



ENGL 300C Literary Perspectives

Dr. Lee | "Sanctify them by the truth; your word is truth" (John 17:17).

"We can think of our faith as a beautiful musical composition, full of rich harmonies and intricate counterpoint; if we take out one or two parts, we may still recognize the melody even if the fullness has been diminished. Some works of literature are like this – thin versions of the complex Christian song. Other works may use some similar notes but add other, discordant passages. To evaluate what we read, we need to ask, 'How well does this work resonate with my Christianity?'" (Gallagher & Lundin 118).

Why read literature?

We read for healing: Works of literature can help us identify with a community, learn about the human experience through various perspectives, and deepen our sense of empathy. It can give us insight into experiences, whether past, present, or future: "The poet can create images to heal our wounds and console our hearts" (Gallagher & Lundin xix).

We read for hope: Works of literature are useful instruments for advancing social issues, exploring personal feelings, and offering hope in a universe where beauty, order, and grace exist simultaneously with sin and suffering.

We read for truth: Literature can embody all or parts of God's truth and help us to deepen our understanding of the world and ourselves through the lenses of diverse life perspectives. We will examine the perspectives of Victorian woman novelist George Eliot (Mary Ann Evans), Renaissance playwright William Shakespeare, Chinese American poet Li-Young Lee, Latina American writer Sandra Cisneros, novelist Chinua Achebe, and African American poet Langston Hughes, among others.

What else will I learn in this course?

As a part of your core curriculum requirement, this course will equip you with the tools of literary interpretation. By the end of the course, you will be fluently conversant in discussing diverse works of literature.

Course Catalog Description

ENGL 300C • Literary Perspectives (3 units), a Junior-Level Core Curriculum Requirement

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences. Students engage in classroom discussion, write papers, and take a variety of quizzes and exams.

Recommended Books

Practice of the Presence of God by Brother Lawrence

Literature through the Eyes of Faith by Susan Gallagher & Roger Lundin

Required Books

Silas Marner by George Eliot (print or e-text version, Project Gutenberg)

Narrative of the Life of Frederick Douglass by Frederick Douglass (print or e-text version, Project Gutenberg)

House on Mango Street by Sandra Cisneros (available at most libraries)

Seagull Reader: Poems edited by Joseph Kelly (most poems available on Internet)

To the Lighthouse by Virginia Woolf (available at most libraries)

the gangster we're all looking for by lê thi diem thúý (available at some libraries)

Things Fall Apart by Chinua Achebe (available at most libraries)

Requirements = 100 points total

Literature Circles (25 points awarded to group): Group role sheets (5 pts), rubric design (5 pts), & quality of close-reading, class discussion, & completion of role sheets throughout semester (15 pts).

Fiction Essay Exam (25 points): *Literary Analysis of Silas Marner*. Please bring blue books, notecard, pens.

Poetry Essay Exam (25 points): *Literary Analysis of a Poem*. Please bring blue books, notecard, pens.

7-page Final Term Paper (25 points): Final Paper due at 12 noon on Final Exam day.

Extra Credit: 40-day journal project (10 points): <http://www.vanguard.edu/faculty/klee>
Close-reading your life through the lens of original poetry. Minimum of twenty poems.

Other Requirements

1. **Plagiarized work receives an "F."**

2. **Late papers & exams are dropped 1/3 letter grade (B plus to B, B to B minus, etc.) per day overdue.**

3. **Six absences will result in a failing grade.** Excused absences require an official letter (physician's note, funeral program, announcement in the Provost's Bulletin, et cetera). If you miss class, you are responsible for finding out what happened in class (handouts, notes, and such) from a classmate.

E-mail: <klee@vanguard.edu> **Office Location:** Heath 231 **Phone:** x2514

Office Hours: Posted on office door . . . Monday 9am to 1pm & 11 am to 1pm

Tuesday 10:30am to 11:45 am & 1 pm to 3 pm, Wednesday 9 am to 9:50 am & 11 am to 12:50 am

Thursday 10:30 am to 11:45 am & 1:35 to 2:50 pm

Resources for Literature Circles by Janet Lopez @ LitSite Alaska

Google keywords: University of Alaska literature circles

Search Terms on Lit Site Alaska: literature circles (group role sheets, literature rubrics scoring guide, role descriptions,



Week One: Introduction

8/27 R: Course Overview

Week Two:

9/1 T: Due (ready to discuss) *Silas Marner* by George Eliot Ch. 1 – 14 / Assigning Literature Circles & Planning

9/3 R: *Silas Marner* by George Eliot: Ch. 8 – 15 / Literature Circles: Group Role Sheets Due

Week Three:

9/8 T: *Silas Marner* by George Eliot: Ch. 16 – end / Literature Rubric Due

9/10 R: Video: *Silas Marner* (BBC Production)

Week Four:

9/15 T: Video: *Silas Marner* (BBC Production) / Review for Essay Exam

9/17 R: **Fiction Essay Exam** (25 points total):

***Literary Analysis of Silas Marner*. Please bring blue books, notecard, pens.**

Week Five:

9/22 T: *Narrative of the Life of Frederick Douglass* by Frederick Douglass: Ch. I – IX (<http://www.gutenberg.org/etext/23>)

9/24 R: *Narrative of the Life of Frederick Douglass* by Frederick Douglass: Ch. X – XI & Appendix

Week Six:

9/29 T: *House on Mango Street* by Sandra Cisneros: "House" p. 3 through "Papa" p. 57

10/1 R: *House on Mango Street* by Sandra Cisneros: "Born Bad" p. 58 to end of book

Week Seven:

10/6 T: *Seagull Reader: Poems* edited by Joseph Kelly (*Hopkins)

10/8 R: *Seagull Reader: Poems* edited by Joseph Kelly (*Dickinson & Shakespeare)

Week Eight:

10/13 T: *Seagull Reader: Poems* edited by Joseph Kelly (*T. S. Eliot & W. B. Yeats)

10/15 R: *Seagull Reader: Poems* edited by Joseph Kelly (*Hughes & Lee) / Review for Essay Exam

Week Nine:

10/20 T: **Poetry Essay Exam** (25 points total):

Literary Analysis of a Poem. Please bring your own poem (one we haven't read in class and at least 7 lines long), blue books, notecard, pens.

10/22 R: Forty-day poetry journal exercises: <http://www.vanguard.edu/faculty/klee>

Week Ten:

10/27 T: *To the Lighthouse* by Virginia Woolf: "The Window"

10/29 R: *To the Lighthouse* by Virginia Woolf: "Time Passes"

Week Eleven:

11/3 T: *To the Lighthouse* by Virginia Woolf: "The Lighthouse"

11/5 R: OPEN CLASS – Updates on Literature Circles

Week Twelve:

11/10 T: *the gangster we're all looking for* by lê thi diem thúy: "suh-top!" through "palm"

11/12 R: *the gangster we're all looking for* by lê thi diem thúy: "the gangster . . ." to end

Week Thirteen:

11/17 T: *Things Fall Apart* by Chinua Achebe: Chapters 1 - 12

11/19 R: *Things Fall Apart* by Chinua Achebe: Chapters 12 - 25

Week Fourteen:

11/24 T: **Discuss Final Paper & start outlining ideas.**

11/26 R: THANKSGIVING HOLIDAY

Week Fifteen:

12/1 T: Closing discussion & Teaching evaluations.

12/3 R: OPEN CLASS & Individual Appointments.

Week Sixteen:

12/8 T: **7-page Final Term Paper** (25 points total):

Final Paper due at 12 noon on Final Exam day.

List of Poetry Readings in *Seagull Reader*

***b. 1564 William Shakespeare**

“Sonnet 18” (‘Shall I compare thee’) & “Sonnet 29” (‘When, in disgrace with fortune’)
“Sonnet 130” (‘My mistress’ eyes’)

***b. 1830 Emily Dickinson**

“The Soul selects her own Society – ”
“After great pain, a formal feeling comes – ”
“Because I could not stop for Death – ”

***b. 1844 Gerard Manley Hopkins**

“God’s Grandeur”
“The Windhover”

***b. 1865 William Butler Yeats**

“The Second Coming”

***b. 1888 T.S. Eliot**

“The Love Song of J. Alfred Prufrock”

***b. 1902 Langston Hughes**

“Harlem” & “Theme for English B”

***b. 1957 Li-Young Lee**

“Visions and Interpretations”



May the words of my mouth
and the meditations of my heart be acceptable in Your
sight, O Lord, my Rock and my Redeemer.

(NKJV, Psalm 19.14)

DISABILITIES RESOURCES & ACCOMMODATIONS

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at beth.lorance@vanguard.edu.

For students with a documented learning disability who would like to request appropriate accommodations, please contact Barbi Rouse, the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at brouse@vanguard.edu.

CLASSROOM DIVERSITY STATEMENT

As students and faculty at Vanguard University of Southern California, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging and edifying words, and to create a safe environment where we shelter one another with love when vulnerabilities arise. This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, and generation.



"Make every effort to keep the **unity** of the spirit through the bond of **peace**."
(Ephesians 4:3)

Student Learning Outcomes for English Core Curriculum Courses

This chart shows how English 120C Persuasive Writing, ENGL 220C Researched Writing, and ENGL 300C Literary Perspectives address Core Curriculum Learning Outcomes and the English Department's Student Learning Outcomes (Literature & Textual Analysis; Language, Linguistics, & Culture; Composition & Rhetoric; Communications; Research Strategies; Diversity; and Integration of Faith & Learning). Asterisks* indicate where SLOs are emphasized in the English Core Curriculum.

	English SLO	Core Curriculum SLO	How & Where SLO is fulfilled
1	<u>Literature & Textual Analysis</u> (*300) Demonstrate proficiency in the interpretation of literature and textual analysis through class discussions and writing projects.	Locate relevant information, evaluate its quality, and think critically about its context and content – literary and textual focus.	120 & 220 – analysis of assigned readings applied to writing projects & class discussions 300 – analysis of assigned literary genres applied to writing projects & class discussions
2	<u>Language, Culture, & Linguistics</u> Demonstrate cultural and structural knowledge of the English language.	Expand one's awareness of and respect for one's own culture and other cultures – language focus.	Not directly addressed in English Core Courses; this SLO is covered by ENGL/ANTHRO 453 Language, Culture, & Linguistics.
3	<u>Composition & Rhetoric</u> (*120,220) Apply a variety of composing processes and rhetorical strategies to writing projects.	Continuously develop the ability to communicate effectively – writing & critical thinking focus.	120 & 220 – discussing & writing persuasive essays; modes of argumentation
4	<u>Communications</u> (*120,220,300) Evaluate, create, and participate in speech activities, dramatic performances, and technological media projects.	Continuously develop skills in technology and data proficiency; also continuously develop the ability to communicate effectively – verbal, written, and technology focus.	120, 220, 300 – written projects and/or oral presentations; use of technology (Internet, library databases, PPT) to research or present information.
5	<u>Research Strategies</u> (*220) Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.	Locate relevant information, evaluate its quality, and think critically about its context and content – research focus.	120 – one final research paper; 220 – several short & long research papers; 300 – research & literary analysis applied to projects
6	<u>Diversity</u> (*300) Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.	Become an effective local, national, and global citizen; expand one's awareness of and respect for one's own culture and other cultures.	120, 220, 300 – various writing projects (often essays, reading responses, journals), class discussions on assigned diversity-related readings
7	<u>Integration of Faith & Learning</u> (*120,220,300) Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.	Understand, develop and practice a Christian world view.	120, 220, 300 – writing projects, class discussions, assigned readings

English Learning Outcome: Integration of Faith and Learning.

Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.

	Excellent	Competent	Developing	Beginning
FAITH ARTICULATION	Work demonstrates sound knowledge and cohesive, intelligible articulation—in the student’s own words—of Christian ideas most relevant to the subject matter and/or literary analysis, theoretical frameworks, et cetera.	Work demonstrates basic knowledge of relevant Christian ideas, and a capacity for non-formulaic articulation of those ideas.	Work demonstrates only superficial knowledge of Christian ideas, and an inability to articulate those ideas in other than formulaic terms.	Work demonstrates little knowledge of Christian ideas, and has trouble articulating those ideas even in formulaic terms.
FAITH APPLICATION	Work demonstrates keen understanding regarding the manifestation and application of faith concepts in particular, concrete situations; clearly displays deep appreciation for the implications of faith in practical living.	Work demonstrates a basic understanding regarding the relevance faith concepts to concrete situations; displays an awareness of the implications of faith in practical living.	Work demonstrates only spotty and superficial understanding of the application of faith concepts in concrete situations; shows little awareness of faith’s implications for practical living.	Work demonstrates no apparent understanding of the application of faith concepts in concrete situations; sees no real connection between one’s faith and one’s practical living.
DISCIPLINARY DISCERNMENT	Work displays full recognition of the limitations of either secular or religious literature/theory/criticism, and skillfully uncovers the questionable assumptions that may underlie such language and models.	Work displays an awareness of the potential limitations of either secular or religious literature/theory/crit, but only inconsistently shows an ability to uncover questionable assumptions.	Work tends to accept without question the validity of secular or religious lit/theory/crit while advancing Christian ideas. It thus has difficulty distinguishing between secular and Christian assumptions.	Work cannot meaningfully relate Christian concepts and secular ideals; shows no real ability to distinguish the two at the level of basic assumptions.
VOCATIONAL AWARENESS	Work clearly articulates a felt sense of Christian call to stewardship and service within the context of a mature, perceptive and meticulous appraisal of one’s personal gifts and professional skills.	Work describes a sense of call within the context of a considered, realistic and faithful evaluation of one’s gifts and skills.	Work identifies a sense of call, though with little nuance or detail; a sense that arises from only a very superficial evaluation of one’s gifts and skills.	Work shows little reflection on one’s call to service, and next to no attempts at serious self-appraisal.



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Adapted from Calvin College Political Science Department

Accessed 4.13. 08 from www.calvin.edu/academic/pols/missionstatement.doc

English Learning Outcome: Diversity.

Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

	Excellent	Competent	Developing	Beginning
<p>KNOWLEDGE</p> <p>Builds knowledge of diverse ideas, values, perspectives and experiences.</p>	<p>Writing project exceeds competence; articulates value and impact of multiple points of view in a given context. Integrates new points of view in relation to Christian faith.</p>	<p>Writing project engages literary perspectives and respects multiple points of view. Examines the impact of considering multiple points of view.</p>	<p>Writing project demonstrates tolerance towards other people's and culture's points of view.</p>	<p>Writing project acknowledges that different ways of knowing, thinking, and being exist.</p>
<p>PERSONAL ENGAGEMENT</p> <p>Engages others with civility, empathy, honesty and responsibility.</p>	<p>Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Actions value and foster inclusion, regardless of similarities or differences. Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed.</p>	<p>Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. Identifies and works toward overcoming own latent prejudices.</p>	<p>Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willing to withhold personal beliefs/assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices. Identifies, acknowledges, and tracks institutional issues related to multiculturalism.</p>	<p>Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities. Acknowledges that one may harbor latent prejudices.</p>
<p>SOCIAL ENGAGEMENT</p> <p>Examines one's own attitudes, values, and assumptions and considers their impact.</p>	<p>Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities.</p>	<p>Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences.</p>	<p>Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others.</p>	<p>Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.</p>
<p>PROACTION</p> <p>Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.</p>	<p>Writing assignment or service project challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to overturn the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, actively breaks down barriers to social equity outcomes.</p>	<p>Writing assignment or service project recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism.</p>	<p>Writing assignment or service project acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one.</p>	<p>Writing assignment or service project is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege.</p>

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Adapted & accessed 4.13.08 from Pierce College, Los Angeles: http://www.pierce.ctc.edu/Library/Istagrnt/?page_id=10



Seven-Page Final Term Paper: Guidelines for Writing

Handout by Dr. Lee, ENGL 300C Literary Perspectives | Guidelines | John 17:17

Literary Perspectives: Final Term Paper

7 pages, double-spaced, MLA format. Please include a bibliography if you use secondary sources. Write a term paper . . . reflecting on what you learned in this class. This paper should help you synthesize literary and textual analysis through the lenses of literature, self-reflective analysis, and Christian truth. I am also interested in seeing that you have close-read and carefully digested the assigned texts.

Please answer all questions, one page per question = 7 pages.

Write the essay as a continuous (not fragmentary) essay.

- 1. Literature:** Which three works of literature resonated with you most, and why? Please choose three book-length works, excluding *Silas Marner* and the poetry unit (already covered by examinations).
- 2. Rhetorical Analysis:** How would you explain the process of “close-reading” fiction vs. poetry? Be sure to refer to specific literary devices to demonstrate your skills & knowledge with literary interpretation.
- 3. Integration of Faith, Learning, & Literature:** Describe your spiritual & intellectual responses to one or more of the nations or people groups we studied.
- 4. Character & Leadership:** Consider the people ~ authors, characters, personas ~ studied in this course. Which ones do you admire most, and why? What values do they demonstrate? Give examples.
- 5. Inspiration & Proaction:** Based on what you learned from the various perspectives represented in our literary readings, if you were promised that whatever you tried would not fail, what would you do to serve our neighbors (our nation, or our schools, international groups, family members, someone in your life, and such)?
- 6. Create a question of your own:** Create a thoughtful question of your own pertaining to the literary readings in this course ~ and respond at length (about one page). We will try to spend time in class developing questions you could use.
- 7. Reflective Conclusion:** In sum, what knowledge or insights about our Christian faith, literature, and our global world did you gain from the course?

May the words of my mouth
and the meditations of my heart be acceptable in Your
sight, O Lord, my **Rock** and my **Redeemer**. (NKJV, Psalm 19.14)