , Chapter 9-25 pp 2892-2948	Guest Speaker?	W-Z (Sheet # 3)
Week 13 TU 11/26	PROJECTS	All Projects ready to present. Today's early project presentations get special consideration GROUPS 1, 2 , 3	
Week 13 TH 11/28	THANKSGIVING: NO CLASS		
Week 14 TU 12/3	PROJECTS	GROUPS 4, 5, 6	
Week 14 TH 12/5	PROJECTS	GROUPS 7, 8, 9	
Week 15 TU 12/10	PROJECTS	GROUPS 10, 11, and 12	
Week 15 TH 12/12	FINAL EXAM REVIEW COURSE WRAP	Leftover or Emergency Projects Participation Logs due	
FINALS WEEK TH 12/19	FINAL EXAM, THURSDAY, 12/19, 10:30 - 1		

SAMPLE READING SHEET

[items in brackets should not be typed onto your sheet]

[Heading]

Stuart B. Loma

World Lit 3/ Dr. Hill

February 1, 2011

Sheet # 2: Singer, Verlaine, Rimbaud

[You should fill one page, single spaced, with comments and annotated questions. SOME DECENT EXAMPLES Follow:]

1. [Comment] I think Gimpel is the biggest fool of all time. He is completely unrealistic to believe everyone, no matter what they say. It makes for good comedy, but what is Singer's point? Is he trying to say that it's better to be a fool than to risk being cruel? If so, I don't know if Gimpel is a very convincing example. What about the old axiom: "Evil triumphs when good people do nothing?" Gimpel is letting all sorts of bad things go on that he could easily stop. He is being sort of "holier than thou" by bowing out of his responsibilities as a citizen, a husband, and an employee.
2. [Question] How did the Yiddish language spring up? Is it dying out now? Why did Singer write in Yiddish if he knew English? Could it be that these stories are even better in Yiddish? If so, why? Could it be that Yiddish is more descriptive, maybe?
3. [Comment/Question combo] Verlaine and Rimbaud sound like something out of the MTV news. And their lyrics remind me of 90s bands like The Cure. "Season In Hell" was like the liner notes for an Ozzie Osborne album. It all seems so negative and so modern. It plays well today, but how was this poetry seen by young people in the 1800's? Were they all trying to emulate V & R or were V & R like a cool hipster band that no one ever heard of?
4. On the other hand, I'm wondering if Gimpel really was a fool. He has a certain dignity, even when he's being an idiot. The comments from the Rabbi, when he says "[] "should not be taken lightly. Also, when the devil appears and says, "{ }", and when Gimpel's wife comes back from the grave and says "[] "the author may be trying to say . . .

BAD EXAMPLES (No credits for these kinds of questions/comments)

1. Why is Gimpel a Fool? [Provide a possible answer: say why YOU think he is or isn't a fool]
2. I thought Verlaine was cool [How so? Which poem(s) impressed you the most? Why?]
3. What kind of questions will be on the final? [Ask housekeeping questions separately; reading should focus on the reading.]
4. "The Guest" is an awesome story that says a lot about human nature and also existentialism. [Why is it awesome? What exactly does it say about human nature and existentialism?]

SAMPLE PARTICIPATION LOG SHEET

Use this format for your log. You don't have to mention things like "took the quiz" or "listened to the lecture" or "asked what number quiz this was" —only list voluntary out-loud questions, comments and other participation that pertain to the literature.

DATE	WHAT I SAID OUT LOUD IN CLASS	OTHER PARTICIPATION
9/18	Asked if Tartuffe was the first play in France to make fun of priests.	
10/3	Asked whether <i>Don Quixote</i> was suppressed by the government, and whether poor people had access to the book. Commented that Don Quixote reminded me of at least 5 characters in modern movies.	Volunteered to be secretary for my project group
10/5		Brought in an article about a local production of "Metamorphosis"
10/18	Asked what Rasparmentionism meant in today's assignment—I couldn't find it in the dictionary	Attended the Renaissance book fair and watched some scenes from period plays
10/26		Attended Poetry day and took notes (attached)

RUNNING POINT TOTAL: Include your running point total when you turn in your log. If you keep a running total of your points, you'll always know what grade you're getting so far.

ASSIGNMENT	SCORE	TOTAL SCORE SO FAR
Quiz 1	10/15	10/15
Writing 1	26/30	36/45
Quiz 2	12/15	48/60
Quiz 3	0 DROP	48/60
Writing 2	30/30	78/90
Quiz 4	12/15	93/105
Extra Credit participation log	+4	96/105

WORLD LIT / GROUP PROJECT

POINTS POSSIBLE: 200--- 20% of the course grade.

Evaluation criteria Planning, organization, presentation, timing: 100 points.
 Idea / Scope: 25 points.
 Individual effort: 30 points
 Final exam question: 10 points
 Answering questions from the audience: 10 points.

WORLD LIT / GROUP PROJECT SCHEDULE

9/19 Groups grouped and discussing the plan.

10/24: *By this date*, At least one member of the group (leader or appointee) must meet with the professor during office hours. Bring your script or project description in progress and be prepared for a short discussion.

11/19: Project outlines/ script draft due

11/26: Projects begin. Complete scripts due.

WORLD LIT / GROUP PROJECT (continued)

The following items are due on the day of the presentation:

1. A typed (one page or less) synopsis of your project which also lists group members phone numbers and e-mails.
2. A log of all your group meetings
3. A typed, one-page summary of who did what in the group, with a list of individual responsibilities and an estimate of what percentage of the total was done by each member.
4. A sheet with 3 questions on your project for possible inclusion in the final exam: one true/false and two multiple choice.

The Show Must Go On: If a group member misses the scheduled day for other than documented emergency, that member will lose 50-100% of the possible points. All groups should have a contingency plan for the presentation in case a group member doesn't show up. All members of a group that is not ready to present on the scheduled day will lose 25-100% of the possible points.

PREPARATION

- Have several group meetings to rehearse.
- Rehearse and time your presentation to 10 min minimum and 15 minutes maximum, including time for questions. One scoring criteria will be how close you come to your assigned time.

A FEW GROUP PROJECT POSSIBILITIES: USE THESE FOR IDEAS

INSECT THEMES: Trace the idea of dehumanization in literature, from *The Underground Man* through Kafka and beyond. Why does the insect theme come up again and again? Each group member could take an author or period or theme and give a four minute presentation; one member could be the moderator.

FREUD AND HIS DESCENDANTS: How Freudian thinking influenced psychology, media, and thinking in general. Who disagreed with Freud and how? Short presentations by each group member, with a moderator.

WOMEN IN LITERATURE: Using Woolf's "Room of One's Own" as a starting place, a panel of women in modern literature: their work, their concerns, their acceptance by critics and readers.

MODERN POETRY, AN EXPLORATION: Taking off from Eliot, trace world poetry through one or more "periods" to the present. Panel members present bios and readings of representative poems on PowerPoint.

THIRD WORLD / ETHNIC AUTHORS: An in depth presentation on one or several authors from outside the traditional western canon of literature. Bios and short readings, PowerPoint presentation with photos.

ART AND CULTURE: Presentation of modern art with a discussion of how it followed/led the ideas we have seen in modern literature. Panel, + PowerPoint presentation with photos.

ORIGINAL ART: Poetry/ Music/ Painting/ sculpture / dance/ drama based on works discussed and/or other period pieces. Includes scholarly intros, discussing sources and techniques.

POLITICS, HISTORY AND LITERATURE: In-depth presentation on a facet or facets of history and/or politics that undergird the literary movements and events we have covered. Panel, PowerPoint, moderator. Could be a "game show" format

BRAVE NEW WORLD: SCIENCE AND LITERATURE: In-depth presentation on a facet or facets of scientific development that undergird the literary movements and events we have covered. Panel, PowerPoint, moderator.

ECONOMICS, BUSINESS, AND LITERATURE: How economics affect culture, artists, and literature. Panel members present on different facets and/or eras, showing the connections between money and art.

SYLLABUS AND FIRST DAY QUIZ

NAME _____

Answer all questions. Be sure to answer the questions on the back, too.

1. Is it okay to call the professor at home? If you can't find the professor anywhere, what should you do?
2. What should be your first priority in this course?
3. What should you do if you think you got a quiz question right but it's marked wrong?
4. What happens if you miss four classes before midterm?
5. True or False: If you're running behind schedule in getting to class, better to not come at all than show up late.
6. What should you do if you have a sheet due and your printer doesn't work and you'll be late for class if you print it somewhere else?
7. Is it okay to mail your sheet from class after 11 if you didn't have time to print it?
8. What are the two ways to earn extra credit in the course?
9. What happens to your final grade if you miss two quizzes?
10. What happens to your final grade if you miss or do a poor job on one your reading sheets?
11. How can you get credit for a reading sheet if you are absent on the day it's due?

12. True or False: To eliminate clutter, you should discard rough drafts and notes and throw away quizzes the professor has already graded.

13. When is the midterm? When is the final? Can you make up a midterm or final if you have family commitments or plane tickets for the days those exams are scheduled?

14. What should you do if you need to leave class early?

15. What is the penalty for plagiarism on a reading sheet or copying on quizzes?

16. True or False: The student should never come to the professor's office unless the student is in big trouble.

17. If you have or develop a health or learning problem that may affect your performance in the class, what should you do?

18. Math question: At midterm you have 444 out of a possible 500 points offered so far. According to the END OF COURSE scale reprinted below, what would your letter grade be if you got one now?

Numbers to Letters

92 - 100 = A

70 - 75.9 = C

81 - 86.9 = B

60 - 64.9 = D

90 - 91.9 = A-

68.5 - 69.9 = C-

79 - 80.9 = B-

58 - 59.9 = D-

87 - 89.9 = B+

65 - 68.4 = D+

76 - 78.9 = C+

19. True or False: Plagiarism isn't really serious if you don't do it on purpose.

20. What is the best way to not be suspected of copying or cheating?

21. What should you do with your cell phone when class is in session? What should you do if you're expecting an important call during class?
22. Is it okay to do work from other classes while the professor is lecturing as long as you're quiet about it?
23. True or False: Since this is college, it's okay to have a private conversation with a classmate while the professor is talking, as long as you're sitting in the back and keep your voice low.
24. True or False: The course calendar is set in stone and will not be adjusted, so if you are absent, you don't need to check with the professor.
25. True or False: If you've used your allotted drops and have an emergency, family problem, or illness, you should ask the professor for more drops.
26. What is the general rule for length of a reading sheet?
27. Who should you ask if you are confused about whether a sheet is due from you on a particular day? When should you ask?
28. True or False: If students have any other questions about the course or the course guidelines after reading the information sheet and syllabus and taking this quiz, they should just keep those questions to themselves because the professor will get mad and pout and give them an F if they don't think he's explained everything perfectly.
29. Briefly, what is the Socratic Method?
30. What should you do by the second day of class if you're on a sports team or music group and will have Provost excused absences?

EXTRA CREDIT: I have the following question (s) after reading the syllabus: