Miyazaki International College

Course Syllabus

(SPRING SEMESTER, 2020)

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| Course Title (Credits) | ASN 365 TOPICS IN 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 |
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| Office/Ext | MIC: 2-306 /Ext: 3785 |
| Office hours | Monday and Wednesday 3 to 4 and Friday 9 to 10 |
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| Instructor |  |
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| Office/Ext |  |
| Office hours |  |

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| Course Description: |
| This course examines various themes, approaches, and genres in American literature, and relatesthis literature to its historical, cultural, and social context. We will explore the literature of the early twentieth century. We will read one complete novel, a novel that is considered to be one of the greatest works of American literature, The Great Gatsby by F. Scott Fitzgerald. We will explore the novel critically, asking questions about the characters in the novel, theirmotivations, as well as questions concerning the structure of the story, the language used withinthe story, and the plot of the story. We will examine these various elements and attempt tointerpret meaning from the work as a whole. In addition to the novel, we will read some historical essays on the period, and additional works of literature (short stories, essays, and poems). Some of the authors we will cover include Robert Frost, Langston Hughes, Grace Stone Coates, Zora Neale Hurston, and Gwendolyn Bennett).The class will provide you with extensive reading opportunities, and with plenty of time fordiscussion. It will also provide you with the opportunity to write and to reflect upon what youhave read in your journals. In reading literary texts, you will have the opportunity to develop yourvocabulary and practice critical thinking skills, such as, analyzing texts and interpreting meaning from them. |
| Course Objectives: |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Class“The Lost Generation” | Introduce Class (Syllabus)Lecture on The Lost GenerationWriting Diagnostic / StudentsInterviewing each other**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 | The 1920s:“A Burst of American Art” | Lecture on “Art in the 1920s.”Essay introduced, “A Burst of American Art.”In-class reading / small groups.Comprehension and Discussion Questions.The “Readers Journal” Introduced / WritingAssignment in Journals is given.**Attainment Objectives** 1,2, 3, as noted above. |
| 3 | Chapter 1:The Great Gatsby | The Great Gatsby is Introduced.Lecture on F. Scott Fitzgerald.HW on Chapter 1 given: ComprehensionQuestions and Preparing to Discuss Questions.**Attainment Objectives** 1,2, 3, as noted above. |
| 4 | Quiz on Chapter 1Collecting HW and going over the questions.Small Group discussion.Class Discussion.In-class reflecting writing on Chapter 1.HW on Chapter 2 is given.**Attainment Objectives** 1,2, 3, as noted above. |
| 5 | Chapter 2:The Great Gatsby | Audio book recording.Listening to Chapter 2 being read.Collecting HW and going over the questions.Small Group discussion.Class Discussion.HW on Chapter 2 is given.**Attainment Objectives** 1,2, 3, as noted above. |
| 6 | Quiz on Chapter 2.Homework collected / Questions gone over.A vocabulary work sheet for the novel is distributed.Vocabulary in Chapter 1 and 2 are highlighted.Small Group Discussion / Class Discussion.Reflecting Journal Writing on Chapter 2 for homework.**Attainment Objectives** 1,2, 3, as noted above. |
| 7 | Chapter 3:The Great Gatsby | Returning Homework and quizzes.Readers Journals are collected for grading.Lecture on the Analytic Process: InterpretingLiterature: summarizing, analyzing, andInterpreting.In-class reading of Chapter 3. Comprehension and Discussion Questions distributed**Attainment Objectives** 1,2, 3, as noted above. |
| 8 | Chapter 3 homework is collected.Quiz on Chapter 3 (w/vocab).In-class reflecting writing on Chapter 3 /Journal.Writing Assignment #1 is outlined:A Response Paper.Small group discussion on Chapter 3 / Classdiscussion.Students Read Chapter 4 for homework andanswer Comprehension questions.**Attainment Objectives** 1,2, 3, as noted above. |
| 9 | Chapter 4:The Great Gatsby | Chapter 4 Homework is Collected.Lecture on Character Analysis? “Who is Nick andHow do we know?”Small Groups discuss passages in book.Class discussion.**Attainment Objectives** 1,2, 3, as noted above. |
| 10 | Lecture on “Figurative Language in The GreatGatsby – Why all the Color?”Quiz on Chapter 4 (w/vocabulary).In-class reading of Chapter 5 / Reflecting Writing. Homework Questions on Chapter 5 for homework.**Attainment Objectives** 1,2, 3, as noted above. |
| 11 | Chapter 5:The Great Gatsby | Response Paper is due.Homework on Chapter 5 Collected.Lecture “On Close Reading?Facilitated Discussions Introduced.Discussion handouts circulated.Groups work to analyze passages in the Chapterand engage in facilitated discussions. Homework: Reflective Writing in Journals onChapter 5**Attainment Objectives** 1,2, 3, as noted above. |
| 12 | Quiz on Chapter 5 (w/vocabulary).Facilitated Discussions Continued.Class Discussion.Homework: Reading Chapter 6, AnsweringQuestions on Chapter 6, and preparing for discussions. Written Assignment #2: Revising Response Paper**Attainment Objectives** 1,2, 3, as noted above. |
| 13 | Chapter 6:The Great Gatsby | Lecture “On interpretation – Making your Case?”Homework on Chapter 6 CollectedQuiz on Chapter 6 (w/vocabulary)Questions on Chapter 6 gone over.Facilitated discussions / Class Discussion.HW: Reflecting Writing in Readers Journal.Preparing for Discussions.**Attainment Objectives** 1,2, 3, as noted above. |
| 14 | Facilitated Discussion on Chapter 6 continued.Role Play activity introduced / Choosing a Scene.Class Discussion on Chapter 6.Reviewing for Mid Term.**Attainment Objectives** 1,2, 3, as noted above. |
| 15 | Chapter 7:The Great Gatsby | Midterm Exam.Readers Journals are collected.Homework: Reading Chapter 7 and Answering Questions / Preparing for Discussions.**Attainment Objectives** 1,2, 3, as noted above. |
| 16 | Collecting HW for Chapter 7.Going over Comprehension Questions.Facilitated Discussions.Preparing for Role Plays / Memorable Scenes.HW: Reading Chapter 8, Answering Questions on Chapter 8, Preparing for Role plays.**Attainment Objectives** 1,2, 3, as noted above. |
| 17 | Chapter 8:The Great Gatsby | Collecting HW on Chapter 8.Role Plays on Memorable Scenes [Students scriptthe scenes, act the scenes,and interpret their significance].HW: Preparing for Discussions / Reflective Writing on Role Plays.**Attainment Objectives** 1,2, 3, as noted above. |
| 18 | Quiz on Chapter 8 (w/vocab).Small group discussions on specific passages.Writing Assignment #3: Character Analysis Paperis announced and outlined.Class Discussion on Chapter 8.**Attainment Objectives** 1,2, 3, as noted above. |
| 19 | Chapter 9:The Great Gatsby | Quiz on Chapter 9 (w/vocab)Lecture on the final Chapter,“Resolution / Denouement.”Collecting HW. on Chapter 9.Going over Comprehension QuestionsGroup Discussions**Attainment Objectives** 1,2, 3, as noted above. |
| 20 | Reflecting in-class writing on the topic of“Interpreting Meaning / Coming to termsWith The Great Gatsby.”Groups share responsesand work to articulate their analysis aninterpretation of the novel to be presentedIn the next class.**Attainment Objectives** 1,2, 3, as noted above. |
| 21 | The Poetry of Robert Frost(1923) | The poet, Robert Frost is introduced /Biographical Sketch.Poem introduced and read.“Stopping by the Woods.”Comprehension questions handed out andresponded to.Questions gone over in class.Discussion questions given for homework, alongwith a second poem “Home Burial”.**Attainment Objectives** 1,2, 3, as noted above. |
| 22 | Lecture On “The Language of Poetry”Collecting HomeworkStudent discussions on previous handout“Home Burial” audio recording is listened to.Comprehension questions on “Home Burial” for Homework.**Attainment Objectives** 1,2, 3, as noted above. |
| 23 | Character Analysis Paper is DueFrost’s poems are discussed“The Road Less Taken” is distributed.Groups work to analyze the poem and preparetheir interpretations, as well as their recitations forthe next class.**Attainment Objectives** 1,2, 3, as noted above. |
| 24 | Grace Stone CoatesShort Story “Wild Plums | Group Recitation and Interpretation of Frost Poem.Introduction of Short Story by Grace Stones Coates / Bio Sketch given.Students begin to read story in class.HW: complete story and answer comprehensionquestions. Prepare for discussions.**Attainment Objectives** 1,2, 3, as noted above. |
| 25 | Collecting Homework.Quiz on Coates Story.Discussion questions on Story circulated.Groups Discussions. Class Discussion.**Attainment Objectives** 1,2, 3, as noted above. |
| 26 | The Poetry of LangstonHughes | Revised Character Analysis Paper is Due(Writing Assignment #4).Lecture on the “Harlem Renaissance.”Introduction of Hughes.Poem distributed: “The Negro Speaks of Rivers” Comprehension questions handed out.**Attainment Objectives** 1,2, 3, as noted above. |
| 27 | Homework is collected.The poem “The Negro Speaks of Rivers”discussed.Students work in groups to analyze the poemAnd prepare to present their analysis.**Attainment Objectives** 1,2, 3, as noted above. |
| 28 | The Poetry ofGwendolyn Bennett | The poet Gwendolyn Bennet is introduced alongwith the following poem, “Heritage.”Comprehension Questions and Discussionquestions are given.Students work in groups to discuss the poem.Class discussion.HW: Reflective writing on the poem in the ReadersJournal, Students read “To a Dark Girl” an answer comprehension questions.**Attainment Objectives** 1,2, 3, as noted above. |
| 29 | Quiz on Hughes and Bennet Poems.Homework related to “To a Dark Girl” is collectedAnd gone over.The work of Hughes and Bennet is compared andcontrasted, The Harlem poets are compared tothat of Frost and Fitzgerald. What similarities dowe discern? What differences? How significant are the similarities and differences?**Attainment Objectives** 1,2, 3, as noted above. |
| 30 | REVIEW |  |
|  |  Final Exam |  |
| Required Materials: |
| The Great Gatsby. F. Scott Fitzgerald. Scribner; Reissue edition (September 30, 2004) |
| 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 classattendance is required. Students with more than 5 unexcused absences will be asked to withdrawfrom the class. Excused absences are those that are defined as a confining illness, death in thefamily, or school-sanctioned event. For an absence to be excused, you need to have writtendocumentation from a doctor or campus-organization sponsor.Please come to class on time. Repeated lateness will be considered an unexcused absence andnot 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: % gradeWritten assignments 20.0Homework 10.0Quizzes 20.0Midterm examination 10.0Class participation 10.0Readers Journal 15.0Final Exam 15.0 100% |
| 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): 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).2. 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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