INSTRUCTOR/TEACHER INFORMATION:
Professor: Enrique Wong Reyna. M. Ed.
Email ewong@usfq.edu.ec
Office: online
Office hours: appointments by request.

COURSE INFORMATION:
COURSE: LIT-3085E - J.D. SALINGER: LIFE & FICTION
NRC: 3381
Credits: 3
Pre-requisites: Verify pre-requisites in Banner academic system.
Co-requisites: The course doesn't have Co-requisites

Course Description:
J.D. Salinger's renowned novel, *The Catcher in the Rye*, has undoubtedly attracted significant attention, but his body of work extends beyond that iconic piece. Salinger's lesser-known yet equally compelling short fiction, including *Franny and Zooey* and *Nine Stories*, offer valuable insights into the enigmatic life of this secretive and elusive author. Through a careful examination of his works, J.D. Salinger: Life and Fiction will shed light on the vibrant characters who, alongside Holden Caulfield, comprise the moral universe crafted by this elusive and captivating literary figure. This course will draw parallels between these fictional characters and the intriguing real-life persona of J.D. Salinger, ultimately unraveling the enigma of one of the most influential and captivating legends in 20th century American Literature.

Expected outcome:
The expected outcome of J.D. Salinger: Life and Fiction is to facilitate students' creative thinking and writing skills while engaging with Salinger's selected works. Through in-depth reading, thoughtful discussion, and reflective writing, students will inquire into the central concerns and themes of this renowned author. By exploring Salinger's fiction, this course aims to enhance students' ability to interact with literature, enabling them to derive greater enjoyment from the reading experience as a whole and to find paths for personal expression.

Writing Intensive:
This section is designated a Writing Intensive (WINT) course. Following the Liberal Arts tradition of education, WINT courses develop skills in the effective use of language and argumentation across content areas. Writing will be the primary means through which you demonstrate your learning of the course content. You will be expected to write frequently throughout the semester, both informally and formally. Overall, you will produce a minimum of 3,000 words

(roughly 10 pages) of polished writing that has undergone extensive drafting, revising, and editing.

All students are encouraged to seek tutoring from the USFQ Writing Center (Galileo 110), which provides support during any stage of the writing process. Services are provided both via walk-in and appointment from Monday through Thursday, 8:30 to 17:30, and Friday, 8:30 to 12:30, during the regular semester and summer academic periods. For more information, visit the Writing Center website: https://www.usfq.edu.ec/en/writing-center

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Contextualize Jerome David Salinger and his work in their cultural and historic contexts.	Medio
2	Analyze aspects of narratology and assess their significance in literary texts. Uncover and explore levels such as narrator, character, space, and time to enhance literary interpretation.	Medio
3	Identify and articulate major themes present in Salinger's fiction, and formulate reasoned interpretations regarding their significance and implications.	Medio
4	Produce insightful texts in response to literary prompts, employing critical analysis and creativeness.	Medio
5	Conduct collaborative work, leveraging collective resources and skills through information-sharing and evaluation of ideas as a team.	Medio
6	Demonstrate competency in English writing suitable for analyzing and communicating ideas for specific audiences, purposes, and situations.	Medio
7	Apply rhetorical strategies and writing conventions appropriate to the subject area for the expression, analysis, and evaluation of ideas.	

COURSE CONTENTS:
• Introduction to seminal J.D Salinger Fiction • Biography and Literature• 20th Century Historical, Social, Political and Cultural Contexts • Post WWII Existentialism • Introduction to Narratology: narrator, character, space, time • Realism and Neo Romanticism.

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS: LIT 3085 E: J.D. Salinger: Life and Fiction is a regular, three-credit online course. The teaching methodology used in all courses

at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT:

Type	General Description	% of final grade
Forum	Four group discussions in online forum to explore and debate ideas while reading the course material.	25
Video conferences	Active participation in six videoconferences.	25
Essays	One mid-term analytic essay on a chosen text, and one final multimedia project on chosen texts, around 900 – 1200 words each.	25
Writing reflections (e-portfolio)	Continued engagement with the themes and characters in Salinger's stories. Exploring personal connections to the stories, reflecting on the moral and philosophical questions raised, and expressing interpretations and insights.	25

Contents:

I.   October 21- November 3, 2024. Topic I: War, trauma, and human connection. Reading and discussing "The Perfect Day for a Bananafish" and "For Esmé with Love and Squalor." Understanding Salinger and his context. Getting acquainted with narratological levels of text analysis. Additional readings:

Shields and Salerno, pages XIII-XVII, conversations 1 and 2, pages 95-101, 119-122; Shields and Salerno "We are going to start the war from here," pages 4-29; Gwynn and Blotner, "The High Point of Salinger's Art: "For Esmé with Love and Squalor" and "A Perfect Day for Bananafish."
Activities: Videoconference 1: October 23, 2024, from 18:00-19:00 PM (introduction to the class). Video conference 2: October 26, 2024, from 9:00-10:00 AM (Analysis of "A Perfect Day for Bananafish"). Forum 1. October 29- November 1, 2024. Group discussion and analysis of "For Esmé with Love and Squalor." **E-portfolio**. Exploring Salinger's

Themes: Personal reflections on human nature and connection. Entry one, theme "A Perfect Day for Bananafish." End date: Sunday, October 27, 2024, at 23:59. Entry two, theme "For Esmé with Love and Squalor." End date: Sunday, November 3, 2024, at 23:59.

II. November 4- November 17, 2024. Topic II: Growing up: Adolescent Identity and Alienation in *The Catcher in the Rye* and Beyond." Mandatory readings: *The Catcher in the Rye* and chapters 1, 2, and 19 of *The Adventures of Huckleberry Finn*. Class discussion Realism back then and now, coming of age literature (bildungsroman). Additional readings Lionel Trilling's "Huckleberry Finn" in *The Liberal Imagination*. David D. Galloway´s "The Love Ethic" in *The Absurd Hero in American Fiction.* Understanding Salinger while writing *The Catcher in the Rye.* Additional reading and discussion of portions of *Salinger* by Salerno and Fields. Activities: Videoconference three. November 8, 2024, from 16:30-17:30 PM. Videoconference Four. November 15, 2024, from 16:30-17:30 PM. Forum 2. November 12- November 15, 2024. E-portfolio. Exploring Salinger's Themes: Personal reflections on human nature and connection. Entry three, from chapters 1 through 15. End date: Sunday 10, 2024 at 23:59. Entry four, chapters 16 through 26. End date: Sunday 17, 2024 at 23:59.

III. November 18- December 1, 2024. Topic III: "The Glass Family Chronicles: Exploring religion, identity, and Existentialism in J.D. Salinger's Fiction." Reading and discussing stories and novellas featuring the Glass family. Mandatory readings: *Franny*, "Uncle Wiggily in Connecticut," "Down at the Dinghy." Additional Readings: Gwynn and Blotner *The Fiction of J.D. Salinger*, pages: 21-23 (Uncle Wiggily in
Connecticut), 27-28 (Down at the Dinghy), 42-52 (Zen Buddism and the Glass menagerie), Olivia Carr Edenfield´s "Uncle Wiggily´s Haunted
House, Empathy and The Divine Comedy in "Down at the Dinghy."
Activities: Videoconference 5, theme Franny. November 22, 2024, from 16:30-17:30 PM. Forum 3. November 26- November 29, 2024. E-portfolio. Exploring Salinger's Themes: Personal reflections on human nature and connection. Entry five, theme *Franny* and "Down at the Dinghy." End date: Sunday, 24, 2024, at 23:59. Entry six, theme "Uncle Wiggily in Connecticut." End date: Sunday 1, 2024, at 23:59. Midterm essay: analysis of a work by J.D. Salinger focusing on theme, character development, space, narration, or time. Submission deadline: November 24, 2024 at 23:59.

IV. December 2- December 15, 2024. Topic IV: "Connections and Conundrums: Exploring Human Bonds, Philosophical Inquiries, and Isolation in Salinger's Stories": Mandatory readings: "Pretty Mouth and Green My Eyes," and "Teddy." Additional Readings: Shields and Salerno

"J.D. Salinger: a conclusion," pages 560-572; Gwynn and Blotner *The Fiction of J.D. Salinger*, pages 40-42 (Teddy). "The Necessity of Art in "Pretty Mouth and Green my Eyes. William Boyle's "One Little Genius Among the Missing": Loss, Human Communion, and the Negative Way in "Teddy."

Activities: Videoconference 6, theme "Pretty Mouth and Green my Eyes." December 6, 2024, from 16:30-17:30 PM. Forum 4. December 10-December 13, 2024, theme "Teddy." E-portfolio. Exploring Salinger's Themes: Personal reflections on human nature and connection. Entry seven, theme "Pretty Mouth and Green my Eyes." End date: Sunday 8, 2024, at 23:59. Entry eight, theme "Teddy." End date: Thursday, 12, 2024, at 23:59. Multimedia project: For this comprehensive multimedia project, you will apply the insights gained from our course to create an engaging and thought-provoking exploration of J.D. Salinger's literary world. Your project will integrate visuals, video, and an analytical essay to provide a multi-dimensional perspective on the themes, characters, and stylistic elements that define Salinger's works. You can use any free software to create interactive pages, such as Adobe Spark, Wix, Google Sites, WordPress, Canva, and Genially, among others—submission deadline: December 13, 2024 at 23:59.

Description of Assessment Categories

D2L discussions: Every two weeks, a group forum will be scheduled, providing an opportunity for you to engage in discussions about the course material. To encourage interaction with your partners, a set of thought-provoking questions will be shared through your group link. These questions are designed to inspire and facilitate the generation of ideas that will be debated while the forum session is active. Your participation in these discussions will be assessed using evaluation rubrics.

Videoconferences: The course will include six theme-based videoconferences conducted via Zoom, each lasting one hour. These conferences serve as a platform for expressing your thoughts and ideas regarding the works of fiction and the accompanying theory we will study. Your participation in these videoconferences will be evaluated based on your attendance and active engagement in the dialogues.

If you cannot attend a session, it is mandatory to watch the recording of the Zoom session. Afterward, you will be required to take a brief test demonstrating your understanding of the content discussed during the session, serving as evidence of your active participation.

Essays: You will be required to complete two essays: a midterm essay and a final essay. Each essay should be between 900 and 1200 words in length. The midterm essay focuses on literary analysis, where you will use

narratological analysis tools to examine specific literary texts. The final essay, on the other hand, is a multimedia project that integrates various forms of expression, including video, images, and a written component. In the final essay you can employ an impressionistic approach and you should connect it to your e-portfolio.

Reflections (e-portfolio): In this course, you will engage in writing reflections using an e-portfolio. You will explore the themes, ideas, plots, and characters of the Glass family saga and other fictional characters, making personal connections, reflecting on moral and philosophical questions, and expressing interpretations and insights. You are required to make one post per week on the e-portfolio platform. In total you will have to make 8 posts in your journal, each of 200 words Your reflections will be evaluated using rubrics, considering analysis depth, coherence, incorporation of literary concepts, and clarity of expression. By actively participating in these reflections, you will demonstrate understanding and foster critical thinking and writing skills.

LIBRARY BIBLIOGRAPHY:

Salinger, Jerome D. *The Catcher in the Rye*. (Various version).
--------------------------. *Franny and Zooey*. Boston, Little, Brown and Company. 1961
--------------------------. *Nine Stories*. Boston, Little, Brown and Company. 1953.
--------------------------. *Raise High the Roof Beam, Carpenters and Seymour: an Introduction*. New York, Bantam Books. 1963.
Shields, David and Shane Salerno. *Salinger*. Simon and Schuster. 2013

COURSE BIBLIOGRAPHY:

Parts of these texts will be available in PDF format in D2L or linked to a webpage.

Galloway, David. *The Absurd Hero in American Fiction*. University of Texas Press. 1981.
Groden, Michael. The Johns Hopkins Guide to Literary Theory and Criticism. 2005,
Gwynn, Frederick and Joseph Blotner. *The Fiction of J.D. Salinger*. University of Pittsburgh Press. 1959.
Ruland, Richard and Malcolm Bradbury. From Puritanism to Postmodernism: A History of American Literature. 2017.
Trilling, Lionel. *The Liberal Imagination*. New York Review Books Classics. 2008.

Twain, Mark. *The adventures of Huckleberry Finn*.
www.gutenberg.org/files/76/old/orig76-h/main.htm

POLICIES:
All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's Code of Honor and Coexistence.All courses should follow the policies stated in USFQ's Manual del Estudiante

Proficiency level:
Your grammar and syntax have to be in good shape. Students whose grammar is poor will find it VERY DIFFICULT to pass this writing course. If such is the case, you are encouraged to drop the class and take remedial English before attempting to take the class. I am also encouraging you to visit the Writing Center. If you are not acquainted with the Writing Center or the services it offers, find more by visiting this site:
https://www.usfq.edu.ec/programas_academicos/colegios/cocisoh/writing_center/Paginas/default.aspx
You need to be able to identify and correct the mistakes once they are highlighted. Notice that dislocated grammar and syntax is cause for failure. If you are experiencing difficulties, get some help at the Learning Center and / or the Writing Center.
Writing Center
Hours: LMIJ: 8:30 – 5:30 and V: 8:30 – 12:30. You must make an appointment at least one hour in advance here:
https://www.usfq.edu.ec/programas_academicos/colegios/cocisoh/writing_center/Paginas/default.aspx
Or simply Google: "USFQ Writing Center"

Submission: All assignments must be uploaded to D2L in the appropriate Dropbox folder or forum, etc. Work not submitted in the appropriate spot (or emailed, etc) will not be considered and will receive 0 credit. *IF YOU HAVE TECHNICAL PROBLEMS, NOTIFY ME BEFORE THE ASSIGNMENT IS DUE.* Do not expect to receive credit for work submitted after the deadline or through a different medium, such as email.
Late homework policy:
I don't accept homework after closing time. If you need an extension to the deadline, you have to request it a day before. Notice that there is an eight-hour window for late submission with no penalty. This window is called "end-date."
About graded work: Normally you will receive your HW grades between 72 to 96 hours after the submission deadline has expired. If I need more time to correct your assignments, I will notify you via email.
About NET connection problems: If you experience a problem in connecting to the platform, report it IMMEDIATELY to **dlsoporte@usfq.edu.ec.** They will direct you to the person in charge of troubleshooting. If you are unable to send me an assignment because you are experiencing problems with your D2L platform, you need to send me a message to my USFQ email or my personal email ewongrey@gmail.com. I will only consider late submission if

you notify your problems before closing time. After closing time there is no use in telling me that you had trouble with your connection.

Academic honesty: Should any way of cheating happen (including the ChatGPT for text generation), the student will automatically be penalized. First offense: F in the assignment, second offense: F in the subject and the fact will be immediately reported to the Dean.

Academic Honesty and USFQ Honor Code:

I take the USFQ Honor Code very seriously. It is the student's individual responsibility to know each of the five titles of the USFQ Honor Code (check online catalog). Plagiarism or representing someone else's work as your own, collaboration outside assistance, are examples of serious offense. Plagiarism takes place when published material is copied verbatim or paraphrased without citing the source of the material. But plagiarism is not limited to copying published material. A student who copies another's homework, copies answers to test questions, or allows someone else to do work for him or her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline. A student who misrepresents the work of another as his or her own by handing in a paper purchased from a term paper service or using a paper prepared by another, or who engages another person to take a test in his or her stead, is subject to academic discipline. A key presumption of the honor system is that examinations and other work product submitted to an instructor by a student reflect such student's individual effort. Consequently, collaboration or assistance from others on examinations or other work product submitted to an instructor is prohibited under the Honor Code unless the instructor has specifically instructed that such collaboration or assistance is permitted with respect to the examination or other submissions in question. It is the responsibility of each student to seek clarification from his or her instructor regarding the permissibility of collaborative efforts or assistance from others. Failure to do so will result in an automatic "F" in the course and it will be reported to the Student Dean. Being this a virtual class, if I have the suspicion that you have engaged in some sort of plagiarism, you will be summoned to my office to render an on campus test. Failure to attend will be considered as acceptance of responsibility in the allegation. Similarly, make sure that you don't fall into plagiarism because you don't know how to give references. If you quote or use someone else's words, you necessarily have to give references. Learn how to do it properly (check MLA guidelines). Penalty for plagiarism is an F in the course.

Grading Scale.
A: 91%-100%
B: 81%-90%
C: 71%-80%
D: 61%-70%
F: 60% or less.