Proposal Title: Change in catalog copy for ENGL 1313, Writing About Literature, and addition of ENGL 1313 to the University Core Curriculum

Maggy Smith, Chair of English
I have read the enclosed proposal and approve this proposal on behalf of the department.

Signature:  
Date: 4/3/2017

Michael Topp, Chair of College of Liberal Arts Curriculum Committee
I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature:  
Date: 5/3/17

Pat Witherspoon, Dean of College of Liberal Arts
I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature:  
Date: 5/4/17

Jacen Maier Moore, Chair of Undergraduate Curriculum Committee

Council Action:  I" Approved  I" Returned to the College

Date of Action Report:  

Signature, Chairman  
Date:  

Undergraduate Curriculum Change Memo

Date: March 23, 2017
From: Tom Schmid, Director of Literature, Department of English
Through: Maggy Smith, Chair, Department of English
Through: Pat Witherspoon, Dean, College of Liberal Arts
To: Jacen Maier Moore, Chair, Undergraduate Curriculum Committee
Subject: Proposal to add ENGL 1313 to the University Core Curriculum

The English Department seeks to add ENGL 1313 (TCCN ENGL 1302), Writing About Literature, to the English Composition block of the University Core Curriculum. As a first-year research and writing course, ENGL 1313 was part of the core for many years, until it was inadvertently left out of the core revisions that became operational in 2014. This proposal seeks to amend that oversight by adding a statement to the current catalog description to the effect that ENGL 1313 may count toward the fulfillment of the six-hour English Composition block in the University Core. In addition, this proposal recommends minor revisions to the catalog description to reflect the ways in which ENGL 1313 addresses THECB goals for core courses in communication.

The prerequisite for ENGL 1313 remains RWS 1301 (TCCN ENGL 1301).

Since ENGL 1313 is no longer required of English majors (only recommended), the faculty recommend deletion of two sentences from the current catalog copy: "Required of all English majors in lieu of ENGL 1312. Strongly advised for all ENGL 1312 with department approval." [Please note that the last sentence does not make much sense, but appears thusly in the current catalog; deleting both sentences is the recommended solution.]
Proposal to Reinstate ENGL 1313 (TCCN 1302), Writing About Literature,
in the UTEP University Core Curriculum

Background

English 1313 (TCCN 1302), Writing About Literature, has been taught for several decades as an entry-level research and writing course suitable for all majors (and highly recommended for English majors). From its inception, ENGL 1313 counted toward fulfillment of the English Composition block in the University Core Curriculum; when the core was revised in 2014, however, ENGL 1313 was inadvertently left out of the course list for English Composition. This proposal seeks to correct that oversight. ENGL 1313 was taught in Spring 2016 with strong enrollments, continues to be a viable introductory composition course, and provides a logical course equivalent for CLEP and course transfer credits from other institutions. Since summer of 2015, Dr. Tom Schmid, Director of Literature in the Department of English, has received a number of requests for CLEP or transfer credit that could not be placed in ENGL 1313 (the appropriate place for them), since 1313 is not currently listed in the core. Allowing ENGL 1313 to be counted in the English Composition block of the core will solve such difficulties and restore what was inadvertently lost from the core in 2014 (please see screen shot of the archived core from 2009, for instance, which clearly shows ENGL 1313 as one of the options.)

Rationale

English 1313 is a writing-intensive research course that uses literary analysis to teach critical thinking and advanced expository skills, including argumentation, the effective use of textual and scholarly evidence, citation methods, and persuasion (copies of a representative syllabus and textbook TOC are included). Literary texts, taken collectively, represent a wide range of cultural, historical, and philosophical ideas and utilize the entire gamut of classical and modern rhetorical techniques and appeals. Analyzing and interpreting literary works engages students in the critical evaluation of a wide variety of discursive practices; writing clear explications of those practices contributes directly to the THECB core goal of “effective development, interpretation and expression of ideas through written, oral and visual communication.” While practice in interpretive analysis of literary texts is not the only way to sharpen written communication skills it can be a particularly effective one and should be an option for interested students.

The proposed reinstatement of ENGL 1313 in the core has the approval of the Department Chair, who is also a member of the Rhetoric and Writing Studies faculty. As in the past, ENGL 1313 would be offered at the rate of one or two sections each semester and retain the prerequisite of RWS 1301. When offered in the past the course has typically enjoyed healthy enrollments. For example:

[Please note that ENGL 1313 enrollments are capped at 25]

- Fall 2011:
  - Section 15594: 24 enrolled
  - Section 12035: 23 enrolled
- Spring 2012:
  - Section 23428: 25 enrolled
  - Section 21965: 15 enrolled
- Fall 2012:
  - Section 14409: 19 enrolled
  - Section 11561: 16 enrolled
- Spring 2013:
  - Section 24752: 24 enrolled
  - Section 23391: 17 enrolled
- Fall 2013:
  - Section 13887: 15 enrolled
  - Section 11371: 23 enrolled

[For reasons that are unclear to the current Director of Literature, the course was not offered from Spring 2014 through Fall 2015; in Spring 2016, however, we again offered 2 sections of the course with the following numbers]:

- Spring 2016:
  - Section 27603: 15 enrolled
  - Section 27604: 21 enrolled

We believe these numbers justify bringing the course back into the core. The course can be taught by any of the 14 full-time tenured and tenure-track faculty in literature, the majority of whom have expressed a great eagerness to teach this valuable option in the first-year writing curriculum, as well as by current part-time and full-time lecturers in the English Department; as in the past, the course could also be covered by advanced graduate student TAs in the literature program. Priority will be given to the research T and TT faculty.
Course Change Form

Subject Prefix ENGL  Course Number 1313

Title: Writing About Literature

Directions: List all items that are being changed in a from/to format:

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Writing About Literature (3-0) A research and writing course in the analysis and interpretation of literature, progressing from basic exegesis of diction and syntax to the broad range of critical and stylistic approaches to literary works. Strongly suggested as preparation for junior and senior level courses in literature. Required of all English majors in lieu of ENGL 1312. Strongly advised for all ENGL 1312 with department approval. ENGL 1313 fulfills the catalog requirements for ENGL 1312.</td>
<td>(Common Course Number ENGL 1302) A research and writing course in the analysis and interpretation of literature, progressing from basic exegesis of diction and syntax to the broad range of critical and formal approaches to literary works. Develops skills in written and oral communication, argumentation, rhetorical analysis, and citation. Suitable for all majors and strongly recommended as preparation for junior and senior level courses in literature. ENGL 1313 counts towards the six-hour English Composition requirement in the University Core Curriculum.</td>
</tr>
<tr>
<td>Add TCCN</td>
<td>None</td>
<td>ENGL 1302</td>
</tr>
</tbody>
</table>

Rationale for Changing the Course
Briefly describe the rationale for changing this course.
The English Department seeks to add ENGL 1313 (TCCN ENGL 1302), Writing About Literature, to the English Composition block of the University Core Curriculum. As a first-year research and writing course, ENGL 1313 was part of the core for many years, until it was inadvertently left out of the core revisions that became operational in 2014. This proposal seeks to amend that oversight by adding a statement to the current catalog description to the effect that ENGL 1313 may count toward the fulfillment of the six-hour English Composition block in the University Core. In addition, this proposal recommends minor revisions to the catalog description to reflect the ways in which ENGL 1313 addresses THECB goals for core courses in communication.

The prerequisite for ENGL 1313 remains RWS 1301 (TCCN ENGL 1301).

Since ENGL 1313 is no longer required of English majors (only recommended), the faculty recommend deletion of two sentences from the current catalog copy: “Required of all English majors in lieu of ENGL 1312. Strongly advised for all ENGL 1312 with department approval.” [Please note that the last sentence does not make much sense, but appears thusly in the current catalog; deleting both sentences is the recommended solution.]
Core Curriculum

All undergraduates at The University of Texas at El Paso are required to complete a 42-semester credit hour core curriculum before receiving a baccalaureate degree. For degree plans that terminate with a post-baccalaureate degree, without completing the baccalaureate degree, undergraduates are required to complete the core curriculum before enrolling in graduate-level courses.

Core Blocks and Courses
The core curriculum consists of nine components, or blocks. Each block has a required minimum number of semester credit hours. The minimum number is also the maximum number of hours that can be applied toward the core requirement. Any additional hours may apply toward degree requirements. The courses that can be used to satisfy the block requirements are listed with their Texas Common Course Number (TCCN) in brackets [ ]. The core curriculum requirement does not preclude the counting of core courses toward other degree requirements. Students are advised to consult particular degree requirements for their major before selecting courses to meet core curriculum requirements.

I. Communication (six hours)
The objective of the communication component is to enable the student to communicate effectively in clear and correct prose or orally in a style appropriate to the subject, occasion, and audience.

A. English Composition (six hours):
   1. For students whose secondary education was in English:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>COMM 1611</strong> Written and Oral Communication</td>
<td>6</td>
</tr>
<tr>
<td>RWS 1301</td>
<td>Rhetoric &amp; Composition 1</td>
<td>3</td>
</tr>
<tr>
<td>RWS 1302</td>
<td>Rhetoric &amp; Composition 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>ENGL 1313</strong> Writing About Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RWS 1601</td>
<td>Rhetoric, Composition &amp; Comm</td>
<td>6</td>
</tr>
</tbody>
</table>
ENGL 1313. Writing About Literature.

(ENGL 1302) A research and writing course in the analysis and interpretation of literature, progressing from basic exegesis of diction and syntax to the broad range of critical and stylistic/formal approaches to literary works. Develops skills in written and oral communication, argumentation, rhetorical analysis, and citation. Suitable for all majors and strongly suggested as preparation for junior and senior level courses in literature. Required of all English majors in lieu of ENGL 1312. Strongly advised for all ENGL 1312 with department approval. ENGL 1313 fulfills counts towards the six-hour English Composition requirement in the University Core Curriculum. The catalog requirements for ENGL 1312.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

Prerequisite(s): (ENGL 1311 w/C or better) OR (ENGL 1611 w/C or better) OR (RWS 1301 w/C or better) OR (RWS 1601 w/C or better) OR (COMM 1611 w/C or better)
Core Curriculum

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CORE BLOCKS AND COURSES

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I. Communication (nine hours) The objective of the communication component is to enable the student to communicate effectively in clear and correct prose or orally in a style appropriate to the subject, occasion, and audience.

A. English Composition (six hours):

1. For students whose secondary education was in English:
   a. ENGL 1311 Expository English Composition [ENGL 1301] and
      ENGL 1312 Research and Critical Writing [ENGL 1302] or
   b. ENGL 1311 Expository English Composition [ENGL 1301] and
      ENGL 1513 Writing About Literature or
   c. ENGL/COMM 1611 Written and Oral Communication and
      ENGL 1312 Research and Critical Writing [ENGL 1302]

2. For students whose secondary education was not in English:
   ESOL 1311 Expository English Composition for Speakers of ESL
   [ENGL 1301] and
   ESOL 1312 Research and Critical Writing for Speakers of ESL
   [ENGL 1302]

B. Speech (three hours):
   COMM 1301 Public Speaking [SPCH 1316] or
   COMM 1302 Business and Professional Communication [SPCH 1321]

   1 COMM/ENGL 1011 may be used to satisfy both the ENGL 1311 and COMM 1301 requirements.

II. Mathematics (three hours) The objective of the mathematics component is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

Select one course from the following (only three hours apply toward the required 42):

MATH 1310 Math in the Modern World [MATH 1333] or

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Note that ENGL 1313 formerly counted in the Core in lieu of ENGL 1312 (now RWN 1302)
Introduction to Writing about Literature 1313 Spring 2016
Hudspeth Hall Room 300 / 8:30 to 9:20 Monday, Wednesday, and Friday

English 1313
Aarin K. Walston
Office: Worrell Hall Room 309
Phone:
Email: akwalston@utep.edu
Office Hours: Monday and Wednesdays 12p.m to 2p.m, Tuesdays 3p.m to 4p.m. or by appointment.

Texts
The Norton Introduction to Literature by Kelly J. Mays
978-0-393-92339-1
The Way to Rainy Mountain by N. Scott Momaday
978-0-8263-0436-0

Course Overview
The purpose of this course is to introduce students to the genres of poetry, the short story, the novella/memoir, and drama. Some of the questions we will be asking and answering throughout the semester are:

• How does literature shape the way we think about humanity?
• Through critical analysis, how does literature influence the way we approach conflict and create a resolution?
• How can writing about literature make us better thinkers and writers?
• How do we enter into conversation with the text while forming a cohesive and solid argument?

Course Objectives
• Students will leave the course with an understanding of poetic terms and how they function in the analytical process.
• Students will be able to explicate a poem by using both formalist techniques and analysis of imaginary language.
• Students will be able to pinpoint arguments from secondary sources and how to enter into the discussion with their scholarly peers.

• Students will improve their writing skills in organization and structuring their argument in completing a solid paper for each unit.

• Students will learn how to introduce textual evidence and explicate why their chosen textual evidence advances the scholarly conversation.

Course Requirements

• In order to answer the above questions, Students are required to submit weekly reading responses due every Friday. These weekly reading responses will address writing prompts or interpretations the student may have about a particular reading. The reading responses should have a word count of 300 words. These responses should be thoughtful and display academic professionalism. At the end of the Semester, I will drop 2 reading responses from the final grade. The reading responses dropped will be the two with the lowest grades.

• Each Student is required to participate in daily class discussions; our learning process for this course is a group effort and each of you brings a unique perspective to the texts.

• Students will write four 4-5 page papers throughout the semester in which you will provide a solid thesis (argument) while using textual quotes to provide evidence for your argument. Each Student will be allowed to revise one paper for a higher grade. For this revision process, the Student must attach the original paper with my comments to the second draft in order to receive credit.

• The midterm and final will be administered in class in essay format. Each student will be required to bring in 1-2 bluebooks for these exams. A writing workshop to determine revision strategies for the final draft of the response papers will be held in class before the paper is due. **Attendance at these workshops is required; failure to attend any paper workshop, complete draft in hand will lower the final grade on the paper by a full grade.**

• Extra Credit-I will offer a value of only 40 extra credit points throughout the semester. These will be offered throughout the semester at particular times.
Assignments and Grade Values

Reading Responses 12 x 10 = 120 (2 will be dropped)
Papers 4 x 100 = 400
Midterm 100
Final 200
Class Participation 100

Total Points Possible 900

Grade Break Down

810-900 = A
720-809 = B
630-719 = C
540-629 = D
539 and Below = F

Accommodations Statement: If a student needs an accommodation, he/she should contact the CASS Office (Center for Accommodations and Support Services) at 747-5148 or atcass@utep.edu or go to Room 106 Union East Building. The student is responsible for presenting to the instructor any CASS accommodation letters and instructions. Requested accommodations must be made 5 working days before an examination or other assignment.

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information, ideas, or exact wording in a paper without giving credit to the source of that information, idea, or wording: it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

Course Policies

- Deadlines – Assignment due dates are well marked on the syllabus and, unless a scheduling adjustment is made by me prior to the deadline, they are firm. Work handed in during class, but after the initial collection of papers at the beginning of the period, will
be accepted but will be docked 30 points; unless prior arrangement is made, work cannot be emailed, slipped under the door of my office, or placed in my department mailbox for credit.

- All work for the course must be completed in good order and on time in order to pass the course. In other words, you cannot simply skip an assignment, take the F, and expect to pass. Students must make every effort to submit each assignment, even if it is late. Late papers will not qualify for a rewrite.

- Papers must be typed and double-spaced, with 1" margins. Papers should have your name, the course number, and the date in the upper left hand corner. The title should be centered below this and the first paragraph should begin, indented, below the title. Papers should be fastened with a paper clip or staple in the upper left hand corner. All written work should be in MLA format. No title page or fancy folder is necessary.

- Please turn off cell phones for the duration of class. Students are required to remain in the classroom once the class has begun, except in a real emergency. I reserve the right to count you absent if you cannot comply with this policy.

- Attendance to class is necessary to passing any class. Since we meet 3 days a week, I will allow students 4 unexcused absences. At the fifth unexcused absence, the student will lose all 100 participation points. I also expect you to be here on time. Each time you are late to class you will lose 5 points from your participation points total.

- I do not drop students—that is your decision. If you feel you need to drop the class, the process will be entirely up to you. But please keep in mind, I am here to help you succeed, if you are having problems please come and see me before you take this action.

- Please use your UTEP email to contact me. I do not open emails from students using an email outside of the UTEP system. If you have never used your UTEP email, please contact the technology department and have them set you up with one.

- When sending an email, please include a subject matter and use professionalism in the language and tone.

*Please note the Syllabus is Subject to change.*
### Reading and Assignment Schedule

#### Unit 1 Poetry

**Week 1**

<table>
<thead>
<tr>
<th>Wednesday 1/20</th>
<th>Syllabus and Introduction to class</th>
<th>Reading Response 1</th>
<th>10 points</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Syllabus and Introduction to class</td>
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**Week 2**

<table>
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<tr>
<th>Dates</th>
<th>Readings</th>
<th>Criticism</th>
<th>Assessment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>1/25 Monday</td>
<td>Poe “The Raven” 601</td>
<td>“Ravel and the Raven” on Black Board</td>
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<tr>
<td>1/27 Wednesday</td>
<td>Browning’s “My Last Duchess” pg.667</td>
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<td></td>
<td>Springsteen “Nebraska” 463</td>
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<tr>
<td>1/29 Friday</td>
<td>Pope “Sense and Sound” 591</td>
<td>Reading Response 2</td>
<td>10</td>
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<td></td>
<td>Coleridge “Metrical Feet” 596</td>
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**Week 3**

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<th>Assessment</th>
<th>Points Possible</th>
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<tr>
<td>2/1 Monday</td>
<td>Dunbar “Sympathy” 536</td>
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<td></td>
<td>Turner “Jundee Ameriki” 583</td>
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<tr>
<td></td>
<td>Heaney “Punishment” 614</td>
<td></td>
<td></td>
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<tr>
<td>2/3 Wednesday</td>
<td>Marlowe “The Passionate Shepherd to His Love” 697</td>
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<td></td>
<td>Raleigh “The Nymph’s”</td>
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### Week 4

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<th>Dates</th>
<th>Readings</th>
<th>Assessment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>2/8</td>
<td>Keats “On Seeing the Elgin Marbles” 650, Browning “How Do I Love Thee” 650, Millay “I will put Chaos into fourteen lines” 653, Harwood “In the Park” 655.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>1 Writing Workshop</td>
<td></td>
<td></td>
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<tr>
<td>2/12</td>
<td>Introduction to the short story Sedaris’ “Jesus Shaves” pg. 426</td>
<td>Poetry Paper Due at start of class.</td>
<td>100</td>
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</table>

#### Unit 2 The Short Story

### Week 5

<table>
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<th>Dates</th>
<th>Readings</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>2/15</td>
<td>Oats’ “Where are you going, where have you been?” On Black Board</td>
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<td></td>
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<tr>
<td>2/17</td>
<td>O’Connor “A Good Man is Hard to Find” pg. 404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Tan “A Pair of Tickets” 179</td>
<td>Reading Response 4</td>
<td>10</td>
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</tbody>
</table>

### Week 6

<table>
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<tr>
<th>Dates</th>
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<th>Assessment</th>
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<tbody>
<tr>
<td>2/22</td>
<td>Lahiri’s “Interpreter of Maladies” pg. 335</td>
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### Week 7

<table>
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<th>Assessment</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>2/29 Monday</td>
<td>Perkins Gilman’s “The Yellow Wallpaper” pg. 307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2 Wednesday</td>
<td>Faulkner’s “A Rose for Emily” pg. 298</td>
<td>Writing Response</td>
<td>10 Points</td>
</tr>
<tr>
<td>3/4 Friday</td>
<td>Midterm Bring a Blue Book to Class.</td>
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<td>100 Points</td>
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**Spring Break**
March 7 to March 11

**No Class**
Yahoo!!!!!!

### Week 8

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<th>Assessment</th>
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<tbody>
<tr>
<td>3/14 Monday</td>
<td>Baldwin’s “Sonny’s Blues” pg. 73</td>
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</tr>
<tr>
<td>3/16 Wednesday</td>
<td>Olsen’s “I Stand Here Ironing” pg. 418</td>
<td>Discuss the second paper</td>
<td></td>
</tr>
<tr>
<td>3/18 Friday</td>
<td>Joyce’s “Araby” pg. 321</td>
<td>Reading Response</td>
<td>10</td>
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</table>

### Week 9

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<th>Readings</th>
<th>Criticism</th>
<th>Assessment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Date</td>
<td>Readings</td>
<td>Assessment</td>
<td>Points Possible</td>
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<tr>
<td>3/23</td>
<td>Matteson “A New Race Has Sprung Up” On Black Board</td>
<td>Reading Response</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>No Class</td>
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**Week 10**

<table>
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<th>Assessment</th>
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<tbody>
<tr>
<td>3/28</td>
<td>Danticat’s “A Wall of Fire Rising” pg. 326</td>
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<tr>
<td>3/30</td>
<td>2 Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>Introduction to Drama</td>
<td>Short Story Paper 2</td>
<td>100 Points</td>
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**Unit 3 Drama**

**Week 11**

<table>
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<th>Dates</th>
<th>Readings</th>
<th>Assessment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>4/4</td>
<td>Hansberry’s A Raisin in the Sun Pg. 918 Act 1.</td>
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<td>4/6</td>
<td>Act 2</td>
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<td>Reading Response</td>
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<tr>
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<td>Gordon’s “Somewhat Like War” On Black Board</td>
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<tr>
<td>4/13</td>
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<td>4/15</td>
<td>Watch Play</td>
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<td>4/25</td>
<td>Momaday’s <em>The Way to Rainy Mountain</em> Preface-13</td>
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<td>4/29</td>
<td>Momaday’s <em>The Way to Rainy Mountain</em> “The Going On”</td>
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<td>5/2</td>
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<td>“Dancing the Page” On Black Board</td>
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<td>5/4</td>
<td>3 Writing Workshop</td>
<td>Reading Response</td>
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<td>5/3 No Class-Dead Day</td>
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### Week 16

In Class Final Monday May 11th, 10:00 to 12:45. Bring 2 Blue Books to class.

Final Paper due Friday May 13th, 3p.m. Bring paper to my office and physically hand it in.
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