**ENGH-201: Reading and Writing About Texts**

English 201-014 TR 9:00-10:15 pm Aquia Building 219

English 201-019 TR 12:00-1:15 pm Peterson Hall 1106

Office Hours: Monday (1:30-4:30pm); TR (10:30-11:30)

other meetings by appointment only

Office is located in Robinson B 470

**Course Description:**

“‘*All those Childhood Ghosts:’* Filial Trauma and the Intergenerational Self”

There is something to be said about growth caused or coming from experience. In literature, children often seem to have a different view on this process of growth. While adults attempt to fix, children try to understand. And all of this can be traced back to family ties and family bonds– built, broken, or something in between.

In this class, we will be interpreting the stories surrounding children. Whether it’s a girl and her mother’s relationship post 9/11, wealthy cousins on their private island dealing with tragedy, or a grandfather’s medicine bag competing with White ideals, we will be examining how to understand different experiences of family, childhood, trauma, and the intergenerational self.

The main goal for this class is to understand yourself as a reader and as a writer in tandem. Through deep analysis, comprehension, annotation and personal creative writing, I hope you understand how to interpret texts for yourself. And in the process, understand and have empathy for experiences that may look similar or completely different from your own.

**What You Will Need:**

**Books/Texts**

**Essays/Articles**

The Stories That Bind Us by Bruce [Feiler](https://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html)

Who We Are, But for the Stories We Tell by Laurel J. Kiser (PDF)

La Novela Social (PDF)

Generational Trauma and Attachment (PDF)

The Generation Gap by Elinor [Lenz](https://www.nytimes.com/1987/08/30/books/the-generation-gap-from-persephone-to-portnoy.html)

**Short Stories**

The Semplica-Girl Diaries by George [Saunders](https://www.newyorker.com/magazine/2012/10/15/the-semplica-girl-diaries)

The Shawl by Louise [Erdich](https://www.newyorker.com/magazine/2001/03/05/the-shawl-2)

The Love of My Life by Cheryl [Strayed](https://www.thesunmagazine.org/issues/321/the-love-of-my-life)

Rules of the Game by Amy [Tan](https://jg019.k12.sd.us/eng1/Assignment%20Documents/Rules%20of%20the%20Game.pdf)

The Future Looks Good by Lesley Nneka [Arimah](https://pankmagazine.com/piece/the-future-looks-good/)

The Medicine Bag by Virginia Driving Hawk [Sneve](https://www.btboces.org/Downloads/7_The%20Medicine%20Bag%20by%20Virginia%20Driving%20Hawk%20Sneve.pdf)

A Primer for the Punctuation of Heart Disease by Jonathan Safran [Foer](http://www.pas.rochester.edu/~tobin/lj/2008/09/Foer.pdf) (find not PDFd)

Simple Recipes by Madeleine [Thien](https://is.muni.cz/el/1421/podzim2016/SAKS11/um/Thien-Simple_Recipes.pdf)

The Miracle Bowl by Jennifer [Givhan](https://therumpus.net/2017/12/the-miracle-bowl/)

Selected stories from Karen Russell

**Novels**

God Help the Child by Toni Morrison

The House on Mango Street by Sandra Cisneros

We Were Liars by E. Lockhart

Excerpt from “The Buddha In The Attic” by Julie Otsuka

–“Babies” and “The Children” (pgs. 55-80)

**Plays**

Antigone by Sophocles

**Verse**

Ararat by Louise Gluck

**Movies**

Ladybird (2017)

Stuck in Love (2013)

**Other Materials**

* Laptop or tablet with keyboard attachment (in and out of class)
* Full access to Google Drive
* Readings and hand-outs available on Blackboard
  + print out and annotate unless explicitly stated
* Active Mason email account (per University Policy, I will only reply to this account.)

**The Mason Core Program**

The Mason Core comprises the general education courses and experiences for degree-seeking undergraduate students at George Mason University. The academic program is a distributed menu model that categorizes courses of study into three main areas. **Foundation** courses build knowledge and skills to promote success in the major and in future pursuits; **exploration** courses introduce students to a breadth of subject matter and intellectual traditions; and **integration** courses encourage the integration of past learning and experiences, develop critical thinking skills, and prepare students for lifelong learning. Student learning outcomes for the Mason Core areas are created and assessed by faculty representatives of the University Mason Core Committee (more at <https://masoncore.gmu.edu/>).

**Literature Learning Outcomes:**

1. Students will be able to read for comprehension, detail, and nuance.
2. Identify the specific literary qualities of language as employed in the texts they read.
3. Analyze the ways specific literary devices contribute to the meaning of a text.

**Blackboard Usage**

In order to succeed in this course, access to both Mason Blackboard and your GMU email are required. This class uses Blackboard as a primary instructional platform. You will be expected to log on to Blackboard regularly throughout the week to read assigned PDF texts and complete journals. Please be sure to turn in all assignments electronically on Blackboard unless otherwise stated.

To access Blackboard:

1. Go to <http://mymasonportal.gmu.edu>
2. Enter your Mason UserId and password
3. Click on the “Courses” tab at the top right
4. Click on our course number in your “Course List”
   1. If this course does not appear in your “Course List” menu, please let me know as soon as possible.

**Technology Policy**

You are all required to bring a laptop or tablet with keyboard to class each week; this device should have Wi-Fi connectivity and Google Drive/Docs. We will be using class time to practice comprehension skills, self-assessment, and creative /reflective writing.

Various technologies are important tools for our research and writing. However, when you’re not using your laptop or tablet for class work, shut the lid or turn it off. If you have cellphones out consistently or technology is stopping you from participating in class, privileges will be taken away. Using social media and other sites on your phones and computers not only distracts you, but often distracts neighbors as well. If there is an emergency call or text, please excuse yourself from class as quietly as possible.

**Methods of Instruction**

To begin, this literature course is not a lecture class. Most, if not all, of our class meetings will be interactive and involve a significant amount of discussion, writing, and collaboration. This class will build off of previous weeks’ work and class interactions with your peers and myself; therefore, it is important that you are present and actively engaged. Participating in conversation is the single most important thing you can do to succeed in this class.

It is expected that you will:

* complete all readings,
* come to class prepared with all homework completed,
* prep for in-class work (if it is known),
* participate meaningfully in discussions and activities,
* ask questions and remain open to new ideas/viewpoints,
* practice writing strategies and techniques,
* and learn to critically read (annotation, comparative techniques, and comprehension).

For the purpose of this literature class, you should expect to spend about three hours for every hour you are in class. Between reading and writing, you should be averaging 10-12 hours weekly. I would like all of you to leave this class an effective reader, which is a result of time and open-mindedness. Students who attend regularly, actively participate during class, and thoughtfully complete all readings/viewings will succeed in this class.

**Grades and Completion Policy**

Grades will be broken down as follows:

A+ 100-97.5% | A 97.4-93% | A- 92.9-90% | B+ 89.9-87.5% | B 87.4-83% | B- 82.9-80% | C+ 79.9-77.5% | C 77.4-73% | C- 72.9-70% | D 69.9-60% | F below 60%

You will receive a midterm grade based on the work of the first half of the semester, which you can view in PatriotWeb. The midterm grade’s purpose is to help you understand how well you are doing so that you can make any adjustments necessary. It is not meant to predict your final grade, as the work in the second half of the semester may be weighted more heavily. Feel free to make an appointment with me to discuss this midterm grade.

**Assignment Standards**

* An “A” level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a “B” essay, the writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures arguments and analyses to create a fluid reading experience, provides unexpected insights, and/or uses language with care and facility.
* A “B” level grade (80-89%) highlights a strong example of college writing and thinking. In addition to meeting the “C” level requirements, the writer of such an essay goes further in some way(s): he or she demonstrates some insight into the “gray areas” of the topic, provides original or very thorough support that is tightly woven into the overall argument, and/or creates prose that reads smoothly at both the sentence and paragraph levels. The essay has few sentence-level errors and/or may demonstrate a lively voice or style.
* A “C” level grade (70-79%) denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: he or she meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience. The essay has a central focus, presents some support, and moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a “C.”
* “D” and “F” level essays do not meet the basic expectations of the assignment.

**Course Requirements and Grading Percentages**

|  |  |
| --- | --- |
| **Assignment Name** | **Course Grade** |
| Project 1: Source Analysis | 200 points (20%) |
| Project 2: Personal Exploration | 150 points (15%) |
| Project 3: Comparative Essay | 250 points (25%) |
| Reading Journal and Class Questions | 100 points (10%) |
| Homework, Activities, Annotation Checks | 100 points (10%) |
| Engagement and Participation | 200 points (20%) |

**Major Assignments**

Three major assignments will be written outside of class and will make up 50% of your course grade. Detailed prompts will be available on Blackboard for each assignment

**Project 1: Topic or Theme Analysis (1000 words)**

There are certain topics, sentences, characters, themes, lines, and metaphors we will be discussing in this class. This assignment revolves on you choosing a specific option from a list posted on Blackboard. Your task for this semester long project will be to either create a presentation (for the class) with a script turned into me or to write an essay analyzing your specific topic. Make sure when you pick your topic you have it ready to be turned in or presented where it relates to the specific text or media.

**Project 2: Personal Exploration of Media of Your Choice (800 words)**

I would like you to pick and explore one instance of media or a specific genre of your choice. This can be a TV show, a movie, a comic, an album, an artist or anything else you would like. But I want you to explore how your choice fits into our major theme of childhood, trauma, and the intergenerational self. The goal should be that you establishing your specific choice as something that could have been and should be taught in this class. Make sure you utilize the PDFs and essays we examined at the beginning of the semester.

**Project 3: Comparative Essay of 2 Genres from Class (1500 words)**

We will be discussing what it means to utilize comparative means through literature all semester. Each genre or source that we read or watch will be in conversation with each other. You will see similar character arcs, thematic experiences, or a plethora of other things in common. We will have discussed or touched on some of these class or personal discussions but I want to see how far you can push by yourself. Make connections and bounds between the texts in light of our theme. This is your own exploration in which I want to see how you consolidate the knowledge you have from this entire course.

**Reading Journal and Class Questions**

One of the main parts of your success in the class will be your journal. You’ll use this journal for short in-class writing as well as for any longer at-home reflections I assign.

This journal should also incorporate notes from your readings outside of annotations (see below). *As the majority of the class will be Socratic method, I am requiring you to have* ***at least 3 questions*** *per class you would feel comfortable asking your peers or me***.** Both the journal and questions will be checked every Thursday. You should also bring your journal if you come get help from me or meet me for office hours.

**Annotation Checks**

One major skill I would like you to have once you leave this class is how it annotate. In theory, this is a physical manifestation of how you interact with text. In actuality, it can look messy. If you were to open any page to a book we will read in this course, you should have margins filled with notes and questions, words circled to look up, highlighted phrases or lines, and notes tracking themes and character arcs. I will expect most if not every page to be filled with some show that you have engaged with the texts. As stated above, I will check a random page/paragraph each Thursday.

**Extra Credit Opportunities**

Extra Credit Opportunities (ECO) will be available in certain situations. These credits are to assist you if you score low on Project 1 or 2. These ECOs will not do the job of making up for a semester of poor work. ECOs will be posted on Blackboard; these can be Writing center or Library workshops, readings on campus, and New Leaves panels/discussions.

Each ECO boosts your grade by 2 percentage points. You may earn a total of 6 extra points for each project. In some instances, this may add up significantly– enough for an entire grade jump.

In order to receive credit from any of these events or workshops, you must submit on Blackboard a 2-page (~750 word) write-up within 3 days of the workshop/event you attended. In addition to listing the title, date, and time of the workshop, this write-up should discuss the information that you learned from the workshop/event and how you will use those skills in this class and in your future classes.

**Homework Grading**

Throughout the semester, you’ll complete low-stakes homework assignments. These low-stakes assignments are added as a way to help you think through your process in between major assignments. In other words, don’t think that you can bank on completing all the major assignments perfectly and still make an A in the course. Some homework will be scored doubly and I will drop the lowest grade. Here is the grading scale I will be using:

10 points Demonstrates a high level of critical thinking, engagement, and effort

8 points Complete and shows critical thinking and effort

6 points Complete and shows some thought and effort

3 points Incomplete or late work

0 points Missing homework

**Late Work/Absent Policy**

Because life happens, you have two “free” absences to use throughout the semester. Save them for when you really need them. All other absences, except those resulting from mandated government, military service, or a documented illness will result in a zero for that day’s in-class engagement. If you are absent, you are still responsible for all homework and readings, most of which are available through our Blackboard site.

I *will* accept weekly or homework assignments late, but only for half credit if turned in by the next class. I do not accept any major assignments 2 weeks after the due date has passed. For every day that your paper is late, it will be marked down by 2%. **Extensions may be granted in extreme situations– please come speak to me well before the due date.**

If you miss class, you should contact a peer for notes on the missed lesson. If you anticipate an extended absence due to documentable major illnesses or other such rare occurrences, notify me immediately via email so that we can make arrangements for you to stay on track.

**Class Participation and Engagement**

Engagement is made up of at least three parts: presence, preparedness, and contribution. Just being in class does not mean you are engaged. You earn full points for a class period only by being on time and actively engaged. Active engagement will involve you asking/answering questions, listening actively, and engaging with tasks at hand. **If active engagement makes you uncomfortable or anxious, please come and speak to me so we can establish a different way of tracking your engagement score.**

You can be in class and earn no engagement credit if you are disengaged, napping, doing work for another class, or are rude or disruptive. Make sure you have all assignments completed and are ready for the day’s activities.

Most class periods are worth 4 points. Teacher-Student conferences are worth 8 points. Just being in class is generally worth 2 points. Coming late, being off-task, or unprepared (without the readings or class prep work done) will result in half credit.

The following are some additional engagement guidelines:

* No earbuds during class.
* Participate actively in all assigned work,
* Contribute to large group discussions,
* Arrive at class on time and well prepared.
* Complete online and typed homework either on their home computers or in one of the campus computer labs. "My computer broke" is not a valid excuse for missing an assignment.

**Nondiscrimination and Inclusivity**

In this class, there may be times when discussions of personal views and beliefs may occur organically. These conversations may stem from events that are current, cultural, religious, and/or political in nature. While there will be times disagreements will arise (with me or your peers), I will expect your comments and questions to be respectful and richly add to the conversation we are having. This class is one in which we will be actively learning and expanding our worldview and as such, this is a safe space in which to learn from each other. Each person, viewpoint, and experiences are to be respected and validated both in and out of the classroom.

I cannot stress the importance I am placing on this nondiscrimination/inclusivity policy. Discrimination will not be excused and conversations that veer into attacking, tearing down, disrespecting your peers or me will be cut short. This classroom will be a space for inclusivity and learning; diversity of thought and experience is encouraged and expected. For more information, refer to [GMU’s nondiscrimination policy](https://universitypolicy.gmu.edu/policies/non-discrimination-policy/) and [Mason’s diversity statement](https://stearnscenter.gmu.edu/professional-development/mason-diversity-statement) more in-depth:

“GMU is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.”

**Contact Me**

I have given you my email address at the top of the syllabus. I do check my email regularly so please reach out to me when/if necessary. Per Mason policy, you must email me from your Mason account. If you do not send your email from your Mason account, I won’t respond.

Before you reach out to me, do the following:

1. **Search for it**– Before you email me, check Blackboard, check the syllabus, and message a classmate. Chances are your question can be answered through one of those avenues.
2. **Google it**– Please don’t reach out with something that can be found on the first page of a search result. If you search and still can’t find something, or you need it further explained, then send an email explaining where you have looked to try to answer the question.
3. **Plan for it**– Reach out to me as soon as you feel yourself struggling. We can work together but the further on in the semester it gets, the less likely we will be able to work to actively change something. And don’t wait until the last second waiting for an extension that won’t be granted.

**Inclement Weather/Class Cancellation**

If the weather is poor, check the GMU website at <http://www.gmu.edu/> and look for a scrolling banner announcing delays or closings. You can also sign up for Mason Alert to have university closures and other critical information e-mailed or texted to you. If the university is closed for weather or other emergencies, check your Mason e-mail and class announcements on Blackboard for instructions and schedule modifications. If class is cancelled, we’ll do our best to stay on track and engaged even if our face-to-face meeting is disrupted. This could come in the form of an online activity, a YouTube video, or syllabus schedule adjustments.

**Revision Policies**

Getting it “right” the first time around might seem impossible, and when you get your graded rubric back, what you see might not reflect what you can do. Therefore, you have the option to revise the first and second essays after receiving your grade. If you want to use this revision option, you have two weeks to meet with me once graded papers have been returned. You will need to email me with your requested revision plan, and we will schedule a time for a revision conference. During the conference, we will set a due date for the revision (usually one week from the conference).

You are not guaranteed a higher grade for revising, but you can’t get a lower one. If your revision produces a better product than the first and you’ve completed a thorough revision, your new grade will replace the original. Otherwise, you will keep your original grade.

Your final revision must:

* Use “Track Changes” to show each change made,
* Use the comment function to explain why you made at least two changes and how each of those changes supports your primary revision goal(s)
* Submit a reflection page (around 500 words) that addresses the strengths and weaknesses of the revised essay.

**Statement on Plagiarism**

Plagiarism means using words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient.

To avoid plagiarism, writers **must:**

* put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, movie, etc.
* *completely rewrite—*not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, *and also* give an in-text citation for that paraphrased information
* give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to *know*) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
* give a *new* in-text citation for *each element* of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

**Outside Resources**

If you are a student with a disability and you need academic accommodations, please visit the Office of Disability Services ([ODS](http://ds.gmu.edu/)) as all accommodations will be arranged through their office. Accommodations won’t be tendered until you have submitted the ODS Official accommodation letter to me.

English as a Second Language (ESL) students have resources reading available to them on campus. The Writing Center (below) has a specific, semester-long program to assist ESL students; information can be found [here](https://writingcenter.gmu.edu/tutoring/esl-writing-support). Workshops and Tutoring at the Language Resource Center in Mason’s Global Center are also available. To register for reading, speaking, and writing support, please visit their [website](https://intomason.mywconline.com/).

Writing Center tutors can help you at any stage of the writing process. In addition to free individual tutoring sessions (by appointment) at a variety of campus locations, they have an [outstanding website](http://writingcenter.gmu.edu) that offers resources for student writers. Appointments can be made for face-to-face meetings, online draft uploading known as OWLs, and video sessions. The Main Writing Center Office is located in Robinson B.

Librarians in the Fenwick and Johnson Center libraries (and at the libraries in Arlington and Prince Williams campuses) are available to help with any research help you may need. Be sure to show up with your assignment/specific questions or contact the library online. The [library’s website](http://library.gmu.edu) offers tutorials, research resources, and databases that we’ll use throughout the semester. Please familiarize yourself with the library website and source offerings.

Counseling and Psychological Services ([CAPS](http://caps.gmu.edu/)) offers free counseling and academic workshops. Services are provided by professional counseling and clinical psychologists, social workers, and counselors. CAPS’ individual and group counseling, workshops and outreach programs are designed to enhance students’ personal experience and academic performance. In addition, CAPS is offering Therapist Assisted Online (TAO), a 24/7, online program providing support for mental health concerns, such as anxiety, depression, or suicidal thoughts.

The Office of Diversity, Inclusion, and Multicultural Education ([ODIME](http://odime.gmu.edu/)) supports our diverse student and faculty population. The office is committed to the success of all members of the Mason community. Throughout the year, it sponsors a variety of programs for students and faculty. It works specifically with African Heritage, Hispanic/Latinx, Asian/Pacific American, Native American, and LGBTQIA+ populations.

The Office for Academic Integrity ([OAI](http://oai.gmu.edu/)) works to promote and support academic integrity throughout the university community by educating its members, fostering an environment where students can be recognized for high levels of integrity, creating opportunities for leadership and personal growth, and upholding the university honor code through a student-based honor committee. If plagiarism is ever a discussion that needs to be had, OAI will be contacted.

**Registrar’s Office and Important Dates**

Contact the registrar for information about student records and transcripts; registration, including adding or dropping the course; the Schedule of Classes or University Catalog; academic policies and degrees; student eligibility for NCAA athletic participation; Veteran’s educational benefits; and tuition status.

The full academic calendar and final exam schedule is available through the registrar’s website, but here are some key deadlines:

1/29: Last Day to Add Classes

2/5: Final Drop Deadline (with no tuition penalty)

3/11-3/17: Spring Break

5/6: Last Day of Classes

**\*Note**: As of Fall 2018, students that drop after the 14th day of the semester will have a W on their transcript. Per the Registrar’s Office, “Grades of W are considered attempted hours, which means they are used to determine academic progress. Both the university’s standards for academic standing and Satisfactory Academic Progress (SAP) for financial aid are affected by these attempted hours. W grades do not affect GPA.” More details are available [here](http://registrar.gmu.edu/drop-withdrawal-deadlines-faqs/).

**Course Schedule:**

**\*Can be edited at any time throughout the semester**

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| --- | --- | --- | --- |
|  | Topic | Text | Due Dates |
| Week 1 | | | |
| Tuesday  22nd Jan | Course Overview;  Annotating/Close reading | (IN CLASS) Poems from “If They Come For Us” by Fatimah Asghar  “The Stories that Bind Us” by Bruce Feiler | Complete Google Form (if not done) |
| Thursday  24th Jan | Critical Articles;  What does “generational trauma” really mean?  Go over the “Who We Are” essay | [How to do a Close Reading—Harvard University](https://writingcenter.fas.harvard.edu/pages/how-do-close-reading)  [How to Write an effective Discussion Question](https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions) |  |
| Week 2 | | | |
| Tuesday  29th Jan | **Short Stories** | “The Future Looks Good” by Lesley Nneka Arimah |  |
| Thursday  31st Jan | **Short Stories** | The Semplica-Girl Diaries by George [Saunders](https://www.newyorker.com/magazine/2012/10/15/the-semplica-girl-diaries) | Check journal and all discussion questions |
| Week 3 | | | |
| Tuesday  5th Feb | **Short Stories** | Selected story from Karen Russell |  |
| Thursday  7th Feb | **Short Stories** | The Shawl by Louise [Erdich](https://www.newyorker.com/magazine/2001/03/05/the-shawl-2) | Check journal and all discussion questions |
| Week 4 | | | |
| Tuesday  12th Feb | **Short Stories** | Simple Recipes by Madeleine [Thien](https://is.muni.cz/el/1421/podzim2016/SAKS11/um/Thien-Simple_Recipes.pdf) |  |
| Thursday  14th Feb | **Short Stories** | A Primer for the Punctuation of Heart Disease by Jonathan Safran [Foer](http://www.pas.rochester.edu/~tobin/lj/2008/09/Foer.pdf) | Check journal and all discussion questions  **Essay #1 Due Saturday at noon** |
| Week 5 | | | |
| Tuesday  19th Feb | **Short Story** | The Medicine Bag by Virginia Driving Hawk [Sneve](https://www.btboces.org/Downloads/7_The%20Medicine%20Bag%20by%20Virginia%20Driving%20Hawk%20Sneve.pdf) |  |
| Thursday  21st Feb | **Essay** | The Love of My Life by Cheryl [Strayed](https://www.thesunmagazine.org/issues/321/the-love-of-my-life) | Check journal and all discussion questions |
| Week 6 | | | |
| Tuesday  26th Feb | **Novel Excerpt** | “The Buddha In The Attic” by Julie Otsuka:  Babies/The Children (pgs. 55-80) |  |
| Thursday  28th Feb | **Movie** | Stuck in Love (2013) | Check journal and all discussion questions |
| Week 7 | | | |
| Tuesday  5th Mar | **Poetry** | “Ararat” by Louise Gluck |  |
| Thursday  7th Mar | **Poetry** | “Ararat” by Louise Gluck | Check journal and all discussion questions |
| Week 8 | | | |
| Tuesday  12th Mar |  | **Spring Break** |  |
| Thursday  14th Mar |  | **Spring Break** | Recommendation: read both “Ararat” and “Antigone” before class resumes |
| Week 9 | | | |
| Tuesday  19th Mar | **Play** | “Antigone” by Sophocles |  |
| Thursday  21st Mar | **Play** | “Antigone” by Sophocles | Check journal and all discussion questions |
| Week 10 | | | |
| Tuesday  26th Mar | **Novel** | The House on Mango Street (pgs. 3-55) |  |
| Thursday  28th Mar | **Novel** | The House on Mango Street (pgs. 56-109) | Check journal and all discussion questions  **Essay #2 Due Saturday at noon** |
| Week 11 | | | |
| Tuesday  2nd April | **Novel** | “We Were Liars” by E. Lockhart (Part 1 and Part 2) |  |
| Thursday  4th April | **Novel** | “We Were Liars” by E/ Lockhart (Part 3) | Check journal and all discussion questions |
| Week 12 | | | |
| Tuesday  9th April | **Novel** | “We Were Liars” by E/ Lockhart (Part Part 4 and 5) |  |
| Thursday  11th April | **TBD** | **TBD** | Check journal and all discussion questions |
| Week 13 | | | |
| Tuesday  16th April | **Novel** | “God Help the Child” by Toni Morrison (pgs. 1- 57) |  |
| Thursday  18th April | **Novel** | “God Help the Child” by Toni Morrison (pgs. 58-106) | Check journal and all discussion questions |
| Week 14 | | | |
| Tuesday  23rd April | **Novel** | “God Help the Child” by Toni Morrison (pgs. 109-178) |  |
| Thursday  25th April | **TBD** | TBD | Check journal and all discussion questions |
| Week 15 | | | |
| Tuesday  30th April | **Movie** | Ladybird (2017) |  |
| Thursday  2nd May | **Final Project Draft and Peer Review Session** | TBD | Final journal and all discussion questions check  Work on your final draft |
| Finals Week |  |  | **Final Paper Due (Date TBD)** |