

DRAFT

**ENGH 202 Texts and Contexts:
Migration in Literature, Ancient and Contemporary**

Textbooks for Spring 2021

Required Purchase:

Important Note: Please purchase paper copies of the textbooks rather than electronic copies; in the past, I saw students with e-book copies experience trouble following the class discussions because e-books often have different or no page numbers. I expect you to have paper copies of the textbook in class and use the page numbers from the paper edition; different editions won't be accommodated in class discussions and assignments. **In addition, only paper copies will be allowed to be used in the open-book exams.**

- **Virgil, *The Aeneid*, Translated by Robert Fagles, Penguin, 2006. ISBN: 9780143106296**
This classical epic poem was written in Latin at the time of the first Roman emperor, Augustus; we will read it in this contemporary English translation. There are other well-known and respected translations: one by John Dryden (translated in late 17th C), and one by Robert Fitzgerald (1981, 1990). Dryden's translation is obviously much harder for us to read, though it is available free online here: <http://oll.libertyfund.org/titles/virgil-the-aeneid-dryden-trans> and the IGC library has copies of the Fitzgerald translation. I advise you to check out both of these translations, especially when you want to unpack further the meaning of specific passages. But in our class meetings, tests, and assignments, we will use the Fagles translation, and follow its pagination.
- **Sandra Cisneros, *The House on Mango Street*, Vintage, 1984. ISBN: 9780679734772**
- **Marjane Satrapi,**
***Persepolis: The Story of a Childhood*, ISBN: 978-0-375-71457-3**
***Persepolis 2: The Story of a Return*, ISBN: 978-0-375-71466-5**

Instructor: Dr. Hyunyoung Cho

Spring 2021

Section 01 TR 1:30 – 2:45

Section 02 TR 3:00 – 4:45

Classroom: G & Online (Zoom)

Office: G645

Office Hours: Mondays 2:30 to 5:30 pm, and by appointment

Email: hcho23@gmu.edu

COVID Update:

The university decided to shift to a “hybrid” mode starting October 19th. Per the university guideline, beginning with the class on October 20th, we will meet online on Tuesdays and face-to-face in Room 201 on Thursdays.

Starting that week, I will also hold my office hours offline in my office.

The class will meet online till October 17, at the scheduled class time. The meeting link is provided on Blackboard course site. I will also hold office hours online till Oct. 17. The virtual office hour meeting link is also on Blackboard course site.

Course Description and Learning Goals:

English 202 is an introductory literature course that fulfills the Mason Core Literature requirement. This semester we are going to examine various stories, both old and contemporary, under the rubric of migration. We will examine the ways in which these stories represent and are shaped by human movement, both individual and group migration, both forced and voluntary moving, and both physical and social mobility.

In our global and globalizing world, more and more people take advantage of the freedom to move around. Many travel widely, and many study, work, and live far away from their place of birth, often crossing national boundaries. Indeed, many of you have done so already, and will do so again when you study in Fairfax. At the same time, our world also continues to see forced displacements of people from their homelands because of war and other conflicts. Whether voluntary or forced, moving away from one’s homelands create unique challenges as well as opening up a new world. How does one form new bonds with strangers and with the new place? How does one maintain old bonds with one’s birth family and one’s old friends? How does one’s sense of identity change in a whole new setting? Or how does one maintain one’s sense of self? How does this experience of journey offer an opportunity of personal growth? How do peoples in motion facilitate cultural encounters, which lead to fertile exchanges as well as conflicts?

While the ongoing pandemic makes us wonder if the post-COVID world might lead to a less mobile and less globalized world, it is also true that this situation offers us a unique opportunity to pause and examine the challenges and the risks of moving and migration. In this course, we will examine

the ways in which literary texts represent these unique opportunities and challenges triggered by moving and migration. We will read various kinds of writing, orally transmitted old stories, an epic poem, a short novel and a graphic novel, from various time periods and from diverse places. They will help us enhance our insights on our own lives by way of learning and reflecting on the lives far away from our own, both temporally and spatially, as well as deepening our understanding of migration. Our discussions not only pay attention to the language of these literary texts but also touch on the society and culture in which they are produced, because learning the socio-economic “contexts” of a text helps us to understand the text better, and in turn the text allows us to experience social and economic issues of cultures far away from our own.

On successful completion of the course, students should be able to

- Explore correlations between a text and its cultural contexts
- Recall key information about basic tools of literary analysis
- Formulate descriptive and analytical statements about works of literature
- Apply pertinent techniques and strategies of literary analysis
- Develop an interpretive question
- Argue in support of an interpretation
- Communicate literary analysis using written and oral forms
- Compose critical essays integrating the skills developed above to develop and support an interpretation

Course Prerequisites

Students should have taken and passed ENGH 100, 101, or its equivalent, before taking this course. Please let me know if you have any doubts or concerns on this matter.

Textbooks:

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The rest of the required readings will be provided on Blackboard, either as PDF or as links to e-books.

- Selections from the Old Testament of the Bible, i.e., Hebrew Bible.
 We will read the stories of Adam and Eve. We will approach this well-known not as religious writings but as an old story, a piece of literature. The story was originally written in (Biblical) Hebrew, and we will read it in modern, albeit old, English.
- “Brier Rose,” “Cinderella,” and “Snow White” by Grimm Brothers.
 These fairy tales were collected originally in German by Grimm Brothers in 1819. We will read them in modern English.

Recommended Readings (all of them are available in the IGC library):

For Literary Terms:

Chris Baldick, *The Oxford Dictionary of Literary Terms*. In addition to the paper copies in the IGC Library, you can use the electronic copy available at the GMU Library.

For Guidance on Writing:

Diana Hacker and Nancy Sommers. *A Writer's Reference* (8th edition), Boston: Bedford/St Martin's, 2016. This book provides a useful guide on writing in general and contains a chapter on the MLA documentation style. The IGC Library also has many other writing handbooks.

Kelly J. Mays, ed., *The Norton Introduction to Literature*, Shorter 11th edition. ISBN: 978-0-393-91339-2. This book contains a useful article on writing about literature.

For Historical Contexts:

Marc Van De Mieroop, *A History of the Ancient Near East ca. 3000-323 BC*. (Malden, MA: Blackwell, 2004)

Mary Toliafero Boatwright, *Romans: from Village to Empire* (Oxford: Oxford University, 2011)

Ferdinand Braudel, *Memory and the Mediterranean*. (New York: Alfred A. Knopf, 2001)

Leslie Page Moch, *Moving Europeans: migration in Western Europe since 1650* (Bloomington: Indiana University Press, 1992)

Technology Requirements:

You must have regular and reliable access to the following technologies (and the patience to work with them if they are new to you). **Please note that due to the online mode of instructions during the first half of the semester, we have enhanced technology requirements this semester. If you anticipate any difficulty to meet this technology requirement, consult with me immediately and no later than September 1.**

- **An Active GMU email account:** GMU policy dictates that Masonlive Mail is the only way instructors can communicate with students by email, therefore instructors respond to email sent from a Masonlive email address only. If you regularly use GMail or another email client, make sure you forward your Mason Mail to your account. Do not, however, send messages to me, or any other professors, from any email client other than Mason Mail.
- To attend online class meetings, you must have a computer or tablet with with a recent version of [Microsoft Word](#) and virtual meeting software. We will use the [Zoom](#), Webex, and/or Blackboard Collaborate, and the link to the meeting will be provided in “Virtual Meeting Room,” in the left-side navigation column on Blackboard. You might be prompted to download the free software when you click on the conference link, unless you already have it on your computer. It requires you to use a high-speed internet connection and *a reliable computer with a camera and microphone*.
- A laptop computer with a recent version of [Microsoft Word](#): bring your laptop to class meetings (i.e., after we switch back to f2f instruction). Because of social-distancing rules, we will need to complement our f2f interactions with collaborations facilitated by technology.
- **For online class meetings:** online Access to a high-speed Internet connection and **a computer with a camera and speakers**. *If you don’t have a camera and speaker, you can loan them from the IT office (on the second floor). The IT Office also has a limited number of loaner laptops for students. Please check them out.*
- **Regular back-up of your work:** establish a stable system of back-ups. **It is your responsibility to prepare for unexpected but frequent failures and loss of your laptop computers and the resulting loss of your work.** Save and back up often and in multiple ways: use USB-drives and save in remote locations by using Cloud services and/or by self-emailing as attachments. **Computer failures will not constitute a legitimate excuse for late assignment submissions.**
- **Internet Browser compatible with Blackboard.** Go [HERE](#) to see the current list of supported browsers. This class, especially during the first half of the semester, will be taught on Blackboard. Readings will be provided on Blackboard and some major works will be submitted to Blackboard.
- To view video and audio files, you must also have [Adobe Flash](#) and [Quicktime](#), [Real Player](#), or [Windows Media Player](#) installed on your computer. *These programs require a high-speed Internet connection.*
- To read PDF documents, you will need to have a PDF reader, such as [Preview](#) (for Macs) or [Adobe Reader](#) (the most recent version) installed on your computer. **Adobe Reader DC** is a free program for reading & commenting on pdf documents; do not download the “pro” version which is not free.

TECHNOLOGY PREREQUISITES & LEARNER SUPPORT

Because the possibility that some portion of the course will be conducted online, you must have the following technology skills in order to succeed:

- Be able to navigate and interact with Blackboard and conduct basic troubleshooting strategies. For assistance, you can do the following:

- Select the “Help” tab available in the upper right-hand corner of each screen on Blackboard
- Contact courses@gmu.edu for assistance via email
- Visit the [Collaborative Learning Hub \(CLUB\)](#) in JC 311 for hands-on help
- Create and format documents in a word processing program AND SAVE THEM IN MS WORD.
- Consistently apply the required file naming protocols.
- Communicate via Webex, Zoom, or Blackboard Collaborate Ultra.

GMU-Korea IT Services and GMU Technical Support Center:

As GMU-Korea students you can obtain assistance with technology issues you encounter by visiting the GMUK IT Services (on the second floor of the GMU building) and by contacting the Instructional Technology Unit (ITU) Support Center. The Instructional Technology Unit (ITU) Support Center provides students with information about a range of technical support issues, including updates about network outages, how to set up a Mason email account, and how to access the library databases from off-campus.

The gateway page for the ITU Support Center is available at <https://itservices.gmu.edu/services/services-students.cfm/>. For immediate technology support information, such as alerts and outages, go to <https://itservices.gmu.edu/alerts/>.

Course Requirements and Grading:

		Crisis Passes Allowed
Quizzes	70 points	No
Group Research Presentations and Discussants (12%)		No
Presentations	100 points	
Discussants	20 points	
Short Writing Assignments (22%):		
Terms of Literary Analysis Worksheet	30 points	Yes
Greek-Roman Mythology & Roman History Worksheet	40 points	Yes
Paraphrase Assignment:	20 points	Yes
Peer Reviews of the Literary Analysis Essay	20 points	No
Writing Exercise Portfolio	100 points	Individual Exercise: No Portfolio Reviews: Yes
Two Exams (15% + 15 % = 30 %)	300 points	Yes
Literary Analysis Essay		
Essay Outline and Introduction (initial draft)	20 points	No
First Draft	70 points	No
Final Draft + Reflection on Revision	320 points	Yes

• **Attendance and Class Participation**

I expect you arrive on time and attend each and every class. I reserve the right to check the attendance at my discretion, anytime during the class, in the beginning, in the middle, or at the end.

A late arrival and early departure will normally count as a half absence, but an extreme late arrival (or early departure) will count as one full absence.

I might occasionally have short quizzes, in the beginning of class, without advance announcements. They are usually about the readings & viewings due and they will be counted as part of class participation grade. No make-ups will be allowed for them.

I understand life happens and that you might experience unavoidable emergencies. For that reason, up to two absences will be excused with no penalty over the course of the semester. In practical terms, this means that I will remove two lowest quiz scores when calculating the quiz score. You should reserve these excused absences for true emergencies like serious medical issues and other dire circumstances. If you have a situation that disables you from attending the class longer, you may be advised to withdraw from the course.

When the class is meeting online, in addition to fulfilling the normal expectations of active class participation, you need to do the following to be considered as attending the class:

- Secure a quiet space for class participation and/or use a speaker headset with microphone
- Work in a space with required level of internet connection (see the [Technology requirement](#) above)
- Participate with the camera and microphone and turn them on unless otherwise requested. If you prefer (for privacy), you may opt to use the [virtual background feature](#).

Complete all the reading assignments carefully and come prepared to discuss some aspects of the text that you find interesting. I often give you some assignments in advance, and you will often write a reading journal in response to the questions (see "Weekly Writing Assignments"). **Our class discussions will often begin with your sharing of your homework; I often call on individual students to speak, and I expect that you are prepared to speak.**

Participation is 10 percent of your course grade, and it will be graded in the following way: Regular attendance and general attentiveness during class will earn you a "B" for your participation grade. Stronger participation (preparation for class, active participation in discussions, support for peers in group work) will raise that grade; absences, frequent tardiness, or **lack of engagement in class (including reading non-class materials, checking email or cell-phone messages, holding private conversations, or any other disruptive behaviors) will lower that grade**. See the following grading rubric. I will update your participation grade every two weeks or so on our Blackboard course site.

Plus (10 points)	Well-prepared for class; that is, carefully read the assigned readings, brought notes of the readings, and completed homework. Actively participate in class learning activities and support peers in group work. The in-class work is of excellent quality.
Check (9 points)	Have read the assigned readings and completed homework. Participate in class learning activities. The submitted work meets all the requirements.
Check Minus (8 points)	Generally attentive during class; mostly completed the assigned readings. The work meets most of the requirements. Or students might have arrived late or left early, though performed well while in class
Half (5 points):	Arrive late, leave the classroom frequently, and/or leave early. Generally non-attentive and disengaged in class. The work is significantly incomplete.

Zero (0 points)	Absent, arrive more than 20 minutes late or leave more than 20 minutes early. Engage in non-class related and/or disruptive activities. The in-class work is not submitted.
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- **Group Research Presentations and Discussants**

You will form groups of two and present on topics related to class discussions. Please see the presentation topics to choose from at the end of this syllabus. The sign-up will be finalized by the second week of the semester.

Following each presentation, one (or two) students will serve as discussants and ask questions to the presenters. Each of you will serve at least once as a discussant.

After we finalize the presentation schedule, you will get a separate presentation instructions handout.

- **Short Writing Assignments:** Throughout the course of the semester, you will be asked to produce the following types of short writing assignments.

1. Terms of Literary Analysis Worksheet:

I will assign you a handout of literary terms. You will look them up in Chris Baldick's *The Oxford Dictionary of Literary Terms* and explain the terms in your own words, along with an example. You will be tested on your knowledge of literary terms in the exams. Follow the detailed instructions in the worksheet.

2. Greek-Roman Mythology & Roman History Worksheet:

I will assign you a handout of figures and terms of Greek-Roman Mythology and Roman History. You will explain each term in the handout and attach an image/famous painting/picture that you have found on the web. You will be tested on your knowledge of these terms in the exams. Follow the detailed instructions in the worksheet.

3. Paraphrase Assignment:

You will be assigned to paraphrase 20 lines or so of *The Aeneid*. This is a line-by-line paraphrase, and you will do this as a group assignment (in pairs). Your ability to paraphrase lines of *The Aeneid* will be tested in the exams. Follow the detailed instructions in the paraphrase assignment handout.

4. Peer Reviews of the Literary Analysis Essay:

You will read your peers' essay drafts, because commenting and evaluating other people's writing is integral part of getting trained to become a better writer. The peer review handout is also designed to instruct you the critical expectations of literary essay. Read it carefully and apply those rules and guidelines to your own writing as you revise. Your performance as reviewer will be graded on the day of the peer reviewing.

5. Writing Exercise Portfolio:

You will be asked to complete short writing tasks in and outside class throughout the semester and compile all of them into your "Writing Exercise Portfolio." You can create your portfolio either using a paper notebook or on Blackboard ("Writing Exercise Portfolio"). That is, either prepare a paper notebook (dedicated for this purpose only) in which you write all these short writing exercises, each clearly marked with the due date and the assignment name. Or create

your portfolio by composing these posting these writing tasks in your virtual portfolio on BB.
Twice this semester, you will be asked to submit your Portfolio for grading.

- **Two Exams:** Exams will consist of short-answer questions and short essay questions. You should be able to answer them easily as long as you have read the reading and actively participated in learning in each class. Short essay questions will ask you to write an interpretive-argumentative essay in which you make a claim in response to my essay question and back up your claim using textual evidence (that is, passages from the text, analyzed by you).
- **Literary Analysis Essay:** You will write an essay that analyzes one (or two) of the literary texts in light of the contexts covered over the course of the semester, and/or in relation to the course theme. 1500 – 2000 words. To help you develop your topic, I will provide a list of sample prompts, but you are free and encouraged to formulate your own essay question, following the models provided in sample prompts. You are encouraged to meet with me to discuss your essay topic as early as possible. In Week 13, you will be asked to submit the paragraph-by-paragraph outline of the paper (with the passages to be quoted) and a draft of introductory paragraph; in Week 14, you will submit the FULL first draft of the essay.

You will write two drafts (first and final), and you will get feedbacks both from your peers and myself during the writing process. This a specific kind of argumentative essay in which you make an interpretive claim about one or two of the texts from our class and support it with passages from the readings (i.e., textual evidence). Throughout the semester you will learn the techniques of literary analysis and will practice writing paragraphs by analyzing passages from a literary text. More details on this assignment will follow in a separate handout.

Procedures and Policies:

1. Essay Submission:

- All writing assignments should be typed, unless otherwise specified, using Times New Roman 12 point, double-spaced, with 1 inch margin.
- Submit an **MS Word file** to Blackboard course site. I expect you submit your work on time. See the late submission policy below.
- Bring three paper copies of your first draft on the peer review day.
- Both first draft and final draft are required. You will revise your first draft based on your peers' reviews. Final draft should show significant revision and improvement over first draft. Throughout the writing process, you are encouraged to come and see me for consultations, and I will also hold mandatory individual conferences in-between drafts. I do not provide email commenting.

2. Late Work Policy:

- ✓ Late Penalty for Major Assignments: Late submission of a major assignment will result in 2% grade

(or up to 10-point) grade reduction for each calendar day it is late, including weekends and holidays.

- ✓ Late submission of minor assignments will result in substantial point reduction. They will not be accepted once the submission folder is closed.

- ✓ The quiz cannot be taken once it is closed.

- ✓ **Crisis Passes:**

Since I know that “life happens” through no fault of your own, you will have **THREE Crisis Passes** that you can use throughout the entire semester on major assignments to secure an automatic extension without a penalty.

Each Crisis Pass will give a twenty-four-hour extension from the original deadline. When using a pass, you don’t need to explain your reasons for using it.

1. As soon as you can, send me an email with the following subject line. The email will serve as the record.

ENGH202 Crisis Pass: [Your Official Name], [the assignment name], [number of passes to be used]

2. **In addition, indicate that you are using a crisis pass when submitting your assignment on Blackboard** (using the memo function).

- You cannot use Crisis Passes for low-stakes assignments (see the course requirements table on page 5).
- You cannot use Crisis Passes for the first draft of the literary analysis essay.
- You cannot use the Crisis Pass retroactively (i.e., after receiving the assignment grade).

- ✓ **Other Late Policies**

Technology Failures

While technology failures do happen, they are not an excuse for late work. Excuses such as a crashed hard drive, a corrupted file, common Blackboard glitches, and others are too difficult to verify. Accommodations for tech failures can be made only if there is a verifiable campus-wide technology problem. Otherwise, make sure you start your work early and use email to send your work if you can’t upload it to Blackboard. You also have the option to use one of the crisis passes.

2. English Department Statement on Plagiarism:

Plagiarism means using the exact 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 end notes; a simple listing of books, articles, and websites is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been called common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such

situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

GMU-Korea COVID-19 POLICY for Fall 2020

In the interest of everyone's safety, students and faculty must follow these guidelines during the Fall 2020 semester.

1. Use the basement entrance to enter and exit Mason's building. Your temperature will be screened each time you enter the building. Allow additional time before class to complete the entrance screening procedure. Carry your student ID card with you at all times and be ready to show it when you enter and exit the building. Do not prop doors or let others enter the building through doors on the ground floor.
2. **Wear a face mask at all times. Remain 6 feet apart from others. Clean your seat and desk space with disinfectant wipes before you begin class.** Use hand sanitizer regularly, and avoid shaking hands or other forms of physical contact. Do not share pens, pencils or other personal items. Limit your use of the elevators, and use stairs to travel between floors of the building. Students are expected to purchase their own masks for personal use. Disinfectant wipes and hand sanitizer will be available in each classroom.
3. Classrooms are marked to indicate appropriate seating to allow for social distancing. Only sit in allowable seats, and maintain current set-up of classroom furniture. If you are asked to re-arrange classroom furniture by your professor for in-class exercises, return furniture to its original position when you are finished.
4. Observe these rules at all times during the class period and while in Mason's building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.
5. **Make sure windows and doors remain open during the class period** to promote circulation of outside air. Classrooms without windows have mechanical systems that vent air, but doors should be kept open at all times.
6. The safest option for studying is to study alone in your dorm room or at home. If you must study in the building, alone or in groups, observe these rules at all times.
7. All faculty and students must abide by these rules in the classroom. If you see others who are not observing the rules outside the classroom, you may report this to your instructor, student affairs or academic affairs.
8. Do not enter the Mason building or come to class if you have symptoms such as fever, chills, sore throat, persistent cough, shortness of breath or other respiratory difficulties. If you must miss class for this reason, send an email immediately to the professor prior to the beginning of class. You will not be penalized for missing class for this reason, but you may be asked to provide documentation that you sought medical diagnosis or treatment. You are responsible for making up any missed assignments or tests as a result of your absence.
9. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name

and symptoms to the Office of Student Affairs (mksa@gmu.edu) to confirm that you have sought medical assistance.

10. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.

Class Schedule

This schedule is provided for general guidance. Please check out the Weekly Course Content of the Blackboard course site as well as my announcements in class for the most up-to-date schedule and assignment due dates.

		Reading due	Assignments due
Introduction: Migration and Mobility in Archetypal Stories			
Week 1	Tues, Aug. 25	Reviewing the Syllabus Introduction: ✓ Texts, Contexts, Literature, and Interpretation ✓ Mobility in Pre-modern and Modern Times Introduction to Literary Terms Assignment Quiz Reflective and explorative writing exercise on migration	
	Thurs, Aug. 27	The story of Adam and Eve (from Tanakh, or Hebrew Bible) Required Reading: Genesis chapter 1-3 (PDF on BB)	Reflective Essay on Migration due In-class Collaborative Activity
Week 2	Tues, Sept. 1	The story of Adam and Eve (from Tanakh, or Hebrew Bible) Literary Terms Review	Literary Terms Worksheet due Drawing based on the reading due Draw-Pair-Share Activity
	Thurs, Sept. 3	"Brier Rose" "Plot" "Setting"	Follow-up Writing due Drawing based on the reading due Draw-Pair-Share Activity In-class Writing Activity
Week 3	Tues, Sept. 8	"Cinderella" "Character"	Follow-up Writing due Writing based on the reading due Think-Pair-Share Activity In-class Follow-up Writing
	Thurs, Sept. 10	"Snow White" "Narration"	Follow-up Writing due Writing based on the reading due Think-Pair-Share Activity

			In-class Follow-up Writing
Migration and Epic			
Week 4	Tues, Sept. 15	<i>The Aeneid</i> and the epic tradition Required Reading: Book 1. pp. 47 -- 57 Watch the TEDEd Videoclip on The Aeneid (the link is also on BB)	Greek-Roman Mythology Assignment due
	Thurs, Sept. 17	<i>The Aeneid</i> Required Reading: Book 1, pp. 57 -- 73	Presentation 1: Trojan War and Homer Presentation 2: Roman History 1, Founding Myths, the Rise of the Republic, and the Punic Wars
Week 5	Tues, Sept. 22	<i>The Aeneid</i> Required Reading: Book 2, pp. 74 -- 94	Presentation 3: Roman History 3, Julius Caesar, the Civil War, and Augustus
	Thurs, Sept. 24	<i>The Aeneid</i> Required Reading: Book 2, pp. 94 --102	Paraphrasing Assignment due.
Week 6	Tues, Sept 29	No Class: Fall Recess	Enjoy your holiday and catch up with the reading!
	Thurs, Oct. 1	No Class: Korean Thanksgiving (Chuseok)	
Migration in Modern World			
Week 7	Tues, Oct. 6	<i>The Aeneid</i> Required Reading: Book 4. pp. 127 --148	
	Thurs, Oct. 8	<i>The Aeneid</i> Required Reading: Book 4. pp. 148—152 & the final 20 lines of Book 12	
Week 8	Tues, Oct. 13	Exam 1 (In-Class AND Take-Home)	
	Thurs, Oct. 15	Migration in Modern Times <i>Pelle the Conqueror</i> (film): Watch the film before coming to class	Quiz on <i>Pelle the Conqueror</i> Presentation 4: European Migration to the Americas
Week 9	Tues, Oct. 20	<i>Persepolis: A Story of a Childhood</i>	Presentation 5: Modern History of Iran & Iranian Revolution
	Thurs, Oct. 22	<i>Persepolis: A Story of a Childhood</i>	
Week 10	Tues, Oct. 27	<i>Persepolis: A Story of a Return</i>	
	Thurs, Oct. 29	<i>Persepolis: A Story of a Return</i>	
Week 11	Tues, Nov. 3	<i>The House on Mango Street</i> Required Reading: Introduction & pp. 3-55	Presentation 6: Hispanic Immigration to the U.S.
	Thurs, Nov. 5	<i>The House on Mango Street</i> Required Reading: pp. 56 -- 110	By this week, you are required to meet with me individually to discuss your essay project.
Week 12	Tues, Nov. 10	<i>The House on Mango Street</i>	

	Thurs, Nov. 12	Exam 2 (In-class AND Take-home)	
Literary Analysis Essay Writing Workshop			
Week 13	Tues, Nov. 17	Literary Essay Writing Workshop 1: Using Textual Evidence to Support your Claim Quoting and analyzing passages to explain & support your claim.	Bring your tentative claim, and three pieces of textual evidence (words, phrases, passages, and deployed literary devices) to be used to support it.
	Thurs, Nov. 19	Literary Essay Writing Workshop 2: Writing Introduction Mini-peer review	Introduction and Formal Outline due. Your outline should indicate which passages you're to quote in each BP.
Week 14	Tues, Nov. 24	Literary Essay Writing Workshop 3: Building your line of Argument <ul style="list-style-type: none"> • Topic Sentences • Transitions • Developing your argument 	Revised Introduction and two Body Paragraphs due
	Thurs, Nov. 26	Peer Review	First full Draft of Literary Analysis Essay due
Week 15	Tues, Dec. 1	Individual Conferences (Mandatory): No class meeting but you will meet with me individually to discuss your draft.	Writing Exercise Portfolio due
	Thurs, Dec. 3	Individual Conferences (Mandatory): No class meeting but you will meet with me individually to discuss your draft. Review and reflection	Final Draft of Literary Analysis Essay due by Friday, Dec. 4, 11:59 pm

* Presentation Topics (one group per topic): You will present as a group of two (or three) on one of the following topics. The topic assignment will be finalized by Tuesday, September 10.

1. Presentation 1: Trojan War, its Heroes, and Homer's *Iliad* and *Odyssey*
2. Presentation 2: Roman History 1. Founding Myths, the Rise of the Republic, and The Punic Wars
3. Presentation 3: Roman History 2: Julius Caesar, the Civil War, and Augustus
4. Presentation 4: European Migration to the Americas
5. Presentation 5: Modern History of Iran & Iranian Revolution
6. Presentation 6: Hispanic Immigration to the U.S. in 20th and 21st Centuries