

# READING AND WRITING ABOUT TEXTS

Spring 2020

ENGH 201 (3 CREDITS)

Tuesday / Thursday, G201

3:00pm – 4:15pm (K01) / 4:30pm – 5:45pm (K02)

## INSTRUCTOR INFORMATION

**Instructor:** Melissa Bruce

**Email:** mbruce2@gmu.edu

**Office Location:** G647

**Office Hours:**

- Monday / Wednesday: 2:00pm – 4:00pm
- by appointment

## REQUIRED MATERIALS

**Note:** You must bring all required materials to class **every day**, but please keep in mind the class technology policy. You need to bring **physical, print copies** of all required books according to the readings assigned in the calendar, and I recommend you bring printed copies of any additional readings.

**You must purchase print copies of the assigned books (the editions listed below), and *all readings must be completed in English.***

## TEXTBOOKS AND READINGS

- Gill, Nikita. *Fierce Fairytales: Poems and Stories to Stir Your Soul*. New York: Hachette Books, 2018. Print. (ISBN: 978-0-316-42074-7)
- Shelley, Mary. *Frankenstein*. New York: Signet Classics, 2013. Print. (ISBN: 978-0-451-53224-4)
- Other readings will be available via Blackboard.

## ADDITIONAL REQUIRED MATERIALS

- Notebook or Paper
- Writing Utensil
- Two Pocket Folder or Binder

## ENGH 201: READING AND WRITING ABOUT TEXTS

### COURSE DESCRIPTION

**Catalog Course Description:** Close analysis of literary texts, including but not limited to poetry, fiction, and drama. Emphasizes reading and writing exercises to develop basic interpretive skills. Examines figurative language, central ideas, relationship between structure and meaning, narrative point of view.

**Section Course Description:** Throughout this course, we will focus on both classic and modern Fantasy and Science Fiction texts in various formats. Fantasy and Science Fiction texts offer unique commentary on culture and humanity. As we work through each text, you will be expected to actively engage with the content. The stories we will read may seem fantastic, but they all speak to some cultural or universal experience. As you read, seek to identify common threads regarding society, politics, and culture. Consider how you might relate these texts to your own experiences or to other texts you enjoy. To help you develop your analytical skills, you will complete numerous writing assignments, both formal and informal. During the course, your formal writing will consist of two major analytical essays and a final creative project that will be accompanied by an essay of explanation and a final presentation for the class. Along with these formal assignments, you will also be expected to work closely with your classmates and to actively participate in all in-class writings, group work, and class discussions. To do so, you must always come to class prepared with all readings and assignments completed.

## OBJECTIVES

Students who successfully complete ENGH 201 should be able to:

1. 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;
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced;
5. Evaluate a critical argument in others' writing as well as one's own.

## MASON CORE STATEMENT

This course is part of the Mason Core (General Education) Program, which is designed to help develop “a Mason Graduate [who is] an engaged citizen, a well-rounded scholar, and someone who is prepared to act for the world” ([Mason Catalog](#)). It fulfills the Mason Core Lower Level Written Communication requirement. For more information on the Mason Core, visit the [Provost's Mason Core](#) page.

## METHODS OF INSTRUCTION

**This is not a lecture class.** I run a student-centered classroom that requires regular participation in activities and discussion. Throughout the course, you will be expected to actively participate in all individual and small group activities, and you will need to contribute to our class discussions every day.

## GRADING

**Students must earn a C (73%) or higher to fulfill the ENGH 100 Mason Core requirement; students must complete all major projects to earn a C (or higher).**

## GRADING SCALE

Your ENGH 201 grade will be weighted based on the assignments below and then assigned based on the following scale:

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%

**Please note:** Final grades will only be rounded up if they are less than .50 from the next letter grade. All major assignments will be graded based on the assignment sheets and rubrics provided on Blackboard.

## ASSESSMENT

Course grades are based on the following criteria:

|   |                 |
|---|-----------------|
| Quizzes   | 75 pts (7.5%)   |
| Discussion Boards & Homework  | 150 pts (15%)   |
| Participation (Note: You must attend class to receive participation points) | 175 pts (17.5%) |
| Classwork   | 150 pts         |
| Presentations   | 25 pts          |
| Literary Device Analysis Essays (3)   | 300 pts (30%)   |
| Device Analysis #1  | 100 pts         |
| Device Analysis #2  | 100 pts         |
| Device Analysis #3  | 100 pts         |
| Textual Analysis Essay  | 150 pts (15%)   |
| First Draft   | 20 pts          |
| Peer Review   | 30 pts          |
| Final   | 100 pts         |
| Final Project   | 150 pts (15%)   |
| First Draft   | 10 pts          |
| Peer Review   | 20 pts          |
| Part One  | 20 pts          |
| Part Two  | 100 pts         |
| Total   | 1000 pts (100%) |

**Note: Each student is responsible for preserving all work for the class until the end of the course. This means you need to keep copies of all drafts along with the final versions of your assignments.**

## MIDTERM GRADES

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.

## MAJOR ASSIGNMENT GRADING STANDARDS

- A **"C" level grade (73-79%)** 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." (Please note: as per Mason Core standards, you cannot pass this course if you earn less than a 73%)
- 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.
- 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.

- “D” and “F” level essays do not meet the basic expectations of the assignment.

## CRISIS PASSES

Per department policy, each student is allowed three 24-hour crisis passes. Each pass gives you an extra 24 hours beyond the original due date to complete a final draft of a major writing assignment. **Crisis passes can only be used on FINAL DRAFTS of major writing assignments** (Literary Device Analyses and Close Reading Essay). If needed, you may use all three crisis passes on a single assignment, one on three different assignments, or any other combination.

**To use a crisis pass:** Attach your completed project to the Late Submission link page for the assignment before the 24 hour extension has passed. In the comments section, include the words “Crisis Pass” and the number of passes you are using. For example: **CRISIS PASS (1)**. Then, submit your assignment.

## LATE WORK POLICY

The late work policy varies by assignment type. Please see the following for specific information per assignment:

- **Quizzes, Homework, Classwork, & Presentations:** Absolutely no late work will be accepted, and assignments cannot be made up. Crisis passes cannot be used for homework, quizzes, classwork, or presentations.
- **Drafts for Peer Review:** Absolutely no late work will be accepted. Peer review cannot be made up. You must be present, your draft must be completed based on the assigned requirements, and you must have 3 printed copies of your draft to participate and receive credit for peer review. Crisis passes cannot be used on drafts for peer review.
- **Final Drafts of Major Writing Assignments:** Late assignments will lose 5% for every calendar day late. I will not accept late assignments beyond one week after the original due date. Keep in mind that even one minute past the deadline counts as late and will reduce your grade by 5%. The original submission link for major assignments will close one hour before the class on the due date listed, and a new submission link for late work will open. You may use crisis passes to avoid a grade penalty for major writing assignments other than drafts for peer review. However, this will not extend the one week cut off detailed above. Additionally, **no late final projects will be accepted.**

## EXTRA CREDIT OPPORTUNITIES

Throughout the course, I will occasionally offer extra credit opportunities for attending certain events or participating in specific activities. Extra credit opportunities will be listed in our course Blackboard site. If you choose to take advantage of any of these opportunities, you need to follow the instructions on Blackboard carefully in order to receive credit.

Over the course of the semester, **you can earn up to 20 extra credit points**. If you complete opportunities totaling more than the allotted 20 points, no additional points will be awarded.

## DESCRIPTION OF ASSIGNMENTS

### QUIZZES

There will be unannounced in-class quizzes throughout the course to check for comprehension and completion of in and out of class work. This means you must always come to class prepared. These quizzes will be **open note**, but no electronics or books will be allowed, so always bring your notes in hard copy. Quizzes cannot be made-up.

## HOMEWORK

**Homework:** I will often assign homework designed to prepare you for next class. Additionally, I will sometimes assign reading and annotation assignments intended to help you improve your reading and retention skills. Please pay close attention to the course calendar in Blackboard and to any in-class announcements regarding homework. **All homework is due one hour before the class meeting for which it is assigned unless otherwise stated in the course calendar.** I will not accept late homework, and the Blackboard submission links to the homework assignments will close one hour prior to our class meeting.

## DISCUSSION BOARD QUESTIONS & PRESENTATIONS

**Questions:** To prepare you for each class, you will complete a discussion board assignment based on the assigned readings. In Blackboard, you will **post an open-ended discussion question**. This question needs to be well thought out and deep enough to encourage discussion among your classmates (Note: discussion questions should never be fact questions or yes/no questions). Then, you will **respond to two of your classmates' questions** in a short paragraph of 4-6 sentences.

**Question Presentations:** Throughout the semester, every student will be required to present their question to the class on three separate occasions. During these presentations, you will:

1. Provide a brief context for your question. Explain what part of the text it comes from and provide examples from the text if necessary.
2. Clearly present the question.
3. Respond to the question—why is it interesting to you? How would you answer the question?
4. Accept questions or comments from your peers and run a brief discussion with your audience.

*Please note:* Students will be selected at random each day, so you must always be prepared with your question and some brief comments explaining that question. You will receive classwork points for these presentations.

## CLASSWORK & PRESENTATIONS

**Classwork:** During most classes, you will be asked to complete activities either individually or in small groups. To receive credit, you must actively participate and submit any assigned classwork before the end of the class period. The Blackboard submission links will close at the end of class, so all classwork must be submitted by this time.

**Presentations:** Like classwork, presentations cannot be made up. You must be present and prepared for any assigned in-class presentations.

## LITERARY DEVICE ANALYSIS MINI-ESSAYS (3 TOTAL)

During the course, you will complete 3 mini-essays of 350-500 words meant to help you develop your interpretive skills. For each of these essays, you will be assigned a prompt. Each prompt will require you to choose one of a select number of literary devices and then analyze the way an author uses this device in order to create meaning within the assigned text. You will complete a literary device analysis for each of the three units in the course: drama, poetry, and novel.

## TEXTUAL ANALYSIS ESSAY

For the Textual Analysis Essay, you will write a 1000-1500 word argumentative textual analysis essay. You will be given a number of prompts to choose from, and from these, you will develop a thesis driven essay that focuses on close reading and analysis of one of the texts that we will read for the course.

## FINAL PROJECT

The final project will consist of two parts. Part one will require you to complete a 300-500 word creative writing project based on one of several prompts. In part one, you will need to actively apply your knowledge of literary devices and genre conventions in order to re-create part of one of the texts we will read over the course of the semester. The choices you make must be deliberate and justifiable. Then, in part two, you will write a critical reflection detailing the choices you made and why. You will need to apply the knowledge gained through the Literary Device Analysis mini-essays in order to explain the devices you chose and how you used them in order to create meaning in your own text. This reflection will make up the majority of the grade for the final project, so you need to carry out your choices carefully and deliberately in part one.

## COURSE TECHNOLOGY

### BLACKBOARD

Blackboard is the official institutional platform for course grading, course information, assignments, and submissions. All course content, grades, and assignment feedback will be available via Blackboard for this course, so you must check our course Blackboard site regularly. You should access our course Blackboard at least once daily to check for updates and assignments. Please familiarize yourself with Blackboard early in the semester and come to me with any questions. During our first week of class, I will provide a demonstration of how to use our course Blackboard site.

### ASSIGNMENT FORMATTING

All assignments for this course must be formatted as follows:

- 12pt Times New Roman font
- Double spaced
- 1-inch margins (2.54cm)
- MLA style heading
- MLA style header with last name and page number
- No extra space between paragraphs
- **.doc or .docx format** (All assignments MUST be submitted in one of these formats. Otherwise, I will not be able to grade them. George Mason University provides a free copy of [Microsoft Office 365 ProPlus](#) to all students. Please click the link above for instructions on how to access and install the software.)

**A note about length requirements:** Assignments MUST meet the minimum length requirements. Final assignment word count **does not include** headings, titles, or works cited lists.

### ASSIGNMENT SUBMISSION

All assignments must be submitted **via Blackboard in .doc or .docx format one hour BEFORE class** begins on the assigned due date. I will not accept assignments via email, and tech problems are not a valid excuse for failing to submit your work on time. Please upload your work to Blackboard well before the deadline and have a backup plan to avoid potential tech issues.

When submitting assignments, please keep in mind that the Blackboard submission links will close at specific times. This varies by assignment type. For classwork, the links will close at the end of the class period. For homework and major writing assignments, the link will close one hour before the class for which the assignment is due.

**Please note:** It is your responsibility to make sure you submit all assignments properly and on time, so you need to follow the assignment schedule closely. Failure to attend class does not excuse you from submitting your assignments on time, regardless of the reasons for the absence.

## EMAIL

All official communications between the University and students will occur through your George Mason University email account. I will only interact with students via the GMU email platform, so please be sure to check your email daily. If you need to contact me, you must do so through your GMU email. I will not respond to any email from a different platform.

Please also keep in mind that I will rarely respond to email immediately. I generally check email only once or twice a day. I rarely respond to emails during the evenings or over the weekends, so please give reasonable time for a response.

**Please Note:** If you have questions about an assignment, you must contact me at least 48 hours before the due date to ensure a response. You absolutely cannot wait until the day the assignment is due to ask questions or try to set up a meeting. Failure to contact me with questions about the assignment does not excuse you from submitting the assignment on time.

**Email Etiquette:** Any time you email a professor, you should treat the email as a professional correspondence. For this class, please follow the below criteria:

- Include our course code and indicate the reason for your email in the subject line (i.e. ENGH 201-K01: Literary Device Analysis Question).
- Include a respectful greeting (i.e. Hello Professor Bruce).
- Include a body section explaining the purpose of your email (i.e. I have attached the document you requested).
- Include a respectful closing (i.e. Thank you).
- Always sign your full name at the end of the email.

## TECHNOLOGY USE POLICY

Cell phones, tablets, laptops, smart watches, and other **electronic devices may be used ONLY when we complete activities that require internet or computer access**. Please keep your devices in your bags and turned off until I indicate that you can use them.

If I see you using these devices without permission, you will not receive participation credit for the day. Similarly, if I see you using electronics for anything other than class work during allotted technology time, you will not receive participation credit for the day. Class participation requires that you remain attentive to the course activities, and you cannot do so while surfing the internet or texting your friends. I will not provide a warning. If you choose to use your electronic devices for anything other than designated course work during class, you agree to forfeit your participation points for the day.

## ADDITIONAL COURSE POLICIES

### INCLEMENT WEATHER / CLASS CANCELLATION POLICY

If classes are ever cancelled due to weather or other circumstances, I will provide an online assignment via Blackboard. Please check your email and Blackboard for assignment details and instructions.

### BEHAVIORAL EXPECTATIONS

All students should conduct themselves respectfully and responsibly. This is a college course, and I expect students to behave in an appropriate, professional manner. Disrespectful or disruptive students will be asked to leave the classroom. Keep in mind that we may occasionally discuss personal or sensitive topics. I expect students to keep an open mind and



to remain conscious and respectful of classroom diversity at all times. Additionally, please keep any information shared by your peers confidential.

## PARTICIPATION

Regular class attendance and engagement are crucial to your success in this course. If you do not attend class, you cannot receive participation points. You need to come to class every day fully prepared to participate in all activities and discussions. This means completing all readings and submitting any assignments due. You also need to keep up to date with the course calendar, syllabus, email, and Blackboard to be sure you bring the proper materials and assignments each day. **Occasionally, you will be asked to bring printed copies of your work to class. If you do not have printed copies at these times, you will not be able to participate.** I reserve the right to ask you to leave class if you have failed to prepare properly and/or if you do not have the proper materials to participate in class.

Additionally, please keep in mind that your physical presence in class does not guarantee that you will earn points for participation. You must also actively engage in class discussions, group work, and activities or you may be counted as absent for the day. During each week, every student will be expected to contribute meaningfully to discussion a minimum of two times. I will keep track of who adds to discussion when, and you will earn 5 participation points per week based on your contributions. (Please remember to always bring and display your name tag during class to be sure I am able to record your contributions properly, especially in the first several weeks of in-class meetings.)

## ATTENDANCE

Attendance is required and checked daily. Attendance data is often requested by advisors, sponsors, and the Office of International Programs and Services. **Repeated absences can impact your visa status, and each absence will negatively affect your participation grade (10% of final grade) and your homework and quiz grades (20% of your final grade).**

If absent, you are still responsible for submitting any assignments due by the assigned deadlines, and in-class quizzes and activities cannot be made up. Additionally, you are responsible for obtaining class notes from one of your classmates. I will not provide lecture notes, and I will not respond to emails asking what we did in class.

Please also note that you are free to step out of class for a few minutes at any time if you need to—you do not need my permission. However, please do not make this a habit. If you leave class for more than 10 minutes, you agree to forfeit your participation points for the day.

## LATENESS POLICY

**Attendance is required, and lateness is unacceptable.** I call attendance at the beginning of each class. If you are not present when I call your name, you will be counted as absent. Please plan for traffic and other extenuating circumstances as much as possible. However, I do understand that every now and then, things happen. In these instances, please speak with me immediately after class ends. **If you have a valid reason, I will mark you as present when you speak with me up to three times as long as you were indeed present for at least 75% of the class time.**

## RESOURCES FOR STUDENTS

### ACADEMIC RESOURCE CENTER

If you need some extra help or would just like an extra set of eyes on your writing projects, I highly recommend you visit the [Academic Resource Center](#). While the tutors will not “fix” your papers for you, they will help you to identify and recognize weaknesses or patterns of error. Along with writing, the center also offers tutoring and workshops for accounting, mathematics, and economics and statistics.



For more information, please contact Professor Eunmee Lee, director of the Academic Resource Center (elee45@gmu.edu, office #638) or visit the [Academic Resource Center website](#).

## LIBRARIES

Use the [GMU Libraries](#) online to help with your research or visit the IGC Library on this campus, for assistance with research and a quiet place to write.

## COUNSELING AND WELLNESS

[Counseling and Wellness](#) services are available for all GMUK students through both individual and group settings. Information on booking appointments is available on the website linked above. Online scheduling is available via the webpage for individual counseling. Additionally, for questions or group counseling services, you can call +82-32-626-6142 or email [wellness@gmu.edu](mailto:wellness@gmu.edu).

## DISABILITY SERVICES

[Disability Services](#) are available for students with physical, learning, and psychological challenges. At the link provided above, you will find information on eligibility and accommodations. To apply for disability accommodations, please contact Jiye Chang, Director of Academic Affairs, who will connect you with Disability Services on the Fairfax campus. You can reach Jiye Chang by calling +82-32-626-5005 or emailing [jchang22@gmu.edu](mailto:jchang22@gmu.edu).

## ACADEMIC INTEGRITY

**Academic Integrity:** It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows:

“To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website at <https://masonkorea.gmu.edu/mkaa/cai>.

Any violation of the Honor Code will be reported to the Korea Campus’s Committee of Academic Integrity. Please be aware that all assignments will be run through the SafeAssign software in Blackboard to check for plagiarism and other forms of academic dishonesty. If you have questions about what constitutes academic dishonesty, please discuss them with me before you submit your assignment.

## STATEMENT ON PLAGIARISM

**The Composition Program’s 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.

This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, 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.

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. If student writers ever have questions about a citation practice, they should *ask their instructor!*

Instructors in the Composition Program support the [Mason Honor Code](#), which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

## DIVERSITY STATEMENT

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study, and personal growth. [Click](#) to access the full Mason Diversity Statement.

## NON-DISCRIMINATION POLICY

George Mason University 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, gender identity, age, marital status, pregnancy status or genetic information. George Mason University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

## TITLE IX MANDATORY REPORTING STATEMENT

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea student counselor, please see <https://masonkorea.gmu.edu/mksa/services/counseling/> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/mksa/services/tix/>.

## IMPORTANT DATES

**Feb. 24<sup>th</sup>** – First day of classes

**Mar. 3<sup>rd</sup>** – Last day to add classes

**Mar. 9<sup>th</sup>** – Last day to drop classes (with 100% tuition refund)

**Mar. 16<sup>th</sup>** – Last day to drop classes (with 50% tuition refund)

**Mar. 17<sup>th</sup> – Apr. 3<sup>rd</sup>** – Unrestricted Withdrawal Period

**Mar. 23<sup>rd</sup> – Apr. 1<sup>st</sup>** – Midterm progress reporting period. Grades available on Patriot Web.

**Apr. 4<sup>th</sup> – Apr. 24<sup>th</sup>** – Selective Withdrawal Period

**Apr. 15<sup>th</sup>** – National Assembly Election Day (no classes)

**Apr. 24<sup>th</sup>** – Incomplete Work Due to Instructor

**Apr. 30<sup>th</sup>** – Buddha's Birthday (no classes)

**May 1<sup>st</sup>** – Labor Day (no classes)

**May 4<sup>th</sup>** – Spring Recess (no classes)

**May 5<sup>th</sup>** – Children's Day (no classes)

**Jun. 5<sup>th</sup>** – Last day of classes

**Jun. 6<sup>th</sup>** – Memorial Day (no classes)

**Jun. 8<sup>th</sup> – Jun. 9<sup>th</sup>** – Reading Days

**Jun. 10<sup>th</sup> – Jun. 18<sup>th</sup>** – Examination Period

## SCHEDULE OF CLASS MEETINGS

**Please Note:** This is a tentative schedule. I will likely need to make adjustments throughout the semester. A regularly updated course calendar will be available via Blackboard, so please refer primarily to the calendar in Blackboard.

| Date          | Class Topics / Activities | Readings<br>(Due BEFORE Class)  | Assignments<br>(Due BEFORE Class)   |
|---------------|---------------------------|---|---|
| <b>Week 1</b> |                           |   |   |
| 2/25          | Introductions<br>Syllabus |   |   |
| 2/27          | Active Reading            | Syllabus<br>Tips for Active Reading<br>(BB)   | Diagnostic Essay<br>Syllabus Annotations &<br>Paragraph   |
| <b>Week 2</b> |                           |   |   |
| 3/3           | Analyzing Texts           | <i>Stardust</i> Excerpt (BB)<br><a href="#">Close Reading</a> (BB)<br>Critical Reading (BB) | <i>Stardust</i> Annotations &<br>Close Reading<br>Syllabus Quiz<br>(available on<br>Blackboard) |
| 3/5           | Shakespeare               | Literary Devices #1 -<br>Drama (BB)<br>Shakespeare, <i>A<br/>Midsummer Night's</i>          | Shakespeare Discussion<br>Board #1  |

|        |  |   |   |
|--------|--|---|---|
|        |  | <i>Dream</i> – Intro & Act I (BB)<br>Watch Act I of the <a href="#">Rice University performance</a> (BB)  |   |
| Week 3 |  |   |   |
| 3/10   | Shakespeare  | Shakespeare, <i>A Midsummer Night's Dream</i> – Act II & Act III (BB)<br>Watch Act II & III of the <a href="#">Rice University performance</a> (BB) | Shakespeare Discussion Board #2           |
| 3/12   | Shakespeare  | Shakespeare, <i>A Midsummer Night's Dream</i> – Act IV & Act V (BB)<br>Watch Act IV & Act V of the <a href="#">Rice University performance</a> (BB) | Shakespeare Discussion Board #3           |
| 3/13   | Literary Device Analysis #1 due by Friday, 3/20 at 11:59pm |   |   |
| Week 4 |  |   |   |
| 3/17   | Introduction to Fairy Tales                                | <a href="#">Fairy Tales: Conventions of Fairy Tales</a>   |   |
| 3/19   | Fairytale Presentations                                    | Grimm's Fairytales (BB)   | Fairytale Presentations                   |
| Week 5 |  |   |   |
| 3/24   | Introduction to Poetry                                     | Literary Devices #3 – Poetry (BB)<br>Fairy Tale Poems (BB)  | Poetry Discussion Board                   |
| 3/26   | Fairytales   | Nikita Gill, pp. 1-50   | Gill Discussion Board #1                  |
| Week 6 |  |   |   |
| 3/31   | Fairytales   | Nikita Gill, pp. 51-100   | Gill Discussion Board #2                  |
| 4/2    | Fairytales   | Nikita Gill, pp. 101-153  | Gill Discussion Board #3                  |
| 4/3    | Literary Device Analysis #2 due by Friday, 4/3 at 11:59pm  |   |   |
| Week 7 |  |   |   |
| 4/7    | Film: <i>Into the Woods</i>                                |   | <i>Into the Woods</i> Discussion Board #1 |

|         |  |   |  |
|---------|--|---|--|
| 4/9     | Film: <i>Into the Woods</i>                                  |   | <i>Into the Woods</i><br>Discussion Board #2   |
| Week 8  |  |   |  |
| 3/31    | Drama and Film   |   | Scene Analysis Exercise  |
| 4/16    | Introduction to the Novel                                    | Literary Terms – Novel<br>Mary Shelley,<br><i>Frankenstein</i> , pp. 8-49 | <i>Frankenstein</i> Discussion Board #1  |
| Week 9  |  |   |  |
| 4/21    | Frankenstein   | Mary Shelley,<br><i>Frankenstein</i> , pp. 50-83                          | <i>Frankenstein</i> Discussion Board #2  |
| 4/23    | Frankenstein   | Mary Shelley,<br><i>Frankenstein</i> , pp. 84-123                         | <i>Frankenstein</i> Discussion Board #3  |
| 4/24    | Literary Device Analysis #3 Due by Friday, 4/24 at 11:59pm.  |   |  |
| Week 10 |  |   |  |
| 4/28    | Frankenstein   | Mary Shelley,<br><i>Frankenstein</i> , pp. 124-155                        | <i>Frankenstein</i> Discussion Board #4  |
| 4/30    | No Classes – Buddha’s Birthday                               |   |  |
| Week 11 |  |   |  |
| 5/5     | No Classes – Children’s Day                                  |   |  |
| 5/7     | Frankenstein   | Mary Shelley,<br><i>Frankenstein</i> , pp. 156-199                        | <i>Frankenstein</i> Discussion Board #5  |
| 5/8     | Textual Analysis Essay Draft due by Friday, 5/8 at 11:59pm   |   |  |
| Week 12 |  |   |  |
| 5/12    | Frankenstein   | Mary Shelley,<br><i>Frankenstein</i> , pp. 200-241                        | <i>Frankenstein</i> Discussion Board #6  |
| 5/14    | Film: <i>Frankenstein Mini-Series</i>                        |   | Textual Analysis Essay<br>Peer Review<br><i>Frankenstein</i> Film<br>Discussion Board #1 |
| Week 13 |  |   |  |
| 5/19    | Film: <i>Frankenstein Mini-Series</i>                        |   | <i>Frankenstein</i> Film<br>Discussion Board #2  |
| 5/21    | Film: <i>Frankenstein Mini-Series</i>                        |   | <i>Frankenstein</i> Film<br>Discussion Board #3  |
| 5/22    | Final Textual Analysis Essay Due by Friday, 5/22 at 11:59pm. |   |  |
| Week 14 |  |   |  |
| 5/26    | Novel to Film Discussion                                     |   |  |
| 5/28    | Final Project Workshop                                       |   |  |
| Week 15 |  |   |  |

|     |   |  |   |
|-----|---|--|---|
| 6/2 | Peer Review Workshop                                |  | <b>Draft of Final Project due to BB 1 hour before class</b> (bring 3 printed copies to class for peer review) |
| 6/4 | Course Evaluations<br>Final Project Workshop        |  |   |
| 6/5 | <b>Final Projects Due at 11:59pm on Friday, 6/5</b> |  |   |