

Lit 352 Diverse Voices in American Literature

Fall 2018 Course Policies

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**Section 2 (MWF 1:30-2:35 PM,
Ryan Learning Center 101)
3 Units / LJWL Department**

Professor: *Robbie Maakestad*
Office: *Bond Academic Center, 119*
Office Hours: *[M 11:00AM-1:00PM]
or by appointment*

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“Art is a mystery and our critical prose only begins to penetrate it.” –Gerald Stern, Introduction to *Rose*

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Diverse Voices in American Literature is a course designed to allow students to listen to the voices of American writers representing groups who have often been oppressed or marginalized by the dominant culture in the United States. We listen to these voices with the hope that they can teach us more about both the promise of the American experience and the challenges we face in striving to be a nation that lives up to that promise for all of its citizens. Content will vary each time the course is taught. The course fulfills a general education requirement and a requirement for Literature majors.

COURSE LEARNING OUTCOMES

Upon completion of the course 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.

GENERAL EDUCATION

Lit 352 is a course approved for credit in the General Education program of PLNU. Its content is designed to help students meet General Education Learning Outcome 2b “Students will understand and appreciate diverse forms of artistic expression.” The Learning Outcome will be measured by the Reflective Essay which will ask students to select appropriate course material and respond to the following prompt: “In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) impacted your cultural perspectives, AND what connections have you made between this work and other university courses and/or your own life experience?”

REQUIRED TEXTS

Bad Feminist by Roxane Gay **ISBN-13:** 978-0062282712

Citizen by Claudia Rankine. **ISBN-13:** 978-1555976903

Fun Home by Alison Bechdel. **ISBN-13:** 978-0618871711

Passage to Ararat by Michael J. Arlen. **ISBN-13:** 978-0374530129

Rose by Li-Young Lee. **ISBN-13:** 978-0918526533

The Dream of Water by Kyoko Mori. **ISBN-13:** 978-0449910436

The Way to Rainy Mountain by N. Scott Momaday. **ISBN-13:** 978-0826304360

Additional readings may be posted to Canvas and shared with you (you’ll need to print these out and bring them with you to class the day they are due)

Please bring a notebook and writing utensil to each class to take notes, as well as the book that will be discussed for that class period.

COURSE REQUIREMENTS

Reading:

Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed.

Discussion:

The success of the course will be directly related to the quality of daily discussions. Each of you must feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

Writing:

Each student will complete a mid-term exam, a final exam, and a brief reflection essay written outside of class. Students cannot pass the course without completing all of these major assignments. Late essays will receive a ten percent daily deduction and will not be accepted after one week.

Group Presentation:

In groups no larger than five, students will complete and present a creative or scholarly project related to one of the course materials and present their work in class. Class presentation will be between 15-20 minutes in length. A group grade will be given for the project. Each group will turn in a list of Works Consulted and each student in the group will complete a one-page summary of the project and his or her role in its preparation.

Attendance:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings [for this course, that's 4 class periods], the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent [for this course, that's 8 class periods], the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

METHODS OF INSTRUCTION

This class is interactive and discussion-based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, workshops, and peer reviews. You will not understand what is happening during our classes if you haven't done the reading and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing usually succeed in this course.

GENERAL COURSE POLICIES

CANVAS

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the *Course Schedule* throughout the semester. If the *Course Schedule* is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

PLNU EMAIL

Students must regularly check their PLNU email account for updates on assignments and scheduling.

RESPECT

Practice basic respect and consideration toward your peers and professor. There are going to be some tricky moments in this class because the literature we read may bring up some conversations about sensitive issues, topics, and language. Remember that we are interested in inquiry, especially critical inquiry, not in offending or battering other people into compliance. Offensive language, personal attacks, and disparagement of others' ideas will not be tolerated. Please do not sleep, carry on private conversations, text, or work on assignments for other classes. Students who do so are not actively present in class and will lose participation points.

TECHNOLOGY

Refrain from using technology during class time unless a classroom activity calls for it to be used. This means cell phones, laptops, iPads, and other electronic devices. More often than not, these create a distraction, rather than being useful. Taking notes by hand has been shown to aid long-term comprehension much more so than typing notes, so by all means, *please take handwritten notes* throughout this class. Use of technology during class will result in lost participation points.

TURNING IN ASSIGNMENTS

All **major assignments** must be turned in or presented *during the class period on the day they are due*.

All **smaller assignments** must be posted to our class Canvas page *before the start of class on the day they are due*.

Late essay assignments are those turned in any time after class on the due date. Late essays will lose a letter grade for each calendar day they are late (so an A becomes a B after one class period, and so on). Late essays must be brought to the next class period, though keep in mind the above penalty for each day late. It is your responsibility to ensure that I receive your essay on the day it is due. If you know you won't be in class on a day a major assignment is due, it's your responsibility to turn it in ahead of time. **I will not accept late homework, and missed in-class work and quizzes cannot be made up.**

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PERSONAL NEEDS

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

READING JOURNALS

For each assigned book, you'll have the option of writing one **Reading Journal** entry of two full pages (2 pages = onto page 3) that records your impressions, understandings, and difficulties reading the text. You will be required to turn in **FIVE Reading Journals for the SEVEN books that we read**, so it's up to you which five you respond to. These journals will give you an opportunity to engage with the text in an informal way—allowing you to explore your thoughts and examine the reading. Journal entries must be posted to your Reading Journal page on the class Canvas page any time *before the start of class on the day they are due*. If some part of one of our readings speaks to you or you think of something interesting in chapter two, feel free to post your journal in advance of the deadline. Please see the Course Schedule for due dates. Each of the five journals will be worth 40 points, totaling 200 points.

PARTICIPATION

Coming to class well-prepared is critical in a discussion-based course like this one. I expect you to come to each class prepared—that means not just doing the reading, thinking about it, and digesting it, but also *bringing your book to class*. Coming to class without the assigned reading for the day will result in a loss of participation points. You should also be prepared to actively engage in class discussions, peer reviews, and other in-class activities. I expect you each to meaningfully engage with the coursework and with one another.

Class participation will be graded out of 100. Each class day is worth 2 points, up to a max of 80 points (40 non-exam MWF meetings). You can miss two classes without it affecting your grade—but you are still responsible for the readings/homework due on the days you're absent. If you miss class or are significantly unprepared for class, you'll earn a zero for that day. **Each absence above 2 will result in 10 points being subtracted from the participation category.**

For the remaining 20 points of your participation grade, you'll earn a 15 if you're doing the basics of engaging with the class; you'll earn a 20 if I see you regularly leaping in and making strong contributions; you'll earn a 10 or lower if you are frequently late, unprepared, inattentive, or disruptive.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss what arrangements can be made.

COURSE GRADING OVERVIEW

200 points – Reading Journals
300 points – Midterm Exam
300 points – Final Exam
100 points – Group Presentation
100 points – Class Participation

LETTER GRADE GUIDELINES

880 - 899 points	B+	920 - 1000 points	A	900 - 919 points	A-
780 - 799 points	C+	820 - 879 points	B	800 - 819 points	B-
680 - 699 points	D+	720 - 779 points	C	700 - 719 points	C-
		620 - 679 points	D	600 - 619 points	D-

WHAT ESSAY EXAM GRADES ACTUALLY MEAN

A: Exceptional Work: complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

B: Very Good Work: clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

C: Adequate Work: obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

D: Less-than-Satisfactory Work: limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

F: Unsatisfactory Work: inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.

COURSE SCHEDULE

DATE	READING	ASSIGNMENTS DUE (in bold)
WEEK 1		
Tuesday, Aug. 28	First Day of Class	
Wednesday, Aug. 29	Khaadzi Ghansah's "A Most American Terrorist: The Making of Dylann Roof" [Canvas .pdf]	
Friday, Aug. 31	Arlen's <i>Passage to Ararat</i> , pgs. V-54	
WEEK 2		
Monday, Sept. 3	LABOR DAY—NO CLASS	
Wednesday, Sept. 5	Arlen's <i>Passage to Ararat</i> , pgs. 55-99	
Friday, Sept. 7	Arlen's <i>Passage to Ararat</i> , pgs. 100-154	

WEEK 3

Monday, Sept. 10
 Wednesday, Sept. 12
 Friday, Sept. 14

Arlen's *Passage to Ararat*, pgs. 155-201
 Arlen's *Passage to Ararat*, pgs. 202-250
 Arlen's *Passage to Ararat*, pgs. 251-293 **Turn in Reading Journal**

WEEK 4

Monday, Sept. 17
 Wednesday, Sept. 19
 Friday, Sept. 21

Momaday's *The Way to Rainy Mountain*, pgs. 1-35
 Momaday's *The Way to Rainy Mountain*, pgs. 36-64
 Momaday's *The Way to Rainy Mountain*, pgs. 65-89

WEEK 5

Monday, Sept. 24
 Wednesday, Sept. 26
 Friday, Sept. 28

Mori's *The Dream of Water*, pgs. 1-60 **Turn in Reading Journal**
 Mori's *The Dream of Water*, pgs. 61-100
 Mori's *The Dream of Water*, pgs. 101-151

WEEK 6

Monday, Oct. 1
 Wednesday, Oct. 3
 Friday, Oct. 5

Mori's *The Dream of Water*, pgs. 152-204
 Mori's *The Dream of Water*, pgs. 205-275
 Lee's *Rose*, pgs. Foreward-19 **Turn in Reading Journal**

WEEK 7

Monday, Oct. 8
 Wednesday, Oct. 10
 Friday, Oct. 12

Lee's *Rose*, pgs. 20-33
 Lee's *Rose*, pgs. 37-45
 Lee's *Rose*, pgs. 46-58

WEEK 8

Monday, Oct. 15
 Wednesday, Oct. 17
 Friday, Oct. 19

Lee's *Rose*, pgs. 59-69 **Turn in Reading Journal**

MID-TERM EXAM
FALL BREAK—NO CLASS

WEEK 9

Monday, Oct. 22
 Wednesday, Oct. 24
 Friday, Oct. 26

Gay's *Bad Feminist*, pgs. 1-46
 Gay's *Bad Feminist*, pgs. 47-95
 Gay's *Bad Feminist*, pgs. 96-136

WEEK 10

Monday, Oct. 29
 Wednesday, Oct. 31
 Friday, Nov. 2

Gay's *Bad Feminist*, pgs. 137-169
 Gay's *Bad Feminist*, pgs. 170-204
 Gay's *Bad Feminist*, pgs. 205-253

WEEK 11

Monday, Nov. 5
 Wednesday, Nov. 7
 Friday, Nov. 9

Gay's *Bad Feminist*, pgs. 254-300
 Gay's *Bad Feminist*, pgs. 301-318
 Bechdel's *Fun Home*, pgs. 1-23

PEER REVIEW
Turn in Reading Journal

WEEK 12

Monday, Nov. 12
 Wednesday, Nov. 14
 Friday, Nov. 16

Bechdel's *Fun Home*, pgs. 24-86
 Bechdel's *Fun Home*, pgs. 87-150
 Bechdel's *Fun Home*, pgs. 151-232

WEEK 13

Monday, Nov. 19
 Wednesday, Nov. 21
 Friday, Nov. 23

Rankine's *Citizen*, pgs. 1-38 **Turn in Reading Journal**
NO CLASS—THANKSGIVING BREAK
NO CLASS—THANKSGIVING BREAK

WEEK 14

Monday, Nov. 26

Rankine's *Citizen*, pgs. 39-80

Wednesday, Nov. 28
Friday, Nov. 30

Rankine's *Citizen*, pgs. 81-119
Rankine's *Citizen*, pgs. 120-161

WEEK 15

Monday, Dec. 3
Wednesday, Dec. 5
Friday, Dec. 7

Group Presentations
Group Presentations
Group Presentations

Turn in Reading Journal

FINALS WEEK

Monday, Dec. 10

Previous to Final Exam Turn in Take Home Portion of Exam
1:30-4:00 PM FINAL EXAM