

LITERATURE 222W: READINGS IN THE NOVEL
Winter 2012

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Section WN310: **Tuesdays** 6:00 p.m. - 8:55 p.m., DCPL 221 (1/10/12 – 4/24/12; 100 Center Avenue Bay City, MI 48708; 989-667-2260)

Instructor: Stuart Barbier

Office/Phone: Campus: [S004/686-9136](#) (voice mail for messages)

Email: sibarbie@delta.edu (I reply to voice and email messages as soon as I retrieve them, but I might not retrieve them on weekends, depending on my schedule.)

Internet: <http://www.delta.edu/sibarbie> (this syllabus: <http://www.delta.edu/sibarbie/Syllabus222F2011.html>)

English Division Home Page: <http://www.delta.edu/english>

Fine Arts Building Fax: 989-686-0485

Office Hours (S004): **Monday 1:30 - 4:00 p.m.** (I will be happy to meet with you after class as well.)

Tuesday 2:30 - 3:30 p.m.

Thursday 2:30 - 4:00 p.m.

Mail Box: Campus: S006; DCPL: main office (I check my DCPL mailbox before each class, but not at other times.)

Adverse Weather Line: **686-9179 or 1-800-686-9179** (I follow Delta College's weather policy: see <http://www.delta.edu/publicsafety/adverseweathersituations.aspx> for details. If the DCPL is closed because of the weather, I will post a revised schedule of class sessions online; any assignments that would have been due during the canceled class session will be due in the next class session, along with whatever assignments are due in the next session, including the reading.)

Course eLearning Site Login: <https://elearning.delta.edu/> (also available through the [Delta College Home Page](#))

Welcome to Literature 222W! I hope you will enjoy reading and discussing the five novels I have chosen for this course. In choosing the novels, I had to consider the college-required outcomes and objectives for this course (see below). Even so, the choices are practically infinite. On top of this, there are arguments about what constitutes "good literature," or literature worthy of study. For example, in poetry, some people make a distinction between "Poetry" and "poetry"--i.e., capital "P" poetry and lowercase "p" poetry. They assert that there are differences in quality between the two. In a similar way, we will discuss what differentiates novels from other literary and nonliterary forms, as well as what makes them "good" (which is of course subject to opinion; related to this, please note that some of the content is adult in nature [e.g., violence, language, sexual situations]).

Some students take this course because it fulfills a program requirement. Others, though, take it because they like to read. But what does it mean to like to read? Several faculty members at Delta have been debating how to approach teaching English 108, a course designed to help college students become effective readers. Part of the argument hinges on "academic" reading versus "fun" reading, somewhat of a false dichotomy. In an email related to this discussion, Margot Haynes, a former colleague of mine in the English Division, points out that Louise Rosenblatt (a famous literary theorist) made two distinctions in reading: "'aesthetic reading' (for engagement, imaginary escape, pure enjoyment) and 'efferent reading' (for purposes beyond the reading itself--such as reading instructions to put together a Christmas toy for kids or reading Thomas Ricks in [a recent]...Washington Post [article] to understand how a patriotic Marine Corps general could be so opposed to the war in Iraq)." Haynes explained that "Rosenblatt makes clear that this aesthetic-efferent dichotomy is actually a continuum of reading stances a reader adopts--with varying degrees of enjoyment and usefulness as goals a reader may carry into the reading." In other words, it does not have to be an either-or situation; how one approaches a particular text will depend on what one wants to do with it. Hopefully, you will see that "academic" reading and "fun" reading are not mutually exclusive--they can overlap. In any case, our course's outcomes and objectives reflect Rosenblatt's continuum and allow for many types of reading.

In this syllabus, I will explain what you can expect from me, as well as what I will expect from you. **If you are ever unsure about something, please ask--I am here to help you succeed!**

NOVELS WE WILL READ

Richard Wright's *Native Son* (New York: Harper Perennial, 2005)

Amy Tan's *The Joy Luck Club* (New York: Penguin, 2006 (also Ivy Books and Vintage editions)

John Okada's *No-No Boy* (Seattle: University of Washington Press, 1979)

Laura Esquivel's *Like Water for Chocolate* (New York: Anchor Books, 1995)

Jeff Vande Zande's *Landscape with Fragmented Figures* (Huron, OH: Bottom Dog Press, 2009; note that this is also available directly from the author [discounted; jcvandez@delta.edu] or in an Amazon Kindle edition)

A novel of your choice

Please note that some of these texts have been published in other versions. All page numbers in this syllabus will be in the above-indicated versions, which are available at the [Delta College Bookstore](#); other versions may have different content (especially *Native Son*). Also, the reading quizzes will be based on the above versions.

MATERIALS WE WILL NEED

- Two folders with horizontal pockets on both sides. Write your name in the upper-right corner of the covers (if your name cannot be easily seen, please use a label).
- Paper for notes and homework.
- Pen or pencil and highlighter pen.
- Computer Lab Printer Paper Account (each student is given 150 print-out pages per semester; additional pages must be purchased in 50-page increments at \$5.00 per increment). For details, see "Academic Print Management" in our eLearning course site (under "Content"/"Miscellaneous Documents").

COURSE OUTCOMES AND OBJECTIVES [\(also available on the English Division home page\)](#)

OUTCOME:	Identify different types of novels by common elements.
Objective:	<ul style="list-style-type: none"> ○ Classify such types as epistolary, satirical, romantic, and realistic novels.
OUTCOME:	Analyze novels through recognition of their literary techniques.
Objective:	<ul style="list-style-type: none"> ○ Compose an analytical paper explaining the craft of a novel.
OUTCOME:	Integrate the world of the novel with their own world as they perceive it.
Objectives:	<ul style="list-style-type: none"> ○ Identify parallels between the fictional world as the novel presents it and reality. ○ Judge the applicability of the "truths" of the novel to their understanding of the world and themselves.
OUTCOME:	Participate in "writing to learn" activities.
	<ul style="list-style-type: none"> ○ Perform writing tasks to promote learning. ○ Write effectively for a specific audience and purpose. ○ Demonstrate the learning of concepts through writing.

COURSE LEARNING AND TEACHING ACTIVITIES

- Reading and discussing texts
- Writing in and out of class (to reflect, to prompt discussion, to dialogue with me)
- Group activities
- Individual student-instructor conferences
- Class discussions

COURSE PROJECTS (Assignment sheets for each project will be handed out in class and are available on Educator.)	Total Points	Your Points	Due*
Book Review Presentation	100		varies
Analytical Paper of one or more of the five listed novels in the course	250		Session 14
Final Exam	200		Session 15
Participation (reading journal [300], reading quizzes [150])	450		varies
Total:	1000		

*Except for reading a sixth novel of your choice for your book review presentation (you may present a novel you have already read), all work must be original and conducted during this course; recycled work from other courses is not acceptable. Submission of such work will be considered plagiarism (see [Plagiarism](#), below).

COURSE POLICIES

Grades

Your grades are based on percentages of points you earn on the course projects per the following scale:

A 93-100%	B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	F 0-59.99
A- 90-92.99	B 83-86.99	C 73-76.99	D 63-66.99	
	B- 80-82.99	C- 70-72.99	D- 60-62.99	

In general, an *A* represents superior, outstanding college-level work; a *B*, very good, above-average college-level work; a *C*, satisfactory, average college-level work; a *C-*, unsatisfactory, below-average college-level work; a *D+*, *D*, or *D-*, unsatisfactory, poor college-level work; and an *F*, unacceptable college-level work (see the [Delta College Catalog](#) (Policies) for a description of X, I, W, WI, P, and NC grades).

Information on my grading criteria will be included with each assignment. Please keep track of your grades so you can determine exactly how you are doing at any point in the course. To determine your grade at any point in the course, simply take the total points you have earned and divide them by the total possible points at that time, then compare your percentage to the scale above. I will let you know what your current grade is at mid semester and towards the end of the semester; I also update your grades on eLearning. *If you would like help determining your grade at any time, please ask me.*

Conferences

Please feel free to schedule a one-on-one conference to discuss the class or any assignment.

Manuscript Form

The analytical paper and reading journal entries are to be word processed. (A word of caution: BACK-UP your work on a second storage device and/or email yourself a copy!!!) Please use Times New Roman, size 12 (or a similar font) and standard margins (1" on the right, left, and bottom, and ½ inch for the top with a page header containing your last name and page number followed by a blank line). Also please use two spaces after a period and follow MLA documentation standards. Ask me any questions you have--I'm happy to help.

Attendance and Late Assignments

The English Division is united in its mission to give a quality educational opportunity to all students in all our classes. Because our classes include writing, reading, and literature classes, an understanding and improvement of all language skills is dependent on the social aspect of sharing one's work, looking at the work of others, completing in-class assignments and writing, participating in workshops, listening and interacting with the instructor, creating a community of readers and writers that every student can depend on, and participating in other activities that require a significant commitment to class attendance. All research in this area shows that success is highly related to attendance. Therefore, as a division, we have an attendance policy (as do other academic areas of the college). Here it is:

Your English Division instructor reserves the right to drop any student who misses the first class meeting.

Your English Division instructor may drop you from this course if you miss, for any reason, in excess of two fifteenths (2/15) of your classes for this course. For this particular class this semester, that means in excess of 2 class periods.

If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it.

I will take attendance at the beginning of each class session. Chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment. Except for when Delta is officially closed during class time (e.g., because of the weather, though be sure to understand Delta's policy [<http://www.delta.edu/publicsafety/adverseweathersituations.aspx>]), **there is no such thing as an excused absence; you are simply present or absent (for whatever reason)**. If you must be absent, you are still responsible for all information and assignments given during the class you missed. I am responsible for teaching only those who attend class. It is your responsibility to make arrangements--ahead of time, if possible--for missed

class work. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

Assignments are due in class on the stated day. A late analytical paper will lose twenty points, while a late reading journal will lose five points (if turned in by the following class session) or ten points (if turned in after the following session). **Missed reading quizzes cannot be made up, as they are part of in-class participation** (if you aren't here, you cannot participate; however, note that up to fifteen bonus points are available in connection with your book review presentation assignment).

Unless you make prior arrangements, I will not accept any work after 1:00 p.m. on the Friday following our last class (under my office door on campus, S004, or, for a missed final exam, in the [Testing Center](#) on campus).

Write down the names and phone numbers or email addresses of two students in this class whom you can contact to make arrangements for obtaining anything you missed and/or turning in your work:

Withdrawal Deadline

The last day to withdraw with a grade of W, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of WI is Friday, April 6. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D102, 686-9330, <http://www.delta.edu/counselingandcareerservices.aspx>), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D101, 686-9080, <http://www.delta.edu/financial-aid-office.aspx>). If you stop coming after this date, you will receive an F instead of a W/WI at the end of the semester.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "[Students' Rights, Responsibilities, and Conduct](#)" section of the *Delta College Catalog* or the English Division home page (<http://www.delta.edu/english/integrityofacademicwork.aspx>). If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) *without proper citation* is also plagiarism (**this includes the reading journals**); to check for this, I use various Internet-based tools. In this class, we will use MLA citation methods.

Student Conduct/Diversity

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, including Delta's policy toward disruptive students, please refer to the "[Students' Rights, Responsibilities, and Conduct](#)" section in the *Delta College Catalog*. In addition, Delta students have written an Ethical Code of Conduct available at: <http://www.delta.edu/registrar-office/codeofstudentconduct.aspx>. Please also note that Delta College values diversity: "Diversity represents an environment of inclusion and equity that fosters creativity, innovation and growth. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. Teamwork and diversity are characteristics valued by today's employers and vital in a pluralistic society. You are encouraged to work together as a team to get the most out of your learning experience. Active learning, teamwork, and respect will be expected and rewarded in this class" (see <http://www.delta.edu/diversity.aspx>).

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For more information, see: <http://www.delta.edu/academicservices/general-education.aspx>.

Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources which you are required to follow. Please read the guidelines and penalties for violations, available at <http://www.delta.edu/onlinetools/deltacollegeaccessanduseguidelines.aspx>.

RESOURCES FOR READERS AND WRITERS

Writing Center

Main campus—A003 (<http://www.delta.edu/writingcenter.aspx>; writingcenter@delta.edu). The writing center can help you brainstorm a topic, revise a cover letter for a job application, or look over a piece you've written (such as a class paper). For details and hours, please consult their web site. Note that food or beverages *are* welcome in the Writing Center. Also note that they have a virtual student hand book on their web site: <http://www.delta.edu/writingcenter/virtual-student-handbook.aspx>.

Teaching/Learning Center

Main campus--LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their web site for their hours. They also offer on-line tutoring at <http://www.delta.edu/TLCCyber/logon.aspx?ReturnUrl=%2fTLCCyber%2fDefault.aspx>.

Testing Center

Main Campus—A133 (686-9182; <http://www.delta.edu/lic/testingcenter.aspx>). If you need to make up the final exam, you will do so here. Guidelines and hours for using the ATC are available on their web page. If you have a problem with the ATC, please let me know immediately; remember, *a make-up final exam must be completed by 1:00 p.m., Friday, December 16.*

Library

Main campus--LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their web site for their hours. Note that food or beverages are not allowed in the LLIC.

Bookstore

The bookstore (686-9030, <http://www.bookstore.delta.edu>) is located in the commons area of the main campus (N015). Their hours are listed on their web site. Textbooks can also be purchased by phone or online.

Computers

There are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to <http://www.delta.edu/computer-labs.aspx>) and in DCPL 117 (consult the schedule in the main office).

Disability Support Services

If you have a documented disability which affects your academic performance, and you need an academic accommodation, please contact the [Office of Disability Services](#) (D102, 686-9330).

Counseling/Advising and Career Services

The office of [Counseling/Advising and Career Services](#) (D102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, career decisions, and many things about yourself including working with you concerning personal and professional difficulties. For more information about the counselors, please open the following pdf file: <http://www.delta.edu/files/Advising-Counseling/ProfessionalDisclosure.pdf>.

Student Food Pantry

Main campus—A008 (686-9205). “[The Student Food Pantry](#) provides food for students under financial stress, helping them stay focused on their academic success. The Student Food Pantry, a college sponsored food bank, makes sure all students have access to adequate food -- regardless of their economic situation.”

Me

I will make every effort to see that this class is meaningful to you. I am happy to discuss your work with you and to answer questions on anything which may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours (or you can just drop by my office to see if I am free). **Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.**

TENTATIVE SCHEDULE OF SESSIONS

Please note that I expect you to come to class prepared to discuss the assigned reading (the pages within parentheses). Reading quizzes will not be announced ahead of time. Also, it's a good idea to review the syllabus at least one session ahead of time; that way, if you have questions about what is due, you can ask before it is due.

Session	Activities
1) 1/10	Introduction to the course
2) 1/17	<i>Native Son</i> , Part 1 (pp. 1-93) Due Today: Two questions and/or comments about the syllabus
3) 1/24	<i>Native Son</i> , Part 2 (pp. 95-270)
4) 1/31	<i>Native Son</i> , Part 3 (pp. 271-462; ix-xxii) Due Today: Reading Journal for <i>Native Son</i>
5) 2/7	<i>The Joy Luck Club</i> , Part 1 (pp. 1-144 [Penguin and Vintage editions] or 1-155 [Ivy Books edition])
6) 2/14	<i>The Joy Luck Club</i> , Part 2 (pp. 145-288 [Penguin or Vintage editions] or 157-337 [Ivy Books edition]) Due Today: Reading Journal for <i>The Joy Luck Club</i>
7) 2/21	<i>No No Boy</i> , Part 1 (pp. iii-116)
8) 2/28	<i>No No Boy</i> , Part 2 (pp. 117-260) Book Review Presentations begin (3-4 per session)
3/5 – 3/10	No Classes: Mid-semester break
9) 3/13	<i>No No Boy</i> , Part 3 Due Today: Reading Journal for <i>No No Boy</i>
10) 3/20	<i>Like Water for Chocolate</i> , Part 1 (pp. 1-119)
11) 3/27	<i>Like Water for Chocolate</i> , Part 2 (pp. 120-246) Due Today: Reading Journal for <i>Like Water for Chocolate</i>
12) 4/3 (F 4/6 is the deadline to withdraw or to apply for P/NC)	Analytical Paper Workshop
13) 4/10	<i>Landscape with Fragmented Figures</i> , Part 1 (pp. 5-113)
14) 4/17	<i>Landscape with Fragmented Figures</i> , Part 2 (pp. 114-223) Due Today: Reading Journal for <i>Landscape with Fragmented Figures</i> , Analytical Paper
15) 4/24	Final Exam; note that unless you make <i>prior</i> arrangements, all late work must be turned in by 1:00 p.m., Friday, April 27 , under my office door on campus (S004) or, in the case of the final exam, in the Testing Center .

| [Delta College](#) | [English Division](#) | [Office Hours](#) | [Office Location](#) |
| [Courses Taught](#) | [Syllabi](#) | [Favorite and Helpful Links](#) |

If you have questions, feel free to e-mail Stuart Barbier at sibarbie@delta.edu

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Base URL: <http://www.delta.edu/sibarbie>

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