

**Instructor's Manual  
to Accompany  
EXPLORATIONS  
IN  
WORLD LITERATURE**

**Readings to Enhance Academic Skills**

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Cambridge University Press  
978-0-521-65803-4 — Explorations in World Literature Instructor's Manual  
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Frontmatter  
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**CAMBRIDGE**  
UNIVERSITY PRESS

32 Avenue of the Americas, New York NY 10013-2473, USA

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[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521658034](http://www.cambridge.org/9780521658034)

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First published by St. Martin's Press, Inc. 1994

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-65803-4 Instructor's Manual

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## **PREFACE**

### **Suggestions for Using *Explorations in World Literature***

#### **CLASS ORGANIZATION: STUDY GROUPS**

It is recommended that students be organized into study groups of three or four individuals for each literary work. Groups work best with a mix of students of varying linguistic and national backgrounds and academic skills. As the term progresses, students in the groups can be rotated. Study groups can discuss pre-reading questions, compare notes after mini-lectures, and work on activities at the end of each chapter.

#### **PRE-READING ACTIVITIES**

New material must be set into a schema, or framework, of prior knowledge of the students. The following are recommended:

##### **1. Geographical orientation**

Using the world map in the text, a large wall map, and/or smaller local maps, give geographical orientation about the author and the work. Ask if students have knowledge of the culture, country, or work under discussion. In an ESL class, encourage contributions of student informants without embarrassing them. Knowledgeable students may serve as valuable resources.

##### **2. Historical orientation**

A time-line, or chronology, is included in the text. Have the students locate the author and the work in the appropriate place on the time-line.

##### **3. Pre-reading questions**

Study groups can be used for discussion of the pre-reading questions in each chapter. These questions focus the attention of the students on the selection and probe their existing knowledge. There are no "correct" answers to these questions, and not all students may be able to contribute to discussion. Still, the peer interaction of a study group is very valuable here. After a period of time for study group discussion, the class can be brought together to share the ideas discussed.

##### **4. Key terms**

Key terms from the mini-lecture and introductory material to each chapter are in the text. As these terms are important for understanding the cultural background of the literary selections, it is recommended that students learn the definition and significance of these terms. To establish familiarity with the list at the first presentation, the instructor may wish to read the terms aloud and have the students repeat them.

##### **5. Mini-lecture**

A suggested text of a mini-lecture for each chapter is provided in the manual. Students should be instructed to take notes on the lecture. The text may be adapted in any way that the instructor wishes. For example, it could be lengthened, shortened, or divided into parts. It is recommended that the lecture be delivered at a reasonable pace and that key terms be emphasized as they appear in the lecture. Repetition and restatement may be necessary. Generally students find the mini-lectures a bit difficult at the beginning of the semester, but as the term progresses, they become more skilled in understanding and taking notes.

## 6. Note-check

At the end of a mini-lecture, students may be asked to do a note-check. Note checks may be handled in various ways. Suggested approaches follow: a. Students compare their notes with other members of their study group and clarify anything not understood well. b. Students exchange notes with other study group members; they check for clarity and accuracy of facts. Groups can be asked to choose the best set of notes and to defend their choice. c. A model set of notes can be shown to the students. These notes may have been taken by an academically strong student, a tutor, or the instructor. After reviewing the model notes, students may modify their own notes.

After the note-check students may be given the opportunity to clarify information in full class discussion. At this point or in a subsequent class, the instructor may wish to have the students reiterate main points in the lecture as review.

## READING

### 1. Reading journal

It is recommended that students be introduced to the triple-entry journal. This journal is used to engage the student more deeply in the reading. Ask the students to fold a sheet of notebook paper into thirds. In the first column, they are to write what they are reacting to from the text: a word, a phrase, a sentence, a concept. The second column is used for comments, questions, observations, reactions, or connections. The final column is left blank for the answers to their questions, which may be learned from peers or further reading, through class discussion, or from the instructor. Sample entries for Chapter 1, "The Huluppu Tree" from *Inanna* follow:

<i>What I Am Reacting To</i>	<i>My Reaction</i>	<i>Answers/Comments</i>
A huluppu tree	What is it? It sounds funny.	
First three lines	Lot of repetition.	Why?
Uruk	What is it?	Seems like a place name.

These entries could be in a student's journal after the reading of the assigned work. As a starting activity, the class could be instructed to divide into study groups and exchange journals. If students know the answer to a question in Column 2, or if they wish to comment on anything in Column 2 on another student's paper, they are instructed to write it down in Column 3. On returning to full class, questions unresolved in study groups can serve as starting points of discussion for the reading. One caveat: Students tend to want to write only vocabulary words in Column 1. They must be encouraged to think more deeply about the reading and make connections, especially after reading more than one work.

### 2. Vocabulary and literary terms

It should be pointed out to students that there is a list of selected vocabulary from the reading in each chapter. Students are very relieved to see the list. They should be



encouraged, nonetheless, to get the meaning of terms from context whenever possible. Additionally, there is a literary glossary and appendix at the end of the book for reference.

### ACTIVITIES

An instructor may choose from a variety of activities at the end of each chapter. These activities include reading, writing, listening, speaking, and critical thinking tasks. The reading journal is used in some of the activities. It is up to the discretion of the instructor to choose the number and type of activities for a particular class.

### QUIZZES/EVALUATION

Periodic quizzes in the form of short essay questions are recommended. It is also recommended that mid-term and end of semester evaluations be composed of essay questions and short sentence identification items. A sample quiz on *Inanna* follows:

To the student:

*Answer each question with a complete sentence.*

- 1. Who is Inanna? What did she do with the tree?*
- 2. What kind of brother is Gilgamesh?*
- 3. What does the poem tell us about the Sumerian attitude toward women?*
- 4. In what part of the world was Sumeria located? What is the area called today?*

Note: Principal secondary sources for the Instructor's Manual are listed in the For Further Reading section of each chapter in the student text.