

Department of Literature, Journalism, Writing, & Languages

LIT 3050 - WORLD LITERATURE



Professor: Candice Genine Simmons, MA, PhD
Email: caprifoglio@gmail.com
Phone: 401 749-9749
Office Hours: Mondays, and by appointment

INTRODUCTION

LIT 3050 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?”

UNIVERSITY GENERAL EDUCATION MISSION STATEMENT

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE LEARNING OUTCOMES

The aspired “learning outcome” for you, a student in this course – World Literature (Literature 3050) – is that by the end of this course you will be enabled 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, e.g.,
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with your own lives.
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

A WORD TO THE STUDENT FROM THE PROFESSOR

Literature 3050, World Literature, is a general education course designed to acquaint you, the student of higher education, with selective works universally acknowledged as "classics," i.e., "Great Works." This particular course features works from the 18th century up through the modern era and is one of the components of the General Education Program at Point Loma Nazarene University, under the category Developing Cognitive Abilities, namely “Seeking Cultural Perspectives.” By including this course in a common educational experience for undergraduates, the faculty of P.L.N.U. support the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in society.

SUGGESTED TEXTS

We will be reading various texts over the course of the semester, all of which can be found online.

So...

WHY read literature, let alone classics, you ask? The above-mentioned works are all considered "classics," because they were created by artistic writers of singular genius. They have not, however, found universal acclaim merely because of creative form, but also because of profound combination of form and content. Importantly, each work has something significant to contribute to our understanding about the essence of life, society, God, the world, man and woman, and the interwoven relationships each has with the other. In other words, these works are "stories" about you and me and the complex, problematic, oftentimes painful, yet beautiful and exciting world in which we live.

In order to properly gain insight and appreciation into these works, you may well find it necessary to read each work thoughtfully and then to review what you have read. By engaging in this practice, you will be training yourself to read with an ever increasing level of comprehension, a skill that you will take with you throughout your future life both as a reader (of any type of literature including the Bible) and as a viewer of other media forms, such as the film medium. Critical thinking and framing, as we will be doing together, will be an important contribution to your life in whatever field you may find yourself. More specifically, this course is intended to introduce you to samples of some of the greatest works of literature ever produced by thinking and creating artists, throughout various parts of our world, a world which, as you are well aware, is becoming increasingly smaller and complex. Because these works are masterpieces, (the list of classics is not codified and is continually expanding as we are introduced to writers heretofore ignored or silenced), it is hoped that your learning will not be an esoteric learning experience in an "ivory tower." On the contrary, these works should stimulate your mind and your independent thinking. My personal goal is to engage you in a close examination of some of the tough, but essential (universal), questions and issues that impact all our lives, i.e., aspects of life which all humans commonly share. At the same time, you will become well versed, it is hoped, in some of the most noted masterpieces of all world literature. And all this we do together as a community of learners, meaning we will be experiencing these new worlds of thought together in a shared community experience. Finally, this course is designed to help you grow both intellectually and spiritually, and also to assist you in coming to a deeper understanding and love of God, of yourself and of others, as well as of the world we live in, thereby enriching your life while also preparing you for a life of continued learning and thought.

Weekly Sequence of Instruction - subject to change

Week 1

Course Introduction, Objectives, Glossary.
Literary terminology
Read Updike's "A&P"
Read Hemingway's "Hills Like White Elephants"
Read Vonnegut's "Harrison Bergeron"
Read Bradbury's "A Sound of Thunder"

Week 2

Read Baldwin's "Sonny's Blues"
Read excerpt from Fuguet and Martinez *Road Story* (a graphic novel) NOTE: 10 PAGES
IN TOTAL <http://wordswithoutborders.org/graphic-lit/from-road-story>
Read O'Brien's "The Things They Carried" and "How To Tell a True War Story"
Read Borges' "The Shape of the Sword"
Read Carver's "What We Talk About When We Talk About Love"
Read Wilde's "The Nightingale and the Rose"

Week 3

Read Oates' "Where Are You Going, Where Have You Been?"
Read Lessing's "A Woman on the Roof"
Read Fitzgerald's "Babylon Revisited"
Read Fitzgerald's "The Offshore Pirate"

Week 4

Read Woolf's "A Haunted House"
Read D.H. Lawrence's "The Rocking Horse Winner"
Read Walker's "Everyday Use"
Read Williams' "The Use of Force"

Week 5

Read Collins' "Introduction to Poetry"
Read Neruda's "Poetry"
Read Bishop's "One Art"
Read Cummings' "In Just"
Read Housman's "To an Athlete Dying Young"
Read Langston Hughes' "Dream Variations" and "Harlem"
Read Williams' "The Red Wheelbarrow"
Read Robert Frost's "The Road Not Taken" and "Stopping by Woods..."
Read Hayden's, "Those Winter Sundays"
Final paper due

GRADING

The grade you receive in this course is based on the following criteria:

The grade you receive in this course is based on the following criteria:

1. the quizzes: 200 pts
2. the mid-term: 200 pts
3. the final project: 200 pts
4. participation (homework, group work, discussion boards, and engagement/attendance): 400 pts

The mid-term will cover the first part of the term; the final paper will be due the last day of class. Quizzes cover the assigned reading for any given day and are objective in nature, geared to reward you for having read the material when assigned. You will have approximately 7 quizzes, which will result in an average quiz grade.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

LJWL Key Assignment

Instructions: Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

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?

Specifications:

- Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself.
- Length of essays should be 2-3 double-spaced pages in 12-point font type.
- Essays earning highest marks must address both aspects (impact, connections) of the prompt.

AAC&U Rubrics: AAC&U Rubric: Intercultural Knowledge and Competence Value Rubric

Due: Portfolium submission by the last day of class.

PARTICIPATION

Participation is important to your final grade. Much of the course involves discussion and, as such, requires you regularly contribute your insights weekly via discussion boards. The participation grade includes homework, preparatory reading, online attendance, effort invested in class discussion and presentations, and peer review. Since this is a discussion-based class, it is vital that you listen and speak respectfully to others. I also encourage you to express your opinions – they will help inspire good discussions. Your participation in class, and scheduled conferences count for 10% of your grade.

IF YOU ARE ABSENT...

You are still responsible for knowing what the homework is, and when it is due (everything is online).

POLICIES & PROCEDURES

Attendance: Since this is a discussion-oriented course, your participation is crucial. Regular virtual attendance will greatly elevate your chances of performing well.

Plagiarism: All work in this course must be original. Plagiarism will result in serious consequences ranging from grade reduction to failure in the class to expulsion from the college.

PLNU ACADEMIC HONESTY POLICY

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.

Respect: Since this is a discussion-based class, it is vital that you act respectfully to others at all times. I encourage you to express your opinions, of course – they will help inspire good discussions, but please center your discussion responses in respect, understanding, and compassion, as well as positive feedback.

Correspondence: Please email me with questions about homework, essays, concerns you may have. If you miss a class, please email rather than text. That way, I can send attachments for any handouts you may have missed.

Via TEXT, please ALWAYS indicate who it is. I do not save student numbers in my phone. Mention class date and time, as well, please. Please ONLY text between 8:00AM and 8:00PM, no earlier or later. You can email me at any time of the day or night.

Via EMAIL, please treat emails as a formal correspondence with a subject line (please indicate class, day, and time), opening/greeting (Dear, Good morning, etc.), the purpose of your email (body), and a closing (Thank you, Sincerely, Best...my personal favorite... Gratefully yours).

Course Structure and expectations:

The **modules** are organized by week, and all necessary content will be included for that week. In order to get full credit for any given week, please make sure to do all the readings, homework, quiz, and discussion posts.

The **quizzes** are very straightforward. If you have done the reading, you will get an A. They will always be due by Wednesday.

The **discussion posts** are due as follows:

Discussion 1:

By Tuesday, your initial post

By Saturday: two responses to classmates on separate days (between Wednesday and Saturday)

Discussion 2:

By Thursday, your initial post

By Sunday: two responses to classmates on separate days (between Thursday and Sunday)

The **homework** will be due by Sunday. Please use the following Literary Terms Worksheet for all homework assignments (unless otherwise specified) Literary Terms Worksheet.doc

Acceptable files to upload into Canvas and send through email include the following: Word doc or docx, and PDF ONLY.

NO Google docs or pages. The reason for that is that Google docs oftentimes have permission issues, and Pages is not compatible with Canvas.

Office Hours:

I encourage all students to attend office hours, but especially if you have any questions or concerns about reading, writing, the course or college in general. Please make an appointment with me in advance via email. IMPORTANT: It is always good practice to contact your professor ahead of time or as something is happening, so we can help you along the way, rather than at the end of the term.

Please and thank you:

This is a line item because it happens enough that people don't say please and thank you that I needed to address it (for anyone who already says these, thank you! I am truly grateful).

SO, here goes. Please (see what I did there?) don't write to me like this...

"Hey, could you open up that assignment again? Thanks."

"I completely forgot about the quiz this week. I can still take it, right?"

"On the quiz, that question had two possible answers. Can we do something about that? Thanks"
(Please note: if there is a vague or ambiguous question on a quiz, I will make a change and give full credit to everyone. That happened last semester on a quiz, and I made the adjustment immediately. If the question and answer are clear if you read the literary work, then I will not adjust the points and will provide the space in the text where the correct answer is furnished.

"I missed the deadline for the homework, but can I still get partial credit? Thank you."

PLEASE NOTE: A thank you without a please is impolite. We are all human as it turns out and make mistakes, miss deadlines, or forget assignments. Through mutual respect, understanding, and compassion, we can work together to address whatever the issue is.

Office Hours: I encourage all students to attend office hours, but especially if you have any questions or concerns about reading, writing, the course or college in general. Please make an appointment with me in advance via email.