**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**English 2329-01: American Literature**

**Spring 2019 – Preston Hall 210, 9 to 9:50 AM**

**Instructor:** Michael Hale **Office:** 101 Carlisle Hall

**Email**: [michael.hale@uta.edu](mailto:michael.hale@uta.edu) **Office Hours**: M/W/F 11:00AM-12:00PM

**Faculty Profile:** https://mentis.uta.edu/explore/profile/michael%20-hale

**Texts and Materials:**

Course material will be available online and accessed through Blackboard.

Texts which need to be procured physically are as follows:  
  
**We Have Always Lived in the Castle** by Jackson ISBN 9780143039976  
**Batman: The Dark Knight Returns (30th Anv. Edition)** by Miller ISBN 9781401263119  
**Chronicle of the Narvaez Expedition** by De Vaca ISBN 9780142437070  
**Starship Troopers** by Heinlein ISBN 9780441783588  
**Ms. Marvel – No Normal (Vol.1)** by Wilson ISBN 9780785190219  
**A Tale for the Time Being** by Ozeki ISBN 9780143124870  
**The Shining** by King ISBN 9780307743657  
**Cat Pictures Please and Other Stories** by Kritzer ISBN 9781933846675

**Course Description:** Course concentration on works of American literature with focus on how cultural, geographic, and political issues shape and reflect literature in a particular culture. Examines at least three genres and six authors. Emphasis on critical thinking, reading, and writing**.**

**Course Objectives under the Core Curriculum**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture.

- Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.

- Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.

- Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.

- Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly in the Signature Assignment (see below).

The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: http://www.uta.edu/uta.

**Description of Signature Assignment:**

The signature assignment addresses all four of the course objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

**Course Goals:**

- To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond English classes.

- To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts.

- To develop students' ability to read critically by studying a variety of literary elements.

**Student Learning Outcomes:**

- Students should be able to demonstrate their understanding of and their ability to analyze literary texts both in writing and in online written discussion.

- Students should be able to demonstrate their knowledge of a variety of literary terms and elements.

- Students should be able to identify a variety of literary elements within literary texts.

- Students should be able to conduct research using the internet and UTA Library resources.

- Students should be able to demonstrate ability to utilize technology in a variety of forms.

**Assignments and Grade Calculation:**

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| --- | --- |
| **Categories of Assignments** | **Percentage of Final Grade** |
| **Daily Assignments:** | **25%** |
| **Quizzes:** These are brief quizzes that occur weekly and serve to check your reading. Some particular assignments, if they count as a quiz, will be labeled as such | 15% |
| **Discussion Posts:** You are expected to provide some manner of response to the texts we work with in class every week, as well as to respond to the posts of your peers. Adhere to the minimum ‘requirements’ (X number of words, respond to X number of peers) for the best chance at full points. For example, forgetting to make your own post, but while still responding to three posts from your peers, means at maximum you’ll receive a 75% for that grade. Similarly, making your own post, but only responding to one peer, will mean you’ll only be able to achieve at max a 50% for that grade. Every A for the weekly discussion post is 24% your own post, plus 75% (25% per post to a peer x 3). | 10% |
| **Essays and Projects** | **45%** |
| Text Review #1 (3/3) | 15% |
| Text Review #2 (5/5) | 15% |
| Signature Assignment Essay (5/5) | 15% |
| **Exams:** | **30%** |
| In Class Short Answer Test #1 (2/27) | 15% |
| In Class Short Answer Test #2 (4/19) | 15% |
| **TOTAL** | **100%** |

**Scale for final course grades:**A   90 to 100 percent (90 to 100)

B   80 to 89 percent (80 to 89.9)

C   70 to 79 percent (70 to .79.9)

D   60 to 69 percent (60 to 69.9)

F    0 to 59 percent (0 to 59.9)  
  
**Paper Descriptions**:  
  
**Textual Review Papers**: Students will be allowed to pick an author from the readings throughout certain periods of the course. The text that author write is to be reviewed by the student. Students are encouraged to undertake closed-readings for these reviews and to pay close attention to style, the reader’s own judgement(s) of the work, and how the student feels said piece does or does not contribute to on-going assessments of what “America” is or is not. Each review must be a minimum of two pages long.  
Text Review #1 is due on 3/3  
Text Review #2 is due on 5/5  
  
**In Class Short Answer Tests**: Students will have two tests which require a Blue Book to complete. Twice during the semester, students will be provided a choice of two prompts which ask the student their opinion(s) on certain texts. Students may pick one of the two prompts and have the whole class to provide an answer to their satisfaction. The minimum required page length of these tests are three pages.  
Test #1 is due on 2/22  
Test #2 is due on 4/15  
  
**The Signature Assignment**: This essay will be a 6-page project that is to focus on the student being asked to bring one text from three genres into conversation alongside what they find from outside material. The student is to make the case as to why three textual selections from the three genres they select.  
Signature Assignment is due by 5/5

**Course Policies:** You must complete all assignments and quizzes by the due dates. **No late work is accepted**. Computer malfunctions do not constitute excuses for missing work or turning in work late that is due through electronic submission. All due dates for the assignments and quizzes are listed in the course schedule. College students are expected to work independently and to complete assignments on time. It is important to look ahead in order to understand when major assignments are due. Most successful students mark due dates on a planner or calendar.  
  
**Critical Discussion**: The content of this course will cover a wide variety of sensitive and possibly even controversial topics concerning the world we live in, the values that people share and their outlooks. While some arguments are the product of their times, the goal of literature is to help us figure out how we desire to see ourselves, and our world, in the present. Because of the content of some texts, you may actively dislike one or more books/texts we make use of. This is perfectly fine, since no class can provide content which will please or even amuse 100% of all students. During discussion you are certainly allowed to contest the views of the instructor or various papers which are provided to help spur conversation on the proposed genres of reading. Having said that, the goal is for all discussion to be critical, meaning you are able to explain, expand and justify your points, be they for praise or blame on the part of a text.  
  
EXAMPLE: “I think this book stinks,” obviously, is not a critical explaination of anything beyond an anecdotal feeling/observation … and it isn’t even a clear one. However …  
  
“I think this book is far more pretentious than the one we read before. The previous book was able to make use of symbolism better because it didn’t happen so frequently. I feel the author of this book didn’t trust their readers to understand nuance or subtelty. I just feel like this book is screaming a point at me, over and over again, and because of this pattern I just dislike it.”   
  
This is a longer sentence which does ultimately just mean ‘I don’t like it,’ but now there are points of comparison between the book in question and earlier texts, the speaker makes an assumption about the author and speculates as to ‘what’ in the text is making them upset, and ultimately the point can stand as solid anecdotal critisism.   
  
The goal of this course is not for you to love every text, but rather for you to feel capable of arguing what you believe about the topic of “American” literature in a capable manner, one which is supported by a library of vocabulary terms and examples to support your views.  
  
**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, my policy is as follows: Attendance is taken via a sheet which will be provided in class. Every student is allowed five absences from class with no questions asked. At the end of the course, when attendance is being assessed from all attendance sheets, I will ‘omit’ the first five times a student’s name was not signed on the attendance sheet. If a student has an emergency, or if they need to let me know why I should let them have an additional absence (so, 6 instead of 5), they will need to schedule a meeting with me to explain. Attendance will be taken at the start of the class after 5 minutes.   
  
A student who comes to class after the attendance sheet has been passed around is tardy, although if they come in while the sheet is going around they’ll be exempt. Once the attendance sheet has been taken up, that is it. Students who come in after this will be allowed to sign in, so that they won’t be counted absent, but they’ll be marked as tardy.

Three tardies will equal one absence throughout the course.

There will be times where attendance is taken through group projects. During these days, coming in late (after 5 minutes) will result in the student still being able to participate in the assignments/writings required, but they’ll do so on their own, thus being supplied with something they can work on individually so their group does not need to stop to re-explain the work going on or so no work needs to be re-done.

Alerting me to an absence after the class has ended for the day and asking for the absence to be excused will not count; if it is worth asking for more excused absences than the five already afforded them, the student must make an effort to meet with me. If a student cannot meet with me, we can schedule a Skype conference. At the end of the course, every excessive (i.e.: non-excused) absence accumulated from tardies and/or those which resulted from the student not having been present will result in 5 points being deducted from the student’s Final Grade in the course.” However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.  
  
Your instructor will make every effort to respond to emails within 24 hours.  Course work will be graded and returned in a timely manner. Assignments and discussion will generally be evaluated within 10 days after due date. Major essays and exams will be evaluated within two weeks after due date. Your instructor will notify you if unexpected delays in grading do occur.

**Please read the entire syllabus content area for information on communication, interaction with classmates and professor, and policies about electronic or internet issues.  
  
Participation:** You should read/watch all assigned material and complete all assignments carefully and thoughtfully. As you read, think critically about the material in order to generate ideas and questions from your analysis. We will have numerous discussions in class over the readings, as well as group activity work. You are expected to do your best in class discussion, as well as through Blackboard discussions and exchanges.

**Discussion Board Posts:** Posts should be at least 350 words at minimum. However, to earn higher grades, the post must do more than merely fulfill a word count. Make sure that you use the reading/texts as evidence to help develop your argument (meaning you include details or a direct quote). Each argument should contain a thesis statement, which makes a claim and supports it with at least one reason. Your responses to fellow students on the other hand, should attempt to engage the student in a conversation. This means more than simply saying that you "agree" or "disagree" with their argument. It means talking to the other student and providing your own evidence from the story/poem to develop your responses. A full response engages the other student in a discussion around the student's argument, providing points and claims from your own reading of the story.

**Remember**: an A discussion on Blackboard is exceptional, will include direct quotes which are properly cited using in-text citation (no Works Cited necessary), is thorough, and has a thesis that is adequately supported.  Your peer responses are engaging, thoughtful, and thorough.  A "B" is good, will include details from the text but not necessarily a direct quote, and attempt to support a basic thesis.  Your peer responses go beyond agreeing or disagreeing.  A "C" is answering the prompt without going above and beyond.  Meaning, you've responded to the prompt and given your peers a brief response that basically agrees or disagrees on a rudimentary level.  The grades you earn on the initial discussion forum should not be an indication of how you'll do on future posts. As per the Honor Code, your discussion posts are to be your original ideas not copied or influenced by analysis you read on the internet, in study help sites, or any other sources.

**Electronic Communication Policy.** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through outlook’s mav email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend. I will not respond to e-mails sent from non-Mav/Outlook accounts.

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. ***All students are assigned a MavMail account and are responsible for checking the inbox*** regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**You are required to check your UTA email and course announcements daily as this is the means by which I communicate with all students.**

**Academic Integrity:**

Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. It is also inappropriate to hand in a paper or portions of a paper written for another class--including high school and college courses you have taken or in which you are currently enrolled. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, someone else doing your work, etc.) is unacceptable even if you do it accidentally. All instances of academic dishonesty will be dealt with according to UTA policy and procedures, and I will send a copy of questionable work to the Office of Student Conduct to be kept on file. I also reserve the right to award zeros on assignments and/or an F in the entire course to any student who engages in any type of academic dishonesty.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD).  Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.   
Counseling and Psychological Services, (CAPS)   [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php). For information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX)

**Student Support Services:**

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may visit the reception desk at University College (Ransom hall), contact the Maverick Resource Hotline at 817-272-6107, send a message at [resources@uta.edu](mailto:resources@uta.edu), or visit [www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php)for more information.

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**The Writing Center: This place is located in the Library on Floor 4 in room #411**

**Library & Research Assistance:** University-level research requires university-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and credible news magazines and newspapers. The UTA Library <http://library.uta.edu/> offers a plethora of resources and subject specialists to help you select and locate appropriate sources. Find library staff at the Service Zone on the first floor of the UTA Central Library, by phone at (817) 272-3395, by text at (817) 727-8395, email at [AskUs@uta.edu](mailto:AskUs@uta.edu), or the chat widget on the library’s homepage, <http://library.uta.edu/>. For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>.

**Drop Policy:**

If you choose to withdraw from the course for any reason, you must follow University procedures.  I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

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| Week | Date | Class Topic | Assignments Due |
| 1 | MON  1/14 | Syllabus and Introduction to the course  Download the document entitled **“Useful Vocabulary to Know.”** There will be a quiz over this material that you can complete by Sunday on 1/20 by 11:59 PM.  **FOR WED 1/16**: Read **The Ones Who Walk Always from Omelas** by Le Guin on BB under Course Materials + Read the article **Le Guin’s “The Ones Who Walk Away from Omelas”: Allegory of Privilege** on BB and have a printed copy for the article class on Wed (1/16). |  |
| 1 | WED 1/16 | Please have read all of **The Ones Who Walk Always from Omelas** for today. If you can have it printed out, or accessible during class, please do, but this is not required for today. **Bring a copy (print, or e-accessible) of the “Allegory of Privilege” article to class**.  Discussion    **FOR FRI 1/18**:Bring a printed copy of the document entitled “[Abridged] Letters From an American Farmer - Letter III "What Is An American"to class. **FOR NEXT WEEK**: Read Douglass’ **“The Meaning of the 4th of July to the Negro?”** which is available on BB. We will discuss this in class during WEEK 2 on Mon 1/23. Bring a copy of this piece to class. |  |
| 1 | FRI  1/18 | Please have read **“[Abridged] Letters From an American Farmer - Letter III "What Is An American"** for class today and **bring a printed copy**.  **FOR NEXT FRIDAY (1/25) & MON (1/28)**: Read all of De Vaca by next Friday (1/25), but these are specific chapters we’ll discuss: **Introduction from Ian Stavans (ix-xxi), Cp. 1, 5, 14, 15, 16, 24, 25, 26, 29, 34 and 37**. Some of these chapters are less than three pages. Print or have access to The Account as Literature by Martin A. Favata and José B. Fernández (on BB) for discussion on the 25th and then the 28th Discussion | Complete the **Introduce Yourself** post assignment on Blackboard + respond to three other posts by 11:59 PM tonight  Complete the **“Useful Vocabulary to Know.”** quiz by 11:59 PM. |
| 2 | MON  1/21 | MLK HOLIDAY – NO CLASS |  |
| 2 | WED  1/23 | Pleasehave readDouglass’ **“The Meaning of the 4th of July to the Negro?”** for today and **bring a printed copy**.  Discussion **FOR NEXT WEEK:** You may want to get a start on reading *Raisin in the Sun* (a version of which is available on BB) which will be our focus on 2/1 to 2/6 |  |
| 2 | FRI  1/25 | De Vaca - Discussion of the **Introduction + Cp. 1, 5, 14,** and **15** sections |  |
| 3 | MON  1/28 | De Vaca – Discussion of **Cp. 16, 24, 25, 26, 29, 34** and **37** sections + **The Account as Literature  Please be sure to have a printed copy of “The Account as Literature” for class today, along with your text.** | Post a 350 word or more **Blackboard Response** under the **WEEK 3 READINGS FOLDER** about the following prompt: **“How do texts such as those written by Crevecouer, Douglas or De Vaca either challenge or affirm your views on America?”** + respond to three of your peers posts. You have until SUN 2/3 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night (2/2) by 11:59 PM |
| 3 | WED  1/30 | **Intro to Plays**: *Introduce Hansberry & Raisin in the Sun*  **FOR WEEK 4**: Read “Scrap Dragon” from Kritzer’s **Cat Pictures Please** for Wed (2/8) and **Jeffty is Five** by Ellison (on BB) for Fri (2/11). |  |
| 3 | FRI  2/1 | Raisin Act I |  |
| 4 | MON  2/4 | Raisin Act II  **FOR NEXT MONDAY 2/11**: Be ready to discuss the short story “Jeffty is Five.” | Post a 350 word or more **Blackboard Response** under the **WEEK 4 READINGS FOLDER** about *Raisin in the Sun* and also respond to three different posts. You have until SUN 2/10 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 4 | WED  2/6 | Raisin Act III  **FOR WEEK 5**: Start reading Frank Miller’s **Batman: The Dark Knight Returns.** Read the article provided on BB called **DC Comics 101: Discovering The Dark Knight Returns** by 2/11. Read the article **Eternal Return:**  **The Enduring, and Problematic, Influence of The Dark Knight Returns** by 2/18. |  |
| 4 | FRI  2/8 | **Intro to Short Stories**: *discuss Kritzer and Ellison*  Kritzer – Discussion on “Scrap Dragon” |  |
| 5 | MON  2/11 | Ellison – Discussion on “Jeffty is Five” | Post a 350 word or more **Blackboard Response** under the **WEEK 5 READINGS FOLDER** about either *Ellison and Nostalgia* or *Batman: The Dark Knight Returns* and also respond to three different posts. You have until SUN 2/17 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 5 | WED  2/13 | **Introduction to Graphic Novels**: *Introduce Miller and Wilson*  Batman: The Dark Knight Returns **Book One: The Dark Knight Returns**  **FOR WEEK SIX**: Read Wilson’s **Ms. Marvel Vol. 1 – No Normal** and start figuring out your own methods to watch **Captain America** |  |
| 5 | FRI  2/15 | Batman: The Dark Knight Returns **Book One to Two: The Dark Knight Returns + The Dark Knight Triumphant** |  |

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| 6 | MON  2/18 | Batman: The Dark Knight Returns **Book Three: Hunt the Dark Knight** | Post a 350 word or more **Blackboard Response** under the **WEEK 6 READINGS FOLDER** about *graphic novels* and also respond to three different posts. You have until SUN 2/24 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 6 | WED  2/20 | Batman: The Dark Knight Returns **Book Four: The Dark Knight Falls +** article **Eternal Return: The Enduring, and Problematic, Influence of The Dark Knight Returns** |  |
| 6 | FRI  2/22 | Discuss Wilson’s **Ms. Marvel Vol. 1 – No Normal** |  |
| 7 | MON  2/25 | Ms. Marvel (con’t) | Post a 350 word or more **Blackboard Response** under the **WEEK 7 READINGS FOLDER** about *comparing Ms. Marvel and The Dark Knight Returns* and also respond to three different posts. You have until SUN 2/31 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 7 | WED  2/27 | **IN CLASS SHORT ANSWER REFLECTION TEST #1**: **Bring a Blue Book**. |  |
| 7 | FRI  3/1 | **Intro to Film**: *Introduce Captain America* **FOR WEEK 8**: For those who want to, I would encourage you to get an early start now on reading through *We Have Always Lived in the Castle* | Deadline to submit your **Textual Review #1** paper is by 3/3 at 11:59 PM |
| 8 | MON  3/4 | Cap Discussion (con’t) | Post a 350 word or more **Blackboard Response** under the **WEEK 8 READINGS FOLDER** about *We Have Always Lived in the Castle* and also respond to three different posts. You have until SUN 3/10 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 8 | WED  3/6 | Cap Discussion (con’t) |  |
| 8 | FRI  3/8 | **Intro to the Mystery and Horror Novel Genres**: *Introduce Jackson and King* Begin discussing *We Have Always Lived in the Castle*  We Have Always Lived in the Castle Ch: 01-Ch: 03 (1-50)  **FOR SPRING BREAK**: I would encourage you to get started on *The Shining* over the break (or, as soon as you wrap We Have Always Lived in the Castle)! We will start discussing its first few chapters on Friday 3/22 |  |
| 10 | MON  3/18 | We Have Always Lived in the Castle Ch: 04-Ch: 07 (51-96) | Post a 350 word or more **Blackboard Response** under the **WEEK 10 READINGS FOLDER** about *The Shining* and also respond to three different posts. You have until SUN 3/24 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 10 | WED  3/20 | We Have Always Lived in the Castle Ch: 08-Ch: 10 (97-146) |  |
| 10 | FRI  3/22 | Begin discussing King’s *The Shining* The Shining, Ch: 01-Ch: 10 (1-112) |  |
| 11 | MON  3/25 | The Shining, Ch: 11-Ch: 16 (112-198) | Post a 350 word or more **Blackboard Response** under the **WEEK 11 READINGS FOLDER** about *The Shining and the American Family* and also respond to three different posts. You have until SUN 3/31 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 11 | WED  3/27 | The Shining, Ch: 17-Ch: 22 (199-299) |  |
| 11 | FRI  3/29 | The Shining, Ch: 23-Ch: 32 (300-403)  **FOR WEEK 12**: *Get started now on reading Starship Troopers. We will start discussing the first few chapters next Friday on 4/5* Last Day to Drop  Submit Requests to Advisor prior to 4 p.m. |  |
| 12 | MON  4/1 | The Shining, Ch: 33-Ch: 45 (403-526) | Post a 350 word or more **Blackboard Response** under the **WEEK 12 READINGS FOLDER** about *Starship Troopers* and also respond to three different posts. You have until SUN 4/7 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 12 | WED  4/3 | The Shining, Ch: 46- Epilogue (527-659) |  |
| 12 | FRI  4/5 | **Introduction to Sci-Fi Novel Genre**: *Introduce Heinlein and Starship Troopers* Starship Troopers, Ch: 01-Ch: 02 (1-51) |  |
| 13 | MON  4/8 | Starship Troopers, Ch: 03-Ch: 05 (52-97) | Post a 350 word or more **Blackboard Response** under the **WEEK 13 READINGS FOLDER** about *Starship Troopers and Ideology* and also respond to three different posts. You have until SUN 4/14 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 13 | WED  4/10 | Starship Troopers, Ch: 06-Ch: 08 (98-153) |  |
| 13 | FRI  4/12 | Starship Troopers, Ch: 09-Ch: 11 (154-210) |  |

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| 14 | MON  4/15 | Starship Troopers, Ch:12 (211-257)  FOR NEXT MONDAY: We will start engaging with Ozeki’s *A Tale for the Time Being* next Monday. |  |
| 14 | WED  4/17 | Starship Troopers, Ch: 13-end (258-335) |  |
| 14 | FRI  4/19 | **IN CLASS SHORT ANSWER REFLECTION TEST #2**: **Bring a Blue Book**. |  |
| 15 | MON  4/22 | **Introduction to the Post-Modern Novel Genre**: *Introduce Ozeki and A Tale for the Time Being* A Tale for the Time Being (PART 1 – Pg. 1-67) | Post a 350 word or more **Blackboard Response** under the **WEEK 15 READINGS FOLDER** about *A Tale for the Time Being* and also respond to three different posts. You have until SUN 4/28 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 15 | WED  4/24 | A Tale for the Time Being (PART 1 – Pg. 68-107) |  |
| 15 | FRI  4/26 | A Tale for the Time Being (PART 2 – Pg, 110-183) |  |
| 16 | MON  4/29 | A Tale for the Time Being (PART 2 – Pg, 184-256) | Post a **Blackboard Response** under the **WEEK 16 READINGS FOLDER** about an assessment of the course and the texts. You have until SUN 5/5 by 11:59 PM to do this.  Complete the **Reading Quiz** over material from this week which will remain open on BB until Sunday night by 11:59 PM |
| 16 | WED  5/1 | A Tale for the Time Being (PART 3 – Pg. 260-354) |  |
| 16 | FRI  5/3 | A Tale for the Time Being (PART 4 – 358-402) | Deadline to submit your **Textual Review #2** paper is by 5/5 at 11:59 PMSubmit your **Signature Assignment Essays** to Blackboard by 5/5 at 11:59 PM |
|  | 5/6-  5/10 | Final Exam Week |  |