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### ENG 2205-600: Introduction to Literary Studies

Bobby Martinez

*Eastern Illinois University*

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**English 2205, section 600:  
Introduction to Literary Studies  
Spring 2021 | Online | MWF 2-2.50 PM**

**Instructor:** Dr. Bobby Martínez

**Office:** Coleman 3371

**E-mail:** rlmartinez@eiu.edu

**Office Hours:** Email me via Panthermail or set up an appointment for videoconference

**Main Course Content:** D2L course site

**Synchronous Class Meet-up Time:** 2-2.50 PM on Mondays via D2L Collaborate

**Meet the Professor**

Hello! I am Dr. Bobby Martínez of Eastern Illinois University (EIU). My area of specialization is twentieth-century and contemporary British and American literature, literary history of American and British literatures, film studies, and world literatures (Latin America, Europe). I always look forward to teaching this literary history course and I am eager to explore our course material together and to make the best of our current Covid/online life.

I am still fairly new to Illinois. I am not a native Midwesterner and have only lived in Illinois for 11 years now. I come from the Washington, D.C., "metro area" (i.e., D.C., Northern Virginia, Southern Maryland) and did all of my schooling in Virginia (BA) and North Carolina (MA, PhD). Before attending graduate school, I worked in "the real world" as a program analyst and writer/editor professional in the federal government/private business world for five years. I have been teaching courses in writing, early/medieval literature, modern and contemporary British literature and culture, contemporary Latin American literature, women's studies, and film studies for over 19 years. Aside from teaching and literature, I enjoy studying a lot of genres of music and playing music (drums, guitars), and I have a special love for dogs (dachshunds are awesome, and I have a newfound love for pit bulls or "pitties"). And courtesy of my daughter, I now have a kitty cat, too.

**How to Reach Me:**

For official office hours, you can most easily contact me via Panthermail; my address is rlmartinez@eiu.edu (please note that I prefer using Panthermail over D2L's internal e-mail). You can pretty much e-mail me at any time. I aim to respond to e-mails as they are received, but I will typically respond to e-mails within 24 hours. If you wish to schedule an appointment to discuss an assignment or question about the course, I can arrange for us to use video conferencing instead of e-mail. I will also try to have the class use the texting app Remind, which enables me to text the class updates and enables you all to text me privately.

**Course Description and Learning Objectives:**

English 2205, Introduction to Literary Studies (3-0-3), is "a study of fundamental issues underlying literary criticism and interpretation focusing on literary works, diverse critical practices, and historical backgrounds of critical strategies" required of English majors and minors and open to students pursuing other majors. Please note that the pre-requisites for this course are as follows: English 1002G and, if you are an English major, English 1105, or English 1002G and concurrent enrollment in English 1105.

In class, your primary responsibilities include the following:

- Following your classmates' or instructor's comments closely in D2L Forum or video class meetings
- Asking questions about the text or ideas related to it

- Engaging in class discussion in D2L Forums and video class meetings
- Taking notes on the texts assigned in class as you read them

You should develop the following skills throughout the course of the semester:

- Make it a habit to read and **reread**\*\* assigned essays, literature, or other material
- Prepare for class discussions by noting passages in the assigned reading that you find important
- Always look up words and concepts and allusions that are unfamiliar to you

\*\*Rereading is crucial to developing the central skill of **close reading**. **Close reading** means that when we encounter a text (an essay, a poem, a novel, a story, a film, a painting, a piece of music, etc.) we do more than just physically read over the words in front of us or simply watch or listen to something. Close reading requires that we pay closer attention to what is in front of us and reflect on it: we think carefully about what we are reading (or watching or listening to), with the goal of developing an interpretation of the text or work of art before us. Close reading emphasizes the single and the particular over the general, and we accomplish this by paying detailed attention to individual words, syntax, and the order in which sentences unfold ideas before us. By analyzing individual words and particular passages of writing, we can develop an overarching interpretation of a text and put forth an intelligent argument about its meaning.

**Real-life Relevance:** This is a critical skill required by most professional fields of work, including business finance, accounting, engineering, teaching, healthcare, marketing, government and public affairs/policy, public relations, and so on!

#### **Course Goals:**

During the course, we will strive to accomplish the following goals:

- Develop and strengthen your analytical reading, writing, listening, and speaking skills
- Develop and use a vocabulary appropriate for literary criticism
- Develop the ability to read texts contextually by learning about their literary, historical, and cultural contexts—meaning, understanding how the parts of a discourse that surround a word or passage and can throw light on its meaning (for example, we might understand a poem or a song better by considering the cultural or historical context of the words before us)
- Understand the relationship between form and meaning
- Become familiar with and adept at using print and digital research resources available to you on Booth Library and scholarly websites
- Engage in the kind of active and sophisticated discussion of texts expected of English majors and minors
- Create greater awareness of peoples and cultures across time and place

#### **Required Texts (all texts at TRS unless otherwise noted):**

- Pat Barker, *Union Street & Blow Your House Down*
  - Angela Carter, *The Bloody Chamber*
  - David Mitchell, *Black Swan Green*
  - William Shakespeare, *As You Like It*
  - Juan Gabriel Vásquez, *The Sound of Things Falling*
  - Various poems and essays (D2L)
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### **Reading and Listening Study for Class:**

You are required to do all assigned reading for this course. More importantly, you are expected to read all assignments **carefully** and **conscientiously**, meaning you are to make note of your reactions to the readings and be prepared to share your critical thoughts of the readings. If you do not understand something in the reading, you should read it again and work at its meaning. This process is what is known as "critical reading": you must study a writer's language and think critically about its meanings and ramifications. This critical, thoughtful attention to detail applies equally to any audio/visual texts (music, film) we study: pay careful attention to sounds, melody, lyrics, camera movement, editing, use of color, etc., and think carefully about their meaning.

The texts listed above are available from Textbook Rental (TRS). Other required readings will be available online via our course page on D2L. Any films will be screened via D2L. On the day that a text is to be discussed, you must have that work with you in class. For **electronic readings (PDF or Web documents)**, you must have readable access to those documents in class on the day the material is discussed. Since this course emphasizes careful reading and writing, you must either **print out** the document(s) or use a laptop, desktop, iPad, Kindle, or Nook to view them. *Using Smartphones to view readings for class discussion is not acceptable, unless directed to do so by the instructor.*

### **Required Attendance, Materials & Editions:**

- Check Panthermail (e-mail) **daily**
- Sign-up for and use "Remind" app for class texting
- Use text editions found at Textbook Rental
- Attend class and participate in online/video discussions
- Attend all film screenings
- Complete all forum posts

### **Synchronous Meetings and Class Participation:**

My attendance policy is simple: I expect you to attend every class. In our current online environment, "attendance" means completing assigned forum conversation tasks on time **and** attending our synchronous video meetings for class discussion. Any synchronous class meetings that we have will **usually be held at 2 p.m. on Mondays**. By attend, I mean not merely showing up as a warm body, but being intellectually present in the class. Bring your book; take notes; come with something to say and/or be prepared to respond thoughtfully to the matters that we discuss in class.

Class is being held online only because of the ongoing Covid pandemic. I expect everyone to make their best effort to attend synchronous video discussions for class, and these meetings will be scheduled during our official course time (2-2.50 p.m., MWF) for that reason. Any video meetings will be recorded and preserved on D2L, and it will be the student's responsibility to be aware of this material if they cannot attend a video meeting.

*If you cannot attend a video meeting during the course of the semester or if you cannot complete a particular assignment on time, you should contact Dr. Martínez as soon as you can to seek guidance.*

### **Smartphone/Social Media Policy:**

To protect the safety of the classroom and the privacy of the students, usage of cell phones or smartphones during class to videotape, to text, and to access social media sites or apps (e.g.,

Twitter, Facebook, Tumblr, YouTube, etc.) is **strictly forbidden**. Smartphone or cell phone use during class will only be permitted with the prior approval of the instructor.

### **Assignments:**

All papers should use MLA formatting and be double spaced, in 12-point, Cambria or Times New Roman font, with 1" (top/bottom) and 1.25" (left/right) margins. Make sure to include your name, course name, professor's name, and date on the front page; a title for your essays; and your name and page numbers in the headers of the paper. Submit all work electronically, in Microsoft Word format, in D2L Dropbox.

- Paper #1: Close Analysis of a Poem (5-7 pages): 15%
- Paper #2: Cultural/Historical Analysis or Allusion Analysis (5-7 pages): 15%
- D2L Forum Responses, Video Meeting Participation and Close-Reading (CRIT) Exercises: 35%
- Response to Scholarly Article Exercise (4-5 pages): 15%
- Literary Research Paper (7-10 pages): 20%

### **Specific Assignments:**

- **Close Analysis of a Poem (5-7 pages):** You will complete a close reading analysis of a poem of your choice from a reading list assigned in class. This paper will ask you to put the CRIT system to work (see Module 2 on D2L) so that you can ultimately write a critical, interpretive argument about a poem. Your essay analysis should include an introduction, a thesis statement, your analysis, and a conclusion, and your analysis should contain generous helpings of quoted lines from the poem you study to use as evidence to support your interpretive argument about the poem.
  - **Cultural/Historical Analysis or Allusion Analysis (5-7 pages):** This assignment will ask you to identify an important historical reference or literary/cultural allusion made in one of our non-poetry texts and to create an argument that interprets its relevance to that text. You will most likely need to do some basic literary/historical research to determine the meaning of the reference or allusion in the text so that you can then develop an interpretive argument regarding how the author of your text is using the reference or allusion. As part of your analysis, you will need to provide generous helpings of quoted passages from the novel you study to use as evidence to support your interpretive argument about the author's use of the reference or allusion. Of course, your essay should include an introduction, a thesis statement, your analysis, and a conclusion.
  - **Response to Scholarly Article Exercise (4-5 pages):** This assignment involves using the literary databases at Booth Library (e.g., JSTOR, MLA International, Project Muse, Academic Premier, Humanities Index) to research and locate a scholarly article on a poem or non-poetry text from class, of your choosing, to study. The purpose of this exercise is to learn how to engage with literary scholars who have written about a text you are analyzing. You will be required to demonstrate **interaction** with the scholarly article—that is, identify an idea/theme from a text from class that you can analyze and explain (could be from an important passage or two from a novel), research that topic and find a scholarly article relevant to your topic, and after reading the scholarly article write a short essay that shows you dialoguing with that scholarly source. That dialogue can show how your scholarly source augments your critical thinking, or it can conversely show you disagreeing with a scholarly source.
  - **Literary Research Paper (7-10 pages):** This paper requires you to develop a research project around a specific idea or theme related to the course. This project should take the
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form of a researched interpretive argument focused on no more than one or two texts from class (close analysis of a text or texts using scholarly research). Close analysis of your texts is of course a must—the core component of your project is material that you have analyzed and arranged to present to your audience. You may choose to build a larger project out of ideas from one of your other papers, but you cannot simply reuse or “copy and paste” work from that paper into your term project. Outside research is required for this paper (at least three or more peer-reviewed scholarly sources).

- **D2L Forum Posts (200-400 words) or CRITS (Close Reading Interpretive Tool):**  
Throughout the semester I will require everyone to write short, critical responses to texts (poems, plays, novels) that we will study or to complete a CRIT on an assigned work. Each post should aim to present a thoughtful contribution from you that will engage others in class discussion or, in the case of a CRIT, to demonstrate your skill at close reading analysis.

### **Turning in Assignments & Feedback:**

Assignments turned in via D2L Dropbox must be in Microsoft Word format. Instructor feedback will be embedded in graded writing. For revision writing, you must consider and review instructor feedback thoroughly—carefully consider your feedback, for it is there to help your writing grow! When turning in any revised work, you must make sure that the instructor’s feedback does **not** remain in your revised document.

### **EIU Writing Center:**

I am always willing to assist you with your writing/drafting work on your papers. I also encourage you to use the Writing Center in Coleman Hall, 3110. The Writing Center is staffed by friendly, smart folks who are there to assist you with any writing assignment you may be working on. They will help you out with everything from generating ideas for a paper topic to providing feedback on your drafts to giving you an extra set of eyes for proofreading. All Writing Center appointments are confidential and work as one-on-one conferencing. To schedule a virtual appointment (because of Covid), call 217-581-5929 or click on the Writing Center widget on our class D2L homepage.

### **A Note about Plagiarism:**

Plagiarism is the intentional or unintentional use of someone else’s ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. **Failure to cite any outside sources or critics will constitute plagiarism.**

### **Grading Scale:**

- A = 94-100
  - A- = 90-93
  - B+ = 87-89
  - B = 84-86
  - B- = 80-83
  - C+ = 77-79
  - C = 74-76
  - C- = 70-73
  - D = 64-69
  - F = 63 and below
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Most assignments will receive letter grades. For shorter assignments, the following check-mark system will be used:

- √+ = Excellent work that is strongly engaged, on-topic, and very well written.
- √ = Satisfactory work that is on-topic and cleanly written.
- √- = Below average work that shows little engagement, is off-topic, and is hurriedly and poorly written.

**Student Academic Integrity:**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

**Disability Services:**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee 1210, call 217-581-6583, or visit their website at <https://www.eiu.edu/disability/>

**Student Success Center:**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, stop by McAfee 1301, or visit their website at <https://www.eiu.edu/success/>

**Tech Support**

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. E-mail and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, please contact the ITS Helpdesk at 217-581-4357 during regular business hours (8 am-5 pm) or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.

**Tentative\* Schedule for English 2205 – Spring 2021**

**\*Some events/assignments subject to change**

<b>Introductions and Syllabus:</b>	<b>Personal Introductions and Review of Course Policies/Syllabus</b>
<b>Module 1 Activities, Jan. 11-Jan. 14:</b>	<ul style="list-style-type: none"> <li>• Complete the questions in the Discussion Forum to introduce yourself to the class <b>by Wednesday, Jan. 13th, 5 p.m.</b></li> <li>• Read the course policies and syllabus <i>carefully!</i></li> <li>• Post any questions about the course policies or assignments that you may have to D2L Forum <b>by Thursday, Jan. 14th, 7 p.m.</b></li> </ul>
<b>Module 1 Topic:</b>	<b>Literature and Relatability</b>
<b>Module 1 Activities, Jan. 14-Jan. 19:</b>	<ul style="list-style-type: none"> <li>• Read Module 1 in D2L and read Rebecca Mead’s “The Scourge of Relatability” (D2L).</li> <li>• Post your reaction to the essay/module <b>by Tuesday, Jan. 19th, 2 p.m.</b></li> </ul>
<b>Module 2 Topic:</b>	<b>What Is Close Reading?</b>
<b>Module 2 Activities, Jan. 19-Jan. 21:</b>	<ul style="list-style-type: none"> <li>• Read Module 2 in D2L and post any questions you may have about close reading to D2L Forum <b>by Thursday, Jan. 21st, 9 p.m.</b></li> </ul>
<b>Module 3 Topic:</b>	<b>Practicing Close Reading and Poetry Analysis</b>
<b>Module 3 Activities, Jan. 22-Jan. 25:</b>	<ul style="list-style-type: none"> <li>• Read Thomas Hardy’s “The Man He Killed” and other poems (D2L).</li> <li>• Use the CRIT close reading method to study the poem and document your work in your notebook.</li> <li>• Join D2L Collaborate for class video discussion meeting on poems <b>on Monday, Jan. 25th, at 2 p.m.</b></li> </ul>
<b>Module 3 Activities, Jan. 25-Feb. 1:</b>	<ul style="list-style-type: none"> <li>• Read selection of poems (to be posted on D2L).</li> <li>• Post any thoughts or ideas you would like to share for class discussion on D2L Forum <b>by Friday, Jan. 29th, 5 p.m.</b></li> <li>• Join D2L Collaborate for class video discussion on poetry selections <b>on Monday, Feb. 1st, at 2 p.m.</b></li> <li>• Turn in a CRIT on poem you intend to write about for Paper #1 to D2L Dropbox <b>by Monday, Feb. 1st, 8 p.m.</b></li> </ul>
<b>Writing Session:</b>	<b>Start Drafting Paper #1 Analysis of a Poem</b>
<b>Module 3 Activities, Feb. 1-Feb. 19:</b>	<ul style="list-style-type: none"> <li>• Work on drafting your poetry analysis paper.</li> <li>• Poetry Analysis Paper is due in D2L Dropbox <b>on Friday, Feb. 19th, 5 p.m.</b></li> </ul>

<b>Module 4:</b>	<b>Reading Actively by Annotating Texts: Studying Prose</b>
<b>Module 4 Activities, Feb. 19-Feb. 22:</b>	<ul style="list-style-type: none"> <li>• Watch the short video essay “Reading Actively: How to Annotate a Text.”</li> <li>• Read over Module 4 and get familiar with the ideas and due</li> </ul>



	<p>dates.</p> <ul style="list-style-type: none"> <li>• Read the excerpt from Virginia Woolf's <i>A Room of One's Own</i> (D2L). Annotate the text with your reactions to it.</li> <li>• Be ready to share your thoughts about the Woolf text for class discussion <b>on Monday, Feb. 22, at 2 p.m.</b></li> <li>• Meet for class discussion via D2L Collaborate <b>on Monday, Feb. 22, at 2 p.m.</b></li> </ul>
<b>Module 4 Activities, Feb. 22-March 1:</b>	<ul style="list-style-type: none"> <li>• Start reading David Mitchell's <i>Black Swan Green</i> (pp. 1-118).</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Share 1 or 2 observations from your textual annotation notes on D2L Forum <b>by Sunday, Feb. 28th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on opening of Mitchell's novel <b>on Monday, March 1st, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 4 Activities, March 1-8:</b>	<ul style="list-style-type: none"> <li>• Read <i>Black Swan Green</i> (pp. 119-217).</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Share 1 or 2 observations from your textual annotation notes on D2L Forum <b>by Sunday, March 7th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on Mitchell's novel <b>on Monday, March 8th, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 4 Activities, March 8-15:</b>	<ul style="list-style-type: none"> <li>• Finish reading <i>Black Swan Green</i> (pp. 218-294).</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Share 1 or 2 observations from your textual annotation notes on D2L Forum <b>by Sunday, March 14th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on Mitchell's novel <b>on Monday, March 15th, at 2 p.m.</b> via D2L Collaborate.</li> <li>• <b>Start working on Paper #2, "Cultural/Historical Analysis or Allusion Analysis."</b></li> </ul>
<b>March 15-19</b>	<b>Mental Health Break! No Class!</b>
<b>Module 4 Activities, March 20-26:</b>	<ul style="list-style-type: none"> <li>• Work on drafting your Paper #2, "Cultural/Historical Analysis or Allusion Analysis."</li> <li>• If you need help, reach out to Dr. M!</li> <li>• <b>Paper #2 "Cultural/Historical Analysis or Allusion Analysis"</b> is due in D2L Dropbox <b>on Monday, March 29th, 5 p.m.</b></li> </ul>
<b>Module 5:</b>	<b>Genre Bending and Feminist Analysis</b>
<b>Module 5 Activities, March 26-29:</b>	<ul style="list-style-type: none"> <li>• Read Angela Carter's essay, "Notes from the Front Line" (D2L).</li> <li>• Annotate as you read—make a note of interesting passages</li> </ul>

	<p>using the Seven Step Annotation system from Module 4.</p> <ul style="list-style-type: none"> <li>• Participate in video class discussion on Carter’s essay <b>on Monday, March 29th, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 5 Activities, March 29-April 5:</b>	<ul style="list-style-type: none"> <li>• Read “The Bloody Chamber,” “Puss-in-Boots,” “The Snow Child,” and “Wolf-Alice” from Angela Carter’s <i>The Bloody Chamber</i>.</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Share 1 or 2 observations from your textual annotation notes on D2L Forum <b>by Sunday, April 4th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on Carter’s stories <b>on Monday, April 5th, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 6:</b>	<b>Understanding and Using Literary Criticism</b>
<b>Module 6: Activities, April 6-12:</b>	<ul style="list-style-type: none"> <li>• Read Kristine Jennings’s essay, “Moonlit Mirrors, Bloody Chambers, and Tender Wolves: Identity and Sexuality in Angela Carter’s “Wolf-Alice” (D2L)</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Post your <b>critical response (500-700 words)</b> to Jennings’s essay on D2L Forum <b>by Sunday, April 11th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on Jennings’s essay <b>on Monday, April 12th, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 7:</b>	<b>Studying Short Fiction</b>
<b>Module 7 Activities, April 12-19:</b>	<ul style="list-style-type: none"> <li>• Read Rudolfo Anaya’s short story, “Dead End” (D2L).</li> <li>• Read Raymond Carver’s “The Pheasant” (D2L).</li> <li>• Annotate as you read—make a note of interesting passages using the Seven Step Annotation system from Module 4.</li> <li>• Share 1 or 2 observations from your textual annotation of the stories on D2L Forum <b>by Sunday, April 18th, 5 p.m.</b>, to prep for class discussion.</li> <li>• Participate in video class discussion on Anaya’s and Carver’s stories <b>on Monday, April 19th, at 2 p.m.</b> via D2L Collaborate.</li> </ul>
<b>Module 8:</b>	<b>Develop Your Literary Research Paper</b>
<b>Module 8 Activities, April 19-22:</b>	<ul style="list-style-type: none"> <li>• Choose a text from our class readings and develop a research project around it.</li> <li>• Turn in a brief (one page) description of your project with preliminary bibliography of scholarly sources to D2L Dropbox <b>by Thursday, April 22, 5 p.m.</b></li> </ul>
<b>Module 8 Activities, April 22-30:</b>	<ul style="list-style-type: none"> <li>• Start drafting your final essay and work on incorporating literary/scholarly criticism.</li> <li>• Schedule a virtual visit with Dr. M, if you need help with your essay.</li> </ul>

	<ul style="list-style-type: none"><li>• Literary Research Paper is due in D2L Dropbox <b>by Monday, May 3rd.</b></li><li>• <b>No final exam!</b></li></ul>
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