Spring 2015 Composition 122 Honors (650)

Instructor: Tamara Wolff   Office Hours: MW: 10:30-11:30; 2:30-3:45
Phone: (847) 543-2535   TTH: 12:30 – 1:30, 3:30-5:30
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Welcome to Honors English 122.

I want to get the conversation rolling with some quotes from a few of the texts we shall be reading for this class. These quotes highlight self-conscious narrators who discover something about themselves and their values as they wrestle with their growing and distressing sense of mortality and their need for connection.

“...thought that being extremely smart would take care of it. But I see I have been found out.”
Margaret Edson, Wit

Here one of my favorite writers describes a good reader:

"A wise reader reads the book of genius not with his heart, not so much with his brain, but with the spine.” –Vladimir Nabokov, “Good Readers and Good Writers” (In spite of the fact women are not included in this description, I still love Nabokov’s’s comment).

As writers/narrators yourselves of our own lives, you will be exploring various narrative voices in your readings not only for the pleasure of the language, but also for inspiration. In this class, we will ask questions about narrators: their reliability, their self-awareness and the challenges they present to us, the readers, as they spin their stories.

In English 122, you will continue the work you did in English 121 such as identifying arguments and writing your own using different literature genres. We will use Making Literature Matter along with selected readings and two plays available in our bookstore or by ordering online. So besides focusing on narrators and narrative voices in the readings, I will also emphasize the role culture and history play in the texts and our individual beliefs and practices. Much of your research will connect culture and social themes to themes of identity and how you yourself respond to these ideas across cultures and historical divides.

Why Write? Writing helps you create meaning. Writing is spinning, not unlike a spider. Only your materials are your curiosity and your ideas and the connections you make as you use language. Writing is playing with ideas and by this process of wondering and wandering you are allowing associations to work through your words. And just like a spider, you are creating something, a web of meaning for the reader.

For this class you will be writing in a variety of styles including personal, analytic and finally in an ambitious hybrid blend of research, analysis and personal essay. Writing is having a dialogue with the world and many of our writing assignments will ask you to approach topics
from a close, personal proximity to the reader and to your topic. Scary close. Other times I will ask you to take a step back and distance yourself from your topic and take a more distanced, analytical stance from it. As essayists, you can do both; Plan on toggling between critical and personal perspectives to give your readers insights, but not, to tower over them. Instead, I will ask you to involve them. This intimate relationship you have with the reader allows you to shed light on a literary work and also allows your readers insights from your personal connections.

**Required Texts:**
*Wit,* by Margaret Edson, Dramatist’s Playservice, Inc. (in bookstore)
*Proof,* by David Auburn. Dramatist’s Play Service

**Recommended:** *They Say /I Say, (2nd edition) Gerald Graff and Cathy Birkenstein*

**Materials:** a journal section in your binder, a USB drive, and sturdy folders for holding many handouts.

Access to a computer for Blackboard, USB drive and an account with CLC

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The Catalogue Version of English 122: The Official Description Gen ED IAI Number: CI 901R:
This class will be a writing course using literature and essays to further the work done in English 121 or 120 by giving the students more experience as academic writers, readers, researchers and critical thinkers. To help students construct their own meaning while engaging with the texts of others, they will develop the ability to collect, evaluate and incorporate varied sources in thoughtfully written analyses and arguments. Students’ work should demonstrate the ability to position themselves within the context of academic and societal conversations, using a variety of texts, which may include literature, arguments on various issues, news articles, films, advertisements and websites.

**Class Policies:**

**Attendance:** Attendance is mandatory for academic success in Honors English 122 and is defined by full class presence. You are allowed 3 absences, excused or unexcused. After these three absences, there will be a grade reduction. 6 absences counting your first 3 freebies will lower your grade a half grade. After more than 6, you and I will need to have a conversation about your attendance, even if you are receiving good grades. Attendance is vital for the success of this face to face class in the classroom or the computer lab. Lateness, defined by a full 10 minutes, will count as a half absence. Chronic lateness will not work for this class because of how distracting it is for me and the other class members. Absence does not excuse you from submitting an assignment or essay on time. It is always better to come to class, even if you have not completed an assignment because that way you are not compounding your problem. Should an outside issue come about that you anticipate, please meet with me as soon as you can so we can discuss it. Should an unexpected crisis arise, please consult me as soon as you can, so again we can make arrangements.

**Participation:** Participation is coming to class and coming to class prepared with necessary materials and reading and writing assignments completed before class begins. There will be unannounced quizzes and group class projects and activities that could prove embarrassing to you if you haven’t done the preparation.
**Class Etiquette:** I require you to be respectful towards me or/and the others in the class, even if you are disagreeing with the comments someone might be making by listening, avoiding ridicule, avoiding distracting behaviors, or anything that could be taken as offensive. If you have issues with me or another student or an issue that occurred in class, please come to me during office hours to voice your concern. The best way to have a successful class is to be engaged with other students and the matters at hand.

All electronics need to be put away at all times (unless I ask you to use them as a source). This includes text beeps, charging, and audio paraphernalia including ear buds have to be put away as soon as class begins. Laptops are permitted but only if they are used appropriately. Facebook, Twitter, Instagram or other social network sites are not permitted (again unless specified for assignment). If I find you are using a social network or any other inappropriate site in class or lab, you will no longer be able to use your laptop.

**Disappearing From Class:** I simply cannot excuse long, unexplained absence. Even if you are an athlete or performer who must be gone for several weeks, or must attend a long trip with family, or need to visit a friend in crisis for two weeks or more, you must talk to me prior to your taking leave. If you approach me before you leave, then we can make arrangements or I can then advise you if you can stay enrolled in the class. If you reappear after having not talked to me, I still might drop you or not allow you to continue. This is a face to face class, and I am unwilling to bend the rules even for exceptional students who don’t attend. We will need to have a conversation about your attendance before you miss. If there are problems that challenge your attendance, simply drop the course.

**Paper Policies and Requirements:**

**Paper Guidelines:** Unless otherwise specified by me, all essay assignments must be typed using standard MLA style format (left-hand heading including name, class, and date, my name and paper assignment). Double space throughout and do not triple space between paragraphs. Always create a careful and thoughtful centered title. Make sure you have 1 and 1/4” margins on all sides. No title pages are necessary. Please use the standard fonts of Arial or New Times Roman. (Unless it is for stylistic purposes related to your final project).

**Paper Due Dates:** Major papers and some but not all journals will be due one hour before the beginning of class on the day the assignment is due. I will require that you submit them through Blackboard. Frequently, I will ask you to print out and bring a hard copy of your journal or your laptop to bring to class to facilitate class discussion.

**Late Paper Policies:**

**Late Essays and Journals:** Late papers get hurt by being late. You will be able to revise some of your essays for a higher grade only if you turned your completed essay in on time. Late papers as I indicated earlier receive less feedback and I strongly encourage you to turn them in on time because late papers will drop a half grade after the first due date and two class sessions late will be a full grade lower. I will not accept any paper two weeks late (4 class sessions) unless you have met me before the due date with a documented and legitimate
excuse. Telling me your issues a few hours before the due date is not acceptable. Excuses that you have work related conflicts, other demanding classes or difficulty with the material will not fly. A two week (4 class sessions) will result in a grade of 0. A late paper is one that is one not submitted one hour after the due date time. If you were not able to make the due date time, however, still come to class. Otherwise you are compounding your problem. It’s as though you are missing two classes: the one you missed and the next one (the assignments, work, and participation.)

**How This Class Works:**
This course may work differently from English 121 in approach. As in other classes, we will be reading literature—essays, stories, memoir and two plays—but we will also explore these works in more rigorous and yet creative ways. I am hoping you will find the experience challenging but also rewarding. The writing and research assignments fulfill the English 122 requirements; they also demand some serious thinking and questioning of ideas and cultural assumptions about life, death, social issues, art and ethics. This course utilizes anthropology, psychology, and history to do this through critical theory. I also want to provide space for you to use creative approaches to writing about the material. This course content lends itself to some potentially engaging research and writing assignments. Effective research, in fact, will be integral to giving context to the material we will be reading, so we will work with research not only to enhance our understanding of the subject matter, but also as an experimental writing tool.

**Writing and Thinking:** Scribble in your notebook. Writing creates ideas that create more writing.
I will be asking you to write reflectively as well as critically about literature. For this reason I will ask you to work with critical theory for some of your assignments. Make sure that you annotate every text we work with not only your first impressions but also per my specific instructions. Sometimes you will get writing assignments from me that will ask you to respond purely stylistically—so you focus on the language in the text. Much of the time I will ask to make connections between the style and rhetorical purposes.

**All of the assignments are to induce original thinking and original writing from you.**
It’s much easier to write a safe paper; I am not looking for safe papers. Sometimes you will find aspects of a work with incongruities or elements that it would be easier for you to dismiss. I’d rather you grapple with the puzzling aspects you encounter. Ultimately, I am hoping that you will see that writing an analytical paper is not so very different from writing a personal essay. Just as in the essays and the other non-fiction we will read, you will perhaps see that the lines between fiction and non-fiction get blurred when metaphors, precise language are used to create freshly expressed arguments...

**Research:**
As a state of Illinois course requirement, you will conduct research for our class. This research will be on topics that emerge during our course units. Also, you will be annotating
sources from your research. This conducted research you do (usually around week 5), will benefit everyone as you share it with the rest of the class in your group. The research will help us shed light on topics by providing illuminating historical contexts and we will see how ideas evolve historically. You will also be doing research for your final paper and research as well for one of your essay assignments on relationships. You may find you want to do research on an idea that sticks with you from one of our texts or a text from our textbook that you may work with for your culminating final writing project. Keep a notebook section for ideas that may come to you during the semester that have personal, intellectual or in some way you find intriguing and would like to pursue through research. This response could be the germ for a final paper. For this final project, the writing challenge will be in integrating the research into your essay in an engaging way that adds dimensions to your arguments.

**Grade Components:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journals/Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Essays and Reflections</td>
<td>40%</td>
</tr>
<tr>
<td>Research. Prop., annotations, conf.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Annotated Research Bib</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Essay and Works Cited</td>
<td>50%</td>
</tr>
<tr>
<td>Participation (Quizzes, Attendance, In-class and Group Work, confer.1)</td>
<td>30%</td>
</tr>
<tr>
<td>Annotation Assignment/Essay</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 or 100%</td>
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**Grading Scale:**

A: 90 – 100  
B 80 – 89  
C 70 - 79  
D 60 - 69  
F 59 and below

**Important Dates:**

Last day to drop the course and receive the full refund: 2/15  
Last Date to Withdraw with Grade: 4/7  
Last class day:  
Holidays:  
Spring Break: 3/22 -2/28  
Semester Ends: 5/15

**Late Paper Policies and Requirements**
Late Essays and Journals: You will be able to revise some of your essays for a higher grade providing you turned your completed essay in on time. Late papers as I indicated earlier receive less feedback and I strongly encourage you to turn them in on time because late papers will drop a half grade after the first due date and two class sessions late will be a full grade late. I will not accept any paper two weeks late (4 class sessions) unless you have met me before the due date with a documented and legitimate excuse. Telling me your issues a few hours before the due date is not acceptable. Excuses that you have work related conflicts, other demanding classes or difficulty with the material will not fly. A two week (4 class sessions) will result in a grade of 0. A late paper is one that is one not submitted one hour after the due date time. If you were not able to make the due date time, however, still come to class. Otherwise you are compounding your problem. It’s as though you are missing two classes: the one you missed and the next one (the assignments, work, and participation.)

Missed Class: It is essential that you find out what your responsibilities are for the next class. Check Blackboard, me or a buddy to find out your assignments.

Short Paper with Annotations: You will write a 3-4 page paper that accurately summarizes the thesis, claims, and evidence of a selected reading and provides a well-reasoned response to the author’s argument. (More specifics will come later.)

Reading Journals: Three Levels of Thinking: (2 Pages)

Journals: Think of them as reflective and analytical responses: They are responses to stories, essays, articles, film and require a very specific formatting, (unless you are otherwise directed). The journal requires three separate paragraphs. I am requiring you to write one developed paragraph for each section (5-10 complete sentences) Again, this is 2 pages. Please briefly quote from the text to provide evidence. Notice details. As author Vladimir Nabokov writes, “In reading, one should notice and fondle details.” –Good Readers and Good Writers

Level 1: Record your initial responses (your personal, visceral, gut level impressions, opinions, associations regarding the story or article. Questions you might answer: What stands out to you as you are reading? What is troubling, puzzling, inspiring about a particular scene? What language took you by surprise or pleasure? What stood out in structure or the ending?

Level 2: Interpret the characters, dialogue, or conflict within the essay or story or article by focusing primarily on one character, one scene or conflict between characters or ideas presented. Be very specific. Don’t try to cover the entire reading. You will be able to do a better job by taking one element and zero in on that.

Level 3: How does the reading connect to past or present social, psychological, historical or cultural issues present in our world? What ideas does the reading explore? What complexities are apparent? How does the reading problematize cultural issues?
**Reflective Journals:** Instead of reading journals following the above format, I will give you specific reflective journal questions to act as a springboard for your writing. (Specifics to come).

**Annotated Bibliography:** This annotated bibliography will encourage you to take your time researching sources. This bibliography will summarize and assess the significance of five sources and will also explain where and how you intend to integrate your source material into your essay. Each annotation will have 2 full paragraphs: one that summarizes your source in terms of its primary content and relevancy to your topic. The second paragraph will evaluate the source’s effectiveness. (More information will be given later as the research paper is assigned).

**Research Essay Proposal:** You will be writing 1-2 page typed formal research proposal that outlines your topic, research questions, and two formal scholarly annotations that you will be integrating into your essay along the guidelines I give you. the ideas that it. Should a topic be unrelated to the course and its concerns and themes or your approach not in keeping with the essay assignment, I will meet with each of you individually to help you find a suitable topic and research approach. This means that your proposal and annotations need to be finished when we have our conferences.

**Research Project:** Using one of the literary texts, *Wit, Proof,* or other readings from our class and *Making Literature Matter* as an exploratory project for your thinking, you will be writing a culminating personal and critical analysis research paper (8 pages or more) that ties in some of the course literary readings and all of the concepts and approaches to writing that we explored in the course. The reflective journals and short writing assignments about your reading and writing processes are geared to help you in writing your final paper. You will have the opportunity to present this paper for the final day class in an informal, roundtable format.

**Paper Guidelines:** All essay assignments must be typed using standard MLA style format (left-hand heading including name, class, and date, my name and paper assignment). Double space throughout and do not triple space between paragraphs. Always create a careful and thoughtful centered title. Make sure you have 1 and 1/4” margins on all sides. No title pages are necessary. Please use the standard fonts of Arial or New Times Roman. (Unless it is for stylistic purposes related to your final project).

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you were not able to make the due date time, however, still come to class. Otherwise you are compounding your problem. It’s as though you are missing two classes: the one you missed and the next one (the assignments, work, and participation.)

**Missed Class:** It is essential that you find out what you need to do for the next class. Check Blackboard, me or a buddy to find out your assignments.

**Readings and Quizzes:** When you can, read an essay, story or poem twice and annotate it. Some of the readings will be challenging by writers experimenting with structure, story and/or style. In some cases the stories and other texts will also be challenging because of how we approach the readings, as in the unit where we apply critical theory. You may need to read a particular essay three times to understand the writer’s arguments or how theory works with the story or text. Try to accept the difficulty of the language or argument without giving up. There will also be group work to interpret a work, so you won’t be alone to unpack or interpret the text. The class discussions too will help towards making the readings understandable, and you will be surprised how the writers will become comprehensible. So just trust in the process and know that the writer is trying to say something important and is doing so in a way to make a point. With a little help and teamwork, we will piece together the meaning together. Never think you are too stupid. I am deliberately challenging you. For the stories, plays and the memoir, I may give reading quizzes to make sure you are keeping up with the reading, if I have doubts.

**Group Work:** Group work is an important part of your participation grade. The goal of group work is to help you with your writing and thinking, so clearly attendance affects it. If you are not there to contribute to the class, everyone misses out. For projects such as panels, your consistent attendance is vital, and you will be downgraded which hurts everyone.

**Class Policies**

**Lateness:** I expect and require your attention and polite behavior during class. This means that you will need to come to class on time and leave only after the class is over. I find lateness especially distracting. Obviously there will be times when you need to be late and I am sympathetic; however, chronic lateness of ten minutes or more and leaving early the same amount of time is unacceptable, and your participation grade will suffer. If you must leave early, please let me know first.

All electronics need to be put away at all times (unless I ask you to use them as a source). This includes text beeps, charging, and audio paraphernalia including ear buds have to be put away as soon as class begins. Lap tops are permitted but only if they are used appropriately. Facebook, Twitter, Instagram or other social network sites are not permitted (again unless specified for assignment). If I find you are using a social network or any other inappropriate site in class or lab, you will no longer be able to use your laptop.
**Class Etiquette:** I require you to be respectful towards me or/and the others in the class, even if you are disagreeing with the comments someone might be making by listening, avoiding ridicule, avoiding distracting behaviors, or anything that could be taken as offensive. If you have issues with me or another student or an issue that occurred in class, please come to me during office hours to voice your concern. The best way to have a successful class is to be engaged with other students and the matters at hand.

**Disappearing From Class:** I simply cannot excuse long, unexplained absence. Even if you are an athlete or performer who must be gone for several weeks, or must attend a long trip with family, or need to visit a friend in crisis for two weeks or more, you must talk to me prior to your taking leave. If you approach me before you leave, then we can make arrangements or I can then advise you if you can stay enrolled in the class. If you reappear after having not talked to me, I still might drop you or not allow you to continue. This is a face to face class, and I am unwilling to bend the rules even for exceptional students who don’t attend. We will need to have a conversation about your attendance before you miss. If there are problems that challenge your attendance, simply drop the course.

**Resources Available to Students:**

**Writing Center:** located on Floor 1 of the Grayslake Campus Library. The extension is 2452. It is free of charge and is an excellent resource for anyone looking for help with composing, thinking, and grammar and formulating a thesis statement. Students who regularly visit the writing center tend to improve their writing skills and their grade. There are also writing centers at Lakeshore and Southlake sites. Lakeshore: #2179, Southlake: # 6544.

**Office for Students with Disabilities:** If you are a student with a documented disability and may need academic accommodations such as extended time and/or a note taker, please present documentation to the Office for Student Disabilities in L112 at the Grayslake Campus. To schedule a call, please call: Voice®847) 543-2055, TTY: 223 – 0134.

**Crisis Intervention:** The Counseling, Advising, and Transfer Center in C110 can help students who are experiencing an overwhelming inability to cope with traumatic events, inner conflicts and or life situations. If you need assistance, please contact them at (847) 543-2060. If you want to talk to me for getting a referral or would like me to know what is going on, please don’t hesitate to do so. Understand, though, I am not a trained social worker and will need to refer you to someone who can help.

**Policy On Academic Integrity:** College Policy states: “The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore the College of Lake County has adopted the Students Rights and Responsibilities Policy (403) and a Statement of Student Integrity. These may be found in the Student’s Handbook. Among the violations of academic integrity listed and defined are: cheating, plagiarism, falsification and fabrication, unauthorized complicity, abuse of academic materials, complicity in academic dishonesty, falsification and proxy of records and official documents, personal
misrepresentation and proxy and rights and bribes, favors and threats. It is the student’s responsibility to be aware of behaviors that constitute academic dishonesty. Pursuant to due process guarantees contained in the Student Right and Responsibilities Policy and Procedures on Student Academic Integrity, the minimum punishment for the first offense for a student found in violation of the standards of academic and integrity is failure in the assignment. In addition, a disciplinary record will be established and kept on file in the office of the Vice President for Student Development.”

Plagiarism is, by far, the most common violation of academic integrity in composition classes. I find it personally insulting, and I will punish it by giving the assignment a 0, I encourage you to ask me for advice on citing sources whenever a question arises. It is very easy for me to detect plagiarisms because of the internet resources available to me and to our faculty. My advice: Don’t lift (steal) anything, use pastiche, scrambled, spliced, or sentence fragments or clauses from an undocumented source and if you have appropriated many key ideas of authors, give them credit in your citations.

Formal Course Outcomes (Gen ED IAI Number: C1 901 R)

* Use writing as a tool for intellectual discovery and for explaining the context and scope of a text /issue
* Recognize and analyze the often unstated assumptions about ourselves, others, and the world that derive from personal experience
* Demonstrate an understanding of the ways writing can be employed to further critical thinking and show, through writing, results of such critical thinking, which may include: questioning of sources information and facts; identifying validity and fallacies in the arguments presented in sources; providing a reasonably laid out chain of evidence to support a claim, stating, considering, and answering counter-arguments.
* Demonstrate the ability of a clear rhetorical stance.
* Read and analyze a variety of texts, including visual media (such as film, ads, websites, cartoons, charts, etc.) in their social, historical and rhetorical contexts, critiquing the texts’ historical contexts, and critiquing the texts’ rhetorical strategies.
* Demonstrate the ability to formulate clear and interesting research questions and theses that are arguable; investigate those questions using multiple and varied types of sources.
* Evaluate all sources used and show an understanding of their rhetorical context and how that affects the information/ideas presented
* Demonstrate the ability to paraphrase and summarize information and ideas found in sources and to integrate original ideas with those of others
* Compose well-reasoned and researched academic arguments that include: integrated sources, appropriate documentation, and employment of the writing process of drafting, considering instructor feedback and revising.
* Practice varied academic rhetorical styles that observe the conventions of Standardized English.
* Demonstrate the ability to edit writing so that essays exhibit a minimum of grammar/punctuation errors to convey meaning clearly.

Finals Day and Round Robin presentations: May 14, 10-11:50.

I sincerely hope you enjoy your semester in this class and find it rewarding.
English 122 Schedule (650) Honors

This schedule is subject to change based on your needs as well as my own. Please refer to Blackboard for up-to-date assignment schedules and MLM will indicate Making Literature Matter.

WEEKS 1 -8

Week 1:
1/20
Attendance, introduction to course
Course syllabus
Writing assignment
HW:
Read Syllabus and purchase texts

1/22
Course Syllabus review
Introduction to Making Literature Matter;” Early Occult Memory Systems”
Narrators and writing assignment
HW:
Read in MLM: What is literature? How and Why Does it Matter? Page 3 -20
Read within these pages James Wright’s “Lying in a Hammock at William Duffy’s Farm”
Short Essay: interpreting and responding to poem

WEEK 2:
1/27
“Lying in a Hammock”; “Early Occult Memory Systems” (handout)
Narrators and Narrating, story and discourse, essay v story
HW:
“A Sounding” Sven Birkerts on Wright’s poem (BB/handout)
Read “How to Write About Stories” MLM Page 108 – 141
“The Use of Force” by Williams and “The Elements of Short Fiction” p.122-133

1/29
Unit 1: Connections: Community, Family, Society
Definitions of community
Reader Response Theory: Reader identification
Journal tie in: Personal response as interpretative tool
“This I Believe” audio examples (on BB)

HW:
“Truth or Consequences” (handout). Annotate
Journal 1 Due (format on BB and in syllabus)
Reader Response Theory: Crit Theory 1 (read first half)
Begin “This I Believe” personal essay
Week 3: Community and Hierarchy
2/3
“Truth or Consequences” discussion
“Be Cool to the Pizza Dude” Handout and on NPR web site

2/5
Community: models of harmony and discord
“This I Believe” Personal Belief
Examples about Community from NPR; Psychoanalytic crit. theory
HW:
Assignment: *This I Believe* 750 word community essay draft assignment
Rules, Formatting, and tips
Read and re-read social dystopia short stories: “Bush Pigs” (handout),” “Harrison Bergeron,” (1554) in MLM
“The Ones Who Walk Away from Omelas,” (1548) and “Mars is Heaven” (1519) in MLM

Week 4: Family/Adolescence/Relationships
2/10
Journal #2 Due on a dystopia from our list
Assign Panels: teaching the class a story
Panel Work in class
Intro to Psychoanalytic theory; feminist crit. Theory assignment.
HW:
This I Believe essay begin
Read Psychoanalytic Critical Theory on BB (twice); Start Marxist theory
“Everyday Use” Alice Walker P.314 MLM
“The Lesson” p. 1142 MLM
“Daddy” 279 MLM

2/12
Panel session prep
Panels Begin
Intro to Critical Theory: p.1621 MLM
HW: Marxist Critical Theory
“The Lesson” re-read
“This I Believe” Personal Essay

Week 5: Community Ideal and Imagined
2/17
“This I Believe Essay” Due
Panels
Marxist Critical theory discussion: Why use it?
Story discussions
HW:
Start Critical Theory Essay #1 Assigned (on Marxist or Psychoanalytic)
Read: Feminist Critical Theory article on BB and Post-Colonial also on BB
Read: “I Stand Here Ironing,” 298 MLM

2/19
Feminist Theory discussion and Critical Theory #2 Assigned
Adolescent struggle and gender identity

HW:
Critical Theory #1
Read “The Love of My Life,” 556 in MLM and “Cinderella” and “Snow White” on BB
Read Post Colonial Critical Theory on BB
Read: “Another Way to Die” 1034 MLM

Week 6: Gendered Identity

2/24
Critical Theory #1 Due
“This I Believe” revision due (500 words)
Quiz on Feminist Theory
Retellings of Fairy Tales
Introduction to Post Colonial Theory

HW:
“Snow White” “Cinderella” revisions
“What you Pawn I Will Redeem” MLM 1433
“The Yellow Wallpaper” MLM 954 -968
“Bloodchild” MLM 1533
Critical Paper #2 Due 3/5 and Unit Paper 1 Due 3/12

2/26
Story Discussions on Post-Colonial Theory and Feminism together
“Bloodchild”

HW:
Intro. To Relationships: MLM: 586 and handouts/BB
“Bloodchild” MLM 1533 re-read
Critical Paper #2 Assignment

Week 7: Relationships

3/3
Introduction to love and relationships discussion
Research Project Overview: Romance Research Essay Due 3/19

HW:
Journal #3 due on story on romance
Critical Essay 2 on Feminist or Postcolonial Crit. Theory Due before or by 3/10
“Modern Love” handout/BB
“True Love” MLM: 595, “Discovery” MLM 596, “To His Coy Mistress” MLM 688
“The Chase” handout/BB
“What We Talk About When We Talk About Love” 721
3/5:
**Critical Essay #2 Due**
Stories and poems continued
  research paper assigned: Due 3/17
**HW:**
  **Read:**
  “The Bass, the River and Sheila Mant” handout
  “The End of the Affair” handout/BB or “A&P” MLM 614

**Week 8:**

**3/10**
Writing Lab for research and revision
**HW:** Research Romance Paper:
Revisions of Crit Essay #1

**3/12**
Romance Research topics
Critical theory unit paper discussion
**HW:**
Research Romance Paper