**English 2329: American Literature**

**Writing Our World: Storytelling in Contemporary American Literature**

“I think we tell stories to understand the world. All stories—anecdotes, cave paintings, blog posts, book reviews, news articles, songs, poems—are attempts to explain the world to one another and for ourselves.” ~ Gabrielle Zevin

**Instructor:** Rachael Mariboho **Course Information:** MW 5:30-6:50; TH 202

**Office:** 402 Carlisle Hall **Office Hours:** MW 1:45-2:15, 4:15-5:15

**E-mail:** mariboho@exchange.uta.edu **English Department Phone #:** 817-272-2692

**Faculty Profile:** <https://mentis.uta.edu/explore/profile/rachael-mariboho>

**Required Texts & Materials:**

Ransom Riggs, *Miss Peregrine’s Home for Peculiar Children*

Patrick Ness, *A Monster Calls*

Leslye Walton, *The Strange and Beautiful Sorrows of Ava Lavender*

Tea Obreht, *The Tiger’s Wife*

John Green, *Turtles All the Way Down*

Margarita Engle, *Enchanted Air*

Matthew Vaughn, *Stardust* (Film screened in class)

Denis Villeneuve, *Arrival* (film NOT screened in class; must rent)

Selected Readings (Available on Blackboard) YOU must print these readings and bring them to class.

**Course Description**

This course focuses on twenty-first century texts that emphasize the significant role of storytelling in our lives by illuminating how stories assist in shaping identity, dealing with loss, surviving trauma, understanding history, and anticipating the future. We will analyze short stories, novels, films, and a poetry memoir and familiarize ourselves with the genres of fantasy, science fiction, magical realism, and young adult literature.

**NOTE:** This is a READING, WRITING & PARTICIPATION **intensive** course. I will, however, provide help to those willing to seek it out, including extended office hours, pre-writing help, comments on drafts, etc. If you are not sure if you can keep up with the workload as presented in the schedule, let me encourage you that it *is* possible; if you are unwilling to keep up with the workload as presented in the schedule, you should consider dropping the course as early as possible, since I cannot drop you.

Much of our time will be spent speaking to one another about our common experience of reading fiction and wondering about how to make the best sense of it. I want you to view yourselves as **active** readers and participants, and as people committed to improving their skills as readers and as writers. Since much of our time will be spent in active debate and conversation, I expect each student to behave professionally and respectfully in this setting, as well as in all communications that stem from your involvement in this course (i.e. emails, or study group activities).

**Course Goals**

* To encourage students to see that literary studies matter and to foster enjoyment of literature
* 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 such as form, structure, and style.
* To enable students to demonstrate their understanding of and their ability to analyze literary texts both orally and in 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 description after the class course schedule).

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.

**Requirements:**

**Analysis Paper:** You will write **three** analysis papers over issues related to the course readings (minimum **two FULL** pages). There are eight analysis paper prompts given throughout the semester that you may choose from for your three AP papers (AP prompts will be given in class for each analysis paper and are also available on Blackboard.) You must submit your paper by the due date listed for the prompts you choose. Use close textual analysis to illuminate your discussion. This assignment will be graded on the originality of your thought and the depth of analysis used to support your position. The analysis paper rubric is available on Blackboard.

**Visual Project:** For this assignment, you will create your own, original visual representation over one of the texts we read. More details will be given in class.

**Quizzes:** There are a total of 14 quizzes given over the five novels we read this semester:they will be given at the start of class on the day listed. You may **NOT** take quizzes at an alternate time. Also, not staying for class after taking a quiz will result in an automatic zero for that quiz. The lowest four grades will be dropped; therefore, if you must miss class periods that include quizzes, those zero quiz grades may be part of the four dropped grades.

**Signature Essay Assignment:** Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims. Details are included after the course schedule.

**Exams**: You will have both a midterm exam (dealing with texts from the first half of the course) and a final exam (consisting of texts from the second half of the course).

**Class participation:** Class participation includes: attending class, reading all assigned material, and actively engaging in discussion with your fellow students and your instructor.  Students will be assigned small groups and a set of discussion questions to work with each week. Your class participation grade will be based on your participation in your small group and with various class activities throughout the semester. In order to receive a grade of 90 or higher for your class participation grade, you must actively participate in group discussions and class activities each class period, respectfully interact with your classmates and professor, and refrain from texting or using social media during class. Missing more than six classes will result in an automatic zero for your class participation grade.

**Bonus Points:** Group discussions will often include answering questions I provide on a handout. If you turn in all handouts (with your written responses) before the pertinent exam, I will add up to **5** points to your exam grade. Turning in discussion sheets will also help your class participation grade.

**Grading:**

**Visual Project 10% Quizzes 10%**

**Analysis Papers 15% Mid-Term 20% Final Exam 20% Signature Essay 15% Class Participation 10%**

**Late Papers:** Late assignments will NOT be accepted.

**Attendance:** Class attendance is necessary for reading comprehension, group discussion, and preparation for exams and class assignments. It should also be noted that 10% of your final grade is based on your class participation; therefore, it is important that you attend every class session regularly. Failure to do so will affect your participation grade. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. I do understand that things come up during a semester, so you have **6** absences to do with as you like during the semester—use them wisely for the inevitable "stuff" that will mess up your semester: illness, traffic, death of a loved one, etc. I DO NOT give excused absences. After 6 absences, you automatically receive a zero for your participation grade.

**Tardiness:** Be on time for class. Two tardies count as an absence.

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and blackboard readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

**Drop Policy:** If you choose to withdraw from this course, you must follow university procedures. It is your responsibility to execute these procedures correctly, and within the university’s deadlines. I am NOT able to drop you from this course.

**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 MyMav. I am happy to communicate with students through 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.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account.

**Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment.

**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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)  
 If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs to receive disciplinary action. Forms of academic dishonesty include:

Collusion – lending your work to another person to submit as her/his own Fabrication – deliberately creating false information on a works cited page Plagiarism – the presentation of another person’s work as your own, (intentional or not). Please acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, please see me, go to the Writing Center, or check your handbook. Make sure that your written work is all your own.

Students are forbidden from uploading assignments, essays, quizzes, or ANY other course material or assignments to third party sites. You are not allowed to “share” any aspect of this course with other students or to other sites. Some so-called “study sites” force students to upload course material in order to gain access. This practice is expressly forbidden and could be a copyright infringement. Additionally, it is a serious violation of the UTA Honor Code and an act of Academic Dishonesty to use group texts or other meet-up tools (in person or electronic) to share ANY aspect of this course. Photos, screenshots, and any duplication or copying of course material is a copyright infringement AND will be treated as Academic Dishonesty.

**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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. 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).

**Counseling and Psychological Services, (CAPS**) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\rowntreem\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\IGVYXPA0\jmhood@uta.edu).

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at <http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>. Emergency/Fire Evacuation Procedures ([http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation%20Procedures.pdf))

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:UT 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. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**Course Schedule**

**NOTE:  Have the assigned texts read completely by the day they are listed. Individual homework assignments and group work will be announced on a daily basis. This syllabus is subject to change; all changes will be announced in class.**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topic and Daily Readings** | **Assignments Due** |
| **1** | Wed  8/22 | Course introduction. Syllabus and major assignments. |  |
| **2** | Mon  8/27 | **Transforming Tales: Introduction to Fantasy**  *Miss Peregrine’s Home for Peculiar Children*  (Prologue-Ch. 4, Pg. 12-103) |  |
| **2** | Wed  8/29 | *Miss Peregrine’s Home for Peculiar Children*  (Ch. 5-6, Pg. 105-181) | **Quiz #1** |
| **3** | Mon  9/3 | **Labor Day! No Class!** |  |
| **3** | Wed  9/5 | *Miss Peregrine’s Home for Peculiar Children*  (Ch. 7-9, Pg. 183-268) | **Quiz #2** |
| **4** | Mon  9/10 | *Miss Peregrine’s Home for Peculiar Children*  (Ch. 10-11, Pg. 270-352) | **Quiz #3** |
| **4** | Wed  9/12 | *A Monster Calls*  (Pg. 15-85) | **Quiz #4**  **Due: Analysis Paper #1**  Submit to Blackboard by 11:59 pm. Sunday, Sept. 16 |
| **5** | Mon  9/17 | *A Monster Calls*  (Pg. 86-174) | **Quiz #5** |
| **5** | Wed  9/19 | *A Monster Calls*  (Pg. 175-237) | **Due: Analysis Paper #2**  Submit to Blackboard by 11:59 pm. Sunday, Sept. 23 |
| **6** | Mon  9/24 | *Stardust*  (View in Class) |  |
| **6** | Wed  9/26 | *Stardust*  (View in Class) | **Due: Analysis Paper #3**  Submit to Blackboard by 11:59 pm. Sunday, Sept. 30 |
| **7** | Mon  10/1 | **Imagining the Future: Introduction to Science Fiction**  “Story of Your Life”  (Available on Blackboard)  *Arrival*  (Must watch film before class) |  |
| **7** | Wed  10/3 | “Robots Don’t Cry” and “Pay it Forward”  (Available on Blackboard)  Midterm Review | **Due: Analysis Paper #4**  Submit to Blackboard by 11:59 pm. Thursday, Oct. 4 |
| **8** | Mon  10/8 | Midterm |  |
| **8** | Wed  10/10 | No class! |  |
| **9** | Mon  10/15 | **Practical Magic: Introduction to Magical Realism**  *The Strange and Beautiful Sorrows of Ava Lavender*  (Prologue, Ch. 1-5, Pg. 1-71) | **Quiz #6** |
| **9** | Wed  10/17 | *The Strange and Beautiful Sorrows of Ava Lavender*  (Ch. 6-10, Pg. 72-136) | **Quiz #7** |
| **10** | Mon  10/22 | *The Strange and Beautiful Sorrows of Ava Lavender*  (Ch. 11-21, Pg. 137-244) | **Quiz #8** |
| **10** | Wed  10/24 | *The Strange and Beautiful Sorrows of Ava Lavender*  (Ch. 22-27, Pg. 245-301) | **Quiz #9**  **Due: Analysis Paper #5**  Submit to Blackboard by 11:59 pm. Sunday, Oct. 28 |
| **11** | Mon  10/29 | *The Tiger’s Wife*  **Read:** (Introduction, Ch. 1-3, Pg. 3-92) | **Quiz #10** |
| **11** | Wed  10/31 | No Class!  Please submit your visual project at my office, 402 Carlisle Hall, between 2:00-6:00 pm. | **Due: Visual Project** |
| **12** | Mon  11/5 | *The Tiger’s Wife*  **Read:** (Ch. 4-6, Pg. 93-189) | **Quiz #11** |
| **12** | Wed  11/7 | *The Tiger’s Wife*  **Read:** (Ch. 7-8, Pg. 190-238) | **Quiz #12** |
| **13** | Mon  11/12 | *The Tiger’s Wife*  **Read:**(Ch. 9- Conclusion, Pg. 239-338) | **Quiz #13**  **Due: Analysis Paper #6**  Submit to Blackboard by 11:59 pm. Thursday, Nov. 15 |
| **13** | Wed  11/14 | “The Paper Menagerie”  (Available on Blackboard)  Introduction to *Turtles All the Way Down* | **Due: Analysis Paper #7**  Submit to Blackboard by 11:59 pm. Sunday, Nov. 18 |
| **14** | Mon  11/19 | **Stories of Myself: Young Adult Literature**  *Turtles All the Way Down*  (Ch. 1-11, Pg. 1-135) | **Quiz #14** |
| **14** | Wed  11/21 | **NO CLASS! THANKSGIVING BREAK!** |  |
| **15** | Mon  11/26 | *Turtles All the Way Down*  (Ch. 12-24, Pg. 136-286) |  |
| **15** | Wed  11/28 | *Enchanted Air*  (Pg. 1-82) | **Due: Analysis Paper #8**  Submit to Blackboard by 11:59 pm**.** Thursday, Nov. 29 |
| **16** | Mon  12/3 | *Enchanted Air*  (Pg. 83-185)  LAST DAY OF CLASS  Final Exam Review  (Final Exam Date TBA) | **Due: Signature Assignment.** You may turn in your essay the day of the final exam. (Hard Copy only) |

**Signature Assignment:**

**Overview**

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.

**Specific Requirements**

Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

**Possible Areas of Focus:**

Race; gender; class and/or economic oppression; disabilities; cultural difference and/or cultural discrimination; war; religious discrimination; human mastery of nature and/or the environment and/or animals; national identity controversies; the social implications of a change in literary movements; sexual orientation; globalization; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, national, or global issues.

**Responsible Integration of Sources:**

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. Instructors may wish to require their students to take the UTA Library’s plagiarism tutorial available at <library.uta.edu/plagiarism/index.php>. This would be a separate assignment, not part of the signature assignment.

**Secondary Sources:**

Here is a list of credible sources:

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries)

Students interested in using a source that isn’t listed here, should check with their instructor.

**Minimum Requirements:**

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA’s recommendations for formatting, citation, and style. In order to receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is at least 3 pages long, but no more than 5.
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.

have a Works Cited page.