

**ENG 270: Individual Novel****Spring 2021****Prof. Nadeen Kharputly****TWR 1:30-4:30 (Tues & Thurs in-person @ Village Pavilion & Wed on Zoom)***This set-up is subject to change depending on the circumstances.***Course description**

An intensive study of a single novel of significant length and global reputation. Students will undertake an in-depth study of the text and its relevant social, political, cultural, and theoretical contexts. The primary goal of this class is to appreciate the many aspects of novel reading in the contemporary era, particularly with regard to relevant social issues, issues of representation, artistic license, and the publishing industry.

**The novel for Spring 2021 is Haruki Murakami's *The Wind-Up Bird Chronicle* (1994-5).****Reading expectations**

Given that the chosen novel is of a significant length (600 pages), students will count on reading ~150 pages of the primary text per week and potentially several secondary texts per week (including news articles, short essays, or excerpts from literary theory) to provide historical, social, and theoretical context to the novel. For more on this, scroll down to the **Schedule** portion of the syllabus below.

**Office hours**

Wednesdays after class and by appointment (all via Zoom).

**Objectives and learning outcomes**

- Students majoring in English will learn how to
  - write clear, persuasive analytical essays driven by arguments about texts;
  - read closely, recognizing subtle and complex differences in language use;
  - seek out further knowledge about literary works, authors, and/or contexts, and document research appropriately, adhering to the highest standards of intellectual honesty;
  - derive pleasure and edification from a broad range of texts;

**Course requirements - see Canvas for specific instructions**

- 6 analytical and reflective journal posts (minimum 250 words x 6 = 1500 words total)
- 1 final essay (2000 words minimum)
- Attendance and participation (incl. collaborative note-taking)

**Grading policy**

Rather than using a traditional grade breakdown (where each component of the class is worth a certain percentage of the overall grade), I'm relying on the following guidelines in order to provide more flexibility for you during these extraordinary circumstances.

An A will be given to students who demonstrate the following:

- Meet the requirements for all assignments in this class. Basically, show me that you have a) understood the purpose of each assignment and major component of this class b) completed the assignments in a timely manner, in good faith, and with your best efforts, c) with careful attention to the particular requirements of each assignment and to the key concepts and specific examples we cover in class.

- Demonstrate a significant improvement in your progress over time with the end result of producing high quality analysis, writing, and engagement & participation.
- Demonstrate regular, thoughtful engagement with the material and with our class community - this means contributing meaningfully to our conversations and community in person, on Zoom, and on Canvas/other online tools, making specific and knowledgeable references to our class material in your writing and discussion. If you are struggling to participate in class, communicate with me early and regularly in order to draw up and commit to a plan for improvement.
- Treat our class space with seriousness and respect by demonstrating a conscientious and appreciative approach towards our subject matter, our materials (including assignments), and most importantly, your classmates and professor.

Meet most of these requirements and you'll get a B, do the bare minimum and you'll get a C, and so on. Serious breaches of trust, respect, and community will result in a failing grade.

### **Class policies**

While this syllabus lays out everything you need to know for this class, please understand that our present circumstances demand a certain level of flexibility. If any changes to the class arise, I will let know you ASAP. This policy applies to you as well: there are certain expectations that you need to meet for this class, but your situation may require flexibility from me. Therefore please maintain communication with me should any changes or emergencies arise in your situation and we can work together to address them. Please check your W&L e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours or longer over the weekend.

### **For in-person classes (please also see COVID guidelines at the end of this syllabus)**

Our in-person meetings will be accessible to remote students via Zoom and other resources, including a buddy system and online annotation software (see details on Canvas). We will be working together to ensure that our learning environment is as inclusive, collaborative, energizing, and safe as possible. **If you are sick, please stay at home and join us remotely if you are well enough to do so.**

### **For Zoom classes**

Please develop a setup that works best for you for our meetings: you can use virtual backgrounds or turn off your camera should the need arise (please check in with me in advance). Whether your camera is on or off, I expect you to stay engaged and be ready to respond to any question I pose to the class. Do stay on mute until it is your turn to speak in order to minimize background noise. Keep distracting objects (such as phones) out of sight in order to minimize distractions. Pet sightings are highly encouraged. E-mail me a photograph of your pet (or a random animal if you don't have one) and I will know that you've read at least the first two pages of this syllabus carefully.

### **Accommodations**

Students requesting accommodation will need to provide appropriate documentation of: (1) a disability, which is a physical or mental impairment that substantially limits one or more major life activities; and (2) a need for accommodation, by virtue of the specific functional limitations of the disability, to have equal access to educational opportunities. It is the responsibility of a student with a physical or mental disability who may require any type of accommodation to make the accommodation request in a timely manner. In order to ensure sufficient time for the eligibility and accommodation decision process and to make arrangements for appropriate accommodations, a student should contact the Title IX Coordinator and Director of Disability Resources, Elrod Commons 212, Washington and Lee University, Lexington, Virginia 24450, (540) 458-4055 and submit the documents required for consideration of disability

accommodations during the first month of the fall or winter academic terms. Requests submitted after the first month of either of those academic terms, or requests submitted with incomplete documentation (including insufficient testing data), could result in a delay of consideration and action on the request until the the following academic term. The student will need to complete a "Request for Accommodation of Disability" form, obtain a copy of the most recent medical or cognitive testing documentation, and schedule an interview with the designated administrator.

### **Honor system and plagiarism**

Students will be held to the standards of the W&L **Honor System**. The inclusion of your name on all assignments indicates that you have understood and abided by the pledge, whether you write the pledge or not.

Plagiarism is a serious offense. It is imperative that you review the university's statement on plagiarism before turning in any assignments: <https://libguides.wlu.edu/plagiarism> and <https://www.wlu.edu/writing-program/citation-documentation-and-plagiarism>

Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the language and/or ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware. You may find this plagiarism test useful: <https://www.indiana.edu/~istd/test.html>. Another test you can take is e-mailing me a second photograph of your pets (or a random animal) (so two photographs total) so I'll know you've read most of this syllabus carefully.

### **Writing Center and Writing Program resources**

The **Writing Center on campus** is not a tool for remedial purposes, but a crucial resource for writers across every skill and background. Good writing relies on feedback from other perspectives; I encourage you to visit the Center frequently in order to solicit feedback and improve your writing.

**The Writing Center will be operating entirely online due to the pandemic.** <https://www.wlu.edu/writing-program/writing-center>

The **Writing Program website** (<http://www.wlu.edu/writing-program>) offers a good list of resources for your essays. Use right hand side menu/tabs for:

- **Resources:** <https://www.wlu.edu/writing-program/resources>  
Specific Types of Writing: <https://www.wlu.edu/writing-program/specific-types-of-writing>
- Writing in Different Disciplines: <https://www.wlu.edu/writing-program/writing-in-different-disciplines>
- International Students: <https://www.wlu.edu/writing-program/international-students>

### **Schedule**

*The Wind-Up Bird Chronicle* is a long but gripping novel; that said, you could theoretically finish it in a couple of days or you can take your time and spread it out over the four weeks, though be mindful that you do not fall behind. Plan to read around **1/4 of the novel per week** in order to stay on track.

I have provided secondary resources for you on Canvas, organized around four major themes: a) the text b) the author b) the reader b) the world. These are mostly optional but highly

recommended: they are there to guide your reading. **I may ask you to read some of these resources to help contextualize some of our discussions.** They will not be lengthy or laborious and you will be informed ahead of time.

**Week 1:** We will discuss the first quarter of the novel (**up to page 172/end of Book 1**) and consider the following issues: why we read novels, how novels reflect and challenge human experiences, whether novels elicit empathy.

**Week 2:** Discuss second quarter of the novel (**up to page 338/end of Book 2**) and consider the following issues: the social, political, cultural, and national context of the chosen novel, role of novels in nation-building and/or imperialism and colonization.

**Week 3:** Discuss third quarter of the novel (**up to page 480/chapter 20 of Book 3**) and consider following issues: reader responses to the novel, relationship between reader and author, politics and ethics of representation.

**Week 4:** Discuss last quarter of the novel (**p481-end**) and consider following issues: who gets published and why? the politics of the literary and publishing industry, canonization, translation, and the circulation of world literature.

## STUDENT HEALTH AND CLASSROOM EXPECTATIONS

Our collective responsibility as a University community in the face of COVID-19 applies equally to students, faculty, staff and members of the Lexington and Rockbridge County community. Specifically, our responsibilities with respect to classroom behavior are as follows:

- Before coming to campus each day, you must complete the daily health attestation (<https://attest.wlu.edu>) to affirm that you are not exhibiting symptoms and have not recently been in contact with anyone suspected of having COVID-19. Refusal to do so will lead to a request to depart campus immediately.
- Masks (or face shields where approved) must be worn over your mouth and nose in the classroom at all times. You will be asked to leave the building if you do not comply.
- You also will be required to maintain physical distancing of at least six feet from others.
- You will be asked to wipe down tables, chairs, and desks that you use before you depart your classrooms.
- DO NOT attend class or other in-person course meetings if you are sick. Anyone with new onset symptoms of COVID-19 and/or recent close contact with COVID-19 should stay in their residence hall room or apartment. Seek medical advice.
- Students placed in isolation due to illness or quarantine because of possible exposure should be cleared by a health official before returning to class. It is the responsibility of the student to communicate with faculty about how they can keep up with their studies and make up missed work.
- Personal travel should be limited, where possible, to the State of Virginia. In all circumstances, the University reserves the right to require a 14-day self-quarantine requirement upon your return.

Recall that behavior outside of the classroom, such as travel and social gatherings, has an effect on everyone in the community. You are expected to follow the guidelines in the full Statement of Community Expectations.