



ENG 2326.01W INTRODUCTION TO LITERATURE COURSE SYLLABUS: FALL 2014

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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings

Required Materials:

- Kelly J. Mayes, ed., *Norton Introduction to Literature*, Shorter 11th edition (New York: W. W. Norton, 2013, ISBN 9780393913392)
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (Broadway Books, 2011, ISBN 9781400052189)
- Additional readings and short videos as listed in syllabus and available through eCollege DocSharing and links to other web resources

Course Description

What is the purpose of imaginative literature? Why do people read and write fiction and poetry? How can you determine what some writer who lived hundreds of years ago wanted his or her readers to understand? What do we mean when we talk about the "literary value" of something? Are some pieces of writing naturally "literary" while others are not? And are some pieces of writing "art" while others are not? What is the value of using critical, theoretical, and historical contexts in the study of literature?

English 2326, an introductory-level study of literature in English, examines these and other questions by sampling an array of fiction, poetry, a touch of drama, and literary nonfiction. Along the way we will assemble a framework that you can use for thinking more carefully and critically about what you read—whether it be a story, a newspaper article, or even an advertisement. The course aims to gird you with some of the vocabulary and skills you need not only to understand and to enjoy imaginative literature, but also to think more critically about *all* the texts you encounter in your life. It also aims for you to think more "globally," by which I mean the ability to think about other people's perspectives and understandings of the world, even if they are vastly different from your own. It's a good course to take if you're contemplating a major in English, but it's also good to take if you want to learn to be a better, more careful reader—a crucial skill no matter who you are.

Student Learning Outcomes

For assessment purposes, I have designated two specific Student Learning Outcomes, which I will measure over the course of the term.

1. Students will demonstrate knowledge of key literary terms, as measured by an ungraded pretest and post-test.
 2. Students will demonstrate engaged reading skills by completing all required journal assignments for *The Immortal Life of Henrietta Lacks*.
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COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

In brief, this course will use reading, lectures (Reading Notes), online discussion, papers, and a reading journal to assist you in achieving the outcomes for the course. Below is an explanation of each of these modes for learning.

- **Reading**. You will have several pieces of literature to read each week, which are detailed in the schedule of assignments at the end of this syllabus.
- **Lectures (Reading Notes)**. These will be generally brief notes that you should always study before you read the literary works for the week. The Reading Notes will introduce you to important literary terms and to some of the contexts you can use to help you understand the reading assignments.
- **Online discussion**. This is the most substantive part of your week-to-week grade for the course. For specific instructions on discussion threads and deadlines, see the weekly schedule of assignments in this syllabus. Each week the discussion board will close on **Saturday** night, at midnight. However, I encourage you to begin posting early in the week, even if you have not finished the reading assignment. Don't wait until Saturday evening to cram in all your posts because that rarely works in a student's best interests. It can be very instructive to see people's responses when they are only midway through the assignment. I have not set a specific quota for how many posts you need to provide each week. However, as a very rough guideline, I would consider perhaps four substantive posts per week to earn a C for that week's discussion grade. By substantive, I mean posts that are more than just two or three vague sentences in length, posts that are detailed and specific, posts that work to enrich the conversation—not, in other words, short, overly-generalized posts that simply say something like, "I really liked this story." Take a look at what other students are doing. Who are the students whose posts are most thought-provoking, that dig deep into specific elements of the assignment, that respond to other people's ideas, etc.? These will be the ones that merit a higher grade. Please either begin a thread about a new topic and/or respond to what other students have already written. It never works well if several students start separate threads about the same exact issue, and that's usually an indication to me that students are not reading other people's posts. The whole idea is to get a discussion going, which means that you do need to read everyone else's posts. I will step in and participate occasionally in these discussions, and I will read everything, but I will not respond to each and every posting because I am principally interested in what you have to say about the pieces we read.

IMPORTANT NOTE ABOUT DISCUSSION GROUPS: Because of the size of this class, I have divided the class into two smaller discussion groups of 17 or 18 students each since it is much easier to maintain a sense of discussion within a smaller group. Students whose last names fall between Alagoa and Myers will be in Group 1. Students whose last names fall between Paul and Williams will be in Group 2. In each week's Discussion area, you will see identical threads for Group 1 and Group 2. You should only post and read in the threads for your assigned group. You do not need to read and respond to anything for the other group.

- **Writing.** You will have two writing assignments. The first will be a passage analysis assignment, which will involve a critical analysis of a small number of passages from the works we have been looking at during the short story unit. You will have two choices for your second writing assignment. Choice A will be another passage analysis assignment, this time dealing with passages taken from our poetry unit. Choice B will involve writing your own sonnet and a short reflective piece to go with it. I will provide further information about these assignments the schedule of assignments and in eCollege.
- **Reading Journal.** During the last two weeks of class, we will be discussing the book *The Immortal Life of Henrietta Lacks*. In order to ensure that everyone has finished the book in time for this discussion, I have asked you to begin reading it halfway through the semester and to write on each assignment in the "Journal" portion of eCollege. There, you should write about your observations, reactions, questions, etc. These reading journals will be graded on a pass/fail basis, only I will see them, and they will be due by midnight on the **Sunday** of the week each one is assigned. Then, when we get to the end of the semester, you can review your journal entries to refresh your memory about the earlier parts of the book, in preparation for our discussion. Be assured that I will read every journal entry, though I may not comment on them.

GRADING

Your final grade will be calculated in the following fashion:

- Online discussion 50% of the final grade
- Writing Assignment 1 15% of the final grade
- Writing Assignment 2 15% of the final grade
- Journal entries, *Henrietta Lacks* 20% of final grade

TECHNOLOGY REQUIREMENTS

To access eCollege, you will need a computer with internet access (high speed recommended, not dial-up), and a word processor equipped with Microsoft Word. Our campus is optimized to work in a Microsoft Windows environment. This mean our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0). Your courses will also work with Macintosh OS x along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)

- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
 - A sound card and speakers or headphones
 - Current anti-virus software must be installed and kept up to date
 - Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
 - You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
 - At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
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ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be conducted using eCollege, the Learning Management System used by TAMU-Commerce. All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege. To get started with the course, go to <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Communication with Instructor

My primary form of communication with the class will be through email and announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students via your official University email address. It will be your responsibility to check your university email and the “Announcements” section at the beginning of the course page. Students who email me can expect a reply within 24-48 hours M-F; students who email during holidays or over the weekend might not receive a reply until the next regularly scheduled business day. I will not be using the “Virtual Office” for this course.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. how to submit to Dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed: Students must report the problem to the help desk. You may reach the helpdesk at

1. helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

Instructors in the Department of Literature and Languages do not tolerate plagiarism or other forms of academic dishonesty, and acts of plagiarism will lead to immediate failure of the assignment and/or course. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (*Texas A&M University—Commerce Code of Student Conduct 5.b[1,2,3]*). Examples of plagiarism include (but are not limited to) cutting and pasting information directly from online sources, copying material from books without providing source documentation, taking essays wholesale from online sources, having someone else write a paper for you, collusion, and turning in work that you have already submitted for another class. If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Cheating is defined as:

- Copying another person's test or assignment
- Communication with another student during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another person when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language of what someone else has written or of another source and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another person, without authorization, when preparing an assignment.

Attendance Policy

While this is an online course, students are expected to "attend class" and actively participate. Student participation/activity will be monitored by the professor. You should plan to dedicate several hours a week to this course, reading the lecture notes, reading the assigned material, reading other students' posts on the discussion board, posting your own comments on the discussion board, etc.

Late Work

I do not accept late work, except in extreme circumstances. This policy pertains to deadlines for the discussion board, journal entries, and writing assignments.

University Specific Procedures

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. For further information, contact Disability Services:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with other people in an online forum: <http://www.albion.com/netiquette/corerules.html>

SCHEDULE OF ASSIGNMENTS

Assignments	
Unless otherwise noted, all assignments (except the ones from <i>The Immortal Life of Henrietta Lacks</i>) come from the <i>Norton Introduction to Literature</i> , Shorter 11 th Edition (subject to slight alterations in assignments)	
Week 1 8/25 - 8/30	<u>Deadline:</u> <ul style="list-style-type: none">▪ Deadline for online discussion: Saturday, August 30 by 11:59 p.m. <u>Assignment:</u> <ul style="list-style-type: none">▪ Read entire syllabus, carefully▪ Post your introduction on the Week 1 discussion board▪ Read the Reading Notes in eCollege▪ Read John Horgan, "Why Study Humanities? What I Tell Engineering Freshmen," <i>Scientific American</i>, 6/20/13; download from eCollege Doc Sharing, or follow this link to article: http://blogs.scientificamerican.com/cross-check/2013/06/20/why-study-humanities-what-i-tell-engineering-freshmen/▪ Read Karen Swallow Prior, "Why Reading Makes Us More Human," <i>The Atlantic</i>, 6/21/13 download from eCollege Doc Sharing, or follow this link to article: http://www.theatlantic.com/national/archive/2013/06/how-reading-makes-us-more-human/277079/▪ Read "Introduction," <i>Norton Introduction to Literature</i> 1-19 and 29-31 (abbreviated as <i>Norton</i> henceforth)

<p>Week 2 8/31 - 9/6</p> <p>Short Stories</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, September 6 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Understanding the Text” (<i>Norton</i> 82-89) ▪ Read “Narration and Point of View” (<i>Norton</i> 160-164) ▪ Read “Character” (<i>Norton</i> 180-187) ▪ Read Guy de Maupassant, “The Jewelry” (<i>Norton</i> 90-95) ▪ Edgar Allan Poe, “The Cask of Amontillado” (<i>Norton</i> 164-170) ▪ Read Edith Wharton, “Roman Fever” (<i>Norton</i> 118-1258)
<p>Week 3 9/7 - 9/13</p> <p>Short Stories</p>	<p><u>Deadlines:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, September 13 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Symbol and Figurative Language” (<i>Norton</i> 285-290) ▪ Read “Exploring Contexts” (<i>Norton</i> 419-422) ▪ Read Flannery O’Connor, “A Good Man is Hard to Find” (<i>Norton</i> 422-433) ▪ Read Flannery O’Connor, “Good Country People” (<i>Norton</i> 433-447) ▪ Read Flannery O’Connor, “Everything that Rises Must Converge” (<i>Norton</i> 447-458) ▪ Read “Passages from Flannery O’Connor’s Essays and Letters” (<i>Norton</i> 458-461) ▪ Read “Critical Excerpts” for Flannery O’Connor (<i>Norton</i> 461-469)
<p>Week 4 9/14 - 9/20</p> <p>Short Stories</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, September 20 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Cultural and Historical Contexts: Women in Turn-of-the-Century America” (<i>Norton</i> 471-476) ▪ Read Charlotte Perkins Gilman, “The Yellow Wallpaper” (<i>Norton</i> 478-489) ▪ Susan Glaspell, “Trifles” (<i>Norton</i> 1122-1135)—“Trifles” is the play version of the story “A Jury of Her Peers” (<i>Norton</i> 489-504) ▪ Read “Contextual Excerpts” for “The Yellow Wallpaper” and “A Jury of Her Peers” (<i>Norton</i> 506-513)
<p>Week 5 9/21 - 9/27</p> <p>Short Stories</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, September 27 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read Bobbie Ann Mason, “Shiloh” (<i>Norton</i> 612-622) ▪ Read William Faulkner, “A Rose for Emily” (<i>Norton</i> 514-522) ▪ Read “Authors on Their Work” (<i>Norton</i> 522-523) ▪ “Critical Excerpts” for “A Rose for Emily” (<i>Norton</i> 524-545)

<p>Week 6 9/28 – 10/4</p> <p>Writing Assignment 1</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for Writing Assignment 1: Saturday, October 4 by 11:59 p.m. <p><u>Assignment:</u> Writing Assignment 1 (Passage Analysis)</p> <p>In DocSharing, you will find three passages from the stories we have read for that unit (titled “Passages for Short Story Analysis”). You will be asked to choose two of the three passages and do the following:</p> <p>(a) Identify the author and title of the story from which the passage is taken; and</p> <p>(b) Write about 300-400 words analyzing the details as significance of the passage in terms of what is important within that passage and in terms of the themes, style, etc. of the story overall. I am looking for a detailed “close reading” of the passage. What literary elements do you notice, and how do those contribute to the passage’s significance? How does the passage itself contribute to the story overall, in terms of meaning? Can you say anything about how context may be important to the passage? What do the details of the passage reveal to you as a reader, within the context of the overall work and what we’ve been discussing in the class?</p> <p>In DocSharing, I have provided a sample passage (titled “Sample Passage Paper One”) so that you can see what I have in mind, and there I point out some of the kinds of details you could write about if you were analyzing that sample passage for this kind of assignment. I also have provided a grading rubric there (titled “2326Rubric for Passage Analysis”). It’s a good idea to study this rubric so that you can take note of the things I will be looking for. Note: I will not accept late papers unless under the most exceptional of circumstances (e.g. death of immediate family member, documented hospitalization, etc.). Technology problems will not be accepted as an excuse for late work of any kind.</p>
<p>Week 7 10/5 – 10/11</p> <p>Poetry</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, October 11 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Poetry: Reading, Responding, Writing” (<i>Norton</i> 670-691) ▪ Read Archibald MacLeish, “Ars Poetica” (<i>Norton</i> 700) ▪ Read Czeslaw Milosz, “Ars Poetica?” (<i>Norton</i> 701-702) ▪ Read Marianne Moore, “Poetry” (<i>Norton</i> 703-704) ▪ Read Billy Collins, “Introduction to Poetry” (<i>Norton</i> 705-706) ▪ Read Wilfred Owen, “Dulce et Decorum Est” (<i>Norton</i> 1101) ▪ Read Yusef Komunyakaa, “Facing It.” Download from eCollege and watch video of Vietnam veteran reading “Facing It” at https://www.youtube.com/watch?v=xDR8vAwsp9o
<p>Week 8 10/12 – 10/18</p> <p>Poetry</p> <p>Literary Non-</p>	<p><u>Deadlines:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, October 18 by 11:59 p.m. ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry: Sunday, October 19 by 11:59 p.m. <p><u>Assignment:</u></p>

<p>Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Visual Imagery and Figures of Speech” (<i>Norton</i> 802-803) ▪ Read “Symbol” (<i>Norton</i> 813-816) ▪ Read “Denotation and Connotation” (<i>Norton</i> 790-791) ▪ Read “Family” (<i>Norton</i> 781) ▪ Read Robert Hayden, “Those Winter Sundays” (<i>Norton</i> 783) ▪ Read Jimmy Santiago Baca, “Green Chile” (<i>Norton</i> 783-784) ▪ Read Kelly Cherry, “Alzheimer’s” (<i>Norton</i> 784-785) ▪ Read Theodore Roethke, “My Papa’s Waltz” (<i>Norton</i> 791-792) ▪ Read Linda Pastan, “Marks” (<i>Norton</i> 806) ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapters “A Few Words About the Book” – Chapter 6; pgs. xiii-55) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapters “A Few Words About the Book” – Chapter 6; pgs. xiii-55)
<p>Week 9 10/19 – 10/25</p> <p>Poetry</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, October 25 by 11:59 p.m. ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry: Sunday, October 26 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “Symbol” (<i>Norton</i> 813) ▪ Read “The Carpe Diem Poem” (<i>Norton</i> 737) ▪ Read John Donne, “The Flea” (<i>Norton</i> 738) ▪ Read Andrew Marvell, “To His Coy Mistress” (<i>Norton</i> 739-740) ▪ Read “External Form” (<i>Norton</i> 875-878) ▪ Read Sherman Alexie, “Sister Fire, Brother Smoke.” Download from eCollege Doc Sharing or read online at http://bibliosity.blogspot.com/2008/10/sister-fire-brother-smoke.html ▪ Read Dylan Thomas, “Do Not Go Gentle into That Good Night” (<i>Norton</i> 878-879) ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapter 7 – Chapter 14; pgs. 56-109) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapter 7 – Chapter 14; pgs. 56-109)
<p>Week 10 10/26 – 11/1</p> <p>Poetry</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadlines:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, November 1 by 11:59 p.m. ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry: Sunday, November 2 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ Read “The Sounds of Poetry” (<i>Norton</i> 825-827) ▪ Read “Metaphor” (<i>Norton</i> 805) ▪ Read “Poetic Meter” (<i>Norton</i> 832-833) ▪ Read “The Sonnet” (<i>Norton</i> 889-900) ▪ Read Francesco Petrararch, “Upon the breeze she spread her golden hair” (<i>Norton</i> 890) ▪ Read Henry Constable, “My lady’s presence makes the roses red” (<i>Norton</i>

	<p>891)</p> <ul style="list-style-type: none"> ▪ Read William Shakespeare, “My mistress’ eyes are nothing like the sun” (<i>Norton</i> 891) ▪ Read William Shakespeare, “Let me not to the marriage of true minds” (<i>Norton</i> 892) ▪ Read Elizabeth Barrett Browning, “How Do I Love Thee?” (<i>Norton</i> 894-895) ▪ Read Edna St. Vincent Millay, “I, being born a woman and distressed” (<i>Norton</i> 896) ▪ Read Edna St. Vincent Millay, “I will put Chaos into fourteen lines” (<i>Norton</i> 897) ▪ Read Billy Collins, “Sonnet” (<i>Norton</i> 900) <ul style="list-style-type: none"> ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapter 15 – Chapter 20; pgs. 110-157) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapter 15 – Chapter 20; pgs. 110-157)
<p>Week 11 11/2 – 11/8</p> <p>Poetry</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadlines:</u></p> <ul style="list-style-type: none"> ▪ Deadline for online discussion: Saturday, November 8 by 11:59 p.m. ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry for pages 158-211: Sunday, November 9 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read the Reading Notes in eCollege ▪ “Cultural and Historical Contexts: The Harlem Renaissance” (<i>Norton</i> 1007-1016) ▪ Read Countee Cullen, “Yet Do I Marvel” (<i>Norton</i> 1017) ▪ Read Langston Hughes, “Harlem” (<i>Norton</i> 1019) ▪ Read Langston Hughes, “The Weary Blues” (<i>Norton</i> 1017) ▪ Read Langston Hughes, “The Negro Speaks of Rivers” (<i>Norton</i> 1020) ▪ Read Langston Hughes, “I, Too” (<i>Norton</i> 1021) ▪ Read Claude McKay, “If We Must Die” (<i>Norton</i> 1023) ▪ Read Claude McKay, “The White House” (<i>Norton</i> 1024) <ul style="list-style-type: none"> ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapter 21 – Chapter 26; pgs. 158-211) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapter 21 – Chapter 26; pgs. 158-211)
<p>Week 12 11/9 – 11/15</p> <p>Writing Assignment 2</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadlines:</u></p> <ul style="list-style-type: none"> ▪ Deadline for Writing Assignment 2: Saturday, November 15 by 11:59 p.m. ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry for pages 212-267: Sunday, November 16 by 11:59 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapter 27 – Chapter 32; pgs. 212-267) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapter 27 – Chapter 32; pgs. 212-267) ▪ Writing Assignment 2. Choose either Option 1 or Option 2 <p><u>OPTION 1</u></p>

	<p>In DocSharing, you will find three passages from the poems we have read (titled “Passages for Poetry Analysis”). You will be asked to choose two of the three passages and do the following:</p> <p>(a) Identify the author and title of the poem from which the passage is taken; and</p> <p>(b) Write about 300-400 words analyzing the details and significance of the passage in terms of what is important within that passage and in terms of the themes, style, etc. of the poem overall. I am looking for a detailed “close reading” of the passage. What literary elements do you notice, and how do those contribute to the passage’s significance? How does the passage itself contribute to the poem overall, in terms of meaning? Can you say anything about how context may be important to the passage? What do the details of the passage reveal to you as a reader, within the context of the overall work and what we’ve been discussing in the class?</p> <p>I will use the same grading rubric for this assignment that I used for the first.</p> <p><u>OPTION 2</u></p> <p>Write your own sonnet, following correct sonnet form (either English/Shakespearean or Italian/Petrarchan rhyme scheme), about any subject of your choosing. Then, in 3-4 pages (double-spaced, one inch margins, 12 point font), write a critical reflection on the writing process. What did you learn about sonnets by doing this paper? What was challenging? What worked? What didn’t?</p>
<p>Week 13 11/16 – 11/22</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadline:</u></p> <ul style="list-style-type: none"> ▪ Deadline for <i>Henrietta Lacks</i> reading and journal entry: Sunday, November 23 by 11:59 p.m. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ▪ Read <i>The Immortal Life of Henrietta Lacks</i> (Chapter 33 – Afterword; pgs. 268-328) ▪ Write in eCollege journal about <i>The Immortal Life of Henrietta Lacks</i> (Chapter 33 – Afterword; pgs. 268-328)
<p>Week 14 11/23 – 11/29</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadline for online discussion:</u> Saturday, November 29 by 11:59 p.m.</p> <ul style="list-style-type: none"> ▪ I have set up various threads in the discussion board for <i>The Immortal Life of Henrietta Lacks</i>. Since this is Thanksgiving week, you may want to participate earlier in the week, but I will keep our regular Saturday night deadline for discussion as our official deadline for this week.
<p>Week 15 11/30 – 12/6</p> <p>Literary Non-Fiction (<i>The Immortal Life of Henrietta Lacks</i>)</p>	<p><u>Deadline for online discussion:</u> Saturday, December 6 by 11:59 p.m.</p> <ul style="list-style-type: none"> ▪ As with last week, I have set up various threads in the discussion board for <i>The Immortal Life of Henrietta Lacks</i>. Continue your discussion of this book in the Week 14 discussion area.

University Studies Core Objectives (Language, Philosophy, and Culture)

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication Skills:** To include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Personal Responsibility:** To include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

University Studies Local Learning Outcomes

- **Critical Thinking:** Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena. This objective will be assessed by an evaluation of at least one writing assignment, quiz, and/or exam for each student.
- **Communications:** Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose, and message. This objective will be assessed by an evaluation of grammar and syntax, appropriate to audience and purpose, of at least one writing assignment from each student.
- **Personal Responsibility:** Students will understand and practice academic honesty. This objective will be measured by each student's completion of all writing assignments and exams without violating academic integrity through plagiarism (intentional or unintentional) or cheating, by consulting the answers of other students or non-approved sources.
- **Social Responsibility:** Students will recognize and understand the roles of diversity in society. This objective will be assessed by an evaluation of at least one writing assignment (essay, critical response paper, journal entry, etc.) by each student. The writing assignment will focus on how a reading assignment corresponds to relevant societal and/or civic issues.