**Comparative Literature 110: Introduction to Literary Studies**

**Inheriting Tongues: Linguistic Fluidity in Caribbean Literature**

**Fall 2015**

Instructor: Judith Levy

Email: j.t.levy@emory.edu

Class Day/Time: M/W/F 10:00-10:50 am

Room: Callaway Center C101

Section #: CPLT 110 000 (4053)

Office Hours: M/W 11:00 am-12:00 pm in Peet’s coffee shop in Woodruff Library, and by appointment

Course Website: [www.cplt110.judithtlevy.com/](http://www.cplt110.judithtlevy.com/)

**Course Description**

What does it mean to inherit a mother tongue, and what happens to that tongue when a new language is imposed by a colonial power? This course will involve a writing-intensive approach to various Caribbean texts which discuss the ways in which linguistic changes affect identity. We will investigate why language is sometimes associated with parental inheritance, considering how approaches to parental models of language shift within a Caribbean context. Texts will include a variety of literary works and essays from major Caribbean authors such as Jamaica Kincaid, Patrick Chamoiseau, Frantz Fanon, and Derek Walcott.

We will engage in multimodal forms of writing, including brief response blog posts, collaborative assignments, digital media texts, along with peer reviewing and revising assignments. For this course we will be purchasing and administering your own web domain in order to create blog-style portfolio of your work. By engaging in various forms of analysis and writing, you will work to enhance your literacy in digital, literary, and academic fields, allowing you to construct your identities as writers in college and beyond.

**Course Outcomes**

By the end of this course, you should be able to:

* Compose texts in multiple genres, using various modes, considering how the rhetorical situation informs your writing.
* Utilize scholarly inquiry in order to inform your own arguments, using reading to gather the tools used to produce your own arguments and summarize, analyze, synthesize the others’ ideas.
* Build an understanding of writing as a process through recurrent practice, using strategies of research, drafting, revision, editing, and reflection.
* Investigate and analyze literary manifestations of linguistic changes in a (post)colonial context, specifically in regards to the Caribbean.

These outcomes have been adapted for Emory’s Writing Progam and can be found in elaboration at: <http://emoryfyc.org/for-teachers/learning-outcomes/>

**Required Texts and Domain**

* Chamoiseau, Patrick. *Solibo Mangnificent.* New York: Vintage International, 1997. Print.
* You will each be required to purchase a domain through Reclaim hosting for $12 (Found at emorydomains.org).
* All other texts will be found in the Course Reserves through Emory’s library website.

**Grade Breakdown**

30% Blog Journal Submission Assignments (10% each: Rhetorical Analysis, Definition, and Creative Argument)

20% Weekly Reading Response Blog Posts

15% Collaborative Editorial Board Assignments

15% Blog Portfolio Revisions and Reflection

10% Participation

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| 93.00-100 | A |  |
| 90.00-92.99 | A- |  |
| 86.00-89.99 | B+ |  |
| 83.00-85.99 | B |  |
| 80.00-82.99 | B- |  |
| 76.00-79.99 | C+ |  |
| 73.00-75.99 | C |  |
| 70.00-72.99 | C- |  |
| 66.00-69.99 | D+ |  |
| 60.00-65.99 | D |  |
| 0-59.99 | F |  |

A: A clear, well thought response to the assignment. Demonstrates a sophisticated use of writing techniques and rhetorical structures which we have discussed in class.

B: A good response to the assignment. Demonstrates an effective use of writing techniques and rhetorical structures which we have discussed in class; however, there may be minor problems which distract the reader.

C: An average response to the assignment. Demonstrates acceptable use of writing techniques and rhetorical structures which we have discussed in class, but it may have problems in clarity and purpose which distract the reader.

D: A poor response to the assignment. Demonstrates a lack of writing techniques and rhetorical structures which we have discussed in class. There may be significant problems that distract reader, and/or elements of the required assignment which are not properly addressed.

F: A failure to respond to the assignment appropriately.

**Participation**

This class relies heavily on class discussion and group work, so participation will be counted as a large portion of your grade. You will be expected to come prepared, whether that means having completed the assigned readings or having written the assigned drafts or responses. Because I understand that some people are less inclined to speak during class discussion, I will also take other in-class work (such as freewrites) into consideration when calculating your participation grade. I expect everyone to give his or her best effort when it comes to discussion and also remain respectful of others who are contributing to discussion. **This includes coming to class prepared with the assigned drafts and parts of the writing process.**

**Attendance**

With participation as an important factor for your success in this class, attendance will be noted and can affect your grade. You are allowed **three absences** throughout the semester that will **not** negatively affect your grade. After three absences, your final grade will decrease 3% for each subsequent absence. Similarly, significantly late arrivals will be recorded, so three lates will be counted as the equivalence one absence. This policy is solely to encourage your success as an individual and foster growth for the whole class as a community. If you have any emergency situations during the semester that will cause you to have a significant number of absences, please inform me, and we will work out the best solution.

**Assignments**

**Weekly Reading Responses**

One of the best ways to improve your writing is to practice often. Therefore, you will be responding to the out-of-class readings on your blog. You will submit a personal response to the reading, along with a visual element to further your point. Your visual element can be from another source or you can create it yourself; however, if you use someone else’s work, you must cite the source or include a link to the original content. The text must be a minimum of 200 words, and the visual element can be anything from a video, to a photo, or even a meme. For your response, you may choose any of the readings we have done over the week, and you may discuss whichever element of the reading you desire; however, your post must make a clear claim about the reading which is supported by evidence within the text or from external critical material. This will help prepare you for the Online Assignments, Collaborative Journal, and Individual Portfolio. These blog posts will be due each **Wednesday,two hours before class begins.**

**Online Journals: Collaborative and Individual**

While you complete each assignment, we will be composing a blinded, peer-reviewed journal together as a class. A peer-reviewed journal is one which professionals in the same field as the journal decide which materials correlate with the journal’s purpose in a scholarly fashion in order to choose which submissions will be published. For each of your individual assignments, I will give you a traditional grade with feedback for each assignment; however after you have received this feedback you’ll be resubmitting your assignments to be blind-reviewed by your classmates to consider which ones will be posted on the courses **collaborative journal**. Before submitting your assignments to be peer reviewed, you will have the chance to revise your earlier assignments in a way that strengthens their individual claims. After assignments have been chosen for publication on the collaborative blog-style journal, you will work collaboratively to form the conception behind the blog, composing additional pages for the blog which inform the audience of its overall purpose. Using the knowledge you have gained from the collaborative journal, you’ll become the designer of your own domain, using each of your individual, revised assignments and your weekly reading responses to create an **individual portfolio**.

**Rhetorical Analysis (3-5 pages, typed and printed):**

In this essay, you will be analyzing the claim of one text (either literary or critical) which we have encountered in class or a text which I have approved during office hours. Using the interpretation tools and rhetorical devices we have been discussing in class, your paper will interrogate whether and how the text achieves its purpose.

**Definition (with a minimum of 1000 words and at least 1 visual element):**

Ideas form into concepts that can take on a generalized meaning, but can be defined more clearly within specific contexts using explanation and evidence. Using any concept or idea which we have seen in course readings, you will explain what the particular concept entails with the support of at least one text which we’ve read in class and at least one text which you find on your own.

**Proposal and Creative Argument (multimodal; with particulars to be determined by a 250 word proposal and individual conferences):**

Using texts we have encountered in class, this assignment will consider a debatable topic, consider the viewpoints and conversations surrounding that topic, take a stance, and support it with evidence. If you use any sources from your rhetorical analysis, you may utilize key points from this assignment in order to add to any of the specific evidence used to prove your point. Furthermore, your argument could address an issue raised by analyzing a concept which you may have discussed in your definition assignment; therefore, key points from this assignment may also be used. Please note that if you utilize key points from previous assignments, they must be clearly adjusted in order to fit the scope of this specific argument. This assignment will be multimodal, so you can decide what form you would like the assignment to take, granted that it can be uploaded to your blog. For this assignment you must first submit a **250 word proposal** which explains your plan for writing, what medium your assignment will be in, and how this will support your overall claim. Your proposal will be discussed and approved during individual conferences.

**Collaborative Journal:**

In groups of four to five, you will write one page for the blog which informs audience of its overall purpose and process of production (such as the “About” page and the “Call for Submissions”). These pages will work from the overall blog conception which we have created with the class as a whole.

**Individual Portfolio and Reflection:**

After any revisions your individual assignments have undergone before being peer-reviewed for the collaborative journal, you will them in a way that reflects your personal interests within literary studies or within your field of study. Your blog will become a portfolio of these assignments, along with your choice of visual elements and extra information that support your overall purpose. Remember that your first assignment will be completely text based, so it’s important to consider how it will best be translated to align with the conception of your blog. One example of beneficial additional information is a link (or links) that allow your readers to access the “text” you analyzed in your rhetorical analysis. Overall, your portfolio will be graded based on its ability to communicate cohesive, clear overall purpose using various modes, along with a reflection paper that explains your writing process and aims. **The reflection will be a** **1-2 page paper discussing your blog’s conception and the revisions which were made in order to align with your blog’s overall purpose. This reflection should exhibit your understanding of rhetorical composition, critical thinking and reading resulting in writing, writing as a process, and literary studies (particularly in regards to Caribbean literature).**

**Writing Center**

The Writing Center is an incredible resource, where fellow students give helpful feedback on your writing process. They can help you through any part of the writing process, so you may visit the Writing Center at any stage of writing (even if you just want to talk about your topic and see if it makes sense). You are able to go as frequently as you want (they allow one appointment per week, and one walk-in per day), so feel free to get extra assistance if you enjoy going to the Writing Center. Please take note that the Writing Center tutors will not simply “proofread” your papers; they are there to help you through the writing process, which means that you will be doing the work, they will just be giving you feedback and helpful advice along the way.

Website (General Information): <http://www.writingcenter.emory.edu/>

Appointment System Website: <https://emory.mywconline.com/>

Phone: 404-727-6451

Location: 212 Callaway North

**Conferences**

Conferences are a beneficial time where you can receive direct feedback from me on your assignments. We will hold one week of conferences for your argumentative post and for your blog-style portfolio. For conferences, you will sign up for a specific time, and you will only have to show up at my office for that time the entire week. **However, if you do not show up for your scheduled conference, you will be considered absent for the entire week.**

**Web Domain**

For this course, you will use a variety of digital tools to compose your own website. No experience with web design is necessary for this work. Please be aware that your work will be published to the web and available for audiences beyond the class and university. Because of the public nature of your work, please consider your essay topics with care, and only write on material which you are comfortable sharing with others.

**Contact**

Generally, the best way to contact me is through email. I will respond quickly, within approximately 24 hours, except for weekends and holidays. Please be considerate of your email format, including relevant subject headings and clear communication. I will also occasionally send course information through email, so you are responsible for checking your own email regularly to receive such notifications.

**Late Work**

All essays and assignments must be turned in at the beginning of class on the days that they are due. Late work for online responses will not be accepted; however, late essays will be accepted with a 10 percent deduction for each day that it is late. This class is extremely fast paced, so falling behind on essays will affect you negatively in the long run. Also, if you turn in a late essay, I cannot guarantee that it will receive as much feedback compared to if it were turned in on time.

**Classroom Etiquette and Electronic Devices**

Please be respectful of your other classmates by engaging in discussion in a kindly fashion. I expect you to not be disruptive of other students speaking. Cell phones are not allowed, and the use of phones can result in deductions from your participation grade. Eating and drinking are allowed, so long as you clean up your mess and you are not causing any distractions. I would like to create a classroom community that is fun and engaging while maintaining respect and understanding of others.

Because we will be doing various sorts of digital, multimodal writing, **I encourage the use of laptops**; however, the use of laptops is only allowed for course-related activities, and participation will be deducted if it is utilized for purposes not related to class.

**Tutoring for Multilingual Students**

If English is not your first language and you are struggling with course materials, you may benefit from working with an ESL instructor. ESL instructors are undergraduate students who will help you develop your English language skills. They can meet with you to simply practice talking, or even to discuss specific assignments.

Visit the website of the Office for Undergraduate Education (http://college.emory.edu/oue/) and select "Student Support" and then "ESL Program" to schedule an appointment, read the tutoring policies, and view the offerings of the ESL Program (direct link to ESL Tutoring: http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html). If you do not have a scheduled appointment, you may want to meet with a drop-in tutor in the ESL Lab, Callaway S108. Here, you may have less time with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, visit the website or contact Levin Arnsperger at [larnspe@emory.edu](mailto:larnspe@emory.edu)

**Emory Counseling Services**

If you’re stressed or dealing with difficult challenges in your personal life, free and confidential counseling services and support are available from the Emory Counseling Center. Call (404) 727-7450 or visit <http://studenthealth.emory.edu/cs/> .

**Special Needs**

In order to foster a comfortable and productive classroom environment, I am happy to assist any special needs which you may have. Please register with Access, Disability Services, and Resources (ADSR) (<http://www.ods.emory.edu/index.html>) and present the Accommodation Letter from ADSR to me during the first week of classes, or once the letter is attained.

**Plagiarism**

Academic communities can only be successful through the means of critical thinking and honesty. Plagiarism violates this academic integrity, and it will not be tolerated. Do not submit the work of others, turn in work that you have already turned in for another class, or neglect to acknowledge any sources you use in essays or other assignments. Engaging in plagiarism can result in you receiving an “F” on the assignment, an “F” in the entire course, and can potentially result in dismissal from the university. Please go to <http://catalog.college.emory.edu/academic/policy/honor_code.html> to review Emory’s Honor Code involving plagiarism.

**Tenative Course Outline**

**Linguistic Disruptions: Conquest and Colonialism**

**Week 1**

Wed. 8/26: Introduction to the Course; Domain of One’s Own

Fri. 8/28: Entering the Conversation: Charles Bressler, “Defining Criticism, Theory, and Literature” and Derek Walcott, “A Far Cry from Africa”

**Week 2**

Mon. 8/31: Fluidity; Discuss Blog Posting

Reading: Derek Walcott, “The Sea is History”

**Due: Email me your (sub)domain name.**

Wed. 9/2: The Middle Passage; Language Communities

Reading: Edouard Glissant, “The Open Boat”

**Due: Reading Response**

Fri. 9/4: Rhetorical Situation**;** Purpose

Reading: Edouard Glissant, “Exantry, Exile”

**Assign Rhetorical Analysis**

**[Linguistic Inheritance] and its Discontents**

**Week 3**

Mon. 9/7: **Labor Day; Class does not meet.**

Wed. 9/9: Rhetorical Devices

Reading: Frantz Fanon, “Introduction”

**Due: Reading Response**

Fri. 9/11: Logical Fallacies; Introductions and Conclusions

Reading: Frantz Fanon, “The Black Man and Language”

**Week 4**

Mon. 9/14: Paragraph Structure; Evidence/Analysis

Reading: Bressler, “Psychoanalysis”

Wed. 9/16: Development and Organization

Reading: M NourbeSe Philip “Discourse on the Logic of Language”

**Due: Reading Response**

**One page outline or one page written of your rhetorical analysis**

Fri. 9/18: **Peer Review Rhetorical Analysis**

**Due: 2 copies of a rough draft that is at least two full pages long**

**Week 5**

Mon. 9/21: Revision Techniques

Reading: Sample Student Essay

Wed. 9/23: **Revision day; class does not meet.**

**Due: Reading Response**

Fri. 9/25: **Rhetorical Analysis Due**

**Assign Definition Essay**

**Week 6**

Mon. 9/28: Defining Concepts

Reading: Reading: Charles Bressler, “Deconstruction and Poststructuralism”

Wed. 9/30: Applying Critical Theory; Using Outside Sources

Reading: Charles Bressler, “Feminist Theory”; Audre Lorde, The Transformation of Silence into Language and Action”

**Due: Reading Response**

Fri. 10/2: Oral v Written Language

Reading: Patrick Chamoiseau, *Solibo Magnificent,* p.1-30

**Linguistic Fluidity and Creolization**

**Week 7**

Mon. 10/5. Fatherhood and Language

Reading: *Solibo Magnificent,* p. 30-52

Wed. 10/7: Style and Tone

Reading: *Solibo Magnificent*, p. 53-73

**Due: Reading Response**

Fri. 10/9: Evidence and Analysis

Reading: *Solibo Magnificent,* p. 74-90

**Week 8**

Mon. 10/12: **Fall Break; Class does not meet.**

Wed. 10/14: Narrative Structures and Polyphony

Reading: *Solibo Magnificent,* p. 91-110

**Due: Reading Response**

Fri. 10/16: Counterarguments; Sample Student Writing

Reading: *Solibo Magnificent,* p. 111-128

**Week 9**

Conferences

Come prepared with your thesis and either an outline or 500 words written of your definition assignment

Finish *Solibo Magnificent*, p. 128-172

**Week 10**

Mon. 10/26: Discuss end of *Solibo Magnificent*

Reading: Finish *Solibo Magnificent*

Wed. 10/28: **Peer Review Definition Assignment**

**Due: Rough Draft Blog Post of Assignment; 700 words minimum**

Fri. 10/30: **Assign Creative Argument**

**Week 11**

Mon. 11/2 Library Visit

**Due: Definition Assignment; Email me the link by the time class begins.**

Wed. 11/4: Mobilizing Literature

Reading: Gilles Deleuze and Felix Guattari, “What is a Minor Literature?”

**Due: Reading Response**

Fri. 11/6: Changing Mediums

Reading: Jamaica Kincaid, “My Mother” and “At the Bottom of the River”

**The Global Caribbean: Literary and Disciplinary Fluidity**

**Week 12**

Mon. 11/9: Multimodal Argumentation

Reading: TBA

Wed. 11/11 Continue Multimodal Argumentation

Fri. 11/13 Peer Reviewing Groups

Reading: Student Assignments (Batch 2)

**Week 13**

Mon. 11/16: Interdisciplinary Writing

Reading: Explore blog “Repeating Islands” (<http://repeatingislands.com/>) and gather an understanding of its purpose, audience, structure, and functionability.

Wed. 11/18: Peer Reviewing Groups

Reading: Student Assignments (Batch 2)

**Due 250 Word Proposal**

Fri. 11/20: Conferences (Only on Friday 11/20 and Monday 11/23)

Come ready to discuss your proposal and ask any additional questions.

**Week 14**

Conferences (Only on Friday 11/20 and Monday 11/23; Wednesday and Friday are Thanksgiving Break)

Come ready to discuss your proposal and ask any additional questions.

Consider ideas for the class blog’s conception.

**Week 15**

Mon. 11/30: Main Blog Conception; Collaborative Writing Assignments

Wed. 12/2: Continue Collaborative Writing Assignments

Fri. 12/4: Workshop Creative Argument Assignment

**Due: Collaborative Writing Assignment; Rough Draft of Creative Argument**

**Week 16: Creative argument due Monday, December 14 by 5:00 pm (email me the link); written portfolio reflection due at the same time, as an attachment in the same email.**