Dr. Mindie Dieu  
Location: Language and Literature 407  
Office Hours: 10-11 a.m. M, T, W and by appointment  
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Meets M, T, W, and F from 12-1 p.m. in Farrell 201

**Texts**
Other Materials: Creativity, Writing Notebook, Favorite Writing Implement

**Course Content**
This is an introductory course in multicultural American literature.  
The context for our literary study is an understanding of the multicultural nature of America society from the time of the native peoples to the ever-growing diversity in our time.

**Course Objectives**
To learn about multicultural America through the literary and cultural expressions that are part and parcel of American history and society.

**Outcomes**
Demonstrate knowledge of literary works that are expressive of the multifaceted American cultures and experiences especially of minority groups.  
Develop understanding of the historical and cultural contexts that gave rise to the minority traditions of American literature.  
Identify and write about the literary features and concepts in those traditions.  
Identify and write about the ideological differences in as well as the thematic commonalities and connections among the various constituents of American literature and culture.
Grading Policy
Essay on a global cultural topic or on a campus event .......20%
Class Participation/Quizzes ......................................20%
Interpretive Papers (3 @ 900-1,000 words each).................................30%
Group Presentation ........................................... 10%
Final Paper ......................15%
Final Exam..................5%

Grading Scale
90-100 = A
80-89 = B
70-79 = C
60-69 = D
50- below = F

Expectations
A sophomore level English class carries certain expectations regarding your ability and willingness to read, write and participate thoughtfully. This is particularly important in a class which meets four days per week. We will have readings and writings both daily and weekly. You will be expected to do homework and come to class on time, prepared to discuss the daily readings and to write clearly, using MLA format. There is also an expectation of tolerance, consideration and openness. As the content is often uncomfortable or controversial, it is important that we respect opinions and speak our truth with kindness. Those who are disrespectful will be asked to leave.

Attendance Policy
I expect you to be in class every day. It is important not only for your own education, but for the benefit of those around you that each person comes to class prepared and on time. You may miss three class periods and I will not question you. However, regardless of the reason, your 4th absence will lower your grade in the class. For example, if you had an “A”, you would then be assigned a “B”. Your 5th absence will earn you an “F” in the course. If you miss a class period, please see your fellow students for notes. Make friends; take phone numbers. Ask someone to make an audio recording. Read the schedule. Use my office hours or make an appointment. Be prepared for next time. Please do not send me an email ten minutes before the next class asking if you missed anything.

Late Papers
Assignments are due by the start of the class period. If you are finalizing your paper moments before class, it is better to attend class than finish during class. Therefore, as long as you come to class on time, explain your situation, and submit your paper to the English department secretary on the due date by 4 pm, I’ll accept the paper. I may revoke this privilege if you abuse it. Make sure to get a date stamp from the secretary. You have one class period after the
deadline to submit a paper for a late penalty of 10%. **No papers are accepted after that.** Special Note: The grade you get on the final draft of your paper is your grade. There is no “revise and resubmit” option. I require your best work on the date that it is due.

**ADA Statement**
If you have a disability and wish to set up academic adjustments in this class, give me a copy of your “Confirmation of Eligibility for Academic Adjustments” as soon as possible so we can discuss how to implement the approved adjustments. If you do not have this form, contact the Disability Support Services Office, Bouillon 205 or dss@cwu.edu or 963-2171. Additionally, if you have low vision or hearing or need other accommodation for learning styles, I am happy to oblige requests.

**Plagiarism**
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero. Regardless of your awareness of the problem, plagiarism is still plagiarism, and an answer of “I did not know” will not suffice. Always cite your sources, even if you think you might be citing incorrectly. I would rather have a good attempt than a plagiarist. Plagiarism usually results from a) Unintentional ignorance, b) Desperation, or c) Laziness. If I perceive intentional plagiarism in student work, I will charge that student with such through Academic Affairs.

**Explanation of Assigned Work**
Essay on Global Cultural Topic or Campus Event (Due Week 8): You will select an event on campus and attend. After doing so and taking a flyer or program home with you to attach to your essay, you will use **MLA format** to give a summary of the event, some background and history and a rationale of why this event occurred. You may interview any people directly involved with the event and quote them in your paper. For example, if you go to an event sponsored by the Center for Diversity and Social Justice (which is highly encouraged), you may talk to either the performers, actors, or speakers and/or the organizers in the office. You will also use a **credible** outside source or two (think CWU Library) to help you understand the culture and actions behind this event. All information must be properly attributed so as to avoid plagiarism. You will then give a short evaluative commentary, relating this event to the class, literature, or multiculturalism. Three pages minimum, 4 maximum. The works cited page does not count.
Class Participation/Quizzes: You will have many, many opportunities to demonstrate class participation. We will often discuss literature in large and small groups so that everyone has time to voice their opinions. In small group discussions, do not stray too far from the topic at hand. I’m glad the Wildcats are having a winning season and that The Walking Dead is coming back in February, but class time is not the time or place for those discussions. However, if you were to relate a certain popular song to what we’ve read for that day, this is permissible. It’s a fine line. Do know that I am listening to conversations and will do so for the duration of the
quarter. Quizzes will be random and will merely check to see that you have done your reading. There will be multiple ones and they will be unannounced. Do your reading.

Interpretive Papers: An interpretive response is a brief essay which asks you to give an interpretation of one or more assigned readings. You will use MLA format, at least two direct quotes with in-text citations, and at least two paraphrases with correct citations. Usually, this involves taking a position on an aspect of the literature and discussing why you feel that way.

Group Presentations: You will be assigned to a group to give a presentation on an author from the literary canon. The author can be American, though I heavily encourage you to investigate the greater world of literature. I will have lots of suggestions for you, but ultimately the choice is yours. I will give you a basic lesson plan and give you class time in the library with me to do research, come up with your multi-media presentation, and work on your handouts and practice.

Final Paper: Your final paper will be a literary analysis. You will take a position relative to a character, a theme, a motif, a plot or subplot line, or the relationship (or comparison) of two characters in “Waiting for the Barbarians”. You will form a coherent thesis and use textual examples to support that thesis.

Final Exam: Will be given in class. There will be no exceptions.
My Imaginative Title Goes Here

I always indent the first line of a paragraph and remember that first person is only allowed if the professor specifically says so. I also put in my name, then my professor’s name and the class, then the date. It should be close to the due date. Notice that the title of my awesome paper is imaginative and that each word in the title is capitalized. My professor loves a great title—it makes her want to read more. However, the title isn’t ever in bold, italics or underlined. It’s just what it is.

Another thing that I do is make sure that the pages are numbered in the upper right corner of the page, with my last name before that. I only ever use twelve point font and Times New Roman type, along with double spacing to allow my teacher to easily read what I’m writing. My margins are all set to one inch. All of these things are in MLA format. MLA stands for Modern Language Association, and it’s what English teachers and students use as the most convenient format for essays.

If I were a great student, I’d download this particular document from the blackboard site where she keeps it just for me. It is set up correctly, and all I have to do is copy and paste my information into it. In this way, I can easily get the format points on the essay. Now that’s good thinking!