

ARTS & SCIENCES SYLLABUS



Course# & Title: **English 200 (Ethnic Literature)**

Credits: 3

Semester & Year: **Spring 2019**

Instructor's Name: **Dr. Winona Wynn**

Campus: Toppenish, WA

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**1. Course Description and Prerequisites: ( From the current Heritage University Catalog)**

Techniques and practice in reading and knowing literature from multiple cultures. Examines representative works from recognized ethnic and traditional authors. Considers such features of literary meaning as characterization, narration, imagery, and patterning in sound and sense. Emphasis on literature as human communication and as a source of understanding about the human experience. Offered fall [and spring] semesters.

**2. Required Course Texts**

The ISBN numbers listed are from "Amazon."

- 1) *Two Old Women* Author: Velma Wallace  
13: 978-0972494496
- 2) *A Small Place* Author: Jamaica Kincaid  
2015374527075
- 3) *Kite Runner* Author: Khaled Husseni  
9788499308630
- 4) *Americanah* Author: Chimimanda Adiche  
9780307455925
- 5) *God Dies by the Nile* Author: Nawal al Sadaawi  
9781842778777

Any "edition" of any books on the list is acceptable. They are also readily available "used."

\*\*Books are listed in the order of reading

**3. Attendance:**

Regular attendance and participation in classes is expected and considered essential for successful academic work. Attendance will be documented every class period for face-to-face class meetings. For online class sessions, the online assignments are due on specific [day(s) and time(s)] to confirm attendance. If you must miss any deadline, communication is essential. If an unavoidable absence occurs, communicate as soon as

possible. Contact me in advance to make arrangements, or as soon as possible for emergencies, **and take responsibility for the class work missed if relevant.** Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class.

If I do not hear from you, the Heritage University Catalog attendance policy states “a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor.” Prior to any such action, I will submit a Faculty Advocacy request asking Student Affairs to contact you. Your success in this class is my primary goal, and I look forward to your participation in every class session and online when applicable.

**Additionally, missing class will impact your overall grade. In-class work cannot be “made-up.”**

Regarding Attendance *and* Participation:

You will be engaging in learning tasks that require you show through speaking and writing, your grasp of the material and how it connects to your previous knowledge or experiences. Your in-class performance on these tasks will be evaluated using a Learning Task Note-Card which you will turn in at the end of each class. It will be returned to you at the end of the next class period. A minus indicates unsatisfactory performance, a check indicates work that satisfactorily meets expectations and a plus indicates strongly engaged, high-quality performance. Learning Tasks cannot be made up and late Learning Tasks are not accepted at any point after our class-time ends. Additionally, other in-class work and quizzes are worth significant points and will not be accepted after the class period ends.

## **5. A Word about Learning**

Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class prepared and ready to learn, which requires you to read and study the assigned reading before you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests. During our class, we don't necessarily cover content (no summaries of the readings will be provided) Instead, you will be providing interpretations of what you have read, what you are learning, and how this connects to your personal knowledge, experiences or how it challenges your assumptions. A reading schedule is provided as a guide, but it is your responsibility to adapt it to your needs and have the assigned books completed by the deadlines.

## **6. My Processes and hoped-for classroom experiences**

My primary goal is to teach every concept with an open heart and mind, realizing of course that I will need to model effective learning, listening and respectful analysis regarding difficult experiences, unfamiliar beliefs, or unknown and challenging points of view we will confront in the literature. Regarding how we will be processing these human themes in the literature, I value your personal reflection (that “first person perspective” we talk about), then dialogue (that “second person perspective we talk about, the “What do *you* think?”) as we move our thoughts beyond ourselves and into the analyzing arena of a classmate. Finally, I value our collective discussion and our considerations of both agreement and disagreement (that “third person perspective) as a group, a mass of critical thinkers who are not necessarily on the same page with our opinions or our final analysis. AND that is okay!

**The classroom experience I want for you includes the following:**

- Acceptance and respect for your process of understanding the material
- Clarity regarding how to navigate difficult dialogues and themes in our literary texts
- Knowledge that your thoughts and opinions are important for our collective learning
- Recognition that I too feel like some days are overwhelming and distracting. On some days, my confidence and ability to focus on the course material is impacted. Life can be tough, but there is always support available to help you through these moments. *Some days I just want to be a \_\_\_\_\_ in a \_\_\_\_\_ far, far away. For me the first blank would be “turtle” and second blank would be “pond.”*

## **7. Credit Hour Requirements:**

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit.

## **8. Campus Security & Safety: In an emergency, call 911**

Campus Security Services provides the following services to Heritage University staff, faculty and students: Employee training; Student training; Increased lighting and security camera systems; Jumpstarting batteries; Help with vehicle lockouts; Security escorts to vehicle; Tow truck assistance; Secure lost-and-found area. For these services, please go to this link: <http://www.heritage.edu/About-Heritage/Safety-and-Security>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/Heritage>. Free to the student and standard text rates apply.

## **9. Important Information--Disability Policy**

The current law of the Americans with Disabilities Act of 1990, states that a “disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment by e-mailing [OfficeofAbilityServices@heritage.edu](mailto:OfficeofAbilityServices@heritage.edu)

For more information about disability services, please click on the links below:

<http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

## **10. Academic Honesty**

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it.

Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student’s file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty.

## **11. Tutorial Support**

Heritage University has made a commitment to provide peer-tutoring learning communities. In the Academic Skills Center (ASC), you will find a tutor for writing, the sciences, and math. You will be paired with skilled tutors who know what it’s like to work hard to improve. Tutoring is available for nearly every subject and every skill level. In the ASC, students can find an energetic space to work, one-on-one tutoring, group sessions, and student-led workshops. We also partner with the Library to host several of these learning

experiences. In the ASC, we all work together to improve skills, assignments, and even scholarship essays—whatever you are working on, you can find help. Most Heritage University tutors are students themselves and are here to exchange ideas with you. The ASC is located inside the Kathleen Ross Building (near the Library).

Visit <http://www.heritage.edu/CurrentStudents/AcademicSkillsCenter.aspx>.

The ASC is open Monday-Thursday from 8 a.m.-8 p.m. and Fridays 8 a.m.-5 p.m.

Note: Hours may be subject to change—updates on changes are usually sent through email or posted.

## 12. Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for student check-out, as well as technology loans (laptops, tablets, and cameras). The librarians are here to assist you! The librarians can help you locate, select, and cite appropriate sources for your research and assignments.

For research and general assistance, please contact reference librarian, Ron Hodge, at [hodge\\_r@heritage.edu](mailto:hodge_r@heritage.edu), through the chat widget on the library's website, or stop by in-person!

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your My Heritage account. Note: Library Hours are subject to change due to unforeseen circumstances such as illness, etc. The campus community is usually notified through emails or posting in the building.

## 13. Grading Scale

**The total amount of points you can earn for this class is 1000.**

A+	990 - 1000	4.000
A	910 - 989	4.000
A-	900 - 909	3.667
B+	890 - 899	3.333
B	810 - 889	3.000
B-	800 - 809	2.667
C+	790 - 799	2.333
C	710 - 789	2.000
C-	700 - 709	1.667
D+	690 - 699	1.333
D	610 - 679	1.000
D-	600 - 609	0.667
F	0 - 599	0.000

## 14. Assignment Descriptors and Due Dates

### **Attendance and Participation-- 100 points.**

Learning is not a spectator sport. In order to earn credit for attendance on any given day, you will need to move beyond being a seat warmer. We all need your active participation during our 45 minutes of interaction every day. So, please note that when you do not "show up" for class, it will reflect on your grade. So, please note even though the attendance roster may reflect "perfect attendance," you will not automatically be awarded the full 100 points.

Regarding missing class: **In order for an absence to be "excused,"** you must notify me of any medical appointments or conditions *and* provide a Dr.'s note. If there is another type of life instance that needs your personal attention and causes you to miss class, please discuss with me as soon as possible. For unexpected emergency situations, please communicate with me regarding alternative arrangements for completing course requirements.

### **In-Class Writes -- 100 points. (10 @ 10 points each)**

This assignment will take different forms. Sometimes the "in-class write" may be a quiz, other times it may be a short summary of the reading. Another time it may be a response to a question about the reading. For example, In the text, *A Small Place*, "What does the author mean by the following statement: "In a small place, people cultivate small events"? (the answer is in the following sentences in the same paragraph). If you are keeping up with the reading of our assigned texts, this will not be a problem. The "in-class writes" will not be scheduled, and will appear at any point during the semester. **They may NOT be made-up if you miss them. They will most likely happen at the beginning of the class, so it will be important to get to class on time.**

### **Close Reading**

We will be utilizing the "Close Reading Interpretive Tool" (CRIT) which has six steps we will review in class several times. They include: paraphrase---rewriting in your own words, observation---noting language (word choice) and form, context---the time period and/or events impacting the narrative (cultural location, history, social norms), Analysis---- time for you to revisit and reconsider some of your claims and insights. What did you find most interesting? Maybe there were moments of transformation for two particular characters that interested you. Maybe you noted the way the landscape (either geographical or emotional) set the tone for the narrative. For example, consider how these song lyrics from Hotel California (by *The Eagles*) foreshadow mysterious contact with someone or something—

On a dark desert highway, cool wind in my hair. Warm smell of colitas, rising up through the air. Up ahead in the distance, I saw a shimmering light. My head grew heavy and my sight grew dim. I had to stop for the night."

Consider your reading and think about tone, imagery, inference, point of view, metaphors, narrative style, etc. The key to a successful short analysis is a good, strong, clear, specific and compelling THESIS statement. Please refer to our Handouts and Bookmarks for help with developing the short essays that will appear on both your mid-term and your final exam (which is comprehensive) The final two steps of CRIT are "argue and reflect"----in other words, what is your interpretation, and do you provide evidence to support your claim or perspective. Thinking about it again through the lens of the previous three steps, is it reasonable?

### **READING SCHEDULE FOR *TWO OLD WOMEN* and *A SMALL PLACE***

Complete *TWO OLD WOMEN* by Thursday, January 24<sup>th</sup>

Complete *A SMALL PLACE* by Tuesday, February 5<sup>th</sup>

**THE MID-TERM 350 Pts.**

**This exam will take place on MARCH \_\_\_\_\_**

Each class period is preparation for the Mid-Term and Final Exams. If you attend class regularly, read your text, and take advantage of handouts and study guides, you can expect to perform well.

The structure of the mid-term exam is true/false, fill-in-the-blank, short answer, author recognition quotations from your text, multiple choice and two short essays to evaluate your grasp of the “Close Reading Interpretive Tool” (CRIT)

If you are not satisfied with your performance on the test, you will be allowed to retake it one time only.

**THE FINAL EXAM 450 Pts.**

**This exam will take place finals week on APRIL \_\_\_\_\_**

The exam will cover the reading taking place after the mid-term and will NOT be comprehensive.

The structure of the mid-term exam is true/false, fill-in-the-blank, short answer, author recognition quotations from your text, multiple choice and two short essays to evaluate your grasp of the “Close Reading Interpretive Tool” (CRIT)

**Letters to Successors**

About two weeks prior to the end of the semester, I want you to write a rough draft of a letter to be sent to new students who will be in this course next semester/year. I want you to tell them---in as specific and helpful way as possible--- what you think they should know about how to survive and flourish in this class. Some themes you may consider writing about are: “What I know now about this course that I wish I’d known the first day,” “The most important things you should make sure you do to keep your sanity in this class,” “The most common and avoidable mistakes that I and others made in this class,” and “The words you should write on your bathroom mirror about how to make it through this class” (for example, talk to the professor often; don’t miss class, etc.) These are just suggestions. Feel free to ignore these themes and just write about whatever comes to your mind around the themes of “survival” and “success.”

Within this same timeframe, (about two weeks prior to the end of the semester), we will discuss various ideas included in your rough draft. Then as an in-class exercise, I will type up a letter in class as you dictate what should be included. You will receive a copy of this sample letter which will provide a model you can follow both in content and in form as you write a final draft of your letter for the benefit of incoming students.

After you have finished your letter, I want you to make three photocopies. Bring these to class so that you can give them to your colleagues. In class, you will be forming a group with two other people to read what each of you has written. As you do this, you will be looking for common themes and recurring pieces of advice. I will be asking you to appoint someone to report back to the whole class the main suggestions and advice that were shared.

**\*\*The final version of this letter is to be turned in the day of your final exam for 50 pts. credited to the final score of your exam.**

**Requirements for credit: free of grammar and punctuation errors and a length of 2 pages, double-spaced; 14 pt. Times New Roman font.**

**Prioritize this course.** Make sure you plan ahead and that you remain ahead of your plan.

If you find your anxiety is building, then consider this research about turning [anxiety into excitement](#). It claims that three little words can turn your stressful world into calm blue skies....

Another experience that may help calm you is this beautiful music: [Mumford and Sons with Baba Maal in South Africa](#)

Or another cultural experience featuring [The Lord's Prayer in Swahili](#)

If there is anything in any assignment that does not seem quite clear, I am happy to discuss and/or explain any unclear sections, review requirements, or generally help articulate the assignment in various ways that may make more sense to you.

On our “My Heritage” class site, there are numerous Handouts and Bookmarks that will support your process on every assignment. This course demands your time, energy and commitment if you are planning on receiving the best possible grade. Every choice and effort you make matters. Please respect your time and mine.

**A Final Note:** This Syllabus is subject to change due to acts of God, lottery winnings, Putins hacking of our email system, Zombie invasion, or any other life-changing events deemed important by your Professor. **In other words, your Professor reserves the right to alter elements of this syllabus that will result in the enhancement of your process and/or the preservation of your sanity. You can absolutely count on NO additional assignments and no changes in required texts, except to change the status from *required* to *recommended* in some very rare cases.**