

80277 ENGL 330-1	Multicultural Literature (3)
Professor:	June Sylvester Saraceno
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Office:	Prim Library 201
Office Hours:	T/Th 1-3:00 and by appointment
Class Meeting Time:	M/W 11:30-12:45, Prim Library 214
Prerequisites:	ENGL 101

Required Texts

1. *New Worlds of Literature*, Second Edition, ISBN: 0-393-96354-3
2. *House on Mango Street*, Sandra Cisneros
3. *Kitchen*, Banana Yoshimoto

Recommended Texts and Materials

1. *The Little Brown Handbook* or similar grammar text
2. *House of Spirits*, Isabel Allende

Course Description

This course covers literature from within the United States that reflects the various ethnic groups and cultures that comprise our society. Viewpoints are examined and compared.

Student Outcomes

On successful completion of this course, students will be able to:

1. Respond to works from various cultures and ethnic groups orally and in writing.
2. Interpret, analyze, evaluate and compare texts.
3. Present ideas to class in discussions and presentations.
4. Gain familiarity with the various voices and visions represented in the U.S.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. In class participation/discussion
2. Written work including Moodle postings, and various assigned papers
3. Quizzes
4. Midterm and final exams

5. Portfolio

Instructional Strategies

Instruction for this class includes lectures, in class discussions, quizzes, responses posted on Moodle, small group work, student readings, and presentations.

Attendance and class expectations

Students are expected to attend every class. The class begins promptly at 11:30; please be on time. Chronic lateness will result in point deductions. If a student is absent, **work due on that day is still due**. It may be e-mailed or brought in by a classmate (or sent by whatever means the student finds convenient). Work is due at (or before) 11:30 when class begins (see late work policy below for additional information). Attendance results in points accrued (or lost) and is a significant part of the grading system of this course. Some absences are excused and do not adversely affect students' grades. These include absences followed by a note from a medical facility indicating time and date of care, and absences resulting from attending school-related trips. Other absences may be excused if the situation warrants. It is the students' responsibility to see me to discuss the nature of the absence. Please plan to stay for the entire class. If you know you will need to leave early on any given day, please let me know before class begins. Please eat your meals and snacks before or after class time, not in class. Turn off cell phones. Laptops are not necessary most days, as the class is very discussion-oriented. If you choose to use one to take notes, please do not "leave" the class to check your email, visit Facebook, or stray into any other cyber-realm. Bad classroom etiquette on the part of students may result in bizarre consequences and awkward conversations with your professor, best to avoid that and adopt a scholarly demeanor for this course.

Class Requirements

Students will be required to do a significant amount of reading and writing. Please use a binder and keep hard copies of all written work and handouts (in addition to your electronic files). Students are responsible for all materials covered in the class whether handed out in class, posted on Moodle, discussed in class, read as an assignment, or disseminated in any other way. Quizzes, exams, and various writing assignments will be based on material covered during the course. Quizzes are given in the first ten minutes of class and may not be made up at any other time. The midterm and final exam may include in class and out of class written responses.

Students have a variety of options for written responses in this class; choose the genre that best fits for a response to the chapters covered. Students are required, however, to write at least one of the following by the end of the semester (see page requirements under Portfolio heading): one parody, one poem, one short story, one critical analysis essay and one Writers in the Woods response paper. MLA format is required. All out of class written work must be typed, 12-point font, 1.5 spaced (except poems, which may vary in format). Please save both hard copy and electronic versions of your writing to

expedite the revision process. **Moodle** postings are due every Tuesday before class starts at 11:30 (review late work policy). These postings are responses to the assigned readings.

Portfolio

Students will keep a binder of written assignments, which should be revised during the semester. The portfolio includes several types of writing: one Moodle posting revised; one parody, one page minimum; one short story, three page minimum; one poem, no minimum or maximum; one critical analysis essay, five page minimum; one reading response, written based on attendance of at least one Writers in the Woods readings. At the end of the semester, these portfolios are evaluated in terms of the extent to which the student improved, elaborated on, or developed the works within the portfolio.

Late Work Policy

As a matter of fairness to all, late work is not guaranteed acceptance, with a resulting zero grade for that assignment. If the situation warrants and a late assignment is accepted, there will be significant point deductions of, at minimum, one letter grade. Schedule your work effectively. This may be good career practice for future jobs, which I hope you all someday hold. Trust me, your employer will not want to hear why you couldn't get your work done.

Grading Policy

Grades are based on the accumulation of points during the semester in the following ways:

- 100 points informed participation in class
- 100 points quizzes
- 100 points Moodle postings
- 350 written work
 1. poem [25 points]
 2. parody [50 points]
 3. Writers in the Woods response [75]
 - a one-act play may be substituted, see me to discuss
 4. short story [100]
 5. critical analysis paper [100]
- 150 points midterm exam
- 100 points final exam
- 100 portfolio

Extra Credit: Conduct interviews with multicultural individuals about the connections and conflicts between their two (or more) cultural contexts. Interview subjects must be pre-approved. [up to 50 points]

1,000-900	A
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899-800	B
799-700	C
699-600	D
Below 600	F

Class Schedule*

All page numbers refer to *New Worlds of Literature* (NWOL). Pages listed will be discussed in class and should be read and considered prior to the class meeting.

* The schedule is not carved in stone and may change slightly. Please be prepared to be flexible. Everything listed on the syllabus will be covered; dates may be altered. It's advisable to cross off works as we cover them.*

Date	In Class	Homework
8/17	Intro to course: What is home? Students introduce themselves, talk about home. Go over syllabus.	NWOL 1-9, 37-51, select a work to read aloud and discuss
8/19	Sign up to lead discussion, groups/individuals review to lead discussion. Read aloud poems.	NWOL 10-25, 93-95, 107-113 Continue reviewing to lead class discussion.
8/24	Student-led discussion of stories, poems. Discuss setting.	NWOL 115-126, 127-135
8/26	Family. Student-led discussion. In class writing: stories I grew up with.	NWOL 143-166, 174-181, <i>House on Mango Street</i>
8/31	Discuss reading. Discuss writing assignment.	<i>House on Mango Street</i> , write/revise creative work (options: poem, parody, short story).
9/2	Written Work Due. Read from and discuss <i>House on Mango Street</i>	<i>House on Mango Street</i> , read Isabel Allende stories (handout) <i>Two Words</i> and <i>Of Clay we are Created</i>
9/7	Labor Day No Class	<i>House on Mango Street</i> , read Isabel Allende stories (handout) <i>Two Words</i> and <i>Of Clay we are Created</i>
9/9	Discuss reading. Isabel Allende	NWOL 183-199, 929-959, write/revise work to turn in: poem, parody, short story, or critical analysis paper.
9/14	Discuss reading. Writing about literature.	Review all reading, write/revise work to turn in.

9/16	Written work due. Heritage: Discuss stories.	NWOL 208-227 – Isabel Allende on September 19 th ** plan to attend**
9/21	Discuss reading. Read poems aloud.	NWOL 227-233, 246-254
9/23	Read poems aloud and discuss.	NWOL 227-233, 246-254
9/28	One act plays. Point of view.	NWOL 257-259, 283-285,
9/30	Discuss reading.	NWOL 286-303, 344-347, 350-359
10/5	Discuss reading. Language and identity, language and thought. Review for midterm.	Review all for midterm.
10/7	midterm exam	NWOL 361-363, 381-386, 401-425
10/12	Discuss reading	NWOL 454-463
10/14	Discuss reading. Expectation.	Write/revise third writing assignment. Options: poem, parody, short story, WitW response (or one act play) critical analysis paper. NWOL 465-466, 483-494, 510-522 **Roxane Gay Reading Oct 16**
10/19	Discuss reading. In class writing.	write/ revise written work
10/21	Written work due. Discuss reading.	NWOL 578-580, 595-603
10/26	Discuss reading. Conflict and structure.	<i>Kitchen</i>
10/28	<i>Kitchen</i>	<i>Kitchen</i>
11/2	<i>Kitchen</i>	<i>Kitchen</i> Write/revise work. Options: poem, parody, short story, WitW response (or one act play) critical analysis paper.
11/4	<i>Kitchen</i>	NWOL 605-612, 638-651, 695-698 Write/revise fourth writing assignment. Options: poem, parody, short story, WitW response (or one act play) critical analysis paper.
11/9	Written work due. Discuss reading. Theme.	NWOL 702-705, 710-717, 719-722, 723-729, 743-750, 758-764, 774-775
11/11	Veterans Day	NWOL 702-705, 710-717, 719-722, 723-729, 743-750, 758-764, 774-775
11/16	Portfolio check, peer feedback.	NWOL 792-802
11/18	Discuss reading. Beliefs. Review/check off written assignment requirements.	Write/revise fifth writing assignment. Options: poem, parody, short story, WitW response (or one act play) critical analysis paper.
11/23	Thanksgiving Break gobble gobble	revise portfolio
11/25	Thanksgiving Break gobble gobble	revise portfolio

11/30	Written Work Due Portfolio peer editing	NWOL 805-806, 807-809, 815-825, 917-928, final portfolio revisions
12/2	Portfolios Due Hits and misses – what were your favorite selections and why?	
12/7	study day	
12/8	Final Exam 3:00-6:00 p.m.	

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to use the library's resources (either on-site or remotely) as you complete your assignments.

Example:

Prim Library Resources for ENGL 328 include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library):
2. Reference materials (for use inside Prim Library):
3. Books (can be checked out):
 - a. In general, books related to literature have Library of Congress Classification in the P section (P, PA, PB etc). However, you will find books related to our course with other LCC numbers, so search the Prim Library Catalog using key words related to your project or paper topic.
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases include EBSCO, PROQUEST, CQ Researcher and more.
5. Hardcopy periodicals: Prim Library has current subscriptions to a range of magazines that may have articles on your term paper topic. Full-text articles from many more periodicals are available through the electronic databases.
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these

standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability

Sierra Nevada College Common Writing Rubric

Grade Element	% Possible	% Earned	Comments/Feedback
<p>Content</p> <ul style="list-style-type: none"> • Reflects college-level thought and appropriate time commitment (e.g., demonstration of revision of work) • Discusses all elements specified in the assignment description • Uses relevant and concrete details and/or examples to support thesis • Explains ideas carefully and completely • Analyzes topic at the appropriate level of rigor, including demonstration of logic 			
<p>Organization</p> <ul style="list-style-type: none"> • Contains a clear thesis • Shows care and consideration in paragraph construction and sequence (e.g., effective introductory paragraph) • Makes connections and uses transitions effectively • Unifies ideas and themes throughout the paper 			
<p>Format</p> <ul style="list-style-type: none"> • Adheres to discipline- and/or instructor-specific conventions for the assignment (proposal, academic abstract, essay, etc.) • Uses in-text and end-of-work citations where required by the assignment • Integrates and synthesizes referenced material meaningfully, coherently, and accurately 			
<p>Grammar/Mechanics</p> <ul style="list-style-type: none"> • Exhibits control of grammar (e.g., use of determiners, subject-verb agreement, and tense) • Exhibits control of sentence mechanics (avoids fused sentences, comma splices and fragments) • Correct punctuation, capitalization and spelling 			
<p>Expression/Style</p> <ul style="list-style-type: none"> • Employs language that is concise and uncluttered, demonstrating fluency • Varies word choices; avoids unnecessary repetition • Uses discipline specific language appropriately 			

TOTAL ASSIGNMENT SCORE	points		
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