



## Overall Course Structure:

Please note that this is a *not* a self-paced course. You will be responsible for completing work each week and checking Blackboard both regularly and consistently throughout the semester.

**Most Weeks** (excluding the week before a major essay is due or the week of an exam)...

- **On Monday**
  - I will post **PowerPoint Presentations** related to the next week's assigned readings, usually before **Monday** morning, which will allow you to work on the course's content up to one week in advance. These notes will provide information about the readings, reminders about upcoming assignments, and the week's discussion post questions. Students **must** read these notes **before** completing any assignments, as they will contain specific instructions for each week's assignments as well as the week's assigned texts.
  - The week's **quiz** will be unlocked at **12:00 a.m.** (See Quiz section of the syllabus for more information.)
  - The week's **discussion post assignment** will be unlocked at **12:00 a.m.** (See Discussion Posts section of the syllabus for more information.)
- **On Wednesday**
  - The week's **quiz** will be **locked** at **11:59 p.m.** If you do not take the week's quiz between 12:00 a.m. on Monday and 11:59 p.m. on Wednesday, you will earn a zero. (See Late Work section of the syllabus for more information.)
- **On Thursday**
  - Your **original discussion post** will be due by **11:59 p.m.** (See Discussion Posts section of the syllabus for more information.)
- **On Sunday**
  - **A response to at least one of your peers' discussion posts** will be due by **11:59 p.m.** (See Discussion Posts section of the syllabus for more information.)

To Recap: You will be responsible for reading the assigned texts as well as the week's PowerPoint presentations, completing the week's quiz, writing one discussion post, and responding to at least one of your peers' discussion points most weeks during this semester. Yes, this is a lot of work! It is important to remember that we must cover the same information that an face-to-face course would cover in person. Keep close track of the assignments, and please email me immediately if you have any questions or feel overwhelmed.

## Course Requirements and Grading Policies:

### *Essays*

Throughout the semester, you will write three major essays:

- The first essay will be a close reading, or textual analysis, of "The Glass Menagerie."
- The second essay will compare and contrast two poems with similar ideas and themes.
- The final essay will be a researched analysis of a short story.

Specific assignment sheets with more information about each of these essays and rubrics will be posted to Blackboard throughout the semester. All major essay assignments should be submitted using the appropriate link under the Essays tab in Blackboard.

### *Grading Information about the Essays*

- A and B papers are well above average in critical analysis, style, and mechanics.
- C papers are average college work, with grammatical, organizational, or developmental problems that distract from the easy flow of the essay. C papers may also suffer from insufficient analysis of the texts in question.
- D or F papers are those that do not meet the assignment, contains numerous errors, are not logically organized or lack the substantial development of their main idea.
- Remember to follow all directions and to *proofread* your papers. I will skim and offer general feedback on drafts before they are submitted for a grade, but I will not give detailed feedback until after essays are submitted. If you would like me to read a draft before submitting it for a grade, please email it to me through Blackboard or contact me to schedule a conference.

### *Plagiarism and SafeAssign*

Plagiarism is defined as the either intentional or unintentional presentation of another person's ideas and/or words as your own. In ENG 102, this means including any information from an outside source without giving it proper credit. Plagiarism can take on many forms, from copying and pasting information from a website into a paper to using the exact wording of another student's essay, but, in general, students in writing classes often commit intentional plagiarism because they feel overwhelmed. If you feel this way, please contact me! DO NOT commit plagiarism, as it can have severe consequences, which can range from failing the assignment to failing the course. Throughout the semester, we will be discussing how to properly use MLA formatting in order to avoid accidentally committing plagiarism. For additional information on plagiarism and MxCC's academic honesty policy, please see the link to the college's policies or the QR Code on page nine of the syllabus.

To help detect plagiarism, this course may use the SafeAssign plagiarism-checking tool that is built into Blackboard. This tool can help me to determine whether or not – either intentionally or inadvertently—students have committed plagiarism. SafeAssign checks the text in a submitted paper for matches against sources in several different databases, and produces an “originality report” for each submitted paper, which can be used to determine if any text in the essay matches with some other original source. I will only be using Safe Assign if there is a suspicion of plagiarism. Please note that I reserve the ability to submit an assignment, with any identifying information removed, to SafeAssign with or without the student's knowledge. Blackboard's privacy policies affirm that intellectual property rights reside with the student who authors the paper, and that Blackboard does not claim any ownership rights on the content submitted.

### *Rewrites*

- The writing process is crucial to improving your skills as a writer; therefore, you will have the opportunity to choose *one essay* during the semester that you will be able to revise *one time* after I return the graded drafts to you with detailed feedback.
- Completing a rewrite is completely *optional*.

- Use my feedback to make significant changes (not just adding in punctuation that you missed) to the content of the essay.
- If you make only small changes (such as adding a comma here and there) to the graded draft, the revised essay's grade will either stay the same or only improve slightly.
- The new, final grade for the assignment will be an *average* of the original grade and the rewritten essay's grade.
- **I will only accept rewrites within a week after I return the graded draft to you.** So, if I return a graded essay to you at 6:00 p.m. on Monday, February 8, then you would have until 6:00 p.m. on Monday, February 15 to submit your revisions. **This does mean that you might have to make the decision to rewrite an essay without knowing your grades for the other essays. Please plan accordingly.**
- **Original essays that were submitted late are not eligible for rewrites.**

### *Paper Proposals*

Before drafting each major essay, you will first write and submit a paper proposal. In these proposals, you will write about the text you chose, the essay's tentative thesis statement, and any additional information specific to the assignment. Detailed information about each paper proposal will appear in PowerPoint Presentations and be posted in the Paper Proposals tab on Blackboard throughout the semester.

### *Discussion Posts*

Discussing texts with your peers is an incredibly important part of a literature and writing class; it will help you to analyze each text closely and think of the text in new ways.

During most weeks of the semester, students will:

- Write a one page, approximately 250 word, discussion post that answers one of the reading questions posted in the week's PowerPoint presentation.
- These discussion posts should be considered formal examples of academic writing; therefore, they should contain thoughtful analysis, at least one quotation from the assigned reading (we will review how to properly cite a text), and proper grammar.
- Original discussion posts should be submitted by 11:59 p.m. on the date stated in the course schedule.
- Original discussion posts will be worth 10 points each.
- Please see further directions, samples of discussion posts, and a rubric for how the original discussion post will be graded in the Handouts tab.
- Discussion posts cannot be revised and will not be accepted after their due dates.

### *Responses to Discussion Posts*

- After submitting their original discussion posts, students will then respond to **at least one** of their peers' discussion posts by 11:59 p.m. on the date posted in the course schedule.
- If possible, responses should be about a reading that is **different** from the one you originally posted on. Also, try to respond to different students' posts each week.
- These responses should be at least one paragraph (about 100 words) and contain a thoughtful reflection on what was originally posted, such as engaging with a comment or a question presented in the original post. For example, avoid simply saying, "Great idea! I agree with it." Instead, think about and explain why you agree (or disagree) with your

peer's ideas. One way to build off of your peer's original post is to include a new example, or quote, that helps to prove the original idea presented in the post.

- Each response is worth 5 points.

### *Please Keep in Mind*

- **Discussion board posts are public! Both your instructor and your peers will be able to see *everything* you post.** Please use appropriate language, write in an academic fashion, and avoid making personal attacks at your peers.
- If I have to delete a discussion post or response for any reason, you will automatically earn a 0 out of 15 for that week's assignment. Please be respectful and considerate of other student's ideas. Keep in mind that there are respectful ways to disagree with someone's point of view.
- I will be involved in the discussion thread, and your posts can and will be read by the entire class. Please make sure that whatever you post is thoughtful and relevant to the course's content that week.

### *Quizzes*

Most weeks there will be a reading quiz posted on Blackboard:

- Each quiz will contain approximately five questions about the week's assigned readings. Quizzes are open book and open notes.
- The quizzes will be unlocked Monday at 12:00 a.m. and will be available until 11:59 p.m. on Wednesday of that week. At this deadline, quizzes will be locked and graded, which means that if you do not complete the quiz before 11:59 p.m. on Wednesday, your quiz grade for that week will automatically be a zero.
- No quiz may be made up after it is locked. You will have plenty of time to complete these very short quizzes; plan accordingly and complete them early!

### *The Final Exam*

During this semester, there will be a final exam. This exam is open book, will assess a student's knowledge of the completed coursework, and will be in its own tab on Blackboard. You will have a week to complete the test, which will be discussed in more detail during the semester.

### *Late Work*

- **Quizzes and Discussion Posts cannot be made up.** Be very aware of all deadlines listed on the course's schedule. Once a minor assignment is locked for the week, the final grade for an assignment that was not completed on time will be a zero.
- **Major essays and proposals that are submitted late will earn a 5-point penalty for every day (rounded up) that the paper is marked late by Blackboard. If an essay or paper proposal is time-stamped even one second late according to Blackboard, there will be a deduction for lateness.** Blackboard time-stamps *everything*, so I will know exactly what time you submit your work. Essays and proposals will only be accepted up to one week after their original due date. Late papers are also not eligible for revisions.
- *Please do not wait until the last minute to submit anything! Plan ahead and make sure that you are submitting your work on time. I recommend completing everything at least a day in advance because then you will have time to troubleshoot any possible issues. **Computer issues are not considered a valid excuse for submitting an assignment late.***

### Grade Breakdown for the Course:

<b>Assignments</b>	<b>Amount of Points Assignment is Worth</b>
Discussion Posts (10 total)	150 points (10 points for each original discussion post and 5 points for its response)
Responses to Discussion Posts (10 total)	
Quizzes (10 total)	50 points (5 points for each quiz)
Essay 1	125 points
Essay 2	175 points
Essay 3	250 points
Paper Proposals (3 total)	150 points (50 points for each proposal)
Final Exam	100 points
<b>Overall Total:</b>	<b>1,000 points</b>

**Grades:** A = 93-100, A- = 92-90, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 0-59

### General Outcomes of the Course:

Students who complete ENG 102 will generally meet the following outcomes:

#### Written Communication (full competency)

- Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

#### Critical Analysis and Logical Thinking (full competency)

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

#### Continuing Learning/Information Literacy (full competency)

- Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

#### Historical Knowledge/Understanding (full competency)

- Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

#### Social Phenomena Knowledge/Understanding (embedded 1-4)

- Students will develop an increased understanding of the influences that shape a person's or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

#### Appreciation of the *Aesthetic* Dimensions of Humankind (full competency)

- Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

#### Appreciation of the *Ethical* Dimension of Humankind (full competency)

- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social political problems.

<b>Unit No</b>	<b>Instructional Unit</b>	<p align="center"><b>Specific Objectives of Instructional Unit</b></p> <p>(The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is then to be based on the student's accomplishment of these objectives. Assume that each statement is prefixed with "The student will be able to".)</p>
<b>Written and Oral Communications in English Committee</b>	Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	<p><b>In written communication:</b></p> <ol style="list-style-type: none"> <li>1. Respond to Rhetorical Situations <ul style="list-style-type: none"> <li>• Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.</li> <li>• Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.</li> </ul> </li> <li>2. Use Sources <ul style="list-style-type: none"> <li>• Locate and evaluate sources appropriate to the rhetorical situation.</li> <li>• Read, comprehend, and summarize an argument from a complex piece of writing.</li> <li>• Analyze, evaluate, and respond to an argument from a complex piece of writing.</li> <li>• Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.</li> <li>• Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.</li> </ul> </li> <li>3. Craft Logical Arguments <ul style="list-style-type: none"> <li>• Generate a controlling idea or thesis.</li> <li>• Provide clear and logical evidence, support, or illustration for their assertions.</li> <li>• Choose appropriate and effective organizing methods, employing effective transitions and signposts.</li> <li>• Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes</li> </ul> </li> <li>4. Apply Language Conventions <ul style="list-style-type: none"> <li>• Use diction, tone, and level of formality appropriate to audience, purpose, and situation.</li> <li>• Apply the conventions of Standard English grammar, spelling, and mechanics.</li> </ul> </li> <li>5. Formulate Effective Writing Strategies <ul style="list-style-type: none"> <li>• Develop flexible strategies for generating, revising, editing, and proofreading their writing.</li> <li>• Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.</li> </ul> </li> </ol>
<b>Critical Analysis and Logical Thinking Committee</b>	Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.	<ol style="list-style-type: none"> <li>1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: <ul style="list-style-type: none"> <li>• Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works.</li> <li>• Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components.</li> <li>• Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation").</li> </ul> </li> <li>2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: <ul style="list-style-type: none"> <li>• Distinguish fact from opinion.</li> <li>• Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance.</li> </ul> </li> <li>3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : <ul style="list-style-type: none"> <li>• Assess the reliability, reasonableness, and perspective of the sources of evidence.</li> <li>• Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own.</li> <li>• Apply criteria for evaluating the success of each kind of inference</li> </ul> </li> <li>4. Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and</li> </ol>

		<p>well-supported inferences that can be justified as a conclusion as outlined below:</p> <ul style="list-style-type: none"> <li>Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.</li> </ul>
<b>Continuing Learning/ Information Literacy Committee</b>	Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.	<ol style="list-style-type: none"> <li>Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.</li> <li>Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).</li> <li>Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work.</li> <li>Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.</li> </ol>
<b>Historical Knowledge / Understanding Committee</b>	Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.	<ol style="list-style-type: none"> <li>Interpret and differentiate types of historical sources including popular, academic, primary, and secondary.</li> <li>Recognize ever-changing interpretations of history.</li> <li>Examine the development of societies in national and/or international contexts.</li> <li>Explain the influence and agency of race, class, gender, and other perspectives on historical events.</li> <li>Describe the impact of the past on subsequent events, including the present.</li> <li>Examine the complex, dynamic, and interrelated nature of change.</li> </ol>
<b>Social Phenomena Knowledge/ Understanding Committee</b>	Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.	<ol style="list-style-type: none"> <li>Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.</li> <li>Describe different theories and research methods used to investigate social phenomena.</li> <li>Recognize ethical issues pertaining to social contexts and phenomena.</li> <li>Explain issues of diversity within and across cultures.</li> </ol>
<b>Appreciation of the <i>Aesthetic</i> and Ethical Dimensions of Humankind Committee</b>	Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.	<ol style="list-style-type: none"> <li>Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts.</li> <li>Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.</li> <li>Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture.</li> <li>Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression.</li> <li>Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.</li> </ol>
<b>Appreciation of the <i>Aesthetic</i> and Ethical Dimensions of Humankind Committee</b>	Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.	<ol style="list-style-type: none"> <li>Respond critically to ethical issues.</li> <li>Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.</li> <li>Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.</li> <li>Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.</li> </ol>



## Withdrawal Policy

- You may withdraw from this class at any time after the add/drop period ends and before Wednesday, April 13, which is the end of the 11<sup>th</sup> week of the semester.
- A completed and signed withdrawal form must be on file in the Records Office by this deadline in order to earn a “W” on your transcript. Students must initiate the completion of this form, which you can obtain in the Records Office. Please contact me if you cannot come to campus and would like to withdrawal from the course.
- If you do not complete this form, then you will be issued a letter grade at the end of the semester, which will include zeros for any work that was not completed.
- Course withdrawals may affect financial aid and veteran’s benefits, so please make this decision carefully and with the help of your advisor.

## Important College Policies:

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone.



Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).

## Non-Discrimination Statement:

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator  
Dr. Adrienne Maslin  
Dean of Students/Title IX and Section 504/ADA Coordinator  
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator  
Ms. Queen Fordham  
Coordinator of the Meriden Center Welcome Desk  
qfordham@mxcc.edu; 203-608-3011

## Course Schedule

Please note that we will try to stick to this schedule as closely as possible, but, as your instructor, I reserve the right to make any changes to the schedule for any extenuating circumstances. If that happens, I will post a new schedule with the appropriate changes to Blackboard.

**Reminder:** All readings and PowerPoint presentations should be read *before* completing the week's assignments.

### Week 1 (Thursday, 1/21 – Sunday, 1/31): Introduction to ENG 102 and Review of ENG 101

#### Readings:

Chapter 1: The Prewriting Process (pp. 6-16), Chapter 2: The Writing Process (pp. 17-29), and Chapter 3: Writing a Convincing Argument (pp. 30-39 only)

**Recommended Reading:** James Joyce's "Eveline" (pp. 2-6)

*Note: We will not be covering this short story in detail; however, it is used as a topic for the sample student's writing in both Chapter 1 and 2, so it is worth looking over.*

#### Assignments:

*Quiz 1* (on the syllabus *only*) must be completed by 11:59 p.m. on Wednesday, January 27  
*Writing Sample* must be emailed to me by 11:59 p.m. on Sunday, January 31

### Week 2 (Monday, 2/1 – Sunday, 2/7): Introduction to ENG 102 (cont.)

#### Readings:

Reading and Writing about Poetry (pp. 488-494; 511-514; 529-533)  
Reading and Writing about Short Fiction (pp. 106-113; 130-132; 152-154; 165-166; 182-183)  
"Aunt Jennifer's Tigers" (pp. 642-643) and "Story of an Hour" (pp. 236-237)

#### Assignments:

*Quiz 2* must be completed by 11:59 p.m. on Wednesday, February 3  
*Discussion Post 1* must be posted by 11:59 p.m. on Thursday, February 4  
*One Response to Discussion Post 1* must be posted by 11:59 p.m. on Sunday, February 7

### Week 3 (Monday, 2/8 – Sunday, 2/14): Identity and Family

#### Readings:

Reading and Writing about Drama (pp. 718-725; 765-766)  
"The Glass Menagerie" (pp. 766 – 787, Scene I through Scene V)

#### Assignments:

*Quiz 3* must be completed by 11:59 p.m. on Wednesday, February 10  
*Discussion Post 2* must be posted by 11:59 p.m. on Thursday, February 11  
*One Response to Discussion Post 2* must be posted by 11:59 p.m. on Sunday, February 14

**Week 4 (Monday, 2/15 – Sunday, 2/21): Identity and Family**

**Readings:**

“The Glass Menagerie” (pp. 787 - 807, Scene VI through Scene VII)

**Assignments:**

*Quiz 4* must be completed by 11:59 p.m. on Wednesday, February 17

*Discussion Post 3* must be posted by 11:59 p.m. on Thursday, February 18

*One Response to Discussion Post 3* must be posted by 11:59 p.m. on Sunday, February 21

**Week 5 (Monday, 2/22 – Sunday, 2/28): Identity and Family**

**Readings:**

None

**Assignments:**

*Paper Proposal 1* must be submitted by 11:59 p.m. on Monday, February 22

*Work on Essay Assignment 1 this week.*

**Week 6 (Monday, 2/29 – Sunday, 3/6): Identity and Culture**

**Readings:**

“I Hear America Singing” (<http://www.poetryfoundation.org/poem/175779>), “I, Too” (<http://www.poets.org/poetsorg/poem/i-too>), “America” (pp. 622 - 623), “Facing It” (pp. 698 - 699), and “Ozymandias” (pp. 594 - 595)

**Assignments:**

*Essay Assignment 1 is due on Monday, February 29 by 11:59 p.m.*

*Quiz 5* must be completed by 11:59 p.m. on Wednesday, March 2

*Discussion Post 4* must be posted by 11:59 p.m. on Thursday, March 3

*One Response to Discussion Post 4* must be posted by 11:59 p.m. on Sunday, March 6

**Week 7 (Monday, 3/7 – Sunday 3/13): Identity and Culture**

**Readings:**

“My Mistress’ Eyes Are Nothing Like the Sun” (p. 584), “She Walks in Beauty” (p. 594), “The Love Song of J. Alfred Prufrock” (p. 618 - 622), “I’m Nobody! Who Are You?” (p. 600), “Much Madness is Divinist Sense” (p. 601), and “We Real Cool” (p. 534)

**Assignments:**

*Quiz 6* must be completed by 11:59 p.m. on Wednesday, March 9

*Discussion Post 5* must be posted by 11:59 p.m. on Thursday, March 10

*One Response to Discussion Post 5* must be posted by 11:59 p.m. on Sunday, March 13

**Week 8 (Monday, 3/14 – Sunday, 3/20): Identity and Culture**

**Readings:**

“Tintern Abbey” (<http://www.poetryfoundation.org/poem/174796>), “Anecdote of a Jar” (<http://www.poets.org/poetsorg/poem/anecdote-jar>), “Mending Wall” (pp. 610 - 611), “Spring and All” (<https://www.poets.org/poetsorg/poem/spring-and-all-road-contagious-hospital>), “in Just –” (pp. 624-225), “Mother to Son” (p. 554), and “Daystar” (pp. 686 - 687)

**Assignments:**

*Quiz 7* must be completed by 11:59 p.m. on Wednesday, March 16

*Discussion Post 6* must be posted by 11:59 p.m. on Thursday, March 17

*One Response to Discussion Post 6* must be posted by 11:59 p.m. on Sunday, March 20

**Week 9 (Monday, 3/21 – Sunday, 3/27): Identity and Culture**

**Readings:**

None

**Assignments:**

*Paper Proposal 2* must be submitted by Sunday, March 20 at 11:59 p.m.

*Work on Essay Assignment 2* this week.

**Week 10 (Monday, 3/28 – Sunday, 4/3): Identity and Culture**

**Readings:**

“The Chrysanthemums” (pp. 281 - 288), “Year of Silence” (417-427), and “A Clean, Well-Lighted Place” ([http://www.url-der.org/a\\_clean\\_well\\_lighted\\_place.pdf](http://www.url-der.org/a_clean_well_lighted_place.pdf))

**Assignments:**

*Essay Assignment 2* is due by 11:59 p.m. on Tuesday, March 29

*Quiz 8* must be completed by 11:59 p.m. on Wednesday, March 30

*Discussion Post 7* must be posted by 11:59 p.m. on Thursday, March 31

*One Response to Discussion Post 7* must be posted by 11:59 p.m. on Sunday, April 3

**Week 11 (Monday, 4/4 – Sunday, 4/10): Identity and Tradition**

**Readings:**

“The Yellow Wallpaper” (pp. 238 - 249), “Everyday Use” (pp. 154 - 161), and “Dead Man’s Path” (pp. 309 - 312)

**Assignments:**

*Quiz 9* must be completed by 11:59 p.m. on Wednesday, April 6

*Discussion Post 8* must be posted by 11:59 p.m. on Thursday, April 7

*One Response to Discussion Post 8* must be posted by 11:59 p.m. on Sunday, April 10

**Week 12 (Monday, 4/11 – Sunday, 4/17): Identity and Tradition**

**Readings:**

“The Lottery” (pp. 133 - 138), “Fun Home” (p. 466 – 476), and “A Rose for Emily” ([http://resources.mhs.vic.edu.au/creating/downloads/A\\_Rose\\_For\\_Emily.pdf](http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_For_Emily.pdf))

**Assignments:**

*Quiz 10* must be completed by 11:59 p.m. on Wednesday, April 13

*Discussion Post 9* must be submitted by 11:59 p.m. on Thursday, April 14

*One Response to Discussion Post 9* must be posted by 11:59 p.m. on Sunday, April 17

**Week 13 (Monday, 4/18 – Sunday, 4/24): Identity and Tradition**

**Readings:**

None

**Assignments:**

*Paper Proposal 3* must be submitted by Monday, April 18 at 11:59 p.m.

**Week 14 (Monday, 4/25 – Sunday 5/1): Identity and Tradition**

**Readings:**

None

**Assignments:**

*Outline/Preliminary Works Cited Page* must be submitted by Monday, April 25 at 11:59 p.m.

**Week 15 (Monday, 5/2 – Sunday 5/8): Identity and Tradition**

**Readings:**

None

**Assignments:**

*Essay Assignment 3* is due at 11:59 p.m. on Monday, May 2

*Discussion Post 10* must be submitted by 11:59 p.m. on Thursday, May 5

**Week 16 (Tuesday, 5/10 – Monday 5/16): Final Exam Week**

*Please note: Monday, 5/9 is the last day of classes.*

*The final exam will be unlocked at 12:00 a.m. on Tuesday 5/10.*

*The final exam must be completed before 11:59 p.m. on Monday, 5/16.*

There will be no make-ups for the final exam, unless a student provides documentation that an extreme situation, such as hospitalization or a death in the family, occurred.