

Instructor: O. M. Cornejo

283W Lit. of Mysticism SU '10

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Office hours: I will be available by email, by phone, and by gmail chat.

Texts: Required Readings

2 short stories on Educator, External Links)

required reading from the Internet (see Mini-searches below)

The Celestine Prophecy by J. Redfield

The Way of Life by Lao Tzu

Jonathan Livingston Seagull by R. Bach

Siddhartha by H. Hesse

2 short stories, and depending, Rumi's poetry

Recommended reading:

Many Lives, Many Masters by B. Weiss, M.D.

The Teachings of Don Juan by Carlos Castaneda

The Tao of Physics by F Capra

Destiny of Souls (Journey of Souls also) by M. Newton, Ph.D.

Also required:

- access to a computer with an Internet connection
- cell phones with Internet or phone modems make reading Educator difficult (and these students tend not to do as well)

Course Description: (see "English Division Lit 283 Outcomes and Objectives" at the end or online)

We will read and write and discuss the nature and manifestations of mysticism and its effect on literary characters. Class discussions and written assignments will be based on our readings, transformative experiences, dreams, meditations, fantasy trips and guided visualizations as well as on informal Internet or library research on the topics encountered in our readings.

This is a literature course so students are expected to be comfortable with weekly assigned reading and writing. The writings are either 1) Summary Journals and Posts and Replies on Discussion Forum or 2) Short "Formal", Polished papers.

This course may not be for you if you are not interested in:

- mysticism - or an inner search for God or self or self realization
- the search for God through religion/s, spirituality, or communion with nature
- reading, writing, and discussing and exploring mystical ideas/experiences in books
- engaging in discussion of personal mystical and transformative experiences
- following up a point of curiosity/interest with additional readings

The nature of the course is exploratory (giving all of us an opportunity to explore, search, question, challenge, to form inferences, discuss, and engage in meaningful conversations. The nature of the course is not lecture oriented where the students are the recipients of the instructor's fountain of knowledge. In this course, some people may know more than others or have more experience than others on any given topic. Also, because both you and I may enter uncharted territories, an open mind is essential.

Assignments:

- We have reading and writing assignments weekly. The Discussion Board on Educator is open between readings.
- You submit a 1) Journal Summary of the reading to Gmail, then a Reaction/Response post to Educator and a 2) short "Formal" paper to Gmail.
- Instructions for Journal Summaries will be in an Educator handout/s.
- The Summary Response Post to Educator instructions will also be on the instruction handout.
- Short "Formal" papers will be the word-processed 2 page papers due every week. The first one is due the second week of class after we read *The Celestine Prophecy* and every week thereafter.
- Your written work will be submitted to omcornej@gmail.com

About Research

- Although a researched paper will not be required, quotes and paraphrases will probably be used in your papers, so quote and paraphrase adequately, and provide a Works Cited page of Internet (or other sources used).
- With mini Web searched assignments, in addition to the attached W.C. page, a copy of the links for the sources must also be attached to the back of your paper (Web pages, magazine, newspaper, etc.)

Remember

- All work should be original. No "off the Internet" papers - please! I'm too old and lose my patience with dishonest students (See Plagiarism Policy)
- Summary Journals and Short "Formal" papers are described in a separate handout: "Writing Papers"
- Submit Summary Journals and short papers to Gmail.
- Submit Reactions/Responses to reading to Educator's Discussion Boards - about 250-300 words.
- Reply to Reactions on Educator's Discussion Board- about 175 words minimum on DBoard
- Please **do not hesitate** to call or email if you ever have questions about the assignment- or anything else.

Due dates for assignments:

- I expect you to always "come to class" prepared.
- No late submissions are accepted - unless you and I have communicated prior to the due date. Failure to submit is a zero and an absence.
- Assignments (reading, writing, or revision) are due on the day indicated on your workplan syllabus.
- No written assignments at all are accepted after the penultimate class day: .

Mini-searches:

More on this separately.

Final polished papers: gateway criteria, wordprocessing format, revisions, and edits p3

- All assignments must have basic identification: name, course + section, date, and abbreviated assignment on top left hand corner. In addition, there is a required length (1.5 to 2 pages, word-processed, default margins and fonts. All papers are due on the date in the workplan syllabus. **No late papers are accepted** unless you speak to me or email me before the due date and I agree to a late paper.
- In addition, short, Formal, Polished papers should be extensively revised for organization, clarity, coherence, unity, and sentence effectiveness and vocabulary. For an A or B grade, it is imperative to

proofread, use the spell checkers and the Thesaurus for a higher level vocabulary. Place an asterisk * next to new words from www.thesaurus.com

- Papers should be edited (spell checked) on the computer and then proofread (read by human eyes) to be sure it is free of errors (for example, *accept* instead of *except*), and written in conventional written English. Save all work. Don't delete the SENT MAIL folder 'till the end of the semester.

Plagiarism

- There's a **Zero Tolerance** policy for plagiarism or passing off somebody else's work as yours. Your work throughout the semester must be **your own work**. Honesty and integrity are required to give credit to all sources used in any assignment whether required reading or not, whether quoted or paraphrased. You must give credit where credit is due in writing and in Works Cited pages. Plagiarism of any sort results in **automatic failure** of the course. I am aware that the Internet has blurred distinctions between creator and user, but in writing we must provide the sources used.
- p.s. You should assume all Internet pages are copyrighted because most are.
- For further info on plagiarism please go to: [http:// www.delta.edu/english/plagiarism.html](http://www.delta.edu/english/plagiarism.html)

Group Participation and Behavior

I value **group interaction** and **collaborative learning**. Industry and corporations do, too. They value "team players". Much of the class will consist of discussions of the readings.

The **exchange of ideas and diversity of points of view fosters critical thinking**, learning from each other, and **people skills** (also important to employers). Key elements in peer group discussions of the reading are to engage with the reading and make mental/notes of points/ideas to bring up in peer group discussions, yet aware that others may not understand your position or may not agree with it. Asserting oneself without aggression is a valued skill in both interpersonal relationships as well as in professional relationships.

Key elements in peer group sessions of writing assignments are critical thinking of the other's writing, willingness to suggest improvements, and to offer *critique* constructively and tactfully, (and have a sense of humor).

I also expect students to treat each other with respect and to be tolerant of the differences that diverse backgrounds, values, religions, orientations, worldviews, etc. bring to the classroom. A good sense of humor and inoffensive joking is very welcomed.

Expectations of Students

- I will assume that you have acquired academic social skills (attendance, politeness and cooperation with others, submitting on time, participating in group discussions by offering opinions and points of view- or disagreeing. Just so there are not doubts, let me be more explicit in my expectations though most of this is probably old hat to you:

Disruptive behaviors - some examples

- Refusal to participate in the group or individual activities requested or required.
- Offensive language
- Using Discussion Board or Gmail for other than class use such as chain letters, jokes, etc.
- In a classroom we work and act as members of a group, with courtesy and respect for everyone's learning needs.

Attendance:

- I expect you to "attend" class with completed homework assignment and able to participate in class discussions and group work.
- Attendance is mandatory. Attendance is **not optional**.
- **"I didn't know," is not an acceptable excuse. Read Educator, Gmail, or email me at omcornej@gmail.com or call 989.274-7991 if you are unclear about what is due when or how.**

- **More than 3 days of absence is cause for an Instructor Initiated Drop.** Exceptions will be made on an individual basis, so you should call me if your absences may affect your grade. There are no excused/unexcused absences. An absence means failure to submit an online assignment.
- **Extra credit** will not be substituted for missed work.
- I must keep attendance because the college requires me to submit attendance records and Date of Last Attendance for Withdrawals, W or E grades. (do go to Registration and for a W).

Withdrawals:

- If you think you might have to drop out, talk to me first, if possible.
- If you are unable to continue with class for whatever reason (car, health, jail, a great job, divorce) after midterm, please go to Registration and Withdraw for a W. Avoid an E by either Withdrawing yourself or asking me to do it for you.

Individual Conferences:

If you wish to meet with me, let me know what coffee shop or fast food place in the Tri-City area is convenient for you. I'd be glad to meet you.

Grading:

- Electronic gradebooks heightened my awareness of the importance of homework points. Homework, handed in on time, receives maximum points, which in turn raises your final grade. You will be able to see your grades any time on Educator, Grades. Do check frequently and let me know if you see something that should not be. A zero means YOU did not submit. "Not submitted" means I have not entered grades yet.
- **(College final grades do not allow for A+ or D-)**

100 - 94= A	75 - 73= C
93 - 90= A-	72 - 70= C-
89 - 86= B+	69 - 66= D+
85 - 83= B	65 - 59= D
82 - 80= B-	below 59 = F
79 - 76= C+	

Tentative Distribution of Points. This is subject to change and either the class or I may do so.

- Polished writing: 5 short "Formal" polished papers: 25 points each. Total: 125 points
- Summary Journals (see handout please): 12 total: 120 points
- Reaction posts to the readings (on Educator D.Board): 12 - 120 points
- Reply Posts (on Educator D.Board) to classmates' Reaction posts: 8 pts for 4 replies: 120 pts

The final grade will be the total of points you earned divided by the total of points the class assignments add up to.
/syll Smr 10/

for **Outcomes and Objectives.** Scroll to the next page...

The Outcomes and Objectives were established by the English Department for English 283W and you may also find them online at: <http://www3.delta.edu/catalog/outcomes.asp?CourseActionID=3446> . As an online class, we will not be able to satisfy all the Outcomes because they are intended for a face to face class. If you need to inquire about one or more, please ask.

Now print, read, and mark what you might need to remember, then email me via your new Gmail account (read the handout about Gmail before sending this email, please) 3 questions about the syllabus, and 3 things that stood out for you. This assignment is worth 6 points- due by the end of Week 1. The subject line reads: Syllabus 3 plus 3.

LIT283W, Literature of Mysticism

Credits: 3

OUTCOMES & OBJECTIVES

The Outcomes and Objectives function as a guideline for teachers and students. They provide an easy checklist to determine if you have accomplished the goals of a course.

Course Description: Prerequisite: Any approved College Composition II course or ENG 113. Explores literature about mysticism, both secular and religious. Designed to help students begin an inner search for authenticity, personal integration and self-awareness. Provides a variety of possibilities for developing innate potentialities and for achieving altered states of consciousness through awareness exercises, meditation, chanting, fantasy journeys and journal writing. (45-0)

Upon successful completion of this course, the student will be able to:

OUTCOME 1: Analyze literature in the subject area.

Objectives:

- A. Interpret the meanings, both personal and thematic, of literary works.
- B. Summarize six books in the subject area.
- C. Discuss important ideas in the works read. Identify and describe the various literary forms, such as poetry, short story, novel.

OUTCOME 2: Describe and explain mysticism.

Objectives:

- A. Define mysticism and its characteristics.
- B. Define important mystical terms.
- C. Identify and discuss important personages in the subject area, both literary and historical.
- D. Identify and discuss methods of achieving mystical experience.

OUTCOME 3: Generate writing on a range of topics related to the subject area.

Objectives:

- A. Compose a significant amount of rough draft about the subject area.
- B. Compose and revise a significant amount of finished material, showing an ability to interpret the literature read.

- C. Write a significant amount of a final exam, showing a knowledge of the subject area.

OUTCOME 4: Begin an inner search.

Objectives:

- A. Remember at least three dreams.
- B. Undertake at least two fantasy trips.
- C. Meditate for at least thirty minutes.
- D. Describe how these experiences might lead to authenticity, personal integration and self-awareness.

OUTCOME 5: Participate in "writing to learn" activities.

Objectives:

- A. Perform writing tasks to promote learning.
- B. Write effectively for a specific audience and purpose.
- C. Demonstrate the learning of concepts through writing.