

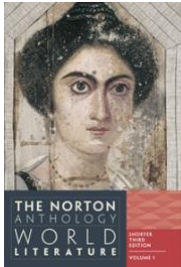
World Literature 1 (ENG 271)  
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- Join the Dual Summer Google Classroom **kmm115h**
- You may access this document and related readings mentioned through the shared Google Docs folder or the specific documents on Google Classroom.
- Join the World Lit REMIND so that you may easily communicate/request info at the code:

**@hk8379**

### Preparing for class:

#### Books required on first day of class:



Norton Anthology of World Literature, Vol. 1  
Shorter 3<sup>rd</sup> Edition, Martin Puchner, General Editor  
ISBN: 978-0-393-91960-8



A Pocket Style Manual (spiral bound)  
by Diana Hacker & Nancy Sommers  
ISBN-13: 978-8925598406  
ISBN-10: 1319057403

### Summer Assignment

**Overview:** This assignment is in several parts. All parts must be completed by the first day of class in order to begin with a common understanding of college world literature. If completing these assignments is beyond your abilities, please seriously consider your academic choices for senior year.

## Part 1. What is college literature?

Directions: Below are excerpts from two blog posts regarding college literature.

Do--- Read both excerpts and review at least one of the web pages under “For further reading.”

Do-- write an extended paragraph of 400-500 words in which you respond to what you have read, including, but not limited to, insights gained. (i.e. What do you think about what you have read? How will it help you? How do you feel about it? Is the writer “off-track”? What ideas about ENG 271/272 does it validate or refute for you? ) While this is a personal response writing, it should indicate appropriately when specific ideas or words elicit your commentary. I do not want a summary of the excerpts or the site. I want your thoughts! 10 points

From “The Forgotten Value of a Literature Course” by Rob Jenkins, Associate Professor of English at Georgia State University Perimeter College

**The study of literature incorporates many other disciplines.** It certainly is valuable to learn about philosophy and religion. But the study of literature *is* the study of philosophy and religion. And politics. And history. And the arts. Not to mention gender, race, class, and a whole host of other topics that are both fascinating and relevant. In that sense, literature is the broadest and most encompassing of the humanities.

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**The foremost value of studying literature lies in the perspective it provides.** Ralph Waldo Emerson referred to books as “the mind of the past.” I often tell my students that, whereas history is a record of what people did, literature is a record of what they were thinking at the time. As we formulate our own world views, it is vitally important to understand what the people who came before us have thought, and how those ideas worked out.

In that sense, literature is always relevant, whether written 10, 50 or 500 years ago. Perhaps the most fascinating thing about studying literature, for me, is learning just how little people have changed, regardless of when or where they lived. That revelation, in turn, gives us a renewed appreciation for our common humanity, not only across cultures but across time.

Jenkins, Rob. “The Forgotten Value of a Literature Course.” *Chronicle Vitae*, The Chronicle of Higher Education, 7 Sept. 2017, [chroniclevitae.com/news/1896-the-forgotten-value-of-a-literature-course](http://chroniclevitae.com/news/1896-the-forgotten-value-of-a-literature-course). Accessed 15 May 2019.

From “Literature Class is not a Reading Class”

By Diana Senechal, professor and author

In literature class...students do the reading at home and come to class to discuss it. The teacher does give presentations, the length and substance of which will vary. Class discussion may focus closely on certain passages or relate different passages to each other and to the whole. Questions may move from simple to complex, and they may also take unexpected directions. For the most part, basic comprehension is assumed; the class discussion *focuses on interpretation* [emphasis added]. Of course there are exceptions; certain texts present

exceptional difficulties and must be read slowly in class. On the whole, though, one assumes that the reading has been done and that the class can now tackle the subtleties of the text.

In a literature class, it is understood that the teacher will offer knowledge and insights. She presents context, background, interpretations that illuminate class discussion (without taking anything away from the students). She poses questions that build on each other and that draw on past discussions. She uses judgment in this regard, weighing the good of presentation against the good of elicitation. The proportion will vary from lesson to lesson, text to text, and course to course.

That's how it works in college courses (in literature, history, and philosophy). You don't spend time reading in class, unless you are focusing on a particular passage. Nor do you expect the professor to refrain from offering knowledge. Some professors choose to talk very little. Others give extended (and brilliant) lectures even in seminar. The different styles provide different angles on the subject. Certain lecture courses and lecture-style seminars are continually oversubscribed because (gasp!) the students value what the professor has to say.

Now, many students in grades K-12 (and even in college) lack the practice of reading for class. They may benefit initially from classes where the main task is to read and write. Yet this is a state of disrepair. In a more robust situation, students (from middle school onward) would be responsible for poring over the reading, on their own, until they understood it. Where, when, and how they did it would be up to them. True, many students don't have a quiet place to study. Yet it isn't that difficult to make quiet places available (in libraries and even in the schools), provided students shut off their devices and actually study.

Poring over the reading! That is one of the most important things a student can learn how to do. I have had English-language-learner students who made drastic progress in a single year, mainly because they had grappled for hours with difficult texts at home. Every day they came to school with more vocabulary, grammar, and grasp of idiomatic and figurative language. This enhanced their speaking in class; they were thoroughly acquainted with the subject of the lesson and could thus join the discussion.

After all, liberal education involves the exchange of ideas. You can't exchange ideas until you have ideas *about* something. To have those ideas about something, you need to have spent time thinking about the subject. To think about it, you must know what it contains. Not all of this can take place during class time—so, for students to exchange ideas in class (in a way that isn't superficial), they must study more on their own.

Senechal, Diana. "Literature Class is not Reading Class." *Take Away the Take Away*, 15 June 2015, [dianasenechal.wordpress.com/2013/08/12/literature-class-is-not-reading-class/](https://dianasenechal.wordpress.com/2013/08/12/literature-class-is-not-reading-class/). Accessed 15 May 2019.

Further reading:

<https://www.chronicle.com/article/Do-You-Assign-Enough-Reading-/237085>

<https://cte.rice.edu/blogarchive/2016/07/11/workload>

## **Part 2. What is "world literature," why is it important, and what challenges does it present?**

**Do --View:** Ted Talk

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story#t-1109874](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-1109874)

**Do --Read** the 3 articles in the class folder on Google Classroom with tag lines related to “world literature” or as posted on Google Classroom.

**Do --Take notes** on concepts in the video and articles as if you are having a quiz on the reading/viewing

**Notes that indicate thoughtful reading/viewing may earn up to 20 points (total, not per article/video)**

### **Part 3: Personal reading of Contemporary World Literature**

Utilizing the magazine World Literature Today <https://www.worldliteraturetoday.org/>

Locate a piece of world literature (essay, poem, fiction & creative nonfiction) that you find particularly intriguing. (Note that you get 5 free views).

Do- create MLA citation for the literature you read

Do- read thoughtfully and record your ideas as you read

Do-prepare an index card of notes for a class discussion about your reading

Do-provide a copy of the text for the instructor/class

Points up to 20, based on your ability to appropriately discuss your selected literature.

FYI: Review these linked items as we will discuss the time periods in-depth as we read the History of Literature

<https://www.ancient.eu/literature/>

<http://www.online-literature.com/periods/>

<http://www.wwnorton.com/college/english/nawol3shorter/section/vol1/overview.aspx>