

ENGL 2329 – Spring 2014

Section 15 2:00 - 3:20PM LS424

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Office Number: Carlisle 407

Office Hours: Tues: 11:30 to 12:20

Thursday: 11:00 to 12:20

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“A novel is a personal & direct impression of life”

Henry James in *The Art of Fiction*

NOTE: Changes to the syllabus will be communicated in Blackboard.

ENGL 2329 American Literature: (3-0) Consideration of significant American works with a focus on ideas and the ways in which they reflect cultural and aesthetic values; emphasis on critical methods of reading, writing, and thinking; at least three genres and six authors considered.

“The essential American soul is hard, isolate, stoic, and a killer. It has never yet melted.”
D.H. Lawrence, *Studies in Classic American Literature*

A SEARCH FOR IDENTITY AMIDST VIOLENCE: This course is not an introduction to or survey of American Literature. Instead it introduces students to a selection of significant American works that contribute to the on-going defining of American identities (i.e., the characteristics by/with which a person or group defines him/her/them self(ves) and or is recognized) through violence. This dialogue is often a fascinating index to important American cultural and aesthetic values. Despite the selectivity of the readings, the course examines a broad range of time periods, genres, geographical areas, and perspectives shaped by different gender, class, and ethnic backgrounds.

OBJECTIVES

By engaging in a variety of reading, discussion and writing assignments, students will:

- ❖ become familiar with a culturally diverse range of American literary genres, works, and authors;
- ❖ become familiar with the conventions of fiction and literary criticism;
- ❖ learn how to analyze literary texts in order to become more adept critical readers, thinkers, and writers;
- ❖ examine connections among the literary texts, as well as between literature and the world;
- ❖ interrogate the fictional characters' experiences and their interpretations of American values and cultural norms, and discuss the implications of their motives and actions, within and outside of the framework of the text; and
- ❖ develop academic writing skills by presenting analyses and syntheses of our readings, discussions and class activities in essay form.

REQUIRED TEXTBOOKS

Snow White, Donald Barthelme

***The Sunset Limited*, Cormac McCarthy**

Native Son Abridged 978-0060533489

Moby Dick: The Graphic Novel **978-9380028224**

* Supplemental readings provided online and via Blackboard

WARNING: Students shall maintain a respectful decorum, even if course readings involve profanity, violence, and sex.

TECHNOLOGY PROBLEMS: At some point during the semester you WILL have a technology problem: your PC will crash, the printer runs out of ink, or something else will occur. These facts of life are not emergencies. Sadly, technological excuses (“my printer died,” etc.) cannot be accepted for failing to turn in assignments. Always back-up your work (automated backups like Dropbox prove useful). Plan ahead so that you will have time to use the on-campus computers and printers if necessary. I do NOT accept work by e-mail.

The point of reading is living. Reading helps you love with greater appreciation, keener insight, and heightened emotional awareness ... Reading and action reinforce each other in an ever-escalating manner.

Steve Leveen *The Little Guide to Your Well Read Life*

COURSE GRADE MATRIX

| Assignments | Weight | | Total |
|---|-------------|---|-----------------|
| Exam 1 | 10% | | 100 |
| Exam 2 | 15% | | 150 |
| Literary Journal | 15% | | 150 |
| Literary Analysis Essay | 27.5% | Background Essay = 50 T-Chart Analysis = 25 Body = 50 Intro & Conclusion = 50 Final version = 75 Assessment Essay = 25 | 275 |
| APQs = Assignments, Presentations, and Quizzes | 12.5% | | 125 |
| Final Exam | 20% | | 200 |
| Total | 100% | | 1000 |
| A = 900 to 1000 Points B = 800 - 899 Points C= 700 - 799 Points | | | F= 648 or fewer |

GRADES: Keep all handouts, journals, and essays until after completing the final exam.

LATE ASSIGNMENTS: Papers are due before class of assigned date. Each late day results in an additional 10% deduction. Work is not accepted after three late days. If you must be absent, your work is still due as assigned.

The Thinking Mind remains conscious of the various social, political, religious, and experiential codes that craft its own ephemeral meaning, otherwise known as worldview, focused on exploring and decoding other worldview and truth claims.

Thom Mackenzie

ATTENDANCE POLICY: Regular attendance is necessary for success. Students are expected to attend class regularly and to arrive on time. While excused, absences for official university activities, military service, and/or religious holidays still count as absences.

Arriving late 3 times equals 1 absence. *See Preparation.* Yes, you missed something important while you were out, but I do not repeat the class, including reviewing what you missed by email. Share contact info with classmates and arrange a trade for their notes ahead of time. Students accruing more than six absences will be penalized 5% off their final grade for each additional absence.

PREPARATION AND PARTICIPATION: As a class based on collaborative discourse, being prepared for discussions is required. This entails having read and thought about the assignment before class starts. Furthermore, a copy of the text is required in class. Since we will closely examine the texts and their language, if you don't have your text then you aren't prepared for class, even if you have read the assignment. Naturally, this admonition also applies to digital texts. Without a copy of the assigned text, you cannot participate effectively in discussion, and will be marked absent. **Plagiarized** assignments and essay exams will receive a zero and be submitted to Student Affairs.

METHOD OF INSTRUCTION:

Liberal education is not a body of knowledge that can be imparted to the student; it is the examination of the issues raised in various sources--an examination of texts that engages the student's thinking about these matters but does not merely implant the "answers" to the questions. These texts are not "taught"; they are read, and reading is dialectical. That is, the sources are *taken seriously*, as when one listens to a person who may know something. In this personal dialogue the reader and the text address each other's questions.

-- Edward Tingley

Assignments

Course objectives will be taught through lecture, discussion, online and library research, and testing. Learning is not just a passive intake of knowledge; instead, it requires active engagement. Engaging literature means that we do more than simply accept an apparently accepted canon of knowledge; instead, we question and perhaps even modernize it.

APQs = Assignments, Presentations, & Quizzes

Because preparedness and engagement in the discussion factors heavily in each student's success in the course, expect a weekly APQ to reward prepared students. Together these are worth 150 (15 points each) for the semester.

Students who do not attend class on the day of the assignment will not earn points for the assignment. Attendance counts.

APQ#3 Chart with examples of comedy and tragedy (according to John Morreall) for *Native Son*

APQ#5 5 Minute Group Presentation: Author & the Essence of an Assigned Text

APQ # 6/7 Group Research on setting & characters in Sherman Alexie's "Giving Blood"

Exams

The exams will test your knowledge of the material from assigned readings, class discussions, and handouts. In addition, essay questions will require you to apply your knowledge to literary texts and concepts. Final Exam will call for you to recite the poems "Sand Creek" and "Caged Bird."

Essay Exams

The goal in responding to essay exam questions is to demonstrate that you fully understand the narratives and can process the events and social implications.

- Fully digest the question. Define key terms. If the question calls for a synthesis of texts or analysis of ideas that means critical thinking is required – don't just provide plot summaries.
- Always include the author's name the 1st time you use discuss a text, even if the name is listed in the question. That's simply a requirement of an essayistic answer.
- Some people find it helpful to jot down a list of things to cover on scratch paper. Your grader might even prefer that you number your points to easily track the development to your response.

Literary Journal

Maintain a handwritten Reading Journal for all reading assignments, including critical readings. The journal can be used on the essay portions of the exams, thus students with meaningful journal entries benefit. Each entry consists of:

- 1) Complete citation of text;
- 2) Brief author biography;
- 3) Quotation of your favorite passage (w/ page #);
- 4) 2-4 sentence summary that will serve as exam study notes;
- 5) and your analysis to one element of the text.

125 POINTS

Simple research may be required for the biography, but not for your response or analysis of the text.

Entries should be maintained in sequential order in a folder and will be graded during Exam 2 and the Final Exam. *This is not a group assignment, each student must write his or her own analysis – plagiarized versions will be penalized.*

Literary Analysis Essay

Length: 5-6 full pages (not including Works Cited) in MLA format, 12-point font, double-spaced

Source Requirement: Four scholarly sources – an “essay” lacking 4 well integrated scholarly sources or a minimum of 5 pages can only earn a grade of D at best. Those who struggle with researched writing should schedule an appointment at the Writing Center NOW.

The Literary Analysis Essay will analyze the novel *Snow White* from different perspectives. Initial topic research and the Background Essay will be conducted as a group assignment. Don't write about something obvious from the text – mere summary is not helpful, *the original text says it better*. Use outside sources to provide insight and bearing; however, the analysis must represent your own interpretation. However, you must respond to the SCHOLARLY CONVERSATION about *Snow White*. Do not assume your reader has read the story, at the same time don't summarize the text, simply provide the reader plot details on an as needs to know basis. The college level literary analysis without incorporating meaningful research is NOT sophomore level work. The assignment will be staged and graded according to the following required components:

Stage 1. Select one of the following essay topics. Groups will conduct initial joint research and construct a joint Background Essay. Each of these topics explores questions of American world view and the role of violence which to be explored as the final essay develops. Select 1 worldview lens:

| | | | |
|-------------------------------------|---------------------------------|---------------------------|-----------------------------------|
| Environmentalism ¹ | Male Privilege | Fairy Tales as Life | Religion vs Cultural Restrictions |
| Education & Philosophy ² | | Purpose & Meaning of Life | Postmodernism ³ |
| 1960s Sexuality | The Horsewife and Role of Women | | The Avant Guard & Art |

Notes: 1 Seen as a subtheme in the novel, this topic must focus on the toxicity of the urban environment. The green of the forest has been replaced by the social demands & chemical inebriations of the concrete jungle.
2. Education: Not only are fairy tales educational tools, the novel comments on both educational philosophy and the role of higher ed, particularly for women (and perhaps displays a lack of educ by the workaholic men).
3. Postmodernism or PoMo: Though Barthelme is seen as an early adopter of Postmodernism, many scholars debate whether he endorses PoMo philosophical tenets or merely toys with them. Take a side based on what's in the novel.

Stage 2: Background Essay (50 points). A three page group essay (including four academic sources) detailing the historical setting/context of the text and introducing the particular element, i.e., fairy tales, of the text the literary essay will explore. This essay is heavily based on research, not merely a close reading of the text. *Join the academic conversation of scholars and experts on the text.*

Research: Not only will research on the novel provide you greater insight into the text, it is virtually impossible to write an sophomore level analysis without knowing (and thereby joining) the academic conversation surrounding the work. Base your essay within the academic conversation, i.e., research is the starting point -- before the thesis or outline.

In the Presentation, each group member must detail how a different scholarly source interprets how Barthelme creates meaning regarding the selected theme. Provide the class electronic copy that details the following for each scholarly source:

Scholar: _____ Essay: _____ MLA Citation: _____ Primary Argument: _____ Relevance to Essay: _____

Literary Analysis continued on Page 5

Beautiful Woman

A. R. AMMONS

The spring
in

her step
has

turned to
fall

Stage 3: T-Chart Analysis & Outline (25 points). Complete several T-Charts to analyze the text and discern a suitable question to prove in the essay. ["Why" questions tend to be more insightful than "how" questions]. Settle on one meaningful T-Chart analysis to produce a detailed outline of the final essay, including a thesis statement that promises readers a debatable claim statement that you seek to prove. Rely on 2 or more scholarly critiques of the novel itself to build your analysis.

Checklist:

- A series of T-Charts , w/ 1 that produces a viable claim statement or thesis
- If the T-Chart answer produces mere summary try again.
- Determine a debatable claim statement that analyzes the novel.
- Detailed outline that incorporates 2 critiques of the novel

Stage 4: Body (50 points). Develop and prove the argument advanced in your assertive claim statement (provide in bold). Provide textual support and add new research.

Checklist:

- Provide claim statement in bold prior to body of essay
- Make sure each paragraph builds upon the previous and directly answers the claim statement.
- Now is the time to set up an optional Writing Center consultation.
- My appointment is on: _____

Stage 5: Introduction & Conclusion (50 points). Develop a suitable introduction with a hook and a strong thesis/claim statement. The conclusion should mirror the introduction. Submit with a revised body to produce a complete draft.

Stage 6: Polished Literary Analysis Essay (75 points). Integrate each component into a complete essay that approximates the language of a college educated audience. Revise each paragraph. Ensure all sentences are clear and concise. Don't just say it, say it well. Works Cited page required. Practice the insight in "On Grading Essays."

Stage 7: Assessment Essay (25 points). Develop a 1-2 page assessment of your writing process. Detail how research contributed to your final essay, upon the editing and revision process, and ways to enhance future research writing using the T-Chart and peer review processes. Provide a chart detailing 8-10 improvements since the graded draft versions.

Guidelines for Writing about Literature

1. **Literary responses are written in present tense. Because the narrative is re-enacted in a sense as it is read, all action remains in the present just as if it was unfolding on the stage. If to the character, however, the action took place in the past, that action is described in the past. So even though he is dead, "Shakespeare says" remains appropriate.**
2. **Bound and printed volumes, think books and journals, are denoted with italics: *Time Magazine*.**
3. **Poems, short stories, essays, and songs that are a part of a bound volume use quotation marks. "Santa Claus is Coming to Town."**
4. **Integrate quotations into well crafted sentences – don't dump them. At the same time, a sentence such as "In the poem "Sand Creek" by Simon Ortiz he says" proves too wordy. Try: In "Sand Creek" Simon Ortiz says...**

Richard Dawkins: River Out of Eden:
A Darwinian View of Life

Desmond Tutu: South African Truth &
Reconciliation Commission

The New Atheists claim that violence is natural:
"In a universe of electrons and selfish genes, blind physical forces and genetic replication, some people are going to get hurt, other people are going to get lucky, and you won't find any rhyme or reason in it, nor any justice. The universe that we observe has precisely the properties we should expect if there is, at bottom, no design, no purpose, no evil and no good, nothing but blind, pitiless indifference."

Nelson Mandela appointed Tutu to chair the TRC for to move beyond the racial division and long-term violence of apartheid. Hundreds of hearings and extensive investigations into assaults and economic dispossession confirmed his belief in divinity, the self-evident nature of good and evil, and that the violent are morally accountable.

On Grading Essays

It is impossible to earn an "A" without research.

Move beyond the high school essay. The college essay has graduated from the 5 paragraph essay. It should convince others that you belong in college.

Dig deeper, don't stay on the surface. Contribute something meaningful by incorporating details mined during research.

Instill greater focus; make sure you can do the topic justice in the allotted space.

Your promise (ie, thesis) must overcome the reader's "so what" and "who cares" concerns.

Replace broad (and boring) generalizations with critical thinking and specifics.

Own the paragraph when quoting others; don't surrender your voice to the quote: Paraphrase and frame quotes.

Don't allow weak linking verbs to hijack your essay. Replace "is" and "was" with action words. Avoid wordy "there are" sentences.

If you must plagiarize, find another class.

Without paint Picasso's canvas lies bare, without the sax jazz loses its soul, and without strong research, your mind lacks the materials from which to shape meaning.

Thom Mackenzie

Grading Guide: Interpreting Common Marks on Your Draft/Essay

On the positive note, too often I forget to insert a ☺ or a simple "well said." Unmarked text, especially on the 1st few pages, can be deemed positive. However, if I have already said use italics or frame quote in the early going I won't repeat that with each subsequent error. You remain responsible for the final product so evaluate each paragraph accordingly. Of course, drafts can always be written better, so don't let a "well said" keep you from revising and improving. A draft is always graded more generously than the final version, though the final version might be marked up less since it is too late to revise. Become a strong writer, but an even better editor.

AWK = Awkward phrasing or sentence. The sentence be understood with some effort, but the statement doesn't sound polished and requires too much effort on the reader's part. Revise.

Combine = Combine sentences to reduce superfluous words & make a greater impact upon the reader.

Dah = It means what you think -- don't state the obvious. Replace the it with something significant.

Frame = Frame quotations. Just as a photo might be framed on all sides by a picture frame that directs the eye to a focal point, so the quotation requires frames to bolster understanding. Instead of simply pasting a quote into the paragraph incorporate it into your own sentences. The 1st character of a sentence should not be a ", instead lead into the phrase, perhaps by introducing the author or setting the context. The sentence following the quote should also provide a defining frame. Try to answer one of these questions: Do you agree with the quote, do others opposite it, what should the reader take from the quote? This was introduced in ENGL 1301/02 in the book *They Say, I Say*. See <https://owl.english.purdue.edu/owl/resource/747/03/>

Highlighted text = Something about the highlighted text demands your attention. Figure it out. If, for example, I highlight the word "is" 3 times in a single sentence, then I likely consider that to be a poor sentence. Replace the leaking verbs with some true action words.

Mirror = The reader should realize you've proven your point and have reached a conclusion.

Incorporate keywords in the conclusion that mirror the introduction to affirm that this is indeed the conclusion. Refer to the handout to incorporate mirrors between the intro and conclusion.

MLA = The protocol for writing in the humanities is set by the Modern Language Association. MLA on your essay means you failed to use the proper format. Figure out the problem and fit it. See <https://owl.english.purdue.edu/owl/resource/747/01/>

Non Sentence = What looks like a sentence violates some particular rule of grammar. It might be a run on sentence, comma splice, or etc that demands your attention. Look it up. Revise.

Not Debatable = This attempted claim statement does not make a claim that will engender debate. It either doesn't pose a contestable question (ie, nobody will argue the other side) or it asks a question nobody cares to enter a debate over (such as: Its raining outside. It is or isn't.)

Generally this means mark means that the potential claim statement only generates plot summary.

Pagination = Protocol for designing a page according to MLA format. This includes your putting your last name and the page number to the top right as a header, but not your full name, course, date, and title on every page. See <https://owl.english.purdue.edu/owl/resource/747/01/>

Revise = Consider rebuilding this sentence or paragraph from scratch. Revise requires much more than fixing a typo, it means wholesale change is called for. Invest in your essay and make it happen.

SWYM = Instead of losing the audience with convoluted text that may have gotten away from you, simply "Say what you mean" in plain English.

This sucks = Somebody else marked up your essay. I wouldn't say that – though I might want to.

Titles = Use the proper MLA format for articles, essays, poems, books, magazines, journals, and etc.

The mark Titles means you got something wrong, likely use quotation marks for a book title or italicizing the title of an essay or short story. This may also be marked as Italics not " " .

Vague = An imprecise or nebulous statement. Provide more concrete information. Instead of saying "the author" state the author's name. Upgrade the phrase "back in the era" to the actual decade.

Warrant = This statement lacks warrant, purpose, or importance. Perhaps the reader cannot determine why you said what you said. Your sentences must be able to pass the reader's "so what?" "who cares?" questions. On the other hand, perhaps you filled the paragraph with fluff that your audience already knows. What made for a good essay in high school is no longer sufficient, write to the level of a college educated audience {hence your reason for being here}.

Wordy = Be more economical with your words. If you can say the same thing with fewer words, do so. Don't tax the reader unnecessarily.

Works Cited = The works cited page only includes sources actually cited in the text. It should look like <https://owl.english.purdue.edu/owl/resource/747/12/>.

??? = Similar to highlighted text, I don't know what you mean. Likely you left out an intended word or something much worse.

Things that irritate the grader: **a)** "There are"... "that" sentences, **b)** "Being" sentences, such as "this being the reason," **c)** Vague time statements such as "Now-a-days" or "in those days," and even worse **d)** "Maya Angelou, author of "Caged Bird," she." Edit these phrases out of existence.

SCHEDULE OF ASSIGNMENTS: Spring 2014 Class Calendar

Complete readings PRIOR to Class. Bring copies

Theme 1 – Introduction & War

TUES 14 JAN: "The Death of the Ball Turret Gunner" by Randall Jarrell
and "Sand Creek" by Simon Ortiz
Video: "What Makes Violence"

THURS 16 JAN: "An Episode of War" by Stephen Crane (Blackboard Reader)
And "The Medium of Fiction" by William Gass



Theme 2: Assassinations & Executions

TUES 21 JAN: "The Names" by Billy Collins and "Capital Punishment" by Sherman Alexie
Watch the video at:

<http://education-portal.com/academy/lesson/how-to-analyze-a-literary-passage-a-step-by-step-guide.html#lesson>

In class: APQ1: Quiz over Literary Analysis video at Education-Portal.com and Course SYLLABUS
-- Discuss Literary Journal – Set UP Groups

THURS 23 JAN: *Group Analysis of the following:*
Song: "Green, Green Grass of Home" – Charlie Pride
Poem: "When Lilacs Last In the Door-yard Bloo'd" Elegy to Abraham Lincoln" by Whitman

APQ#2: Describe America's history with assassinations and executions. Compare the reaction to the assassination of a president with the execution of a prisoner. Both die by the same means but with a different public response. Demonstrate how either narrative could be retold for the 21st century.

As a Group Watch "Because I Said So":

<http://education-portal.com/academy/lesson/how-to-write-a-persuasive-essay-and-use-several-sources.html#lesson>

"My concern is not whether you have failed, but whether you are content with your failure."

Abraham Lincoln

Theme 3: Violence as a Consequence of Choice and Behavior

TUES 28 JAN AND THUR 30 JAN: Novel: *Moby Dick*

APQ#3 Completed Active Reading Guide Due for *Moby Dick* at the beginning of Class 1/30

If meaningful writing was easy, it wouldn't pay so well.

TUES 4 FEB: Read: "How Bigger was Born" Introduction to *Native Son*.

APQ#4 As you read thru *Native Son* maintain a chart identifying examples of comedy and according to John Morreall at <http://www3.dbu.edu/mitchell/comedytr.htm>

APQ#5: Essence: Group Consists of _____

THURS 6 FEB: *Novel: Native Son*, Book One

TUES 11 FEB AND THUR 13 FEB: *Native Son*, Book Two and Three
APQ4 DUE at Beginning of Session

Theme 4: The Native Other

TUES 18 FEB: *Poems:* Lydia Howard Huntley Sigourney, "Indian Names" and
Essay: "Shades of Sh*t" from *Wisdom Sits in Places* by Keith Basso (Reader)

APQ#5 Essence: _____

APQ#5: Essence: _____
Group Presenting on Basso might attempt to draw a layout of the setting

--- Bring Resources to work in class on "Giving Blood"

THUR 20 FEB: "Giving Blood" by Sherman Alexie
APQ6/7 "Giving Blood" Group Assignment DUE: Sherman Alexie Group Assignment
Part I APQ6: Provide a detailed and cited commentary/research guide to 10 elements of "Giving Blood."
Part II APQ7: Complete a 2-3 page researched essay addressing the importance of Crazy Horse to pan Native American communities and why the poem's protagonist likewise identifies with him.

Review Online Lecture on Synthesis (a skill required for essay exams)
<http://education-portal.com/academy/lesson/how-to-focus-your-essay-and-respond-to-the-essay-prompt.html#transcript>

EXAM 1 – Essay Section Due Online by Sunday Feb 23rd at 10PM.

Theme 5 – Violence and Women

"The death of a beautiful woman [is] unquestionably the most poetical topic in the world"
– Edgar Allen Poe, "The Philosophy of Composition" from 1846

TUES 25 FEB: *Essay:* "On the Domestic Education of Children" (*Reader 25-29*)
Poetry: Read selections of Phillis Wheatley in *Reader* (3-9)

APQ#5: Essence: _____

THURS 27 FEB: Excerpts from Gloria Anzaldúa (Blackboard)

APQ#5: Essence: _____

Group s begin Work on Background Essay

The hardest essay to write is extracted from a starved mind. Give yourself a chance; feed your brain relevant data!

TUES 4 MARCH AND THUR MARCH 6: *Novel: Snow White* by Donald Barthelme and

Poem: Anne Sexton's "Snow White"

Read: "Barthelme's *Snow White*" by Robert Morace in *Critique* September 1, 1984.

APQ#5: Essence: _____

APQ#8: 300 Word Essay on Human Nature in the Snow White readings Due 3/6
(Highlight the insight from 3 academic sources)



SPRING BREAK

Theme 6 – Abuse & Racial Oppression

TUES 18 MARCH: "Black and Blue" by Louis Armstrong and
"Let America be America Again" by Langston Hughes

APQ#5: Essence: _____



Figure 1: The Scream by Edward Munch

THUR 20 MARCH: Gloria Naylor – "The Meanings of a Word"
Background Essay DUE – Group Presentations

In the Presentation, each group member must detail how a different scholarly source interprets how Conrad creates meaning regarding the selected theme. Provide the class electronic copy that details the following for each scholarly source:

Scholar: _____ Essay: _____ MLA Citation: _____ Primary Argument: _____ Relevance to Essay: _____

Bring Blank T-Charts to Class

TUES 25 MARCH: Group Presentations Continued

Theme 7 – Pulp Fiction

Thurs 27 March: Fiction: "A Good Man is Hard to Find" by Flannery O'Connor
T-Chart and Outline DUE

Tuesday 1 April and Thursday 3 April:

Short Story "Harrison Bergeron" by Kurt Vonnegut, Jr.
In class essay consultations




"The fiction writer presents mystery through manners, grace through nature, but when he finishes there always has to be left over that sense of Mystery which cannot be accounted for by any human formula."
— FLANNERY O' CONNOR

APQ#9 Comprehensive Reading Quiz Themes 6 & 7

Body of Essay Due 1 Day Following consultation

TUESDAY 8 APRIL: **Exam #2 in Class**

THE ABILITY TO LAUGH AT VIOLENCE PROVIDES A TYPE OF "ANESTHESIA TO UNDERMINE ANY MORAL REVULSION WE MIGHT FEEL ABOUT IT"

(RICHARD CORLISS "A BLAST TO THE HEART" *TIME* 14 Oct. 1994: 76).

Theme 8 – Aging & Medicine

THURS 10 APRIL: Short Story: Edgar Allan Poe "The Masque of the Red Death"

APQ#5: Essence: _____

TUES 15 APRIL: Poems: "Beautiful Woman" by A.R. Ammons

Emily Dickinson, "Because I Could Not Stop for Death"

Introduction and Conclusion Due

Critical Thinking

Requires reflection on arguments and propositions, "analyzing them for gaps and errors, exposing their unstated assumptions, and evaluating their evidence" (Norton Anthology World Lit Volume D101).

Critical thinking functions as a catalytic and habitual exercise in living above the level of mediocrity.

Theme 9: Self Destruction

THUR 17 APRIL: Life Narrative: "Talking a Stranger through the Night" by Sherry Amatenstein

Poem: "Summer Solstice, New York City" by Sharon Olds

APQ#5: Essence: _____

TUES 22 APRIL AND THURSDAY 24 APRIL: Play – *Sunset Limited* by Cormac McCarthy

APQ10: Reading Quiz for Theme 9

Polished Essay Due 4/24

TUES 29 APRIL: Work on Assessment Essay in Class

Assessment Essay Due

Theme 10: Overcoming

THUR 1 MAY: Poem: "Still I Rise" and "Caged Bird" by Maya Angelou

http://www.youtube.com/watch?v=7HiE4lt_DUY

Poem: "Hands" by Sarah Kay www.youtube.com/watch?v=VuAbGJBvIVY&NR=1&feature=endscreen

Short Short Story: "Good Brother" by Peter Markus

Final Exam

If poetry comes not naturally as the leaves of a tree, it had better not come at all.

– John Keats