

### COURSE EXPECTATIONS FOR WORLD LITERATURE:

1. REFLECTION ON THE VALUES AND CHOICES OF DIFFERENT PEOPLE AND GROUPS LIVING IN DIFFERENT SOCIAL AND HISTORICAL CONTEXTS
2. DEVELOPMENT OF KNOWLEDGE OF, AND EMPATHY FOR, DIVERSE, INTERSECTIONAL, GLOBAL COMMUNITIES
3. DEVELOPMENT OF ANALYTICAL AND ARGUMENTATIVE SKILLS SO AS TO COMMUNICATE OPINIONS ABOUT HUMAN EXPRESSIVE WORKS TO OTHERS

# World Literature

## GLOBAL LITERATURE AND CULTURE

WE ARE IN PERSON STARTING  
1 FEBRUARY IN BURDINE 106!

ALL SUBMITTED ASSIGNMENTS WILL BE  
EVALUATED USING A POINT SYSTEM, WEIGHTED  
BASED ON THE **LITERARY ANALYSIS DIAGNOSTIC**.

(LAD)



THE **LAD** IS A TECHNIQUE FOR  
CLOSE READING AND FOR  
CREATING SHORT IMPACTFUL  
ASSIGNMENTS.

ALL ASSIGNMENTS FOR THIS  
CLASS USE HUMAN EXPRESSIVE  
TEXTS WHICH ARE **FICTIONAL** AND  
IMAGINATIVE.

THE FORMAT FOR ALL ASSIGNMENTS MIRRORS THE WRITING AND PRESENTATION SKILLS THAT HELP US TO SUCCEED IN OUR PROFESSIONAL LIVES:

1. SHORT PROSE TEXTS (100 WORDS): EXECUTIVE SUMMARIES THAT ANALYZE DATA TO HELP OTHERS UNDERSTAND OUR OPINIONS (BIWEEKLY TRAVELOGUE)
2. LONGER TEXTS (800 WORDS): REPORTS THAT EXPLORE A PARTICULAR ISSUE MORE DEEPLY (2 ESSAYS)
3. SHORT VIDEOS IN WHICH WE PRESENT OURSELVES AND EXPLAIN CONTENT (VIDEO PROJECT)

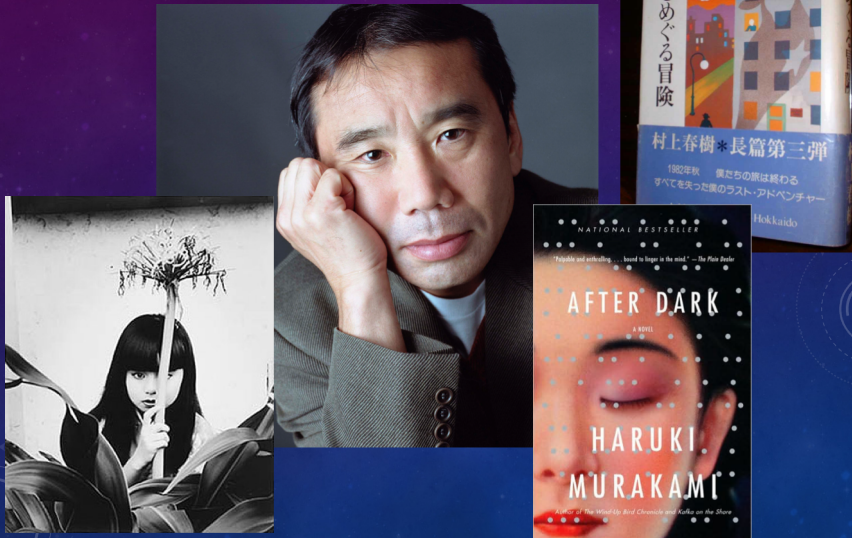
THE LAD:

THIS EXERCISE IS INTENDED TO INTRODUCE YOU TO THE FIVE CRITERIA WHICH WILL BE THE BASIS FOR EVALUATING YOUR WRITTEN AND VIDEO WORK THIS SEMESTER. IT IS BASED ON A 10-POINT SCALE. IT GOES THROUGH THE PRE-WRITING STEPS WHICH WILL HELP IN COMPOSING A FINAL ASSIGNMENT.

Please read the short text on the next slide [and the paragraph of background or contextual information that accompanies it]. After you have examined the text closely, develop responses to each of the 5 prompts. The prompts lead you through five sequential steps of close reading, asking you to **paraphrase**, then to **observe**, then to **contextualize**, then to **analyze**, and finally to **argue** a claim or thesis about the text. This process comes **before** you start to write/record your assignment



## HARUKI MURAKAMI (村上春樹)

HARUKI MURAKAMI, *AFTER DARK* (アフターダーク, *AFUTĀ DĀKU*, JAPAN, 2004)

*"Eyes mark the shape of the city."*

*Through the eyes of a high-flying night bird, we take in the scene from midair. In our broad sweep, the city looks like a single gigantic creature — or more like a single collective entity created by many intertwining organisms. Countless arteries stretch to the ends of its elusive body, circulating a continuous supply of fresh blood cells, sending out new data and collecting the old, sending out new consumables and collecting the old, sending out new contradictions and collecting the old. To the rhythm of its pulsing, all parts of the body flicker and flare up and squirm.*

*Midnight is approaching, and while the peak of activity has passed, the *basal metabolism*<sup>1</sup> that maintains life continues undiminished, producing the *basso continuo*<sup>2</sup> of the city's moan, a monotonous sound that neither rises nor falls but is pregnant with foreboding."*

## TOKYO AT NIGHT



## NIGHT FLIGHT OVER TOKYO





## BEFORE YOU WRITE ANYTHING!

EVERYTHING WE ARE COVERING TODAY IS  
PREWRITING

AFTER THIS PROCESS, WHEN YOU ARE READY TO  
WRITE/RECORD, YOU WILL INTEGRATE THE RESULTS  
OF THESE 5 STEPS  
INTO YOUR  
FINAL ASSIGNMENT.



**PARAPHRASE:** IN YOUR OWN WORDS, GIVE AS ACCURATE AND COMPLETE A SUMMARY AS YOU CAN OF THE *FACTUAL* CONTENT OF THE TEXT: WHAT SITUATION IT LITERALLY DESCRIBES, WHAT CONCRETE ACTION OR ACTIONS (IF ANY) TAKE PLACE IN THAT SITUATION, AND WHO OR WHAT PERFORMS THESE ACTIONS. RESPOND TO THIS PROMPT IN TWO OR THREE SENTENCES.

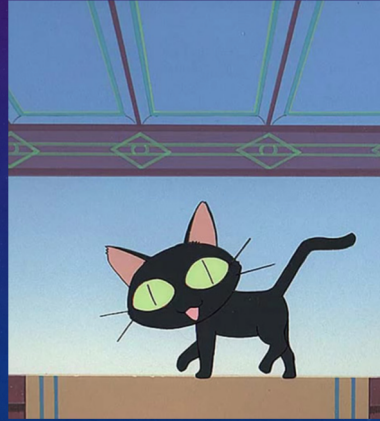
(2 POINTS)

Someone is scanning a city. A large bird looks down on the city, and it looks like the moving organs inside of a living creature. It is midnight and the city is getting quiet. The quiet feels ominous.



**OBSERVE:** IDENTIFY 3-4 FEATURES OR QUALITIES OF THE TEXT'S LANGUAGE THAT CATCH YOUR ATTENTION AND THAT YOU THINK MAY BE IMPORTANT TO UNDERSTANDING WHAT THE TEXT MEANS. THINK ABOUT WHAT "IS POTENTIALLY SIGNIFICANT." YOUR LIST MAY INCLUDE DESCRIPTIVE DETAILS, STRUCTURAL AND STYLISTIC PATTERNS, ARRANGEMENTS OF WORDS, CHANGES IN VOCABULARY, RHYTHM, TONE, IMAGES, METAPHORS, SOUNDS, IDEAS, ETC. BE AS SPECIFIC AS POSSIBLE  
(2 POINTS)

Word Cloud Time!!!



**CONTEXTUALIZE:** [DRAWING ON THE INFORMATION ON THE NEXT SLIDES], IDENTIFY AND LIST 2 DIFFERENT FACTS ABOUT THE SOCIAL, HISTORICAL, LITERARY HISTORICAL, AND/OR BIOGRAPHICAL CONTEXT OR CIRCUMSTANCES THAT YOU THINK MAY BE IMPORTANT TO UNDERSTANDING WHAT THE TEXT MEANS. THINK ABOUT WHAT "IS POTENTIALLY SIGNIFICANT."  
(1 POINT)





Murakami's contemporary novel tracks a series of encounters experienced by two sisters, a sleeping fashion model and a student. It is set in downtown Tokyo during the spooky hours between midnight and dawn. Murakami is known for his humor, psychological insight, and his blurring of the lines between logic and imagination. This is the opening paragraph.



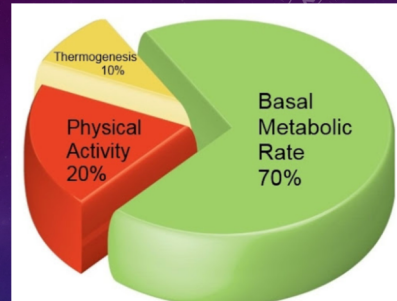
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<sup>1</sup> [BASAL METABOLISM]  
THE MINIMAL AMOUNT OF  
ENERGY NECESSARY TO  
MAINTAIN RESPIRATION,  
CIRCULATION, AND OTHER  
VITAL BODY FUNCTIONS  
WHILE FASTING AND AT  
TOTAL REST.



<sup>2</sup> [BASSO CONTINUO]  
AN ACCOMPANYING MUSICAL  
PART THAT INCLUDES A BASS  
LINE AND HARMONIES  
LULLY, "AIRE DES ESPAGNOLS"





**ANALYZE:** SELECT 2-3 OF THE ELEMENTS YOU HAVE LISTED IN STEPS 2 AND 3. STATE IN ONE OR TWO SENTENCES FOR EACH OF THE FEATURES YOU HAVE SELECTED WHY IT IS SIGNIFICANT, HOW IT CONTRIBUTES TO AN UNDERSTANDING OR INTERPRETATION OF WHAT THE TEXT MEANS. NAME THE TEXTUAL FEATURE OR CONTEXTUAL FACT YOU ARE ANALYZING, FOLLOWED BY "IS SIGNIFICANT BECAUSE ..." (3 POINTS)



**BREAKOUT TIME AGAIN!!!**

**ARGUE:** BASED ON THE 4 PRECEDING STEPS, WRITE A PARAGRAPH (100-150 WORDS) PRESENTING YOUR INTERPRETATION AND CONVEYING YOUR UNDERSTANDING OF ITS MEANING, PURPOSE, AND IMPORTANCE. COMPOSE 3-5 SENTENCES IN WHICH YOU STATE YOUR MAIN THESIS AND SUPPORT IT BY PRESENTING YOUR EVIDENCE AND ANALYSIS FROM STEPS 2-4 AND REFERRING TO THE WHOLE TEXT (STEP 1). EVERYTHING THAT YOU PRESENT IN THIS PARAGRAPH SHOULD A CONTRIBUTE TO YOUR CENTRAL THESIS AND MAKE CLEAR WHY YOU THINK AS YOU DO AND WHY YOUR IDEAS ARE IMPORTANT. (TWO POINTS.)

**ONE LAST BREAKOUT!!!**



## TAKEAWAYS:

SUMMARY IS ONLY ONE OF 5 STEPS

50% OF THE POINTS ARE FOR ANALYSIS/ARGUMENT

THERE ARE NO RIGHT/WRONG ANSWERS

ALWAYS LET YOUR READER KNOW WHY YOUR  
OPINION MATTERS

WHAT MAKES AN INTERESTING ARGUMENT?

QUESTIONS?  
CONTACT DR. RG OR YOUR TA  
SEE YOU IN PERSON TUESDAY!

