

Interpretation of Literature
The Family Gothic
ENGL:1200:0058
Fall 2018
MW 3:30 – 4:45 PM, 208 EPB

Instructor: Anna Williams (preferred names: “Ms. Williams” or “Anna”; pronouns: she/her/hers)

Office Hours: MW 1:45 – 3:15 PM, and by appointment.

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Course Supervisor: Blaine Greteman, blaine-greteman@uiowa.edu, 474 EPB, 384-1860.

Course Description

For many of you, coming to college means leaving home for the first time... if not physically, then at least culturally. You’ve entered into a new community of which your family is no longer a part, and that often comes with an adjustment as you re-orient yourself as an individual in a new crowd. In this class, we will talk, think, read, and write about some of the common issues young people experience as they strike out on their own and become independent adults. Specifically, we will examine how our experiences as members of our families have shaped and could continue to shape our identities.

We will read fiction, nonfiction, and poetry that deals with these familiar issues, portraying both the beauty of loving family relationships as well as the damage that can be inflicted by the people you happen to be raised around. Many of the literary works we’ll read could fit into the category of the “Gothic”—a genre that portrays the darker side of family relations. This class will ask you to think critically about the family as an institution that hands down traditions, ideas, values, and ways of being in the world that are sometimes positive, sometimes negative, and often a little bit of both. Along the way, I’ll ask you to think about the stories your family tells to itself and about itself that have shaped its group identity. At times, we will also consider the category of “family” more broadly to include cultural and ethnic identities, questioning how we as individuals and as family units identify or don’t identify with the broader groups to which we belong. Finally, we’ll think about the family as a site where macro-level social politics take place in everyday interactions, questioning how the family is a microcosm of society that begins to put us in our ‘place’ before we even realize it.

Disclaimer: The assignments and discussions in this class may ask you to share details about your upbringing with me and, at times, with your classmates. If for any reason you will feel uncomfortable doing so, I encourage you to set up an appointment during my office hours so we can discuss the best way to accommodate your needs.

Outcomes:

- Students use and refine their skills of reading, speaking, and writing to respond critically and thoughtfully to literary texts and other media related to course themes
- Students learn to identify themselves as readers, recognizing the influence of individual differences (such as gender, ethnicity, geography) and experiences on interpretation of texts and the world.
- Students consider the connections between individual texts and broader cultural contexts.

Workload Expectations

For each semester hour credit in this course, students should expect to spend two hours per week preparing for class sessions. This is a three credit hour course, so your average out-of-class preparation per week is six hours. This will fluctuate throughout the semester; some weeks will be a bit lighter and others more intense.

List of Required Texts* – available at Prairie Lights Bookstore (15 S. Dubuque Street)

Having hard copies of the texts is non-negotiable. Electronic versions of required texts are not permitted, because you will be required to annotate and bring your books to class to facilitate discussion. (More on annotations below.)

1. *Fun Home: A Family Tragicomic*. Alison Bechdel. Mariner. **ISBN 9780618871711**
2. *Wuthering Heights*. Emily Brontë. Norton Critical Edition. **ISBN 9780393978896**
3. *The Handmaid's Tale*. Margaret Atwood. Anchor / Doubleday. **ISBN 9780385490818**

***Note:** If acquiring these texts from sources other than Prairie Lights, you must be sure you have the correct edition. The easiest way to ensure you have the correct edition is to search using the ISBN numbers provided above.

Other Required Materials

For additional readings (which will be noted on the Course Calendar and posted to our ICON site), students will be expected to print hard copies, annotate them while reading, and bring them to class on the day they are to be discussed. There are many printing stations in the Main Library, and we also have a printing station in 210 EPB. This may require a steady supply of money in your UI printing account. Printing costs for this course will likely not exceed \$10 per semester.

All written work in this course must be submitted in Microsoft Word file formats (.doc and .docx). If you do not already have Microsoft Word, you can download it for free from UI's Information Technology Services (ITS) website.

In addition to books and other assigned readings, students should also bring to class the appropriate materials (notebook, paper, writing utensils) for taking notes, collecting and saving handouts, and completing brief writing assignments/quizzes.

Grading Policies

Major Requirements	Weight
Reading Quizzes (10)	15%
Major Essay 1	15%
Major Essay 2	20%
Minor Essays (3)	25%
Participation	20%
Final Portfolio	5%

NOTE: There are no mid-term or final exams for this course. Students' final semester grades will be comprised of scores on the major requirements listed above. Grades-in-progress will always be available on ICON.

Full descriptions of major/minor essay and final portfolio assignments will be provided on handouts posted to our course ICON page and distributed/explained in class. I am also happy to answer any questions about assignments during my office hours. A general explanation of each major course requirement is below.

Reading Quizzes

The Interpretation of Literature program requires that at least some percentage of your grade come from quantitative measures (tests/exams) rather than all qualitative measures (essays). Rather than tests or exams, I have opted for a series of ten reading quizzes.

These quizzes are designed to measure not just *that* you read the assigned material, but *how well* you read it. They are “pop” quizzes in that they will occur randomly throughout the semester, but I will always administer them at the very beginning of class (3:30 – 3:35pm). Immediately following the quiz period, we will go over the answers as you anonymously grade a peer’s quiz. (Not to worry: before recording your grade, I will always double-check to make sure your quiz was graded correctly.)

If you arrive to class late and are unable to complete the quiz, you will not be allowed to make it up. This policy is in place to incentivize you to arrive to class on time (or early!) every day. In the case of excused absence (see attendance policy), reading quizzes can be made up during my office hours on the day you return to class.

Major Essays

Together, the major essays constitute the largest portion of your final grade (35%). That is because they are designed to showcase the most important skills you will learn in this class—identifying a theme in a literary work and providing evidence for how that theme is portrayed in the text. They are the most formal writing assignments of the course, and the longest. They are also designed to strengthen the analytical thinking and writing skills that will help you be successful in other college courses as well as in all of your professional and personal communications throughout life.

Minor Essays

Together, the three minor essays constitute the second-largest portion of your final grade (25%). Overall, they are less formal in tone and shorter than major essays. They are designed to help you personally reflect on your identity as a reader, as a member of your family, and as a writer/thinker. They are meant to be meaningful, rewarding, and enjoyable to you, and your level of personal engagement with the assignments will hopefully serve as its own reward. These essays are also designed to strengthen your creative thinking and writing skills.

Partial Drafts and Writing Feedback

In order to help you build the thinking and writing skill set you’ll need to write the major and minor essays, throughout the semester I will provide lessons and handouts that break the writing process down into manageable steps, such as identifying questions and patterns that interest you in texts, synthesizing your observations into a thesis, outlining your argument with topic sentences, and building body paragraphs.

As such, both major essays—and some minor essays—will require you to turn in partial drafts that include these building blocks (for instance, I may ask for your thesis statement, one full body paragraph, and your remaining topic sentences). As you will see, getting to the point of preparing a ‘partial’ draft actually requires you to have completed the bulk of your thought, planning, and organization... it’s not necessarily a *first* draft. The more effort you put into partial drafts, the more useful the feedback you’ll get from me.

These partial drafts will always be due at least one week before the final draft of the assignment so that I can provide extensive feedback and return them to you with several days to revise. Because I provide such extensive feedback on these partial drafts, my feedback on final drafts is minimal. As we will discuss in class, my policy is that “writing *is* revising,” so I want to give you an opportunity to be graded on your powers of revision.

Participation

After major and minor essays, participation makes up the next most significant portion of your final grade (20%). That’s because, in a course centered on interpreting literature, attending class for group discussion and interpretation is *very* important. Participation grades will be made up of in-class activities, in-class writing assignments, homework, annotations checks, and participation in peer review workshops.

When homework is assigned, you must fulfill the expectations of the assignments. Similarly, when in-class writing or speaking is assigned, you are expected to work diligently to meet the criteria of the activity. Your performance on homework and in-class work will be scored according to how well you meet the expectations stated in the verbal or written assignment. You should always feel free to ask questions when you are unclear on assignments.

Final Portfolio

The Interpretation of Literature program requires that all students complete a final portfolio consisting of a collection of all completed writing assignments along with a personal reflection. More details will be provided in the last week of class. The portfolio will be turned in electronically to ICON during our assigned final exam period. (Note: you do NOT need to be present during the final exam period.)

Important Notes on Class Discussions and Group Work

Although I will not formally grade your contributions in class discussions, you should strive to take part in our classroom community by speaking up whenever you feel you have something substantive to add. Keep in mind that **quality** of contributions is more important than **quantity**, which means that speaking appropriately in order to add your perspective when it is needed is better than speaking more often. Similarly, dominating in small group discussions is less desirable than helping your group members to each contribute.

Above all, the first rule of participation in our classroom community is to show respect and courtesy at all times towards both classmates and the instructor. The ideas and situations we will encounter in our readings this semester may at times be uncomfortable and difficult to discuss, so we must be **generous** and **generative** in our comments and responses. During our discussions, I expect us to see one another not as adversaries attempting to take down opponents with a “correct” answer, but as collaborators pushing the entire group towards more nuanced understanding and critical thinking.

If you are at all concerned about reading certain texts, please don’t hesitate to discuss your concerns with me. Please note that I am a mandatory reporter if you disclose past or present experiences of sexual misconduct, dating/domestic violence, or stalking to me. I have listed confidential resources beneath the university’s “Sexual Harassment” policy (below).

Class Disruptions and Electronic Devices

Our course moves quickly through complex ideas. Our success will be inhibited by distractions such as disrespecting classmates or the instructor, talking while I am delivering information or while your peers are making a point, sleeping in class, forgetting your book or the readings, being tardy, leaving early (without first consulting me), or using electronic devices.

You will not be permitted to use a laptop for note-taking unless you have a documented reason to do so. Occasionally, we will use laptops for activities in class, and I will make sure to alert you ahead of time. During class sessions, **I expect anything with a screen to be silenced and put away, unless specifically warranted by a class activity.** Again, this means no Kindles, phones, tablets or laptops for your readings or essay drafts. You should always have hard copies.

Submitting Written Work

All outside written work—major papers, reading responses—must be uploaded to the designated ICON dropbox by the date and time stated on the course calendar. For work that is submitted electronically, **make sure you use a Word document and that it uploads successfully. I will only accept assignments in Word (.doc or .docx) format. I do not accept assignments via email.**

24/7 Policy for Discussing Graded Work

With regard to any assignment at any point in the semester, I am happy to speak with you about what you did well and how you can improve for future assignments. In order to keep conversations relevant, constructive, and useful to you, please take 24 hours to review all of my feedback on current and previous drafts, then make an appointment with me within 7 days of receiving your grade. I will gladly respond to e-mails requesting office-hour time to talk in person.

Attendance Policy

Because this is a discussion-based course, attendance is crucial. I will take attendance at the beginning of each class. If possible, please let me know in advance and provide official documentation if you need to miss class due to illness, family emergencies, religious obligations, or university activities. You can also find an “Explanatory Statement for Absence from Class” form on the Registrar’s website under “Forms for Students.” In the case of excused absences, you will still be expected to turn in written assignments by the designated time. Participation activities may not always be possible to make up.

If you accrue more than five absences, your final grade will be docked 1/3 of a letter grade for each absence over five. In other words, on the sixth absence, a final grade of B becomes a B-. “Excused” absences – those incurred because of illness, family emergencies, religious observances, or university activities – still count towards the total of five; the only difference is that in these cases you are allowed to make up the work you missed if you supply official documentation of your absence. If you have fewer than five absences, no automatic penalty will be applied—but do keep in mind that you will miss out on important discussions or information about upcoming assignments.

Note: any time you are absent, *you* (not me) are responsible for getting yourself back on track. This includes looking at ICON for updates and checking with a peer to find out what you missed and copy any notes. I recommend exchanging contact information with a classmate early in the semester in case of such an event. Please note that missing class is not an excuse for failing to submit an assignment on time. You are responsible for submitting assignments on time and in the correct format.

Late Assignment Policy

The only late work I will accept are major and minor essays. These will be docked 1 letter grade for every day late up to three days after the due date, beginning as soon as the original due date/time has passed. A paper due at 8 p.m. turned in at 8:30 p.m. that night, for example, will be docked 1 letter grade. Major and minor essays submitted over three days after the due date will not be accepted. If you are having trouble with an assignment, please talk to me well before the due date.

Technical difficulties are not an excuse for late work. It is your responsibility to make sure you understand the upload instructions before the due date and make sure that, after submitting, you see a confirmation screen. ICON has this feature built in, so you will know if something doesn't upload.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu), and **I recommend that you check your @uiowa.edu address at least once a day for communication from me.** Please also check the course's ICON homepage regularly in order to catch any updates or changes. I will use ICON to post updates on assignments, deadlines, homework, and readings. I encourage you to email me your questions and concerns, using your university email address. **I cannot answer emails that are sent from email addresses outside the university (gmail, Hotmail, etc.).** On weekdays (Monday through Friday), you should expect a response from me within 24 hours. Over the weekend, this response period may extend to 48 hours.

In your emails, *please practice good email etiquette*: open by addressing me (Dear Ms. Williams/Anna), write in complete sentences with correct capitalization and punctuation, and close with your signature. Writing emails with the proper format and tone is crucial in the digital age; remember that this is not a text message or Tweet, but a formal document of which the university reserves the right to record. When you write me, consider if the question requires more than just a few sentences in response. If so, I would rather you come talk to me during my office hours.

CLAS Grading Scale

A	93-100%	A-	90-92%	B+	87-89%
B	83-86%	B-	80-82%	C+	77-79%
C	73-76%	C-	70-72%	D+	67-69%
D	63-66%	D-	60-62%	F	59% and below

Your final grade will be determined using the university's A-F grade scale, with plus/minus grading. A+ is only used in the case of rare and extraordinary academic achievement, as outlined by the CLAS.

Students sometimes assume that they start with 100% for an assignment, or for the course, and lose points for doing things wrong. On the contrary, you must work toward your grade. Aligning with the College of Liberal Arts and Science's expectations, I consider a grade of C to be competent work that meets all of the requirements of the assignment and the class. My grading policy is as follows:

A grade of C: You can earn a C by attending class regularly and punctually, completing with competence all of the work assigned and participating regularly in class activities. This requires 1) adequately meeting all criteria for assignments, and 2) completing reading assignments on time and being prepared to share your opinions on the texts in class and during discussions.

A grade of B: You can earn a B by fulfilling all of the C requirements while demonstrating a significantly higher level of effort and competence on all work assigned for the class. To earn a B you must show an interest in energetically, creatively, and critically engaging with the material and assignments. "B" work typically reflects independent thinking. The "B" student is self-reflexive and often asks questions such as "How can I make my work better? How can I revise this? How can I make my work unique and interesting? How can I help the class have productive and energetic discussions?"

A grade of A: To receive an A in the course, you must surpass the requirements for B work as well as demonstrate high-level critical thinking and original analysis. “A” students interrogate all sides of issues enthusiastically in order to clarify their own opinions. “A” students don’t skip class, fail to honor deadlines for any reason, or show up unprepared to discuss the reading. “A” students will instead be willing to make intellectual discoveries and demonstrate an effort to inquire further into commonly understood issues.

A grade of D: You can earn a D by not fulfilling your responsibilities outlined under “Grade of C” criteria, and/or failing to show respect for or interest in your fellow students’ presentations of ideas. A “D” student is a student who has many excuses but few completed assignments. For example, “D” students often fail to turn in homework or attend class and then claim later that they were ill or had a family emergency. “D” students are generally disinterested students who refuse to take an active role in making the class energetic and productive.

CLAS Code of Academic Honesty

All CLAS students have, in essence, agreed to the College’s Code of Academic Honesty: “I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others, nor will I help fellow students to violate the Code of Academic Honesty.” Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled. To find the College of Liberal Arts and Sciences Code of Academic Honesty go to the website: <http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>

Grade Concerns and Complaints

Students should always first bring such concerns to their instructor. If no satisfactory resolution is gained from discussing the problem with the instructor, students should contact the General Education Literature Director, Professor Blaine Greteman, by e-mail to schedule an appointment to discuss the grading concern or complaint. This e-mail should specify the student’s section and instructor and should briefly outline the nature of the concern or complaint.

Writing Center

If you are having difficulty with the writing in this course, I encourage you to visit the Writing Center in addition to visiting my office hours. The Writing Center is located in 110 EPB and offers full-semester tutoring sessions, one-time appointments, and digital edits to papers within a 48-hour time frame. Visit <http://www.uiowa.edu/~writingc/> for more information and to schedule appointments. The Tutor Iowa site is also valuable for students seeking extra help: <http://tutor.uiowa.edu/>

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable

accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Office of the Sexual Misconduct Response Coordinator for assistance, definitions, and the full University policy.

Confidential Resources for Survivors/Bystanders of Harassment

Rape Victim Advocacy Program (RVAP): <http://www.uiowa.edu/~rvap/>
Office of the Ombudsperson: <http://www.uiowa.edu/~ombud/>
University Counseling Services: <http://counseling.studentlife.uiowa.edu>
Women's Resource and Action Center (WRAC): <http://wrac.uiowa.edu/>

Sexual Misconduct and Dating Violence

All of you in this classroom and all of your classmates, professors, and staff are part of an inclusive community. We intend to provide a safe and nurturing environment for each of you and for us. This community is home to straight, gay, lesbian, bisexual, and transgender students, faculty, and staff, and it is home to every race and many nationalities. But sexual violence strikes at the heart of this community. In collaboration with the University of Iowa Rape Victim Advocacy Program, we faculty wish specifically to repudiate the often-unstated premise that sexual violence of some kind is simply part of the societal *status quo*.

Sexual assault, dating violence, stalking, and other forms of sexual misconduct, including catcalling and other verbal abuse, are serious issues and subvert the mission of the University of Iowa. The only person responsible for sexual misconduct is the perpetrator. It is a violation of university policy to engage in sexual activities without clear consent from your partner. Someone incapacitated due to alcohol or drugs cannot consent to sexual activity.

Perpetrators face consequences that may include expulsion from the university and incarceration. If you have been the victim of a sexual assault or domestic violence on or off campus or you know someone who has been assaulted and you want to find out more about available resources, please contact the Rape Victim Advocacy Program (RVAP), the Domestic Violence Intervention Program (DVIP), or the UI Campus Police. The RVAP will also provide further guidance and information to any interested member of the community.

Resources: RVAP: (319) 335-6000 rvap.uiowa.edu; DVIP: (319) 351-1043; Campus Police: (319) 335-5022 <http://police.uiowa.edu/be-proactive/reporting-sexual-assault/>; Office of the Sexual Misconduct Response Coordinator OSMRC: <http://osmrc.uiowa.edu/report-problem>; University of Iowa Sexual Misconduct Policies: <http://osmrc.uiowa.edu/policy>; University of Iowa Threat Assessment Team: uitat@uiowa.edu; (319) 384-2955.

Title IX of the 1972 Educational Amendments to the Civil Rights Act of 1964 prohibits gender discrimination in all programs and activities of the university. It applies to admissions, financial aid, academic matters, career services, counseling and medical services, employment, and all other programs, events, and activities available at the university. It states: **"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance." Title IX makes it clear that violence and discrimination based on sex and/or gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, or if you want to become better educated about your rights, you can find resources here:

<http://diversity.uiowa.edu/policies/title-ix>
Title IX Coordinator [Georgina Dodge](#)
Phone: (319) 335-3565 Email: georgina-dodge@uiowa.edu

Mental Health Resources for Students

<http://counseling.studentlife.uiowa.edu>
<http://studenthealth.uiowa.edu/services/psychiatry>
<https://www.uihealthcare.org/behavioral-health-services/>
<http://jccrisiscenter.org/pages/what-we-do/24-hour-crisis-line.php>
24-Hour Crisis Line via The Johnson County Crisis Center
Hours: Available 24 hours a day, 365 days a year; Phone: (319) 351-0140

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

FALL 2018 CALENDAR OF COURSE ASSIGNMENTS

This is a tentative calendar and is subject to change. Updates will be posted to ICON and/or shared in class. Students are responsible for tracking course activities, readings, and assignments.

Week 1	
<p>Monday, August 20 mindfulness writing activity / go over syllabus / interview intros</p> <p>Wednesday, August 22 finish interview intros / syllabus quiz / writing activity / “what is literature” discussion</p>	<p>Homework (due 8/22): Read entire syllabus, be prepared for quiz. Re-read and reflect on your in-class writings from today. Use provided questions to set intentions for the semester and bring a copy to turn in.</p> <p>Homework (due 8/27): Read Ch. 1–3 of <i>Fun Home</i> (pp. 3–86); create and bring in Reading History Timeline. E-mail me the name of a musical artist you’d like to submit to the “Spottery” (Spotify Lottery)</p>
Week 2	
<p>Monday, August 27 finish “what is literature” discussion / “what is family” writing activity / look at RH timelines / introduce “Autobiography of a Reader”</p> <p>Wednesday, August 29 discuss <i>Fun Home</i> / creative nonfiction mini-lesson / workshop anecdotes</p>	<p>Homework (due 8/29): Read Ch. 4 of <i>Fun Home</i>; use RH timeline to draft most vivid reading history anecdote and bring in for workshop.</p> <p>Homework (due 9/5): Read Ch. 5 – 6 of <i>Fun Home</i>. Draft remaining anecdotes for “Autobiography of a Reader” essay; bring in to class for workshop</p>
Week 3	
<p>Monday, September 3 – NO CLASS</p> <p>Wednesday, September 5 Common Threads workshop / thesis and topic sentence mini-lesson / discuss <i>Fun Home</i></p>	<p>Homework (due 9/5): Read Ch. 5 – 6 of <i>Fun Home</i>. Draft remaining anecdotes for “Autobiography of a Reader” essay; bring in to class for workshop</p> <p>Homework (due 9/10): Finish reading <i>Fun Home</i>. Full draft of “Autobiography of a Reader” due to ICON before 5pm on Friday, 9.7</p>
Week 4	
<p>Monday, September 10 Discuss end of <i>Fun Home</i> / “Autobiography of a Reader” full draft workshop / intro to <i>Wuthering Heights</i></p>	<p>Homework (due 9/12): Read <i>Wuthering Heights</i> Ch. 1–6 (pp. 3-41); revise and polish Autobiography of a Reader</p>

<p>Wednesday, September 12 introduce close-reading unit / discuss <i>Wuthering Heights</i></p>	<p>Homework (due 9/17): Read <i>Wuthering Heights</i> Ch. 7–12 (pp. 41-104); Autobiography of a Reader due to ICON before 5pm on Friday, 9.14</p>
<p>Week 5</p>	
<p>Monday, September 17 assign Major Essay One / discuss <i>Wuthering Heights</i></p> <p>Wednesday, September 19 discuss <i>Wuthering Heights</i> / character hot seat</p>	<p>Homework (due 9/19): Read <i>Wuthering Heights</i> Ch. 13–17 (pp. 104-146)</p> <p>Homework (due 9/24): Read <i>Wuthering Heights</i> Ch. 18–25 (pp. 146-198)</p>
<p>Week 6</p>	
<p>Monday, September 24 discuss <i>Wuthering Heights</i> / thesis statement workshop</p> <p>Wednesday, September 26 discuss <i>Wuthering Heights</i> / close reading intensive / thesis revision</p>	<p>Homework (due 9/26): Read <i>Wuthering Heights</i> Ch. 26–30 (pp. 198-227)</p> <p>Homework (due 10/1): Read (finish) <i>Wuthering Heights</i> Ch. 31–34 (227-257); partial draft of Major Essay One due to ICON before 5 PM on Friday, 9.28. Bring 2 copies for workshop on Monday, 10.1</p>
<p>Week 7</p>	
<p>Monday, October 1 MLA mini-lesson / Major Essay One workshop / what is StoryCorps?</p> <p>Wednesday, October 3 discuss StoryCorps / introduce minor essay two</p>	<p>Homework (due 10/3): Listen to 3 StoryCorps stories of your choosing and answer assigned questions for each one (bring to class to turn in)</p> <p>Homework (due 10/8): Listen to full StoryCorps interview; print transcript and mark the best cuts; bring annotated transcript to class for activity. Schedule your StoryCorps interview and procure appropriate recording equipment.</p>
<p>Week 8</p>	
<p>Monday, October 8 StoryCorps editing activity</p> <p>Wednesday, October 10 lesson in audio editing</p>	<p>Homework (due 10/10): revise and polish Major Essay One; use provided instructions to download Audacity to your personal laptop. Conduct your StoryCorps interview this week.</p> <p>Homework (due 10/15): Major Essay One due to ICON by 5pm on Friday, 10.12; conduct and transcribe StoryCorps interview; bring hard copy of transcript to class on Monday for workshop</p>

Week 9	
<p>Monday, October 15 StoryCorps workshop / intro to <i>The Handmaid's Tale</i> and contextual reading</p> <p>Wednesday, October 17 context focus: the 1980's! / discuss <i>The Handmaid's Tale</i></p>	<p>Homework (due 10/17): Read <i>The Handmaid's Tale</i> Ch. 1–7 (pp. 3 – 40)</p> <p>Homework (due 10/22): Read <i>The Handmaid's Tale</i> Ch. 8–14 (pp. 43 – 85); Minor Essay Two due to ICON by 5pm on Friday, 10.19</p>
Week 10	
<p>Monday, October 22 discuss <i>The Handmaid's Tale</i></p> <p>Wednesday, October 24 discuss <i>The Handmaid's Tale</i></p>	<p>Homework (due 10/24): Read <i>The Handmaid's Tale</i> Ch. 15–19 (pp. 86-115)</p> <p>Homework (due 10/29): Read <i>The Handmaid's Tale</i> Ch. 20–25 (pp. 116-159)</p>
Week 11	
<p>Monday, October 29 discuss <i>The Handmaid's Tale</i></p> <p>Wednesday, October 31 discuss <i>The Handmaid's Tale</i></p>	<p>Homework (due 10/31): Read <i>The Handmaid's Tale</i> Ch. 26–30 (pp. 160-195)</p> <p>Homework (due 11/5): Read <i>The Handmaid's Tale</i> Ch. 30–37 (pp. 197-240)</p>
Week 12	
<p>Monday, November 5 discuss <i>The Handmaid's Tale</i></p> <p>Wednesday, November 7 discuss <i>The Handmaid's Tale</i></p>	<p>Homework (due 11/7): Read <i>The Handmaid's Tale</i> Ch. 38–43 (pp. 241-281)</p> <p>Homework (due 11/12): Read (finish) <i>The Handmaid's Tale</i> Ch. 44-Historical Notes (pp. 282-311); Upload partial draft of Major Essay Two to ICON before 5pm on Friday; bring 2 hard copies to class for workshop</p>
Week 13	
<p>Monday, November 12 discuss <i>The Handmaid's Tale</i> / Major Essay Two workshop</p> <p>Wednesday, November 14 Major Essay Two draft workshop / watch clip</p>	<p>Homework (due 11/14): Work on Major Essay Two</p> <p>Homework (due 11/26): Upload final draft of Major Essay Two to ICON before 5pm on Friday, 11.16; read David Sedaris, “Season’s Greetings to Our Friends and Family!!!” (ICON)</p>

Week 14: Thanksgiving Break (NO CLASS)	
<p>Monday, November 19 – NO CLASS</p> <p>Wednesday, November 21 – NO CLASS</p>	
Week 15	
<p>Monday, November 26 discuss Sedaris reading / introduce Minor Essay Three</p> <p>Wednesday, November 28 discuss reading</p>	<p>Homework (due 11/28): Read Flannery O'Connor, "A Good Man is Hard to Find" (ICON)</p> <p>Homework (due 12/3): Read Gary Soto's "Behind Grandma's House," Jean Nordhaus's "A Dandelion for My Mother," Louise Glück's "The School Children" (ICON)</p>
Week 16	
<p>Monday, December 3 Minor Essay Three presentations</p> <p>Wednesday, December 5 Minor Essay Three presentations</p>	<p>Homework (due 12/5): Post Minor Essay Three to ICON before class on day of your presentation</p> <p>Homework (due electronically during final exam period): Post Final Reflection to ICON</p>