

Fall 8-15-2014

ENG 1002G-009: Composition and Literature

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Eng 1002 G: 9 (Composition and Literature) Fall 2014
MWF 2-2:50 p.m. CH 3170
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Office Hours: MWF 8-8:50 a.m., 10-10: 50 a.m., 1-1:50 p.m., 3-3:30 p.m. and by appointment
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Eng 1002G is a writing-centered course. **You can submit an essay written for this course to your electronic writing portfolio.** If you wish to submit an essay to the EWP, you should do so before the last week of classes. I know that education is as important to you as it is to me. I believe that there is no end to learning and that nobody knows everything. I will work with you to help you succeed, but I cannot do everything for you. You have to do your part also. I hope that you are willing to work hard and do your best in this class.

This section of Eng 1002G is designed to help you develop and sharpen your analytical, interpretive and critical skills as well as your writing skills as you interact with literary texts. Through reading, writing, and talking about a variety of texts, you will gain insight into how fiction writers, poets, and playwrights perceive the world/society and how their perceptions/world views can be related to your own experiences/world views.

Prerequisite: According to the English Department's guidelines, "All students enrolled in Eng 1002G [or Eng 1092G] should have passed Eng 1001G [or Eng 1091G] or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination."

Texts: Kennedy, X. J., and Dana Gioia, eds. Literature: An Introduction to Fiction, Poetry, Drama, and Writing (11th ed.) This text is referred to as "**Anthology**" on the syllabus.
Hacker, Diana. A Pocket Style Manual (6th ed. with 2009 MLA update)
Griffith, Kelly. Writing Essays about Literature (7th ed.)

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2014-2015 online catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, **the student is responsible for the material covered during the absence** (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for **properly verified absences due to illness, emergency, or participation in an official University activity**; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is **the student's responsibility** to initiate plans for make-up work and to complete it promptly (emphasis added). If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action.

In addition, the 2014-2015 online catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President

for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences.”

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

Every excused absence (i.e., an official university activity, emergency or medical illness) must be supported by written evidence from a proper authority, which you will present to me upon your return to class.

If you are to take part in an official university activity, you must also give me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must e-mail me at dsuksang@eiu.edu on the day of your absence. You must also show me documented evidence supporting your absence upon your return.

A phone notification or an in-class personal notification is appreciated, but it is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmate(s) or me to find out what you have missed and/or if there have been any changes made on the original syllabus during your absence.

****If you have more than 4 unexcused absences, 10 points per unexcused absence will be deducted from your total score at the end of the semester before I convert it to a percentage.**

****Don't forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.**

It is very important that you participate actively and seriously in all class activities. Remember that nobody knows everything and that everybody has something valuable to offer. We can have fun learning from each other and growing together as a group.

COURSE REQUIREMENTS

1. You are required to **read all assigned selections before each class meeting** and to participate in all class activities.

2. **Reading responses (25X4=100 points):** This requirement is designed to help you keep up with and think analytically and critically about your reading assignments **before class discussion**. **You are required to write four substantial responses to reading assignments as indicated on the syllabus. You may do TWO (2) extra responses to replace the ones that receive low grades.**

Do not wait until the last minute to write these four responses. You will not be allowed to respond to other selections after the last response indicated on the syllabus. It is your responsibility to get your work done on time.

Each response **MUST** be at least 500 words long (2 pages, 250 words per page). It can, and should, be longer. Responses that are shorter than the minimum required length (500 words) will not receive many points. I will collect all the responses at the beginning of each class period before class discussion. For example, if you choose to respond to the reading selections assigned for Monday, you must be ready to turn in your response at the beginning of that Monday class. **You are to respond to all the reading selections assigned for each day unless I indicate otherwise. If you respond to only one of the two assigned selections, you can get only up to half of the total score.** I will not be responsible for responses placed in my mailbox. They must be **given to me personally**. You can also turn them in to me personally ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, you must present documented evidence upon turning in your responses.

Computer/Printer Problems: If your printer does not work, **you must e-mail your response to me before class, not after class. I will not accept your response sent via e-mail after class.** If your computer does not work, you can turn in a handwritten response. You cannot use a broken computer or printer as an excuse for not turning in your response on time.

****You will not be allowed to turn in a response after Response#15. If you wait too long, it may be too late.**

Evaluation: Each response is worth 25 points. **Your grade is based on the quantity and quality of your response.** If your response meets the minimum length requirement (500 words) but is generalized or unengaged, you will receive approximately 15-17.5 points (60-70 %). If your response is below 500 words, you will get less than 60%. You will receive more than 70 % if your response not only meets or **exceeds** the required length but also shows that you have thought carefully about the reading assignment and have responded to it energetically, specifically, imaginatively, critically, and independently. A plot summary will receive approximately 15 points (60%). Plot details are used to support your points. I am more interested in reading your ideas/speculations and critical/analytical comments that are **supported by textual details**. Questions at the end of each short story or poem should help guide your critical/analytical response.

3. There will be **reading quizzes and a quiz on literary terms**, which **will not be announced ahead of time** (80 points). They will be given before class discussion. **You will have up to 20 minutes to work on a quiz. If you arrive late, you will have less than 20 minutes to complete a quiz.** If you come to class after a quiz has been given, you are not allowed to make up that quiz. These reading quizzes are intended to help you keep up with the reading assignments. If your absence is an unexcused absence, you will not be allowed to make up a quiz. You will be allowed to make up a quiz if you have documented evidence showing that your absence is legitimate and excusable.

4. You will write **three papers** (100 points per paper). One of the papers will involve research. Each paper is at least 1,000 words long (approximately 4 double-spaced, typed pages--250 words per page). **You will write your first draft of each paper in class as scheduled.** There will be an in-class peer-

response session and a mandatory conference. I will give you a separate handout for each paper assignment.

5. You are required to lead class discussion on a reading selection (a short story or a poem) listed on the syllabus (20 points). You will not receive many points for this activity if you are obviously not well prepared. You must have at least 8 thoughtful questions that can initiate critical responses, not the simple yes-no responses, from your classmates. Your questions must be different from those listed at the end of each story or poem. You can have more than 8 questions. You must e-mail or give your list of questions to me before class discussion. I can print out a copy for you. You are not to summarize the text for the class. You have to assume that your classmates have read the text.

*If you are absent on the day when you are to lead class discussion without my permission or a legitimate excuse supported by documented evidence, you will receive zero for this activity. You can choose a different text to make up for your unexcused absence, but you will get only up to 15 points for your task.

*If you have an emergency or if you are sick on the day you are to lead class discussion, you must let me know by e-mailing me before your scheduled class discussion. You will need to choose a different text and reschedule your class discussion.

*If you do not contact me about your emergency or sickness before your originally scheduled class discussion, 5 points will be deducted from the 20 points allocated for this assignment after you have led class discussion on a different text. You must also give me documented evidence from a proper authority to support your absence upon your return. **Do not forget to choose a different text and reschedule your class discussion.**

*If you change your mind about the text that you have chosen, you must also let me know before your originally scheduled class discussion, not after. If you fail to notify me before your scheduled class discussion, 5 points will be deducted from the 20 points allocated for this assignment after you have led class discussion on a different text. Do not forget to choose a different text and reschedule your class discussion.

6. There will be a mid-term exam (100 points) and a final exam (100 points).

****You must save all of your reading responses, papers (including drafts), in-class exercises and quizzes.**

PAPERS: All major papers must be typed and double-spaced. They will be graded in accordance with the "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you.

You are required to follow the steps described below for each paper:

1. Write your first draft in class on the day indicated on the syllabus. You have to write approximately 500 words on the topic that you have chosen and address at least 4 main points on the topic. Since you will be asked to write on works that we will have already discussed, you should be able to come up with ideas about the topic that you have chosen. Your rough draft must not be a simple outline. An outline is not considered a rough draft. If you are not able to produce a rough draft that meets the length and content requirements, 10 points will be deducted from whatever you get on your paper. If you have only an outline or a very short draft, 10 points will be deducted from whatever you get on the paper; in addition, you have to come to my office to write or to

finish writing your rough draft. You have to turn in your in-class rough draft at the end of the period. I will read your draft and talk about it with you in conference.

If you are absent on the day when you have to write your in-class draft, you must see me so that you can make an appointment to write your first draft in my office before we meet in a scheduled conference on the paper. If you fail to do so, **I will not accept your paper because you will not have a draft that is written in class on the drafting day or in my office.**

2. Meet with me in conference to discuss your rough draft.

Conferences on papers before an in-class peer-response session are mandatory. You will write a rough draft in class on the day indicated on the syllabus. **Your in-class rough draft should be at least 500 words and address at least 4 main points on the topic that you have chosen.** You will turn in your rough draft at the end of the period. I will help guide you through each of your writing assignments by discussing your rough draft with you in conference. **Your outline is not considered a rough draft.**

After our conference, you must revise your paper and bring your typed second draft to a peer-response session in class. **If you do not have a revised second draft for an in-class peer-response session, 20 points will be deducted from whatever you get on the paper.** **You still have to show me your second draft before turning in your paper.** **If you turn in your paper without a second draft, I will not accept your paper and you will receive zero (0) for the assignment.** **In such a case, you will not be allowed to redo or revise your paper.**

If you forget to come to your conference, you must reschedule it before each in-class peer-response session. **If you do not reschedule it, I will deduct 10 points from whatever you get on your paper.** **If you miss the newly scheduled conference, I will also deduct 10 points from whatever you get on your paper.** **Please remember that I will have your rough draft with me, so you need to see me before you can proceed to the next step.** **I will not accept your paper if you do not come to the scheduled or rescheduled conference.** **In such a case, your paper will receive zero (0) for the assignment and you will not be allowed to redo or revise your paper.**

3. **Revise your rough draft at home and bring your revised draft, which is typed and double-spaced, to an in-class peer-response session.** Your revised draft is your second draft, which must contain changes that reflect our discussion during the conference. **You must have at least 4 main points in your second draft.** You cannot change your topic after turning in your rough draft. **If you change your topic, you must come to write your rough draft in my office.** If you simply type your first draft without any substantial changes, 10 points will be deducted from whatever you get on the paper. **If you do not have a revised second draft for an in-class peer-response session, 20 points will be deducted from whatever you get on the paper.** **If you turn in your paper without a second draft, I will not accept your paper and you will receive zero (0) for**

the assignment. In such a case, you will not be allowed to redo or revise your paper.

Your revised draft must be complete, but it does not have to be polished. If your second draft is not complete, 10 points will be deducted from whatever you get on the paper.

4. Bring your revised draft to an in-class peer-response session. You have to show me your second draft before the beginning of each peer-response session. I will sign my name on your second draft.

If you miss an in-class peer-response session, 20 points will be deducted from whatever you get on the paper unless you are able to provide me with documented evidence supporting your absence. ****You must e-mail me your revised draft (second draft) before our class meeting on the day of the peer-response session in order to show me that you have done the assignment and that your absence is not due to your failure to get your assignment done on time. If you fail to do so, 20 points will be deducted from whatever you get on the paper. When you turn in your "final" copy of the paper, you must include all the required items listed in the section titled "PAPERS."**

5. After the peer-response session you need to revise your paper at least one more time. You can revise it more than once, however.

PAPERS: All major papers must be typed and double-spaced. They will be graded in accordance with the "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you.

To prevent any mishaps, you should save a copy of your paper on your flash drive. Save all notes and drafts. **When you turn in your paper, you must include the following items and arrange them in the order indicated below:**

1. A cover sheet, which includes your name, the course number, the course section, the instructor's name, the due date of the assignment, and the title of your essay (Your cover sheet is not the first page of your essay; therefore, please do not number it.)

2. Your hand-written rough draft done in class or in my office-- **I will not accept your paper without this item. You will get zero (0) for the assignment if you do not have this item, and you will not be allowed to redo your assignment. (Required)**

3. A response to your second draft by your Eng 1002G:9 classmate (Required)

I will give a copy of the response sheet on the day of the peer-response session. **If you miss an in-class peer-response session without documented evidence, 20 points will be deducted from whatever you get on the paper.**

4. Your typed and double-spaced second draft (a revision of your first draft—Required) **If you do not have a revision of your first draft, 20 points will be deducted from whatever you get on the paper.** You still have to e-mail your second draft to me before the next class after the scheduled peer-response session.

5. Your other drafts (if any)

6. Your "final" copy with your name, section number, the date and the name of the assignment (Required)

You are required to underline your thesis statement in the introduction and your topic sentence in each body paragraph. If you fail to do so, 5 points will be deducted from whatever you get on the paper. (Required)

****Please type the word "FINAL" on the first page of your "final" copy and number each page of the paper, except the first page. The cover sheet is not to be numbered.**

LATE PAPERS : Each paper must be turned in on time unless you have received my permission to turn it in later than the due date. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

REVISION: You are allowed to revise Paper #1 and Paper #2. You must turn in the original version of the paper along with your revision before the due date or on the due date in class. **You are also required to turn in along with your revised version a description of what you have done to improve your paper. It should be at least 150-200 words.** You will receive up to 10 additional points on your revised version. I will not accept your revision after the due date.

If you are penalized for any of the infractions indicated in the previous sections, you can get only up to 5 points for your revised version of the paper. However, if your paper is not accepted, you will get ZERO (0) for the assignment and you will not be allowed to redo or revise the paper.

PLAGIARISM: Plagiarism, intentional or unintentional, is a serious academic offense and will not be tolerated. If I discover plagiarism in your reading response or formal papers, you will receive an F for the course. I will also report such an act to the Office of Student Standards. Please refer to the following excerpt taken from the online Standards of Student Conduct:

Section 1: Standards of Student Conduct

Standard I.

Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.

Violations of this standard:

- a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- c. Submitting work previously presented in another course unless specifically permitted by the instructor.
- d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- e. Complicity with others in violations of this standard.

To help you avoid plagiarism, I will talk to you about how to use outside sources properly. I am also ready to help you whenever you have questions about how to deal with your sources. It is perfectly legitimate for you to use other people's words, phrases or ideas, but you **MUST** acknowledge your sources by putting quotation marks around words or phrases that belong to

another author and properly documenting them. Your quotes, summaries and paraphrases must also be properly introduced and documented. You should be honest and have self-respect, pride as well as respect for others.

*****The Department's statement on plagiarism:** "Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others [encompasses] all formats, including print, electronic, and oral sources."

GRADING POLICY:

Unannounced quizzes	80	points
3 Papers (100 X 3)	300	points
Reading Responses (25X 4)	100	
Class discussion requirement	20	
Mid-term exam	100	
Final exam	100	
Total	700	

Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

A	90-100%	F	Below 60%
B	80-89 %		
C	70-79 %		
D	60-69%		

*You must fulfill all requirements and receive at least a C or 70% in order to pass this course.

*I expect you to ask me questions if my instructions are not clear. Otherwise, I will assume that you understand what I ask you to do and will expect that you do it properly and well. If you choose to remain in this class, I assume that you accept my policies and course requirements.

*I am here to help you succeed in your academic pursuit. Please feel free to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and talk with you. Come by my office (3335 CH) during the office hours, or make an appointment with me after class, or e-mail me to set up a time that is convenient for you.

*If you have documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

*The Student Success Center offers assistance to enable you to reach your academic goals. To make an appointment, you should go to 9th Street Hall, Room 1302 or call (217)-581-6696.

*You can also go to the Writing Center to get additional help.

I look forward to getting to know you, working with you, and learning from you. I hope that we have a good semester together.

Eng 1002:9 Dr. Suksang Fall 2014

Syllabus: This syllabus may need to be adjusted at times. If you are unable to attend class, make sure you find out if there have been any changes made on the syllabus.

****You are to read all the assigned selections before class.**

Week #1

M Aug 25

Introduction

A request : I am interested in getting to know you better. I hope that you are willing to allow me to get to know you by telling me something about yourself in an informal letter to me. You can talk about your hopes, goals and needs for this course: what you would like to get out of it, what you can contribute, what you hope will not happen, what makes you nervous or anxious about the class, and what is the hardest and easiest about writing for you. Also, you may want to talk about how you feel about writing and reading, your experience in writing and reading, or your experience with writing and reading, or your experience when writing and reading. You can e-mail your letter to me.

W Aug 27

In-class writing

F Aug 29

Discuss how to write an informal reading response and formal essays about literature. We will also talk about elements of fiction and how to document and cite sources according to the MLA format (handouts). Bring also A Pocket Style Manual (107-162) and Kelly Griffith's Writing Essays about Literature.

Fiction

Week#2

M Sept 1

Labor Day—No class

W Sept 3

Continue discussing how to document and cite sources according to the MLA format. Bring also A Pocket Style Manual (107-162) and Kelly Griffith's Writing Essays about Literature.

F Sept 5

Discuss Margaret Atwood's "Happy Endings" (482-85) and Lorrie Moore's "How to Become a Writer" (579-83).—**Response#1 (Respond to both stories.)**

Week#3

M Sept 8

Discuss Tillie Olsen's "I Stand Here Ironing" (6007-12) and Alice Walker's "Everyday Use" (455-61).—**Response#2 (Respond to both stories.)**

W Sept 10

Discuss Ursula K. LeGuin's "The Ones Who Walk Away from Omelas" (242-46) and Kurt Vonnegut's "Harrison Bergeron" (215-20).—**Response#3 (Respond to both stories.)**

F Sept 12

Discuss Bobbie Ann Mason's "Shiloh" (569-78) and John Steinbeck's "The Chrysanthemums" (226-33).—**Response#4(Respond to both stories.)**

Week#4

M Sept 15

Discuss Flannery O'Connor's "Revelation" (380-93) and Katherine Anne Porter's "The Jilting of Granny Weatherall" (79-86).—**Response#5 (Respond to both stories.)**

W Sept 17

Discuss Toni Cade Bambara's "The Lesson" (2007-12) and Eudora Welty's "Why I Live at the P.O." (42-51).—**Response#6 (Respond to both stories.)**

F Sept 19

Discuss Jhumpa Lahiri's "Interpreter of Maladies" (545-59) and Alice Munro's "How I Met My Husband" (202-14).—**Response #7 (Respond to both stories.)**

Assignment: Paper #1

Week#5

- M Sept 22 Discuss Zora Neale Hurston's "Sweat" (529-37) and Ines Arredondo's "The Shunammite" (357-65)---**Response #8 (Respond to both stories.)**
- W Sept 24 Discuss Raymond Carver's "Cathedral" (93-104) and Tobias Wolff's "The Rich Brother" (613-24)---**Response#9 (Respond to both stories.)**
- F Sept 26 **Write your first draft of Paper #1 in class.**

Week#6

- M Sept 29 **We will not have regular class meetings on Monday or Wednesday this week.**
Conferences on Paper #1 in my office
- W Oct 1 Conferences
- F Oct 3 **Poetry** Discuss Billy Collins's "Introduction to Poetry" (**handout**), Langston Hughes's "Formula" (**handout**), and Archibald MacLeish's "Ars Poetica" (953). (These poems are used as part of an introduction to poetry.)

All the poems are in the Kennedy anthology, unless indicated otherwise.

***Make sure that your response contains at least 500 words. If you think that you will not be able to get 500 words by responding only to two poems, you should write on all the poems assigned for that day.**

Week#7

- M Oct 6 **Peer-response session on Paper#1**
- W Oct 8 Discuss Rhina Espaillat's "Bilingual/Bilingüe" (891), Pablo Neruda's "We Are Many" (921-22), and Shirley Geok-lin Lim's "Learning to love America" (900) --**Response#10 (Respond at least to two poems.)**
- F Oct 10 Discuss William Carlos Williams's "Spring and All" (1097-98), E.E. Cummings's "in Just-" (846-47)-- **Response#11 (Respond to both poems.)**

*I will also tell you about the mid-term exam.

***Turn in Paper #1 on Friday, 10 October in class. You can also turn in it earlier than the due date. I will not accept a late submission unless you have received my permission to turn your paper in later than the due date.**

Week#8

- M Oct 13 You will get Paper#1 back in conference during my office hours this week.
Mid-term exam
- W Oct 15 Discuss Andrew Marvell's "To His Coy Mistress" (1066-67) and Robert Herrick's "To the Virgins, to Make Much of Time"(1052) --**Response#12 (Respond to both poems.)**
- F Oct 17 **Fall break—No class**

Week#9

- M Oct 20 Discuss George Herbert's "Love" (1052), John Donne's "Batter my heart, three-personed God, for You" (677-78), Christopher Marlow's "The Passionate Shepherd to His Love" (handout) and Sir Walter Raleigh's "The Nymph's Reply to the Shepherd" (handout)---**Response #13 (Respond at least to two poems.)**
- W Oct 22 Discuss Seamus Heaney's "Digging" (1050), Diane Thiel's "The Minefiled" (704) and Robert Hayden's "Those Winter Sundays" (635-36)---**Response#14 (Respond at least to two poems).**
- F Oct 24 Discuss Wilfred Owen's "Dulce et Decorum Est" (667-68), Howard Nemerov's "the War in the Air" (1071), Richard Eberhart's "the Fury of Aerial Bombardment" (686-87) Yusef Komunyakaa's "Facing It" (896-97)---**Response# 15 (Respond at least to two poems.)**

Assignment: Paper #2

***Turn in your revision of Paper #1 on Friday, 24 October in class. You can also turn it in earlier than the due date. I will not accept late submissions.**

Week#10

- M Oct 27 A library visit: Please go to the e-classroom (Room 4450) in the library. It is on the fourth floor.
- W Oct 29 **Write your first draft of Paper#2 in class.**
- F Oct 31 Conferences on Paper #2

Week#11

- M Nov 3 Conferences on Paper#2
- W Nov 5 Conferences on Paper#2
- F Nov 7 **Peer-response session on Paper#2**

Week#12

- M Nov 10 Discuss Arthur Miller's Death of a Salesman (1949)--Act 1 (1773-1802).
- *Turn in Paper #2 in class on Monday, 10 November. You can turn your paper in before the due date. I will not accept a late submission unless you have received my permission to turn your paper in later than the due date.**
- W Nov 12 Discuss Arthur Miller's Death of a Salesman --Act 2 and Requiem (1802-36).
- F Nov 14 Discuss August Wilson's Fences (1985) --Act 1 (1841-67).

Assignment: Paper#3Week#13

- M Nov 17 Discuss August Wilson's Fences (1985) --Act 2 (1867-87)
- W Nov 19 **Write your first draft of Paper#3 in class.**
- F Nov 21 Conferences on Paper#3
- *Turn in your revision of Paper #2 on Friday, 21 November in class . You can turn it in earlier than the due date.**

Week#14 Thanksgiving Recess 24-28 NovemberWeek#15

- M Dec 1 Peer-response session on Paper#3
- W Dec 3 Discuss Jane Martin's Tattoo (2000) (1766-71).
- F Dec 5 Watch Tuesdays With Morrie.
- *Turn in Paper #3 in class on Monday, 5 December. I will not accept late submissions.**

Week#16.

- M Dec 8 Watch Tuesdays With Morrie.
- W Dec 10 I will talk about the final exam and give you a take-home essay prompt for the final exam. You will also fill out the evaluation form for the course.
- F Dec 12 Work on your take-home essay at home.

Final Exam: Wednesday, December 17: 2:45-4:45 p.m. You will get your Paper#3 back on the day of the final.