English 2341 Introduction to Literature
English 2341.750 Fall 2020 Syllabus

Instructor: Mrs. Annaliese Chaudhuri
Meeting time: Tu/Th 7:30 am - 8:45 am
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Office: N/A
Office hours: MWF 7:55 am - 8:55 am and Tu/Th 8:45 am – 9:45 am by email through D2L or mySFA. Zoom or chat room office hours are also available via appointment.

**Required Materials:**

A computer and internet access

There is no required textbook for this class, but you should treat the online course you are working through as a hybrid of a textbook.

A schedule of the required readings is posted on D2L.

Bring reading and writing materials to class every day so you can participate in class discussion, take notes, or do in-class writing assignments. Not bringing reading or writing materials with you will end up affecting your grade.

**Recommended Materials:**

A flash drive or access to an online drive (such as Google Drive) for making backup copies of your assignments. Creating safety nets ahead of time will help you reduce stress in the long run.

**Course Description:**

“‘Introduction to Literature’ (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have theme-based weekly literary readings, including poetry, short fiction, non-fiction, and drama. Students are expected to read these literary selections and prepare for weekly discussions; they will take a short quizzes, and discussions and other activities will take place during the week. In addition to the quizzes and post discussions, students will take exams over four thematic units, and will submit two short papers involving a number of their readings, and one substantial research paper. These activities average at a minimum 6-8 hours of work each week to prepare for and fully participate in this course.”
This course will introduce you to the sublime stuff known as literature, including short stories, poetry, creative nonfiction essays, and a selection of plays. You will learn, together, how to become better readers of literature, understanding how the process of reading works. You will, through the employment of attentive reading and re-reading, and the application of critical thinking skills, learn to read beyond the surfaces of literary texts; to appreciate and understand them in ways more complex than "what happens in it" or "what it means." We will begin to explore the complex sets of interactions that go into the composition and the consumption of a literary work. You will also gain the necessary understanding of literary techniques and terminology, and hone the necessary skills of communication to talk and write intelligently and coherently about what you read. If all goes well, we will all become better readers, better writers, and better thinkers.

Verbal contributions during in-class discussions and writing assignments are the most important tools for demonstrating critical analysis, which is why they are weighted heavily in the grading breakdown for the course. After completing this course, students will be able to use their written and verbal critical analysis skills they've developed to address more topics or situations than just literature.

**General Education Core Curriculum Objectives:**
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**English Program Learning Outcomes**
As ENG 2341 is a core course, English Program Learning Outcomes do not apply; English majors or minors, seeking to fulfill sophomore-level literature requirements, should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.

**Student Learning Outcomes for ENG 2341:**
By the end of the course, students should be able to:
1. Exhibit an understanding of and appreciation for key works in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);
2. Students will demonstrate an understanding of periodization, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses
a spectrum of thematic, genre, and literary considerations. Thus, students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);  
3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and  
4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

COURSE POLICIES

Mr. Mau and other proctors will be helping me facilitate this course and the time they are taking to work with us on this course is invaluable to me and they are to be given every respect and courtesy. Misbehavior or lack of cooperation while Mr. Mau or another proctor in charge will result in disciplinary action.

If Mr. Mau or another proctor asks you to do something, you need to listen to them. Refusing to cooperate with either Mr. Mau, myself, or another proctor on a regular class day will result in being given an absence for that class day.

Attendance is mandatory.

- If you earn seven (7) absences, you will fail the class.
- Keeping up with your attendance is your responsibility.
- Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. If you have an excuse that doesn’t meet these criteria but you feel should be excused, you may email me about it.

If you are sleeping in class, you are absent.
If you are being disruptive (this includes unnecessary technology use) in class, you are absent.
Do not pack up until you are instructed to do so.
No headphones/earbuds unless I say.
Check your e-mail and our D2L course page every day if not every other day.

Course Requirements:
Your reading of each day’s assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions.

Grades will be computed in the following fashion:

**Grading Breakdown (please refer to D2L for a specific list of assignments)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion (verbal discussion/writing/D2L chat rooms or discussion boards)</td>
<td>25 %</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25 %</td>
</tr>
<tr>
<td>Exams</td>
<td>25%</td>
</tr>
<tr>
<td>Essays</td>
<td>25 %</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Attending class does not equate to class participation.** You’ll notice that there is no grade set aside for attendance or participation (but usually quizzes and discussion grades are used to measure participation). This means that you must maintain a healthy quiz and discussion grade in the course just to pass the course. There will be assigned reading and questions to help you feel more prepared for what you might want to contribute during class. Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can verbally contribute. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**Don’t let electronic devices (phones, earbuds/headphones, tablets, laptops, etc.) distract you in class, or let them become a distraction to me or other students in class.**

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.
Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not
(complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Late work policies**

- Late work can only be accepted with an **excuse such as a death in the family, an illness/dr. appointment, or an unforeseen university/high school approved event.** Excuses must be dated and emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

- If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.

- Homework/discussion work or daily work (such as quizzes) cannot be turned in late or made up regardless of what your approved excuse is or if it’s an issue of an unexcused absence. Basically if you’re not in class to take a quiz or participate in discussion assignment, that grade is dropped from your average for that grading category. You will not send me any makeup work or take a quiz for a grade at a different time. Only essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

**Academic Integrity (A-9.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism.

**Plagiarism:** If you use ideas or words that are not your own, you **must** give full and proper credit. The use of “essay rewriter” or paraphrasing software is **expressly forbidden.**

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will fail the course. You will not be able to “rewrite” a plagiarized assignment. It doesn’t matter if it’s a homework assignment or a major paper. It doesn’t matter if you plagiarized a few lines or the whole paper. Cheating on quizzes also is a form of academic dishonesty. **Your misconduct will be reported and documented to the university.**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of
another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments (If I assign 4 full pages of writing, I do not mean turn in 3 ½ pages of writing).

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. The highest grade an essay can earn without including a Works Cited page is a 50. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Return of Graded Work
You will note in the tentative schedule for the Fall at the end of the syllabus that there is a scheduled date for when major assignment grades are posted to D2L (typically 1 week from the date the assignment was due) as well as scheduled dates for when your overall final grade will be refreshed on D2L (about every two weeks).

It was stated earlier that students who are ill, experience a death in the family, or who are taking an unforeseen school/university approved trip are expected to turn in any late work in a week from when the assignment was originally due. Teachers experience these things as well, and if there is any delay in grading due to one of the above university approved excuses you will be notified via email on D2L and given a date on when to expect the next posting of any missing assignments.

Withheld Grades Policy (A-54):

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the
grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**SFA Academic Assistance and Resource Center (AARC)**

The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI.

**Contact information:**
Phone: 936-468-4108  
Email: aarc@sfasu.edu  
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor Ralph W. Steen Library  
For more information about the services provided, visit us on the web: sfasu.edu/aarc

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

**What we do:** Tutors can guide writers on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- **clarify** grammar rules,
- **explain** writing conventions,
- **provide** samples of writing that exemplify the topic being discussed,
- and **guide** writers as they revise and edit their own sentences.

**Hours of Operation:**

- **1:1 appointments:** Semester long and one time only appointments are available. Check the AARC website to sign up.

- **Virtual Walk-in Table VIA Zoom:** An AARC tutor is available to chat through a Zoom online meeting room from 1 p.m. to 6 p.m. Monday-Thursday and 1-5 p.m. on Sunday. Visit the AARC Tutoring Services page for the registration link.

- **Walk-In Tables:** Available 1 to 6 p.m. Monday through Thursday.
• Online Writing Lab (OWL): Log in to your Brightspace by D2L account and view your list of ongoing courses for more information.

What happens in the case of a shut down of the high school or university due to COVID-19:

First and foremost, I will coordinate with the Livingston counselor and Mr. Mau on what methods of instructional delivery would best meet the needs of students to complete the class on our timeline in spite of school being shut down. I will accommodate students based on what the counselor and Mr. Mau recommend.

However, a zoom class can be held from anywhere there is internet and a smart phone or computer, so unless students do not have access to those things at home, we will continue to hold class regularly through zoom at our specified class time in the event of a school shut down. The following rules also apply if you must attend this course from home due to needing to quarantine.

When you are on zoom at home, please keep your learning environment as distraction free as possible, both for yourself and your classmates. This means the following:

• You are required to be seen on video during class and to use your microphone or the zoom chat room to communicate and interact with the class. Please keep your microphone on mute until you are ready to speak or until you are called on during discussion.
• It is highly appreciated if you go to the bathroom/get whatever water or coffee you want to have around during class BEFORE class starts. You do not need to ask permission to go to the bathroom during class or get something to drink, but you are expected to return to the video class in a timely manner (your bathroom and kitchen are only a few steps away so you shouldn’t be gone for more than 5 minutes).
• Please do not use special zoom filters or backgrounds on your video, and do not use any products that alter the sound of your voice.
• Please be professional and on topic/task in all chat rooms, either through D2L or zoom. It has been an issue in the past where students have submitted visually distracting messages through chat.
• I like animals. I like birds, cats, dogs, reptiles, etc. I have a dog. As long as your pet isn’t distracting the class visually and myself and the rest of the class can’t hear your pet, it won’t really bother me if I see them occasionally.
• If you cannot follow these rules, you will be kicked out of the zoom class for that day, and you will not earn a grade for discussion that day regardless of whether or not you had already contributed.
If it is not possible for students to complete this course through zoom at home, your instruction for the course will switch to online only. This means that we would do D2L discussion boards and/or chat rooms in place of verbal in-class discussion. There will also be pre-recorded zoom lectures for you to watch and respond to, and there will be modules to read through. I will keep Mr. Mau and your counselor updated about how often you access the course and the assigned course materials during this time, and you will be contacted if you are routinely not logging in or doing assignments.

**Tentative Fall 2020 Schedule (please use the schedule on D2L as your primary guide)**

**Week 1 (Aug. 25-27)**

Aug. 25 - Cover the syllabus and the structure of the class, a walk-through of how to navigate D2L, introduction of this thematic unit, explanation of the Essay 1 assignment.

Homework: The week 1 quiz will include questions regarding information on the syllabus as well as the readings assigned for Thursday this week. Read the following in this week's reading packet "Ninth Ward" by Saeed Jones, "A hurricane has come and gone. What do we tell our children now?" by Ana Portnoy Brimmer, "Port-au-Prince: The Moment" by Mischa Berlinski, and "Shakers" by Daniel Orozco. Read also the posted pdf file "Avoiding Plagiarism" from *What It Takes: Writing in College*.

Aug. 27 - Take Week 1 Quiz and discuss the assigned readings for homework.

Homework: Read the following from the week 2 reading packet and be ready to discuss on Tuesday: Mark Twain’s “The War Prayer,” William Dean Howells’ “Editha,” Marione Ingram’s “Operation Gomorrah,” and Thirii Myo Kyaw Myint’s “The Misadventures of Ba Gyi U Tuang”

**Week 2 (Sept. 1-3)**

Sept. 1 – Discuss the assigned readings from the week 2 packet

Homework: Read the following from the week 2 reading packet and be ready to discuss on Thursday: Tim O’Brien’s “The Things They Carried” and “How to Tell a True War Story,” and Ocean Vuong’s “Aubade with Burning City.” Read also pages 149-151 from the posted pdf "Understand and Avoid Plagiarism" from *In Conversation: A Writer's Guidebook.*

Sept. 3 – Discuss the assigned readings from the week 2 packet and take the week 2 quiz in-class. Final grades updated on D2L.

Homework: Read the following from the week 3 reading packet and be ready to discuss on Tuesday: Fady Joudah’s "Mimesis” and “Hands,” and Philip Robertson’s “In the Mosque of Imam Ali”

**Week 3 (Sept. 8-10)**

Sept. 8 – Discuss the assigned readings from the week 3 packet
Week 4 (Sept. 15-17)

Sept. 15 – Exam at the beginning of class. Introduction to the next thematic unit after the exam.

Homework: Read the following from the week 4 reading packet and be ready to discuss on Thursday: “The Golden Bird,” “The Three Feathers,” “The Brave Little Tailor,” “The Seven Ravens,” “The Singing, Soaring Lark,” and “Snow White and Rose Red.” Read also pgs. 153 (start at section 10.4) – 157 in the posted pdf "Understand and Avoid Plagiarism" from In Conversation: A Writer’s Guidebook.

Sept. 17 – Discuss the assigned readings from the week 4 packet and take the week 4 quiz in-class. Final grades updated on D2L.

Homework: Read the following from the week 5 reading packet and be ready to discuss on Tuesday: “The Robber Bridegroom,” “Fitcher’s Bird,” “Bluebeard,” and “The Fisherman and His Wife”

Week 5 (Sept. 22-24)

Sept. 22 – Discuss the assigned readings from the week 5 packet

Homework: Read the following from the week 5 reading packet and be ready to discuss on Thursday: “The Red Shoes,” “The Girl Who Trod on a Loaf,” and “The Thing in the Forest.” Read also the posted pdf "As He Himself Puts It: The Art of Quoting" from They Say, I Say.

Sept. 24 – Discuss the assigned readings from the week 5 packet and take the week 5 quiz in-class

Homework: Essay 1 due Tuesday. Read the following from the week 6 reading packet and be ready to discuss on Tuesday: Leilani Hall’s “For Josh Who Thought He Would Not Turn Seven,” “The Juniper Tree,” “The Star Talers,” “How Children Played Butcher With One Another,” and “The Snow Queen.”

Week 6 (Sept. 29 - Oct. 1)
Sept. 29 – Essay 1 due today. Discuss the assigned readings from the week 6 packet
Homework: Read the following from the week 6 reading packet and be ready to discuss on
Thursday: Italo Calvino’s *Italian Folktales* and I.B. Singer’s *Collected Stories*

Oct. 1 – Discuss the assigned readings from the week 6 packet and take the week 6 quiz in-
class. Final grades updated on D2L.

Homework: Read the following from the week 7 reading packet and be ready to discuss on
Tuesday: Franz Xaver Von Schönwerth’s *The Turnip Princess and Other Newly Discovered
Fairy Tales* and Angela Carter’s *Fairy Tales from Around the World*

**Week 7 (Oct. 6-8)**

Oct. 6 – Essay 1 grades posted on D2L. Discuss the assigned readings from the week 7 packet
Homework: Read the following from the week 7 reading packet and be ready to discuss on
Thursday: Angela Carter’s *Fairy Tales from Around the World*, and A.K. Ramanujan’s
*Folktales from India*

Oct. 8 – Discuss the assigned readings from the week 7 packet and take the week 7 quiz in-
class

Homework: Study for the exam on Tuesday

**Week 8 (Oct. 13-15)**

Oct. 13 – Exam at the beginning of class. Introduction to the next thematic unit after the exam.
Homework: Read the following D2L pdf postings and be ready to discuss on Thursday:
Ocean Vuong’s “Immigrant Haibun” and “The Gift” and Act 1 scenes 1-7 from *Hamilton*

Oct. 15 – Discuss the assigned readings and take the week 8 quiz in-class. Final grades
updated on D2L.

Homework: Read the following pdf postings and be ready to discuss on Tuesday: Act 1,
scenes 8-23 from *Hamilton*

**Week 9 (Oct. 20-22)**

Oct. 20 – Discuss the assigned readings
Homework: Read the following pdf postings and be ready to discuss on Thursday: Act 2,
scenes 1-6 from *Hamilton* and Aimee Nezukumatathil’s “Dear Betty Brown”

Oct. 22 – Discuss the assigned readings and take the week 9 quiz in-class
Homework: Read the following pdf postings and be ready to discuss on Tuesday: Act 2, scenes 7-23 from *Hamilton*

**Week 10 (Oct. 27-29)**

Oct. 27 – Discuss the assigned readings

Homework: Essay 2 due on Thursday, please review the readings on plagiarism from earlier in the semester. Read the following posted pdf and be ready to discuss on Thursday: Pdf Pages 1-28 (or 4-58 on the document) in Suzan-Lori Parks’ *Topdog/Underdog*

Oct. 29 – Essay 2 due today. Discuss the assigned reading and take the week 10 quiz in-class. Final grades updated on D2L.

Homework: Read the following posted pdfs and be ready to discuss on Tuesday: Pdf Pages 28-56 (or 57-115 on the document) in Suzan-Lori Parks’ *Topdog/Underdog* and “A Secure Form of Living.”

**Week 11 (Nov. 3-5)**

Nov. 3 – Discuss the assigned readings and take the week 11 quiz

Homework: study for the exam on Thursday

Nov. 5 – Essay 2 grades posted on D2L. Exam at the beginning of class. Introduction to the next thematic unit after the exam.

Homework: Read the following from the week 12 reading packet and be ready to discuss on Tuesday: Aimee Nezhukumatathil’s *World of Wonders* and Sally Wen Mao’s *Mad Honey Symposium*

**Week 12 (Nov. 10-12)**

Nov. 10 – Discuss the assigned readings from the week 12 packet

Homework: Read the following from the week 12 reading packet and be ready to discuss on Thursday: Ada Limón’s “The Conditional,” Fady Joudah’s *Textu*, and Ray Bradbury’s “The Monster Maker” and “A Little Journey”

Nov. 12 – Discuss the assigned readings from the week 12 packet and take the week 12 quiz in-class. Final grades updated on D2L.

Homework: Read the following from the week 13 reading packet and be ready to discuss on Tuesday: Stories from *Flapperhouse* and *Gulf Coast*
**Week 13 (Nov. 17-19)**

Nov. 17 – Discuss the assigned readings from the week 13 packet

Homework: Read the following from the week 13 reading packet and be ready to discuss on Thursday: Works from *Flapperhouse, Cream City Review*

Nov. 19 – Discuss the assigned readings from the week 13 packet and take the week 13 quiz in-class. Final grades updated on D2L.

Homework: Research Essay due on Tuesday after Thanksgiving break. Read the following from the week 14 reading packet and be ready to discuss on Tuesday after Thanksgiving break: Works from *Flapperhouse, Cream City Review*

**Thanksgiving**

**Week 14 (Dec. 1-3)**

Dec. 1 – Discuss the assigned readings from the week 14 packet and take the week 14 quiz in-class

Homework: Study for the exam on Thursday

Dec. 3 – Exam at the beginning of class. Discussion of the final exam on Tuesday.

Homework: Study for the final exam on Tuesday

**Week 15 Finals Week (Dec. 7-11)**

Dec. 8 - Final exam in class.