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ENG 5061A-601: Special Topics in Literature and Literary Theory

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**From 9/11 to Covid-19:
Using Affect Theory to Study How Narratives Remediate Cultural Tragedies**
- English 5061A Syllabus & Course Policies-

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hour Format: Office hours will be held virtually via Video Conferences (Zoom Office Hour link is available in D2L).

Office Hours: Monday 7-8pm; Wednesdays 2-3pm; Thursdays 10am-12pm; appointments can be scheduled within and outside of official office through Calendly (link available in D2L). My availability for any given week is typically quite broad and can accommodate different student schedules so you will find a wider selection than the office hours listed above on the scheduling site and you can request alternate times not listed if those available do not fit your schedule.

Email: mames@eiu.edu

Catalog Description: (3-0-3) Special topics in language and literature not ordinarily treated in standard courses. The topic will vary from semester to semester. WI.

Course Description: This course studies narratives of the past two decades as cultural artifacts directly (or indirectly) influenced by the events surrounding the September 11th terrorist attacks. Students will analyze texts (fiction and non-fiction alike, literary works and popular media) that attempt to re-present the events of that day, as well as texts that remediate (intentionally or not) those very same events in other narrative spaces. These works from across genres will prompt discussion concerning how mediated format affects thematic development. The cultural trends of the early 21st century will be studied through the lens of affect theory, with special attention paid to thriving genres (e.g. dystopia). Through various activities, students will interrogate a variety of cultural constructs and narratives in order to determine how various texts may be read as manufacturing, manipulating, and/or working through post-9/11 issues. As the semester draws to a close, students will look at how more recent national events have been represented through narratives (e.g. incidents of police brutality, conflict-fueled presidential elections). Finally, the course will close by analyzing contemporary narratives featuring Covid-19 storylines, considering how they work to mediate our current post(ish)-pandemic era and impact cultural sentiments.

Course Objectives: After the completion of this course students will be able to:

1. Analyze how narratives of tragedy and fear are crafted in a variety formats,
2. Critique how the traumatic events are portrayed in literature and popular culture,
3. Note how post-9/11 (and other) themes are appropriated by (and for) different groups to further their individual needs,
4. Understand how content related to tragic events alters throughout time and across media,
5. Analyze how the form a cultural artifact takes on affects its social/political utility,
6. Study cultural trends (i.e. the popularity of various genres) in light of historical events;
7. Situate texts within their historical context and understand how this impacts their production and reception,
8. Integrate diverse studies through an interdisciplinary framework,
9. Contribute to current affect scholarship in the humanities, and
10. Defend these contributions through composition and digital presentation.

Texts and Materials:

- DeLillo, Don. *Falling Man*. NY: Scribner, 2007.
- Doctorow, Cory. *Little Brother*. NY: Tor Teen, 2010.
- Foer, Jonathan Safran. *Extremely Loud and Incredibly Close*. NY: Houghton Mifflin Harcourt, 2005.
- Jacobson, Sid, and Ernie Colon. *The 9/11 Report: A Graphic Adaptation*. NY: Hill and Wang, 2006. Print. (PDF available on D2L).
- McCarthy, Cormac. *The Road*. NY: Vintage Books, 2007.
- Thomas, Annie, ed. *With Their Eyes: September 11th, the View from a High School at Ground Zero* (Play). NY: Harper Tempest, 2002. (PDF available on D2L).
- Whitehead, Colson. *Zone One*. NY: Doubleday, 2011.

AND

A Self-Selected Pandemic-Focused Contemporary Novel (see options in Assignment Sheet)

[Note: Additional Scholarly Articles Will Also Be Available Through Desire2Learn – noted on syllabus as (D2L)]

Course Requirements:**Participation/Collaboration (200pts):**

Participation & Collaboration – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board posts, peer engagement/feedback, assignment completion). While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Keep in mind that, to some degree, online classes aim to simulate the experience you would get in a face-to-face course, but this can only happen if you take advantage of all of the material and activities. For example, if you only log on to post a single response that is required to a discussion board thread and then log off without ever checking back to see the dialogue unfold that would be the equivalent of answering a question in class and then immediately popping in your earbuds or exiting the room without hearing how others respond to it. (200pts)

Major Assignment/Projects (800pts):

Scholarly Article Explication & Discussion Board Management – during their assigned week, students will post an explication of their assigned scholarly readings posing questions that prompt a productive class dialogue linking theoretical/scholarly readings and materials to one another and to overarching course topics and texts. (150pts)

Annotated Bibliography & Discussion Board Leadership – In pairs/groups, students will compose an annotated bibliography that houses abstracts of crucial literary criticism/readings that relate to their assigned text. Students will post these annotated bibliographies through the appropriate discussion board forum and pose a set of questions for the week's assigned literary text, responding accordingly to the ongoing dialogue. (100pts)

Midterm Essay – Students will compose an 8-12 page essay analyzing one text that we have studied throughout the first seven weeks of class. Applying the affect theory studied in the course to this text and utilizing it to formulate an argument and further discussion on the course theme will be a requirement. (150pts)

Book Club Project – student will work collaboratively to read and discuss a contemporary best-selling book with post-Covid-19/pandemic themes. The result will be a collaborative presentation that will be shared with the class so that all students walk away with a rich understanding of the way this recent event is being employed in popular novels today. (100pts)

Applied Project – this final project provides an opportunity for students to direct the course content (history & narrative, affect theory, remediation, publishing/popular culture trends, trauma-related themes) to their interests and professional development goals. Options for final projects include a traditional analytic research paper, a creative writing piece with research-based preface, or a teaching portfolio/unit with a research-based rationale. (200pts)

Proposal – This initial step of the applied project allows students to pitch their idea and receive early-stage feedback from the instructor concerning areas of consideration.

Conference – While the applied project is under development, students will meet one-on-one virtually with the instructor to discuss its progress.

Multimodal Presentation – At the completion of this project, the student’s final product will be presented to the class in an audio-visual format fitting for the project’s intended goals and audience. Potential final formats may include a traditional 10-15 minute formal presentation (with engaging visual aids) fitting for an academic conference; a teaching demonstration/talk highlighting project materials in action; a professional development session aimed to train fellow educators in regard to the project’s focus; a creative reading and craft talk; etc. (100pts)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Major Assignments/Projects:	800pts
Participation/Collaboration:	200pts
Total Points Possible:	1000pts

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

Instructor Class Policies:

Mission to Support Student Learning: Please always feel free to reach out to me for additional support, to request an extension, etc. The policies listed below are the defaults. They are in place because we want to treat you as professionals and foster the dispositions, skills, and behaviors needed to succeed in your career and professional development. That said, the most important thing is to make sure that you have the skills necessary for success and I will always do my best to work with you. I encourage you to always take ownership and agency over your learning and growth. Please also know that EIU has a range of resources and supports for student well-being: [https://www.eiu.edu/fdic/Student%20 Well-Being_26-July-2022.pdf](https://www.eiu.edu/fdic/Student%20Well-Being_26-July-2022.pdf).

Assignment Due Dates: Course work progresses through conceptually-themed weekly learning modules. Assignments are typically due by 11:59pm on the date listed on the syllabus unless otherwise stated in a module or assignment sheet. Based on feedback from past online graduate students, this class is designed with regular Wednesday/Sunday deadlines. The hope is that this design will allow students to work throughout the week at a pace that aligns with their individual availabilities. Deviations may occur during weeks where discussion board leadership, final projects, or collaborative projects are involved. *Assignments and activities not submitted/received by the stated syllabus/module deadline receive a zero. However, extensions may be granted if students reach out in advance.* Students are welcome to work ahead as desired, however, if they do so they should continue to monitor and contribute to ongoing course dialogue in the current weekly modules. Feedback typically will not be given until deadlines for activity/assignment completion has passed.

Class Attendance/Engagement: Because this course emphasizes discussion and collaborative activity, active participation is essential. Class discussion, peer responses, and group work are designed for particular modules and *their lack of completion will negatively affect your in-class work/participation grade.* Being “present” and regularly engaged in our course management system and ongoing dialogue helps build positive peer and peer-instructor relationships and fosters a productive professional learning community.

Inactivity/Absence: Once a student fails to complete three entire weekly learning module their grade may be reduced by one-letter. *A student who misses four or more learning modules (the equivalent of one-third of the course) may not be eligible to pass the course.* These penalties can be waived for extenuating circumstances. *Students are encouraged to be proactive and reach out to the instructor when issues are impacting their ability to attend class sessions and/or complete module work.*

Presentations: Please make sure to meet deadlines when you are scheduled to give a presentation. If you miss a deadline for a scheduled presentation you will receive a zero and will not be able to make up the presentation.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism – the appropriation or imitation of the language, ideas, and/or thoughts of another author represented as one’s original work – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.” The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft. In short, 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.

Instructor Access and Response Time: One-on-one video meetings are available. These virtual “office hours” are intended for support and mentorship and students are encouraged at these meetings to discuss anything about their professional development, their coursework, etc. Communication via email is also welcome. Although I have a reputation for being a super

speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to provide feedback within 24-72 hours]. I will always send an email and possibly post a News Bulletin Update in the event of any emergency that might impact the course schedule. **Make sure to set your D2L settings so that you receive notifications for new items.**

Preferred Pronouns/Names: My preferred pronouns are she/her and my preferred academic title is Dr. (Studies have proven that students will often call male professors Dr. but not female professors so I like to help correct that imbalance 😊). Please feel free to share your preferred pronoun and/or name and titles.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, utilize the widget on our D2L site, or stop by Coleman Hall, Room 3110 during open hours.

ENG 5061A Tentative Course Schedule

Important Notes: (1) All work is due by 11:59pm on Wednesdays and Sundays unless otherwise noted in the syllabus/modules. (2) A typical week consists of 1 major reading assignments and/or media viewings, scholarly readings, potential supplementary resources to review, and 2-3 tasks (usually a set of discussion board (DB) posts and/or assignment). Typically, responses to scholarly readings and media viewings will be due on Wednesday, responses to literary works and major assignments will be due on Sundays. Deadlines for collaborative work, discussion board leadership, and the final project/presentation may deviate from this schedule.

WEEK ONE (August 22-28)

***Reading 9/11 as a Generation's "Catastrophic" Time Marker
("Where were you when the world stopped turning on that September day?")***

Module 1—complete work by 8/24

- **Complete** the following
 - Google Sign-Up for Discussion Board Leadership/Article Explication Selection
 - Google Sign-Up for Annotated Bibliography/Discussion Board Leadership
 - Turn on D2L Notifications for News Items (to receive important weekly announcements/information)
- **Review** all of the following (by 8/24):
 - Course Syllabus
 - News Bulletin (D2L Class Homepage)
 - Structure of Course Management System & Modules
 - Instructor Welcome Video
 - Assignment Sheet for Participation, Collaboration, Class Engagement
 - Assignment Sheet Discussion Board Leadership Article Explication & Student Samples (*note: all student samples are located in the Table of Contents under the Assignment Sheet & Student Samples tab*)
 - Assignment Sheet for Annotated Bibliography/Discussion Board Leadership & Student Samples
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 8/24):
 - Williams, "Structures of Feeling" (D2L)
 - Anderson, "Introduction," "Cultural Roots" (D2L)
 - Appaduri, "Here and Now," "Disjuncture and Difference" (D2L)
- **Read** the following literary work (by 8/24):
 - Begin reading *Falling Man*
- **Post** the following (due 8/24):
 - Response to Module One Assigned Readings (Discussion Board Thread)

Module 2—complete work by 8/28

- **Review** all of the following (by 8/28):
 - Module Resources (if applicable)

- Begin viewing and responding to Student Introductory Videos (as they become available)
- **Read** the following literary work (by 8/28):
 - Continue reading *Falling Man*
- **Post** the following (due 8/28):
 - Student Introduction Videos (Posted to Discussion Board Thread)
 - **Module THREE** Discussion Board Leaders **ONLY** – Article Explication Post for Module Three

WEEK TWO (August 29-September 4)
The Psychological Roots of Affect Theory
(A Historical Look at the Study of Emotion)

Module 3—complete work by 8/31

- **Review** all of the following (by 8/31):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
 - Applied Final Project Assignment Sheet & Student Samples
- **Read** the following scholarly pieces (by 8/31):
 - James, “Habit,” “Stream of Consciousness,” “Emotion” (D2L)
 - James, “What is an Emotion (1884)” ([online](#))
 - Flatley, “Glossary” (D2L)
- **Read** the following literary work (by 8/31):
 - Continue reading *Falling Man*
- **Post** the following (due 8/31):
 - Finish Viewing & Responding to Student Introductory Videos (D2L)
 - Response to Module Three Article Explication Posts (Discussion Board Threads)
 - **Group Assigned to *Falling Man* Scholarship ONLY** – Post Annotated Bibliography & Discussion Board Questions

Module 4— complete work by 9/4

- **Review** all of the following (by 9/4):
 - Module Resources (if applicable)
- **Read** the following literary work (by 9/4):
 - Finish reading *Falling Man*
- **Post** the following (due 9/4):
 - Response to *Falling Man* Post (Discussion Board Thread)
 - **Module Five** Discussion Board Leaders **ONLY** – Article Explication Post for Module Five

WEEK THREE (September 5-11)
The “Facts” and “Feelings” of 9/11
(A Look at the National Rhetoric Surrounding the Attack)

Module 5— complete work by 9/7

- **Review** all of the following (by 9/7):
 - News Bulletin (D2L Class Homepage)
 - Midterm Essay Assignment Sheet & Student Samples (available in Assignments Tab)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 9/7):
 - Tomkins, “Intro,” “What are Affects,” “Distress-Anguish,” “Shame-Humiliation and Contempt-Disgust,” “Anger,” “Fear-Terror” (D2L)
 - Massumi, “The Autonomy of Affect,” “The Bleed” (D2L)
- **Read** the following work (by 9/7):
 - Jacobson & Colon, *The 9/11 Report* (D2L)
 - Begin reading *Extremely Loud & Incredibly Close*
- **Post** the following (due 9/7):
 - Response to *The 9/11 Report* (Discussion Board Post)
 - Response to Module Five Article Explication Posts (Discussion Board Threads)

Module 6—complete work by 9/11

- **Review** all of the following (by 9/11):
 - Module Resources (if applicable)
- **View** the following film (by 9/11):
 - *World Trade Center* (D2L)
- **Read** the following literary work (by 9/11):
 - Continue Reading *Extremely Loud & Incredibly Close*
- **Post** the following (due 9/11):
 - Response to *World Trade Center* (Discussion Board Thread)
 - **Module SEVEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Seven

WEEK FOUR (September 12-18)
Literature & Trauma Theory
(Feeling the Page)

Module 7— complete by 9/14

- **Review** all of the following (by 9/14):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 9/14):
 - Fish, “Affective Stylistics” (D2L)
 - Saal, “Regarding the Pain” (D2L)

- **Read** the following literary work (by 9/14):
 - Continue *Reading Extremely Loud & Incredibly Close*
- **Post** the following (due 9/14):
 - Response to Module Seven Article Explication Posts (Discussion Board Threads)
 - **Group Assigned to *Extremely Loud & Incredibly Close* Scholarship ONLY** – Post Annotated Bibliography & Discussion Board Questions

Module 8—complete work by 9/18

- **Review** all of the following (by 9/18):
 - Module Resources (if applicable)
- **Read** the following literary work (by 9/18):
 - Finish Reading *Extremely Loud & Incredibly Close*
- **Post** the following (due 9/18):
 - Response to *Extremely Loud & Incredibly Close* (Discussion Board Thread)
 - **Module NINE** Discussion Board Leaders **ONLY** – Article Explication Post for Module Nine

WEEK FIVE (September 19-25)
The State of Affect in Postmodernism
(Scholarly Stances on the “Survival” of Emotion)

Module 9— complete work by 9/21

- **Review** all of the following (by 9/21):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 9/21):
 - Benjamin, “Motifs in Baudelaire,” “The Work of Art” (D2L)
 - Shaviro, “Life, after Death, of Postmodern Emotions” (D2L)
 - Grossberg, “Postmodernity and Affect” (D2L)
 - Grodal, “Introduction: Evolution, Biology, Culture, & Film” (D2L)
- **Post** the following (due 9/21):
 - Response to Module Nine Article Explication Posts (Discussion Board Threads)
- **Begin** the following (by 9/21):
 - Midterm Essay Planning/Topic & Text Selection

Module 10— complete work by 9/25

- **Review** all of the following (by 9/25):
 - Module Resources (if applicable)
- **Read** the following literary work (by 9/25):
 - Begin Reading *With Their Eyes*
- **View** the following film (by 9/25):
 - *United 93* (D2L)
- **Post** the following (due 9/25):
 - Response to *United 93* (Discussion Board Thread)

- **Module ELEVEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Eleven
- **Complete** the following (due 9/25):
 - Initial Research for Midterm Essay

WEEK SIX (September 26-October 2)
Controversy, Censorship, Catharsis: Responding to 9/11
(Speaking out From the Stage – A Look at Performance/Musical Commentary)

Module 11—complete work by 9/28

- **Review** all of the following (by 9/28):
 - News Bulletin (D2L Class Homepage)
 - Module Resources
- **Read** the following scholarly pieces (by 9/28):
 - Grossberg, “Another Boring Day,” “I’d Rather Feel Bad” (D2L)
 - Doane, “Information, Crisis, Catastrophe” (D2L)
 - Mellencamp, “TV Time” (D2L)
- **Read** the following literary work (by 9/28):
 - Continue Reading *With their Eyes* (D2L)
- **Post** the following (due 9/28):
 - Response to Module Eleven Article Explication Post (Discussion Board Thread)
 - Response to 9/11 Music Commentary (Discussion Board Thread)
- **Complete** the following task (due 9/28):
 - Begin Drafting Midterm Essay

Module 12—complete the following by 10/2

- **Review** all of the following (by 10/2):
 - Module Resources (if applicable)
- **Read** the following literary work (by 10/2):
 - Finish Reading *With Their Eyes*
 - Begin Reading *Zone One*
- **Post** the following (due 10/2):
 - Response to *With Their Eyes* (Discussion Board Thread)
 - **Module THIRTEEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Thirteen
- **Complete** the following (due 10/2):
 - Continue Drafting Midterm Essay

WEEK SEVEN (October 3-9)
The Aftermath of 9/11 as Seen on the Small Screen

(From the News to Infotainment & Primetime Drama to Reality Television)

Module 13— complete by 10/5

- **Review** all of the following (by 10/5):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 10/5):
 - Grusin, “Premediation” (excerpts, D2L)
 - Mousoutzanis “Temporality and Trauma” (D2L)
 - Ames, “Screening Terror: How 9/11 Affected 21st Century Televisual Fiction,” (*Small Screen, Big Feels*, pg. 21-41, D2L)
 - Ames, “Infotainment’s Increased Visibility & Political Effect” OR “All the Best Cowboys Have Daddy Issues” (*Small Screen, Big Feels*, pg. 57-84 OR 85-101, D2L)
- **Read** the following literary work (by 10/5):
 - Continue Reading *Zone One*
- **Post** the following (due 10/5):
 - Response to Module Thirteen Article Explication Posts (Discussion Board Threads)
 - Response to Media Viewings (Discussion Board Thread)
- **Complete** the following task (due 10/5):
 - Finish Midterm Essay & Begin Final Revisions (seek out peer review or Writing Center Consultation as needed)

Module 14—complete work by 10/9

- **Review** all of the following (by 10/9):
 - Module Resources (if applicable)
- **Read** the following literary works (by 10/9):
 - Select 9/11 Poems
 - Continue Reading *Zone One*
- **Post** the following (due 10/9):
 - Response to 9/11 Poems (Discussion Board Thread)
 - **Module FIFTEEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Fifteen
- **Complete** the following task (due 10/9):
 - Submit Revised Midterm Essay

WEEK EIGHT (October 10-16)
Obsessions with Death & Unlikely Heroes
(The Returning Trends of Vampire & Zombie Narratives)

Module 15— complete by 10/12

- **Review** all of the following (by 10/12):
 - News Bulletin (D2L Class Homepage)

- Module Resources (if applicable)
- Final Applied Project Assignment Sheet (see Student Samples in Module 3)
- **Read** the following scholarly pieces (by 10/12):
 - Grossberg “The Indifference of TV” (D2L)
 - Douglas, “The Turn Within” (D2L)
 - Ames – “A Country (Still) Divided: How Vampire Series Use Nostalgia to Comment on Current Issues Related to Gender, Race, and Sexuality,” (*Small Screen*, Big Feels, pg. 121-139, D2L)
- **Read** the following literary work (by 10/12):
 - Continue Reading *Zone One*
- **View** the following (by 10/12):
 - Post-9/11 Television Clips
- **Post** the following (due 10/12):
 - Response to Module Fifteen Article Explication Posts (Discussion Board Threads)
 - Response to Media Viewings (Discussion Board Thread)
 - **Group Assigned to Zone One Scholarship ONLY** – Post Annotated Bibliography & Discussion Board Questions
- **Complete** the following task (due 10/12):
 - Complete Initial Research for Final Project Proposal

Module 16—complete work by 10/16

- **Review** all of the following (by 10/16):
 - Module Resources (if applicable)
- **Read** the following literary work (by 10/16):
 - Finish Reading *Zone One*
- **Post** the following (due 10/16):
 - Response to *Zone One* (Discussion Board Thread)
 - **Module SEVENTEEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Seventeen
- **Complete** the following task (due 10/16):
 - Submit Final Project Proposal (D2L)

WEEK NINE (October 17-23)
Surveillance Culture
(The Effects of the Patriot Act as Theorized by Scholars and Authors)

Module 17— complete by 10/19

- **Review** all of the following (by 10/19):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
 - Book Club Assignment Sheet & Student Samples (in Assignments Tab)
 - Google Sign-Up for Popular Novel/Book Club Assignment Selection
- **Read** the following scholarly pieces (by 10/19):
 - Massumi, “Fear, the Spectrum Said,” (D2L)

- Faludi, “Terror Dream,” & “We’re at War” (D2L)
- **Read** the following literary work (by 10/19):
 - Begin reading *Little Brother*
- **Post** the following (due 10/19):
 - Response to Module Seventeen Article Explication Posts (Discussion Board Threads)
 - Response to Media Viewings (Discussion Board)
 - **Group Assigned to *Little Brother* Scholarship ONLY** – Post Annotated Bibliography & Discussion Board Questions
- **Complete** the following task (due 10/19):
 - Begin Working on Final Project

Module 18—complete work by 10/23

- **Review** all of the following (by 10/23):
 - Module Resources (if applicable)
- **Read** the following literary work (by 10/23):
 - Finish Reading *Little Brother*
- **Post** the following (due 10/23):
 - Response to *Little Brother* (Discussion Board Thread)
 - **Module NINETEEN** Discussion Board Leaders **ONLY** – Article Explication Post for Module Nineteen
- **Complete** the following task (due 10/23):
 - Contact Group Members to Schedule Initial Meeting/Communication Time for Collaborative Book Club Presentation
 - Continue Working on Final Project

WEEK TEN (October 24-30)

The “Therapeutic” Effects of Mainstream Dystopian Literature (Or, What Does it Say When Oprah goes Apocalyptic?)

Module 19— complete by 10/26

- **Review** all of the following (by 10/26):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 10/26):
 - Aubry, “Introduction – Reading as Therapy” (D2L)
 - Gregg & Seigworth, “An Inventory of Shimmers,” “Affect’s Future” (D2L)
- **Read** the following literary work (by 10/26):
 - Begin Reading *The Road*
- **Post** the following (due 10/26):
 - Response to Module Nineteen Article Explication Posts (Discussion Board Threads)
 - **Group Assigned to *The Road* Scholarship ONLY** – Post Annotated Bibliography & Discussion Board Questions
- **Complete** the following task (due 10/26):

- Continue Working on Final Project

Module 20—complete work by 10/30

- **Review** all of the following (by 10/30):
 - Module Resources (if applicable)
- **Read** the following literary work (by 10/30):
 - Finish Reading *The Road*
- **Post** the following (due 10/30):
 - Response to *The Road* (Discussion Board Thread)
 - **Module TWENTY-ONE** Discussion Board Leaders **ONLY** – Article Explication Post for Module Twenty-One
- **Complete** the following task (due 10/30):
 - Continue Working on Final Project

WEEK ELEVEN (October 31-November 6)

Applying Affect Theory to Contemporary Texts Dealing with National Conflict/Trauma (Remediating the Black Lives Matter Movement & 2016 Presidential Election)

Module 21— complete by 11/2

- **Review** all of the following (by 11/2):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following scholarly pieces (by 11/2):
 - Ames, “Fictionalizing Ferguson in Prime-Time Dramas” (*Small Screen, Big Feels*, pg. 140-162, D2L)
 - Ames, “How the Political Commentary Surrounding the 2016 Election Reflects Anxieties” (*Small Screen, Big Feels*, pg. 209-240, D2L)
- **Read** the following literary work (by 11/2):
 - Begin Reading Book Club Book
- **View** the following (by 11/2):
 - Media Clips focused on the Black Lives Matter Movement
- **Post** the following (due 11/2):
 - Response to Module Twenty-One Article Explication Posts (Discussion Board Threads)
 - Response to Media Viewings (Discussion Board Thread)
- **Complete** the following task (due 11/2):
 - Continue Working on Final Project

Module 22—complete work by 11/6

- **Review** all of the following (by 11/6):
 - Module Resources (if applicable)
- **Read** the following literary work (by 11/6):
 - Continue Reading Book Club Book
- **Complete** the following task (due 11/6):

- Progress Report for Final Project (Submit either a Partial/Early/Rough Draft or Substantial Outline with Notes/Research/Annotations in Preparation for Conferences Next Week)
- Schedule One-on-One Conference with Instructor for Next Week

WEEK TWELVE (November 7-13)
Extending Course Study through Collaboration
(Instructor Conferences & Group Workshop)

Module 23— complete by 11/9

- **Review** all of the following (by 11/9):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Read** the following literary work (by 11/9):
 - Finish Reading Book Club Book
- **Complete** the following task (due 11/9):
 - Attend Scheduled Conference for Final Project
 - Begin Working on Group Book Club Assignment

Module 24—complete work by 11/13

- **Review** all of the following (by 11/13):
 - Module Resources (if applicable)
- **Read** the following scholarly work (by 11/13):
 - “Horry Can Arm us Against a Horrifying World,” *NPR* (D2L)
 - “Horror Fans More Resilient During COVID-19,” Scrivner et al. (D2L)
- **View** the following (by 11/13):
 - Pandemic-focused Television Clips
- **Complete** the following task (due 11/13):
 - Attend Scheduled Conference for Final Project
 - Continue Working on Group Book Club Assignment
 - Response to Pandemic Lit Article & Media Viewing (Discussion Board Thread)

WEEK THIRTEEN (November 14-20)
Applying Affect Theory to Contemporary Texts Across Dealing with Tragedy
(Remediating the Covid-19 Pandemic)

Module 25— complete by 11/16

- **Review** all of the following (by 11/16):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Complete** the following task (due 11/16):
 - Finish Book Club Group Presentation
 - Continue Working on Final Project
- **Post** the following (due 11/16):

- Post Book Club Group Presentation (Discussion Board Thread)
- Book Club Communication Documents (Dropbox Folder)

Module 26—complete work by 11/20

- **Review** all of the following (by 11/20):
 - Module Resources (if applicable)
- **Post** the following (due 11/20):
 - Respond to Book Club Group Presentations and Dialogue (Discussion Board Thread)
- **Complete** the following task (due 11/20):
 - Continue Working on Final Project

-----THANKSGIVING VACATION – November 21-27-----

WEEK FOURTEEN November 28–December 4
Expanding Course Content & Theory Across the Areas of English Studies
(Scholarly, Pedagogical, & Creative Application Projects)

Module 27—complete work by 11/30 & 12/4

- **Review** all of the following (by 11/30):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Complete** the following task (due 11/30):
 - Finish & Submit Final Applied Project (D2L Dropbox)
- **Complete** the following task (due 12/4):
 - Begin Tentative Work on Conversion to Final Project Presentation (finalization should take into account feedback on the initial project submission; review assignment sheet and student samples as needed in the Assignments Tab). You will be grouped into thematic panels with similar projects so pay attention to the specific posted communication about the due date for your conversion project.

WEEK FIFTEEN & FINALS WEEK (December 5-16)
Expanding Course Content & Theory Across the Areas of English Study
(Presentation of Applied Final Projects)

Module 28—complete work by 12/8, 12/11, 12/14, 12/16

Note: During these weeks the normal Wednesday/Sunday deadline routine has been altered to allow for more time to compose presentations and to space out the review of presentations to prevent discussion board fatigue and ensure everyone is able to be an engaged supportive peer up until the very end of the course 😊

- **Review** all of the following (by 12/8):
 - News Bulletin (D2L Class Homepage)
 - Module Resources (if applicable)
- **Post** the following (by 12/8):
 - Presentation of Applied Project (Panel One Presentations due to Discussion Board Thread & Dropbox Folder by 11:59pm)

- **Complete** the following task (due 12/8):
 - Official EIU Course Evaluation (check email and D2L course widget on home page)
 - Optional Instructor-Created Course Evaluation (D2L)
- **Post** the following (by 12/11):
 - Response to Panel One Presentations (Discussion Board Thread)
 - Presentation of Applied Project (Panel Two Presentation due to Discussion Board Thread & Dropbox Folder by 11:59pm)
- **Post** the following (by 12/14):
 - Response to Panel Two Presentations (Discussion Board Thread)
 - Presentation of Applied Project (Panel Three Presentation due to Discussion Board Thread & Dropbox Folder by 11:59pm)
- **Post** the following (by 12/16):
 - Response to Panel Three Presentations (Discussion Board Thread)

