



ENGLISH 246: Short Story and Novel

ENG 246.I50

Spring 2022

Number of Credits:3

Instructor: Kris Pursell

Days Class Meets: Jan 10 – Feb 28

Contact Email: pursellkristind@jccmi.edu

**Meeting Times: This is an Asynchronous
Online Course**

**Office Hours: Please see JetNet private
meeting area established in the course
to meet with me by appointment.**

Location: JetNet Online Course

Caveats

In the case of instructor illness and unforeseen circumstances, such as weather emergencies, I reserve the right to make adjustments to course sessions and to scheduled assignments in order to accomplish the objectives and outcomes of this course.

As needed, I will post any adjustments to JetNet. Students are fully responsible for reading, viewing, and/or completing written work for those materials and for getting clarification from me.

Course Description

English 246 Short Story & Novel (3 CR): Students are introduced to traditional and contemporary fictional genres. This course emphasizes understanding, appreciation, and the critical analysis of narrative art. Selections for study are chosen from English and American literature as well as world literature in translation.

You must have access to a computer and an off-campus Internet connection to take this course.

For technical specifications and the potential to use financial aid to purchase an appropriate device refer to <http://www.jccmi.edu./jets-store/> which is JC's book store web site.

The Solutions Center may be able to provide access to an appropriate device. You may contact them at: 517.796.8639.

Prerequisite(s): ENGLISH 131

Course General Education Outcomes

GEO #6: Understanding and appreciating aesthetic experience and artistic creativity

Aesthetic and Creative Skills that we will work on together include:

- Meaning and Understanding—explaining the historical, cultural, and social contexts of works of literature
- Analysis and Interpretation—applying methods of analysis and interpretation in writing and/or speaking confidently and fluently uses discipline-specific language to support critical reflection
- Engagement—Initiating and sustaining a discussion of the creative contexts within which an author or an author’s work and creative choices made by the author
- Evaluation—articulating a personal critique of an author’s work, based on aesthetic standards
- Appreciation—approaching a work of creative expression with openness and interest; appreciates the world of the creative imagination as a form of knowledge expressed in formal discussion or writing

Additional Course Objectives

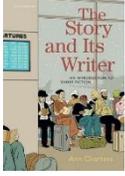
The following objectives and outcomes refer to the specific skills that learners are expected to develop as a result of the instructional process in English 246:

- Broaden student knowledge of authors, genres, literary techniques, and themes in short stories and novels
- Develop student skills in literary criticism, specifically the evaluation, analysis, description, or interpretation of literary works from social, historical, political, and cultural contexts
- Develop student academic writing and research skills
- Develop student critical thinking skills
- Develop student comprehension and response skills in the reading of fiction.

Textbooks

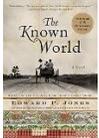
Jackson College strives to make textbook purchases more affordable for students by offering digital options. This doesn’t mean textbooks aren’t needed. It means the textbook must be available in a digital format (less expensive than a hard copy) and may be purchased in the bookstore. A link to the digital course text, *The Story and Its Writer*, is accessible in our JetNet course.

Required Textbook:



***The Story and Its Writer: An Introduction to Short Fiction.* Anne Charters. 10th Edition. 2018.
E-book ISBN: 9781319194123
Paperback ISBN: 9781319105600**

Required Novel:



***The Known World.* Edward P. Jones. Paperback ISBN-13: 978-0060557553 Kindle ISBN: 0060749911 / ASIN: B000FC12GO.**

Digital Format:

This text is available in a digital format to rent or purchase through the JC Bookstore. Please see the links posted on your class JetNet site.

Please review the cost of your required materials to determine the best option for you to purchase your materials.

Please note, the opt out selection is for your *entire* semester schedule. You cannot opt out/opt into individual courses. And you must opt out by the due date of your first class, which is the 3rd day after the start of your earliest course.

[Review the Jackson College Textbook Program \(click on this link\)](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

The JC Bookstore is also looking into making the novel available in the JetNet course.

Additional Materials Regular access to computer with Internet service is required; back-up access to alternative computer with Internet access is recommended, as are a flash or other drive to back up your work.

Grading Procedure

- Participation in Weekly Discussions 30% *Full credit is given when discussion assignments and directions are fulfilled. Please see the grading rubric attached to this syllabus for more insight into successful discussion participation, including peer responding.*
- Two Literary Analysis Papers 40% (20% each)
- Two Exams 30% (15% each)

Grading Scale

GPA	GRADE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Course Management & Success Strategies

Success in this class is reading and writing based. The writer Vladimir Nabokov observes that successful readers develop “a combination of the artistic and the scientific temperament.” I encourage you to develop both temperaments.

First, you will read the stories for pleasure, engaging your passions and making personal connections with the literature. You will then exercise your “scientific coolness” as you use heuristics to analyze literary pieces a second time. Often, you will be asked to share your analysis as informal but structured essays posted the discussion forums. You will also employ Balanced Responding Guidelines* as you engage peer ideas.

Here are tips for successful reading:

- Preview the assigned literature: identify main ideas by scanning titles, headings, and images.
- Be in conversation with the literature. Read with a questioning mind; talk to the text.
- Write in the margins, take notes, capture, in writing, your initial responses to the literature.
- Conduct a second reading. Read the discussion prompts prior to your second reading of stories or novel; use them to focus your reading.
- Write up your academic responses to the literature.

I am committed to writing across the curriculum, academic writing strategies, and research processes. Toward these ends, you will practice and incorporate academic writing, including use of Standard English and basic essay form in all posts, and MLA citation and documentation, in your written work relying on sources. Expect to see requirements for written work posted in the course; you will notice that these requirements become more formal as the semester progresses.

Course Design and Navigation

English 246.11 is a seven-week course. Each week is broken into two units. Each unit contains

- a unit banner with the assignments related to that unit,
- a file titled Course Materials, that contains written lectures, selected videos, and writing tips,
- discussion forums that require students to engage a prompt and to respond to at least one peer post.

A mid-term and a final are scheduled in weeks 4 and 7. See the course calendar for specific readings and dates

Please let me know how I can help you navigate this course. You can contact me through the HELP discussion board or by email at pursellkristind@jccmi.edu.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

JC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that all work must be done by the student whose name it bears. The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources.

Plagiarism includes but is not limited to:

- Submitting other's work as your own, whether purchased, borrowed, directly copied, or paraphrased
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism) .
Students must submit valid evidence of writing process for each assigned formal essay.

Plagiarism may result in a failing grade and can be grounds for removal from class. Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization.

Cheating includes, but is not limited to:

Plagiarizing in any form
Using notes/books/electronic material without authorization
Copying
Submitting others' work as your own or submitting your work for others
Altering graded work
Falsifying data
Exhibiting other behaviors generally considered unethical
Allowing your work to be submitted by others

Late or Insufficient Work

Late work hurts your ability to be fully successful in the class and is a nuisance to your peers who count on you to be time.

Late Discussions: Posts may come in one day late, but they will receive a 5 point deduction. Posts that come in more than one day late will not be graded. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference with me to discuss your situation. Discussions end at midnight of the last day for discussion posted in course calendar.

Exams: The multiple-choice segments of the exams are set to close at 11:55 pm on the day they are due. Exams will not be reopened. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference with me to discuss your situation.

Literary Analysis Essays: These assignments are available to students at the start of the semester; one is due with the midterm exam, the other is due near the end of the semester (see calendar). Late literary analysis essays will not be accepted. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference with me to discuss your situation.

Insufficient Work: While you may not revise initial discussion posts that have locked in, you can demonstrate your learning and increase your grade by engaging in extra peer responses.

Discussion Posts without Substance: Posts are graded according to the discussion grading rubric. Overly general and/or overly brief posts lacking academic substance will receive 0.0.

Electronic Submissions

Informal essays and/or other written work assigned in discussion forums should be attached to your forum reply. Indicate the attachment with a brief statement such as "see attached document."

All written work should be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) Students using Apple or Google are responsible for ensuring that their documents are readable and that they are using programs, browsers, and word processing software approved by the college so that their professor and their peers can open and read their work.

Some of you may have trouble opening docx documents. One way to open a docx is:

- Click on the document
- Save it to your computer; when saving, rename the document as its name plus .doc . For example, paper1.doc . In the file window, select "All Files." You should then be able to open the document.

Failure

- A 2.0 grade or above is considered successful completion of the course. However, a student can 'pass' with a .5 or above.
- 0.0 is considered failure.
- Plagiarism and cheating can result in failure on an assignment and/or dismissal from the course.
- Lack of participation in the online class may result in failure and removal from the course.

Instructor Withdrawal of Student Policy

Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In a seven-week online class, this is approximately one-half week of discussion (no more than 4 days). When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor.

Incomplete Policy

Incomplete Policy In accordance with JCC policy, an Incomplete or "I" grade is only issued to students who have demonstrated good standing in the class and have a passing grade at the time of an extenuating circumstances.

FERPA

This course follows the FERPA law. FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student. The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>. FAQ number 7 is specific to Dual Enrollment: If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by post-secondary institution to the high school.

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#). At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Makeup Policy

One discussion forum assignment can be made up over the course of the semester, no questions asked. The discussion must be made up within 3 days of the due date. The student must include a note or subject line that indicates that they are exercising the one assignment makeup offer. Exams and formal essays cannot be considered for the 'free' makeup option.

If a student experiences an extenuating circumstance, such as an illness, injury, death in family, illness of a child, or jury duty, the student can request an instructor conference to discuss more than one discussion makeup. Documentation will help the instructor determine whether to grant a makeup request. Documentation can be a doctor's note, a court document, or other official document. The student must request an extenuating circumstance make-up option within 3 days of the missed assignment(s).

Vacations, work schedules, or school activities (sports, extra-curriculars) are not extenuating circumstances that allow for making up an assignment.

Help

Jackson College is committed to student success and offers all its students free academic tutoring at various college locations in friendly, supportive environments. The goal of tutoring is to provide individualized or group assistance that enables you to develop academic mastery and independence. Access information for online or in-person tutoring via this link:

<https://www.jccmi.edu/center-for-student-success/tutoring-center/>

Writing tutors are available here: <https://www.jccmi.edu/center-for-student-success/writing-center/>

Jackson College supports student physical health, mental health, and dental health through the following on-campus clinics:

- JC Health Clinic <https://www.jccmi.edu/health-clinic/>,
- The Oasis Center <https://www.jccmi.edu/the-oasis-center/>
- JC Dental Clinic. <https://www.jccmi.edu/?s=dental+clinic>

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester.

Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Student Responsibilities and Attendance/Participation Policy

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log into the course and actively participate within the first two of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Withdraw After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services. Withdrawal dates can be found at

<https://www.iccm.edu/registration-records/canceled-classes-drops-and-withdrawals>

These dates are as follows: •

REFUND/DROP NO W BY: TBA in course

WITHDRAW LAST DAY BY: TBA in course

DROP WITH W BY: TBA in course

Instructor Availability

While online classes allow you to work at a variety of times, instructor availability is not 24/7. I try to respond to your questions or e-mails within 24 hours during the week (Monday – Friday). While I work on weekends and evenings (after 6 pm) and may be online, I am not committed to responding to student messages or requests at these times. I encourage you to use the course discussion HELP board to ask questions about the class or technology.

I am available to meet with students individually, by appointment, in the Instructor Private Meeting Forum.

E-Mail

Use JC student email to contact me. Be sure to supply the following in your email:

- Your name
- course name, number, and section, for example, Smith HUM 131.11.

I do not guarantee response to email sent without identifying information. By federal FERPA law, I cannot discuss your work in email messages to private accounts.

Netiquette

This term refers to basic politeness and professionalism while working in an online environment. If we follow these basic guidelines, we will be fine.

- When posting a response in the discussion, name the person to whom you are responding and summarize the idea to which you are responding. A simple indicator phrase like, "Sarah, you wrote that..." will help others follow your discussion thread.
- Be careful of your tone; it is carried in the words and structures you use. Readers cannot pick up inflections and do not see body language, so double up on respect.
- Address ideas not personalities. Critiques of peer works and disagreements with the writers' premises or outcomes are healthy aspects of academic discussion. However, it is not okay to judge or characterize the writer. Any critique you offer, whether positive or negative, must address ideas and be supported by evidence.
- Avoid judgmental or inflammatory language in your posts.
- Avoid stereotypes. This may require you to check some of your assumptions as you begin to discuss cultures, religions, regions, classes, and genders different from your own.
- Do not assume everyone in your class holds the same religious, political, or social values as you. Be mindful of diversity in the class.
- Avoid posting messages that are no more than gratuitous replies to replies.
- Respect copyright and intellectual property rules; if you borrow from someone else, even if you are quoting a peer in the class, be sure to give credit where credit is due.
- If you have a problem with another student or with your instructor, contact the instructor by email. Do not air your complaints in public forums.

Online discussion posts that fail to conform to netiquette will be deleted and may result in required conference with the instructor, grade sanctions, or a report to the Academic Dean.

Calendar

**The following calendar timelines and assignments are an approximation and could be changed.*

Bi-weekly banners in the course list the assignments and discussions. The Course Materials Files in each bi-weekly unit contain materials students need to read and/or engage. Discussion forums contain specific requirements for each discussion.

WEEK	DATE	TOPIC	HOMEWORK
WEEK # 1	JAN 10-12	COURSE INTRODUCTIONS	<p>READ</p> <ul style="list-style-type: none"> • WEEK 1 COURSE MATERIALS FILE <p>ENGAGE COURSE INTRODUCTIONS:</p> <ul style="list-style-type: none"> • DISCUSSIONS 1, 2, 3
WEEK # 1	JAN 13-16	<p>THE ELEMENTS OF FICTION</p> <p>POE & HAWTHORNE</p>	<p>READ</p> <p>WEEK 1 COURSE MATERIALS FILE: ELEMENTS OF FICTION (8 SINGLE PAGE DOCUMENTS)</p> <p>THE STORY AND ITS WRITER TEXT</p> <ul style="list-style-type: none"> • "ELEMENTS OF FICTION" • "THE IMPORTANCE OF THE SINGLE EFFECT IN A PROSE TALE" BY EDGAR A. POE. • "YOUNG GOODMAN BROWN" BY NATHANIAL HAWTHORNE. • "CASK OF AMONTILLADO" BY EDGAR A. POE. • "TYPES OF LITERARY PAPERS: STUDENT ESSAY, EXPLICATION" <p>DISCUSSIONSN</p> <ul style="list-style-type: none"> • READ DISCUSSION ASSIGNMENT CLOSELY, CHOOSING TO POST YOUR WORK TO EITHER DISCUSSION 1, HAWTHORNE OR DISCUSSION 2, POE. • PEER RESPONDING REQUIRED IN BOTH DISCUSSIONS.

<p>WEEK #2</p>	<p>JAN 17-19</p>	<p>ELEMENTS OF FICTION: CHARACTER & THEME IN ANTON CHEKHOV'S "THE DARLING"</p>	<p>READ</p> <p>WEEK 2 COURSE MATERIALS FILE</p> <ul style="list-style-type: none"> LECTURE ON CHARACTER READER-RESPONSE CRITICISM <p>THE STORY AND ITS WRITER TEXT</p> <ul style="list-style-type: none"> "ELEMENTS OF FICTION" "THE DARLING" ANTON CHEKHOV CHEKHOV'S INTENT IN "THE DARLING" "TYPES OF LITERARY PAPERS: STUDENT ESSAY, ANALYSIS" <p>DISCUSSIONS</p> <ul style="list-style-type: none"> READ & RESPOND TO DISCUSSION #1, CHEKHOV. PEER RESPONDING REQUIRED
<p>WEEK #2</p>	<p>JAN 20-23</p>	<p>THE HISTORICAL NOVEL & EDWARD P. JONES' <i>THE KNOWN WORLD</i></p>	<p>READ</p> <p>WEEK 2 COURSE MATERIALS FILE</p> <ul style="list-style-type: none"> CHARACTERISTICS OF THE HISTORICAL NOVEL NEW HISTORICISM VIDEO: INTERVIEW WITH EDWARD P. JONES <p>NOVEL</p> <ul style="list-style-type: none"> THE KNOWN WORLD CHAPTERS 1-3 <p>DISCUSSION</p> <ul style="list-style-type: none"> READ & RESPOND TO DISCUSSION #2, <i>THE KNOWN WORLD</i>. PEER RESPONDING REQUIRED

WEEK #3	JAN 24-26	SYMBOLISM & THEME IN EUDORA WELTY'S "A WORN PATH"	<p>READ</p> <p>COURSE MATERIALS FILE</p> <ul style="list-style-type: none"> • TED TALK "ON SYMBOLISM" • "ON THEME" • OPTIONAL: "EUDORA WELTY READS HER STORY, "A WORN PATH" • OPTIONAL: VIEW THE MOVIE VERSION OF "A WORN PATH" <p>THE STORY AND ITS WRITER TEXT</p> <ul style="list-style-type: none"> • "ELEMENTS OF FICTION" SYMBOLISM & THEME • "A WORN PATH" E. WELTY • "IS PHOENIX JACKSON'S GRANDSON REALLY DEAD?" EUDORA WELTY <p>DISCUSSIONS</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #1, WELTY.
WEEK #3	JAN 27-30	THE HISTORICAL NOVEL & EDWARD P. JONES' <i>THE KNOWN WORLD</i>	<p>READ</p> <p>NOVEL</p> <ul style="list-style-type: none"> • THE KNOWN WORLD CHAPTERS 4-6 <p>DISCUSSION</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #2, <i>THE KNOWN WORLD</i>. • PEER RESPONDING REQUIRED
WEEK #4	JAN 31-FEB 2	MID-TERM EXAM COVERING WEEKS 1-3, STORIES AND NOVEL CHAPTERS 1-6	<p>MIDTERM</p> <ul style="list-style-type: none"> • MULTIPLE CHOICE QUIZ DUE AVAILABLE JAN 31 – FEB 2. ONCE YOU BEGIN, YOU MUST COMPLETE. YOU CANNOT STOP AND START THIS PORTION OF THE EXAM. • ESSAY EXAM DISTRIBUTED: DUE FEB 6

WEEK #4	FEB 3 – 6	<p>THE HISTORICAL NOVEL</p> <p>&</p> <p>EDWARD P. JONES <i>THE KNOWN WORLD</i></p>	<p>READ</p> <p>NOVEL</p> <ul style="list-style-type: none"> • THE KNOWN WORLD CHAPTERS 7-9 <p>DISCUSSION</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #2, <i>THE KNOWN WORLD</i>. • PEER RESPONDING REQUIRED <p>MID TERM ESSAY EXAM DUE FEB 6 BEFORE 11:59 PM.</p>
WEEK #5	FEB 7-9	<p>STUDYING JAMES BALDWIN'S SONNY'S BLUES THROUGH A CULTURALLY CRITICAL LENS</p>	<p>READ</p> <p>COURSE MATERIALS FILE</p> <p>THE STORY AND ITS WRITER TEXT</p> <ul style="list-style-type: none"> • "ELEMENTS OF FICTION" SYMBOLISM & THEME • "A WORN PATH" E. WELTY • "IS PHOENIX JACKSON'S GRANDSON REALLY DEAD?" EUDORA WELTY • CASEBOOK TWO: JAMES BALDWIN'S "SONNY'S BLUES" JAMES BALDWIN, AUTOBIOGRAPHICAL NOTES KEITH E. BYERMAN, WORDS AND MUSIC: NARRATIVE AMBIGUITY IN "SONNY'S BLUES" KENNETH A. MCCLANE, "SONNY'S BLUES" SAVED MY LIFE • SOCIAL CRITICISM <p>DISCUSSIONS</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #1, WELTY.
WEEK #5	FEB 10-13	<p>THE HISTORICAL NOVEL</p> <p>&</p> <p>EDWARD P. JONES <i>THE KNOWN WORLD</i></p>	<p>READ</p> <p>NOVEL</p> <ul style="list-style-type: none"> • THE KNOWN WORLD CHAPTERS 10-12 <p>DISCUSSION</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #2, <i>THE KNOWN WORLD</i>. • PEER RESPONDING REQUIRED <p>FINAL EXAM ESSAY ASSIGNMENT DISTRIBUTED</p>

<p>WEEK #6</p>	<p>FEB 14-16</p>	<p>STUDYING LESLIE MARMON SILKO'S "YELLOW WOMAN"</p>	<p>READ</p> <p>COURSE MATERIALS FILE</p> <ul style="list-style-type: none"> • "WHIRLWIND MAN STEALS YELLOW WOMAN" A TRADITIONAL TALE AS TRANSLATED BY PAULA GUNN ALLEN IN HER BOOK OF NATIVE AMERICAN TRADITIONAL TALES, <i>SPIDER WOMAN'S GRANDDAUGHTERS (1989)</i> POSTED IN THIS WEEK'S COURSE MATERIALS FILE. • MS. PURSELL LECTURE ON SILKO • "LANGUAGE AND LITERATURE FROM A PUEBLO PERSPECTIVE" SILKO • <u>LESLIE MARMON SILKO INTERVIEW</u> – VIDEO <p>THE STORY AND ITS WRITER</p> <ul style="list-style-type: none"> • "LESLIE MARMON SILKO" • "YELLOW WOMAN" LESLIE MARMON SILKO <p>DISCUSSION</p> <ul style="list-style-type: none"> • READ & RESPOND TO DISCUSSION #1, SILKO
<p>WEEK #6</p>	<p>FEB 17-20</p>		<p>READ</p> <ul style="list-style-type: none"> • WRITING ABOUT THE CONTEXT AND THE STORIES • OTHER PERSPECTIVES <ul style="list-style-type: none"> ○ STUDENT ESSAY: • *WRITING THE RESEARCH PAPER <p>DISCUSSION</p> <ul style="list-style-type: none"> • DISCUSSION 2: FINAL ESSAY WRITERS WORKSHOP: THESIS, OUTLINE, AND SOURCE LIST SHARED

WEEK #7	FEB 21 – 27	FINAL EXAM & COURSE EVALUATIONS	<p>FINAL EXAM</p> <ul style="list-style-type: none"> • FINAL ESSAY ON <i>THE KNOWN WORLD</i> DUE FEB 24, 11:56 PM • MULTIPLE CHOICE AND SHORT ESSAY EXAM AVAILABLE FEB 21 – FEB 26. ONCE YOU BEGIN, YOU MUST COMPLETE. YOU CANNOT STOP AND START THIS PORTION OF THE EXAM. <p>COURSE EVALUATIONS</p> <ul style="list-style-type: none"> • COMPLETE EVALUATIONS ON OR BEFORE FEB 27.
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Important Dates:

MARTIN LUTHER KING, JR DAY	<p>JAN. 17, 2022 – NO CLASSES</p> <p>COURSE MATERIALS AND DISCUSSIONS WILL BE AVAILABLE TO YOU, BUT NOTHING WILL BE REQUIRED FOR THIS DATE.</p>
SUNDAY 02/27/2022	END OF SEVEN WEEK SEMESTER