This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward degree. (3 hours lecture) Prerequisite: A grade of “C” or better in ENG 100. DL

Activities Required at Scheduled Times Other Than Class Times
- Homework, including but not limited to CompClass discussion board postings (reading journals), online quizzes, reading of assigned literature, and other homework that may be noted in class or on the syllabus
- Frequent checking of email and CompClass discussion board

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:
1. Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
2. Respond to a work of literature as an expression of a culture’s values and compare those with the student’s own.
3. Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical themes and techniques.
4. Exhibit knowledge about selected writers and their characteristic themes and techniques.

COURSE CONTENT
Discussion Board (Reading Journal) Postings will satisfy all learning outcomes
Quizzes and Discussion Post Portfolio will satisfy learning outcomes #1, #2, #4
Writing Assignments (three essays), will satisfy all learning outcomes

COURSE TASKS
1. Complete all assigned readings on time.
2. Complete all written assignments on time.
3. Utilize library resources for scholarly credibility.
4. Take the initiative to ask the instructor relevant questions
5. Contribute to class discussions through the online discussion board.

**COURSE ASSIGNMENTS:**

Assignment descriptions are noted below.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Response Discussions/“Class Participation”</td>
<td>300</td>
</tr>
<tr>
<td>Theory/Summaries – four at 25 points each (500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Paper 1 – 1000 words</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2 – 1250-2000 words (proposal – 35; annotated bibliography – 50; essay – 125)</td>
<td>210</td>
</tr>
<tr>
<td>Post-Reflection papers (a/k/a “Author’s Note”) (2 x 10 pts each)</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes: four (short answer) at 30 points each; one literary term quiz (50 points)</td>
<td>170</td>
</tr>
<tr>
<td>Discussion post portfolio w/reflection essay (500 words)</td>
<td>100</td>
</tr>
</tbody>
</table>

**LEARNING RESOURCES**

Students are expected to obtain CompClass, which contains the textbook *A Writer's Reference*, 7th Ed. by Diana Hacker and the textbook *Reading and Writing About Literature*, 3rd Ed. by Janet Gardner (available via e-text from Course Smart: [http://www.coursesmart.com/IR/2593912/9781457606496?hdv=6.8](http://www.coursesmart.com/IR/2593912/9781457606496?hdv=6.8)). Additionally, students will be required to have an active hawaii.edu account and an Internet account. Although you are not required to own a computer, access to both a computer and the Internet is a "must" for this class.

The following novels can be obtained from any print vendor of choice or via ebook:

- *Roughing It* (selections from) by Mark Twain
- *Molokai* by Alan Brennert
- *Shark Dialogues* by Kiana Davenport
- *War with the Newts* by Karel Capek
- *Milagro Beanfield War* by John Nichols

Additionally, we will watch one film in this class that will act as a stand-in for one a short story. You will need to obtain this film through Netflix, Amazon, or some other media: *Avatar*. Be certain that you are able to find and access this film.

**IMPORTANT NOTICE**

This class uses the course management software CompClass. You will use CompClass to take your quizzes as well as to turn in all of your papers and homework exercises. All quizzes will be available on CompClass until the due date. Once the due date has passed, you will no longer be able to take the examinations. You will also have the opportunity to turn in your papers until 11:55 p.m. on the due date. Please keep current with your assignments!

**USE OF ONLINE TECHNOLOGY**

All course activities will take place within the course management system, CompClass.

Communicate tab – You will be interacting with your classmates throughout the week using
CompClass’s discussion forum found on the Communicate tab. I will participate with you in this space if needed to encourage deeper thinking and assist you in making connections with and between the course material assigned. The Communicate tab will have a space for you to interact with your peers under the title, “Your Space!” You can also find the forum for the Theory/Summaries Applications under the Communicate tab. Finally, on this tab, you can also find a link to a “Journal,” which is where you will upload your Journal portfolio.

Office Hours – You have the option of meeting me for office hours through a pre-arranged time between 8:00 a.m. and 8:00 p.m. through Skype video or chat. My Skype name is dr.jill.dahlman.

Grading Conferences – I use grading conferences to grade all essays. I will post a schedule after each essay where you can sign up for a day/time convenient for you. These should not take more than 30-45 minutes. If none of the times are good for your schedule, contact me to work out a time that is convenient for you. If you do not attend a grading conference, I will not grade your essay.

Course Materials – All course materials not included with your textbooks (noted above) can be found under the Course Materials tab in the section marked “Instructor-Added Course Materials.” Short Stories that we will be covering this semester can also be found here.

Writing Tab – All essays will be submitted through the Writing Tab. Due dates are firm.

You are strongly encouraged to contact CompClass’s Tech Support should you encounter any difficulty with the site. Email me as well so that I am cognizant of the problem and can intervene with Tech Support if necessary. You are also strongly encouraged to read the user’s guides for CompClass and for the Writing Tab and watching the video guides found on www.compclass.com prior to panicking.

Additional Information

A "UNIVERSITY PERFORMANCE" STANDARD - Students are expected to make a very serious academic commitment to their success in this course. This is demonstrated by maintaining the syllabus schedule as a minimum, or working ahead of it with respect to all readings and by submitting all papers on time. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected.

RESPECT IN THE VIRTUAL CLASSROOM – It is expected that you will demonstrate respect toward both the instructor and your fellow classmates. This is part of our shared responsibilities in a learning context. Given that cultural issues—such as ethnicity, race, gender, class, sexual identity, and relationship to land and place—can be controversial in ways that affect us personally, you must agree to put aside your differences for the duration of this class and demonstrate respect towards other people’s opinions. This respect is not merely “your” responsibility—as a member of the University of Hawaii at Manoa faculty, I have a responsibility to each of you to ensure that learning takes place in an intellectually safe and hostility-free environment. Put aside your differences and consider other people’s feelings in this class.
**STUDENT RESPONSIBILITIES** (from the UH Academic Grievance Procedures)

A. to exhibit behavior which does not interfere with the rights of other students and faculty to learn or carry out their research or creative activities;

B. to attend classes, seminars, and laboratories or follow other courses of study as required by the instructor and/or degree committee, recognizing that absences or deviation may adversely affect the final grade and/or progress in a degree (or certificate) program;

C. to fulfill assignments and requirements as described by the instructor and/or degree committee, recognizing that failure to do so may adversely affect the final grade and/or progress in a degree (or certificate) program;

D. to provide required written, artistic, or other required materials to the degree committee in a timely fashion, allowing the faculty sufficient time to adequately review such materials;

E. to abide by the UH Student Conduct Code and other academic regulations in effect at UH;

F. to follow the Academic Grievance Procedure in pursuing redress of an academic grievance, as failure to do so may result in dismissal of the grievance;

G. to recognize that the burden of proof rests upon the grievant; and

H. to refrain from frivolous grievances.

**PLAGIARISM POLICY** (from the Student Conduct Code) – Because the University of Hawaii at Manoa is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

Student Conduct Code Policies: Proscribed Conduct. Acts of dishonesty, including but not limited to the following:

a. Cheating, plagiarism, or other forms of academic dishonesty.

b. Furnishing false information to any UH official, faculty member, or office.

c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The University of Hawaii system defines plagiarism as follows:

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results (emphasis mine).
My policy: If you are caught plagiarizing in any manner that even remotely resembles the UH-system policy, you will be dealt with severely. This could include punishment from a zero on the assignment to my reporting your infraction to the Dean of Students, who may choose to impose an expulsion from the class or university.

If a paper has been determined to be plagiarized, a zero grade will be given on the first infraction. This assignment cannot be made up through the portfolio or otherwise. If a second occurrence of plagiarism occurs, the student will be expected to conference with me, producing every single piece of documentation used in the assignment, and to orally defend his/her paper. If concern is still raised, or if the student requests independent assessment, then the student shall be expected to appear before a panel of three professors with all evidence of documented sources and orally defend his/her paper. At this juncture, I will make a determination of failing you for the class.

In short, don't do it.

INCOMPLETE: An Incomplete is not automatically given. The university policy is as follows:

A grade of I is given to a student who has not completed a small but important part of a semester’s work if the instructor believes that the incomplete was caused by conditions beyond the student’s control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade. The designated November and April deadlines (see the “Calendar”) refer to the dates instructors must report adjusted grades. Student deadlines for completing their course work must be adjusted accordingly. It is important to note that the work missing must be “beyond” YOUR “control.”

Missing work cannot be made up because you made a conscience decision to do something else. This has to be outside of your control, for example, a death in the immediate family, an unpreventable illness such as a car accident or hospitalizations. An Incomplete for this course is only considered when less than 10% of all coursework is left to complete and only under extreme circumstances. In short, don't expect it.

RESEARCH DISCLOSURE – All works in all media produced by students as part of their course participation at Windward Community College may be used for research and educational purposes. It is understood by the student that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student unless specifically set forth in writing. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originators(s); or (2) the creator/originator(s)' written permission will be secured.

GRADING –

A = 90.0-100.0%  C = 79.99% - 70.0%  F = 59.99% or below
B = 89.99% - 80.0%  D = 69.99% - 60.0%
ASSIGNMENTS

READING RESPONSE DISCUSSIONS/CLASS PARTICIPATION - 300 POINTS (30%)

Discussion posts are expected each week. These posts are meant to take the place of the oral discussions about the texts. Ideally, you should be posting a 300-word (or more) discussion about each text (story, novel, or film) that you’ve read/viewed that week, perhaps asking a question about some aspect of the text and what led you to that question, a discussion of your response to the text or a character in the text (like? dislike?), bringing up an issue you found that troubles you or got your ire up. Just about anything will do as long as you simply initiate a “conversation” about each text. These “initial” posts are due by Friday evenings so that your peers can have an opportunity to read what you have to say and have adequate time to prepare a response if they wish.

At the end of the semester, you will be graded not only upon your completeness of these entries, but also how well you responded to other people’s posts. Certainly, you do not need to respond to everyone’s post, but a good number would be great in order to keep the conversation about the texts going. You can write about these stories, engage in conversation, etc. any time up until the final week of class. At the end of the semester, I will assess you for completeness and your engagement with not only the text but also with your classmates’ discussion posts and the timeliness of those posts. There are no “set numbers” you need to achieve, but active, consistent engagement is expected and will garner a higher grade than passive engagement (that which satisfied only the barest minimum of the requirements). Here are some guidelines to help you:

Active engagement (85%-100%) - “Superior” or “active” engagement means that the student is always prepared, often adding additional insights to discussions. Consistent, judicious, and empathetic engagement with the material and his or her peers and instructor demonstrate superior and active learning. This engagement may manifest in several consistently good comments or comments that bring in consistent, productive perspectives in class discussion. No less than two discussion “paragraphs/questions” are missed.

Average engagement (70%-84%) - “Average” engagement means that the student seems prepared, although he or she is engaged with the work occasionally but infrequently. Generally, participation in discussion, and online comments seem to encourage and support others in the class. The student is prepared and engaged and contributes to classroom discussions on a perfunctory level. The student’s presence is productive, but not necessarily consistent or complete. No less than four discussion “paragraphs/questions” are missed.

Passive engagement (50%-69%) - “Weak” or “passive” engagement means that the student does not seem prepared or that his or her presence is superficial and detracts from the quality of class experience for others. In other words, in whatever fashion, the student consistently is disengaged from classroom activities and discussion and contributes to classroom discussions only in the last few days or weeks of class rather than consistently throughout the semester. Half or less of the “paragraphs/questions” are turned in.

DISCUSSION POST/READING RESPONSE PORTFOLIO – 100 points (10%)

By the end of the semester, you should have a minimum of seven original submissions on the discussion posts and at least as many responses. At the end of the semester, you will be required to choose five posts and responses to posts to turn in as polished pieces of prose. Important Note: This will require revision. The discussion posts are quite casual in language
and tone, but those posts included in the portfolio should be written in academic language, with a formal tone. While the discussion posts can be quite casual in format, these portfolio submissions should be polished with a proper introductions and conclusions. Paragraphs would be exceptionally nice.

You cannot have fewer than three original posts. You can choose to use five original posts, but that would mean a lot more work... unless you’re really good...

You will also need to submit a (500-word minimum) reflective essay that is an analytical piece that talks not just about the five submissions but also about all of the discussion posts that you wrote for this class. Essentially, you are analyzing your own work here. Consider these questions when preparing this analytical essay.

- Does your reflective essay explain something about the discussion posts that you wrote for this class this term?
- Does the reflective essay treat all of the discussion posts that you wrote for this class this term? (Do you address or answer other posts?)
- Does the reflective essay provide enough detail so that its more general points are persuasive? (Remember: you’re analyzing yourself, so you are making an argument about your own writing and your analysis of that writing.)

**QUIZZES – 170 points (17%)**

Four quizzes will be given throughout the semester. These will be based upon your readings and class discussion postings. The quizzes will be worth 30 points each and will consist of short answer and extended answer questions. You will only have one opportunity to take these quizzes. Please note: These are NOT pre-made. Do not attempt to access the quiz until I tell you that it is o.k. to do so! I add questions from the discussion postings, if the postings are really interesting and particularly thoughtful.

One Literary Term quiz will be due by the end of the semester. You may take this quiz at any time. You have two tries to take this quiz. The higher grade will prevail. This quiz is worth 50 points (5%).

**GRADED WRITING ASSIGNMENTS**

**WRITING ASSIGNMENTS - 405 points (40.5%)**

Assignments are described below. Drafts (approximately one-half to three-fourths of the word count) and peer reviews are mandatory and are worth points (full-credit). Without these drafts and peer reviews, you will lose 20% of your grade on each assignment.

Good writing takes time and multiple revisions. By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method not only helps you to understand the process it takes to turn in a good paper, it also provides you with ample time to complete and revise the assignment. All papers and all drafts are to be turned in through the Writing Tab found on CompClass by **11:55 p.m. unless otherwise noted on the schedule**. Each draft that you are turning in for a grade must be submitted through the Writing Tab **under the appropriate heading**. If, for whatever reason, you cannot upload your document by the due date and time, call Tech Support to log the problem and email the paper to me that night.

The paper is due on the date indicated. NO EXCEPTIONS.
**BASIC GUIDELINES FOR FORMAL WRITTEN ASSIGNMENTS:**  
If you don’t follow instructions, you will be docked points as noted.

1. Double-space your essay. Please. You can do it. I know you can. 😊 (worth 2 points)
2. Place your name in the top left corner of the first page as noted.
3. Highlight your thesis statement (worth 4 points) in one color.
4. Highlight each in-text citation in another color (worth 2 points per source).
5. **A Works Cited page** must be attached to each paper (if not attached, a 10% deduction will occur). Remember that the novel/story you are writing about MUST be on the Works Cited page. You're citing it, right? You’re referencing it, right? You may be summarizing or paraphrasing some of the material, right? All of those are reasons to include the actual novel/story in the Works Cited.
6. **Important Note on Peer Reviews:** We will be conducting two peer reviews per essay. The first peer review will be in an outline/workshop format (see the topic on the communicate tab marked “Musings – Essay #1/2”) and will take place early in the writing process stage. It is intended to help you on your way to writing great prose or to help when you get stuck on where you want to take the paper. The second peer review will be held closer to the due date of the paper (look on the writing tab) and is intended to help you refine the paper. This draft should be near to completion so that you can get maximum feedback. Important Note: Your peer reviewer is NOT your editor! Please proofread your paper prior to the scheduled peer review.

   **As the peer reviewer, you will be expected to comment on at least two musings and two papers.** Each peer review/musings review is worth 5% of the grade on your paper. This means if you conduct no meaningful peer reviews on either the musings or the paper, you’re already down 20%.

7. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!
8. **Each component, Musings, Rough Draft, and Peer Review, is mandatory.** Without them, don’t expect more than 70% on your paper (10% for the Musings, 10% for the Rough Draft, and 10% for the Peer Review), and that’s assuming I grade your paper at 100%. (That’s never happened. In all of the classes I’ve been teaching, the highest grade I ever gave was 98%.)

**FORMAL WRITING ASSIGNMENTS (Two)**  
Each of the essays must follow the word count noted. **Essay #1** must be **a minimum of 1000 words, maximum of 1250 words** and incorporate three sources outside of the primary text (what you are writing about). **IMPORTANT** Each paper must have a Works Cited page.

**For the first assignment**, you will be choosing a topic from the list below:
- Theme in any text (maximum three texts)
- Discussion of Intertextuality in any assigned reading
• Using Marxist Literary criticism, OR Historical criticism OR Feminist and Gender criticism, OR Psychological criticism, OR Cultural Studies or Structuralist criticism, OR Reader-Response criticism (see Gardner for complete explanation; there are also links to literary theory on CompClass in Course Materials) write an analysis essay on any of the assigned readings
• An expansion of any Theory/Summary application. Some of the best papers I’ve read came from an expansion of this assignment.

FINAL ESSAY – 150 points (15%)
Proposal due by Week Five (35 points); Annotated Bibliography due by Week Six (50 points)
1250 word (minimum; 1500 word maximum) essay due by Week Eight (125 points)

One proposal (35 points) – State what text you have chosen (any that we have covered) and from what theory (theories) you will be approaching the text from. If you need an example of a proposal, go to ModelDoc Central (under Course Materials) and look for the folder marked “Proposals.” The Gupta proposal is good, but it is a scientific proposal. You will need to adapt the proposal to fit this literature final project. Basically, what I’m looking for is a really good idea for your final essay that demonstrates that you understand what you are talking about. You should have several sources (in MLA format) that you’ve already consulted and found to be useful. (This requirement assures me that your project does have a solid foundation—something both of us want to be certain of before you attempt to launch it.) Be certain to tell me what book/short story/film you are analyzing or inspired your idea, the theoretical approach to be adopted or the cultural/ecological/historical focus, the sources that you have already found to be useful, and some of the insights that have already come to you.

One Annotated Bibliography (50 points) – Create an annotated bibliography of all of the sources you have examined to write this paper. Look on CompClass under ModelDoc Central (under Course Materials) to see a sample annotated bibliography (Don’t use Alvarez or Jacquez! Neither is an Annotated Bibliography!). A well-done annotated bibliography really will make the paper write itself.

One essay: (125 points) The final essay/project must be a minimum of 1250 words, maximum of 1500 words and incorporate five sources outside of the primary text. Assuming your proposal is accepted, that will be your assignment. You must incorporate five sources from peer-reviewed journals such as those found in the MLA, Project Muse, JSTOR, or other academic database in addition to the text itself. If you’re uncertain whether or not a source is o.k. to use, please email to me a scanned copy of the source or a Web site to examine. I’ll let you know.

REFLECTION ESSAY (Author’s Note) – 20 points (2%) – full credit (provided all SIX questions are answered)
This is a required element for every formal essay submitted. In the author’s note, answer the following SIX questions:
1. What is this essay about? What is the central claim?
2. What is the argument? What examples or evidence are used? (Don’t re-write the entire essay; just provide a very quick synopsis.)
3. What is the “so what” or “who cares” clause? Why does this claim matter? Who should care about this issue? Who gets harmed if no one pays attention to this issue?

4. Identify where you experienced problems and where you had success. How difficult was this assignment? How long do you think it took to write this assignment? How long do you think it will take you to write this essay if you are assigned it for a future class? For what future class can you see this genre (type—don’t look at the assignment itself, but look at the mode of writing employed) of writing being helpful? Tell me where you believe the problem areas are located and where the good areas are located. Be as specific as possible.

5. Identify how I can help you most in response to this essay (i.e., I am having problems with organization, evaluation, etc.) Identify the areas you are concerned about or where you are uncertain if the material you are trying to convey is coming across clearly.

6. Provide a statement of difficulty: present and explain the question and show me that it’s difficult. Why is this problem complex and not simple? How can this problem be broken down into its constituent parts? What can you learn from breaking down the problem in this way? How can you accurately gauge the severity or accuracy of the problems? In short, dwell on difficulty.

Theory summaries/applications – 4 at 25 points each (100 points total)
Post in communicate tab
Use subject as: XXX theory in relation to STORY/AUTHOR).
Minimum word count 500 words’
Choose any one theory article from the following list (all found on CompClass under the Course Materials tab), write a brief summary. (Do not re-write the article! Stick to 25-30 word summary) of the article as it pertains to one of the texts that you have been assigned to read (in other words, make a connection and state how the theory applies to the text in a paragraph or so). You may not duplicate any theories with any texts (each one should be an individual). You will be repeating this assignment four different times, so you will be using four different stories and connecting them with four different theories. These theory articles can be found on CompClass under Instructor-Added Course Materials.

- Walter Benjamin – The Work of Art in the Age of Mechanical Reproduction
- Jean Baudrillard, “The Precision of Simulacra
- Hannah Arendt, “Ideology and Terror: A Novel Form of Government”
- Fredric Jameson, Progress versus Utopia, or, Can We Imagine the Future?
- Simone de Beauvoir, “From the Second Sex”
- Carl Gustav Jung, “The Shadow”
- Susan Sontag, “The Imagination of Disaster”
- Paul Boyer, “The Whole World Gasped”
- Carlos Fuentes, “Mexico, the United States, and the Multicultural Future”
- Gloria Anzaldua, “Borderlands”
- Jayne Anne Phillips, “Guided Tours of Time and Death”
- Amy Tan, “In the Canon for All the Wrong Reasons”
- Julia Kristeva, “Intertextuality”
• Roland Barthes, “Death of the Author” AND Michel Foucault, “What is an Author?”

FINAL NOTES
• All essays/quizzes, etc. are due by 11:55 p.m. unless otherwise noted
• CompClass has multiple help buttons and downloadable PDFs found under “Course Materials.” Please make use of them.
• The proper MLA citation format for each of your sources can be found in the section marked “MLA” in the e-book portion of CompClass. Please ensure you do these right! It does count.
• Contact me if you have questions, if anything doesn’t make sense, or if you have a suggestion. Good luck!

**MOST IMPORTANT** Contact tech support if you have a question about CompClass. I can fix NOTHING on CompClass, but the technicians can! 😊

COURSE SCHEDULE (Note: This is not etched in stone!)

WEEK ONE - MONDAY, 6/9 TO SUNDAY, 6/15
   Read: Selection of Short Stories found in folder on CompClass marked “Short Stories”; Chapter 2 in Gardner
   Homework: Original discussion posting due Friday, 6/13 (feel free to respond to each story in a separate post to make it easier for your peers to respond); response due Sunday, 6/15 (post in Communicate tab under the appropriate heading)
   Theory/Summary Application #1 due by 6/15 (post in Communicate tab under appropriate heading)

WEEK TWO - MONDAY, 6/16 TO SUNDAY, 6/22
   Read: Shark Dialogues, pgs. 1-246 (end of Na Manawale’a); Chapter 5 in Gardner
   Take: Quiz #1 due 6/21 (will include up to pg. 246 of Shark Dialogues and all of the short stories plus questions from the Gardner readings)
   Homework: Original discussion posting due Friday, 6/20; Theory/Summary Application #2 due by 6/22 (post in Communicate tab under appropriate heading); response to discussion postings due 6/22

WEEK THREE - MONDAY, 6/23 TO SUNDAY, 6/29
   Read: Shark Dialogues, pgs. 247 (“The Wet and the Dry”) to end; Chapter 3 in Gardner
   Homework: Musings due 6/24 (post in Communicate tab); response to Musings (two) due 6/27; Original discussion posting due 6/27; responses to discussion postings due 6/29
**WEEK FOUR - MONDAY, 6/30 TO SUNDAY, 7/6**

**Read:** *War with the Newts*; Chapter 9 in Gardner

**Take:** Quiz #2 due 7/5 (will include second half of *Shark Dialogues* and *War with the Newts* and some questions on the Gardner readings)

**Homework:** Rough Draft Essay #1 due 6/30; Peer Review Essay #1 by 7/3; Original discussion posting due 7/4; Final Essay #1 and responses to discussion postings due 7/6

**WEEK FIVE - MONDAY, 7/7 TO SUNDAY, 7/13**

**Read:** Chapter 8 in Gardner; *Milagro Beanfield War*, pgs. 1-227 (Part Three)

**Important Note**! This novel contains a very large amount of characters (not kidding here!). Keep track of them by writing up a character sheet describing who each person is and the relation to the other characters. You will thank me for this later. Promise.

**Homework:** Schedule Grading Conference via Skype. Original discussion posting due Friday, 7/11; responses to discussion postings due 7/13; Proposal for final essay due 7/12; Musings, Essay #2 (final essay) due 7/13; Theory/Summary Application #3 due 7/13

**WEEK SIX - MONDAY, 7/14 TO SUNDAY, 7/20**

**Read:** *Milagro Beanfield War*, pgs. 227 (Part Three) to end

**Take:** Quiz #3 due 7/19 (covers all of *Milagro Beanfield War* and some questions from Gardner)

**Homework:** Respond to Musings (two) by 7/16; Original discussion posting due Friday, 7/18; Theory/Summary Application #4 due 7/20; responses to discussion postings due 7/20; Annotated Bibliography due 7/20

**WEEK SEVEN - MONDAY, 7/21 TO SUNDAY, 7/27**

**Read:** *Molokai* (all—this is a very fast read)

**Homework:** Rough Draft final essay due 7/22; Peer Review final essay by 7/25; Original discussion posting due Friday, 7/25; responses to discussion postings due 7/27

**WEEK EIGHT - MONDAY, 7/28 TO FRIDAY, 8/1**

**Watch:** *Avatar*

**Read:** Chapters LXXV and LXXVI in *Roughing It*

**Take:** Quiz #4 due by 8/1 (covers *Molokai*, *Roughing It*, and *Avatar*)

**Homework:** Final Essay due 7/28; Original discussion posting due Wednesday, 7/30; responses to discussion postings due 8/1; Literary Term quiz due 8/1, Discussion Posting Portfolio due 8/1