Welcome to Early American Literature
Engl 2327 - Fall 2011, CRN 51955
Monday - Friday, 9:00 a.m. – 12:00 p.m.
Katy Campus – Room 115A
3 Credit Hours / 48 hours per semester
3 Weeks: 12/19/2011 – 01/06/2011
Lecture / Core Curriculum

Instructor: Andreana Binder

Contact Information:
• 713-718-5750
• Email: andreana.binder@hccs.edu
• elearning site: http://learning.hccs.edu/faculty/andreana.binder
• Office Hours by appointment – Email me if you have any questions or concerns.

Please contact me concerning any problems that you are experiencing in this course. Do not wait until you have received a poor grade before asking for my assistance. As your instructor, I am here to help you. Also, be sure to take advantage of the tutors (see additional support) who are available during much of the day, five days a week.

Additional Support:
• Tutoring and Writing Centers
  o On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
  o Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
• On-Line Tutors: http://askonline.net

Prerequisites:
ENGL 1302 or equivalent

Required Instructional Materials:
• 3 Blue Books for all in-class exams
• Spiral notebook for journal sessions
• Flash drive for backing up files

Suggested Texts:
• Current MLA Guidelines
• The New McGraw-Hill Handbook or an equivalent grammar text
• Literary Response Journal (extra credit)
• College Level Dictionary

TURNITIN.COM

Turnitin.com is a tool used to screen student essays for creativity and originality. Please create a Turnitin.com account for this class at www.turnitin.com. The Class ID is 4652337 and the Enrollment Password is 51955.

Course Description:
A critical study of major American writers from the Colonial Period to 1865. Students will develop a critical vocabulary that articulates an understanding of the elements of fiction, poetry, drama and non-fiction prose, and will, using critical analysis, demonstrate the application of this knowledge through class discussions, written papers and exams, and investigative research. This course requires substantial reading and writing, including the production of an analytic research paper according to Modern Language Association (MLA) format, as covered in English 1302. Core Curriculum Course.

Student Learning Outcomes:
1. Explain and illustrate stylistic characteristics of representative works of major American writers from the Colonial Period to 1865.
2. Connect representative works of major American writers from the Colonial Period to 1865 to human and individual values in historical and social contexts.
3. Demonstrate knowledge of various works of major American writers from the Colonial Period to 1865.
4. Analyze critical texts relating to the works of major American writers from the Colonial Period to 1865.
5. Critique and interpret representative literary works of major American writers from the Colonial Period to 1865.

Student Learning Objectives:
1. Demonstrate the ability to coherently analyze fiction, poetry, drama, and non-fiction: recognize the elements of literature in representative works, identify examples of each, and evaluate the contribution of each verbally in class and in exams;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—to identify themes in works of literature and to identify characteristics that show their place in literary, social, and historical periods;
3. Identify and illustrate the significance of passages from literary works and how they contribute to the development of a literary text and of its theme(s);
4. Find and evaluate literary texts and/or library books, journals, magazines, and/or databases to support a thesis and write a documented paper using proper MLA citations and Works Cited;
5. Expand the scope, confidence, and creativity of interpreting works of fiction, poetry, drama, and non-fiction.

Reading and Assignments:
By the class period listed, students are to have read textual information on the period being studied and biographical information on the author being studied along with his or her listed works. Works may be added to or deleted from the course as discussed in class.

Instructional Methods:
To fulfill my personal goal of making you the best reader and thinker about imaginative works of American Literature that I can in 3 weeks, you will experience a variety of instructional methods. Although class discussions about literary texts will dominate class time, you will also be involved in collaborative activities, including group work and projects.

CORE Curriculum Competencies:
This course is a required part of the HCC CORE Curriculum and transfers to other Texas colleges and universities. As such, it stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

The Student Learning Outcomes listed above directly address these.

Minimum Writing Requirement:
To be good on a computer, one must spend many hours on it. To be a good short stop, one has to field endless amounts of grounders. To be a good reader and writer, one must as in any other skill, practice advances mastery: 5,000 words minimum.

Student Assignments:
This class begins with a steep learning curve, and then levels off, so students can gain mastery of the skills taught. Consequently, students should strive to not miss any classes. Each assignment builds upon the next so that by the end of the semester, the attentive student will know how to effectively analyze fiction, poetry, drama and creative nonfiction, and understand their cultural and historical context. To demonstrate this, students will take three exams and write an analytical paper. The paper allows students the opportunity to delve deeply into literary texts and illustrate their mastery of literary concepts. It will also demand thoughtful research and the proper citation of sources and application of MLA style.
Assignments include:

- Native Americans and American Dream: the first thematic exam covers two thematic sections. The first focuses on texts relating to the encounter between colonists and the indigenous populations of the Americas. The second, the development of the American dream as developed by the colonists and early citizens of the new United States of America. This includes identifying authors, titles, and the significance of representative quotations from the pieces studied and discussed in class. Works by Bartolome de las Casas, Mary Rowlandson, Benjamin Franklin, William Apess, Christopher Columbus, John Winthrop, Thomas Jefferson, Thomas Paine, Ralph Waldo Emerson, and Walt Whitman, among others will be covered.

- Slavery and Supernatural: the second thematic exam will cover two shorter thematic sections. The first explores readings associated with the African-American experience as slaves up to the Civil War. The second, the works of Native American, Colonial, and Romantic texts relating to faith, magic, and the unknown. As in the first exam, this one will also challenge students to identify authors, titles, and the significance of representative quotations from the pieces studied and discussed in class. Works by Olaudah Equiano, Phillis Wheatley, Henry David Thoreau, Frederick Douglass, Michael Wigglesworth, Cotton Mather, Thomas Paine, Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson and others will be featured.

- Love, Grief, and the Soul: the final thematic exam will focus on a shorter list of poems, short stories, and a sermon. It will be organized just like the first two exams and will stress the works of Anne Bradstreet, Jonathon Edwards, Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, and Walt Whitman.

- Research/Analysis: Assignment to be determined

- Class Participation, Quizzes and Homework: Students will not be given quizzes unless it is obvious from class participation and homework that they are not reading the material. If this occurs, students will be given quizzes on every literary work in the syllabus for the rest of the semester.

**Student Assessments**

- First Thematic Exam 22.2%
- Second Thematic Exam 22.2%
- Final Thematic Exam 22.2%
- Research/Analysis Paper: 22.2%
- Class Participation, Quizzes and Journal Entries 11.2%
Where to Find Copies of the Calendar, Specific Assignments, and Written Support for this Class:
On the elearning site noted above, this syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

Instructor Requirements:
  o Submission of materials. As in any activity, like basketball, for example, writing follows certain rules so that audience and participants know what to do and what to expect.
  o In-class exams must be written on blue books. Unless told otherwise, students with less than perfect handwriting will skip every other line and write with pen or a dark led pencil.
  o The Research/Analysis Paper is to be turned in at Turnitin.com and at the beginning of the class period (with all scratch work) on which it is due: first 20 minutes. Papers and other work will be penalized one letter grade (10 points) after the beginning of class when due and every calendar day they are late up to three days. After that a paper is no longer accepted. Make-up of in-class exams follows the same criteria.

- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

**HCC Grading Scale:**
A = 100- 90 4 points per semester hour
B = 89 - 80: 3 points per semester hour
C = 79 - 70: 2 points per semester hour
D = 69 - 60: 1 point per semester hour
59 and below = F 0 points per semester hour
IP (In Progress) 0 points per semester hour
W (Withdrawn) 0 points per semester hour
I (Incomplete) 0 points per semester hour

AUD (Audit) 0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

**Instructor Grading Criteria:**

- **Exams:**
  - The three exams will follow the same criteria. They are essay in format and give students the opportunity to show they know the names and works of major writers studied, their intentions in specific literary contexts, and the interconnectedness of their works. They also will demonstrate a working knowledge of literary genres and periods.

    Exams require students to respond to at least seven of the literary quotes offered on the exam citing words and phrases from the quotes as evidence. Each response is worth 14 points: 2 points for the author’s full name, 2 points for the work’s full title, and up to 10 points for the analytic response.

- **The Research/Analysis Paper:**
  - This paper provides students with a vehicle to show their ability to creatively manipulate language; locate supporting evidence via outside research and practice critical analysis in a literary context. The grade will be awarded holistically based on the creativity, research, analysis, and writing demonstrated as well as the use of MLA standards and the use of grammar, sentence structure, punctuation, word usage, tone, and mechanics. Works Cited page and in-text citations are required. The minimum length requirement for this essay is 8-10 pages.

    All scratch work and sources are required with hardcopy. Please also submit an electronic copy to Turnitin.com.

    The Research/Analysis Paper must follow basic MLA rules (Modern Language Association) and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font. For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the required materials with a staple. Do NOT paperclip your papers together. Points will be deducted from papers, which do not meet requirements. If you do not have a textbook such as the McGraw-Hill Handbook, *second edition*, please see the Purdue Online
Writing Lab for 2009 updated MLA guidelines. This website will help you shape your Works Cited page and in-text notes: 
http://owl.english.purdue.edu/owl/resource/747/05/

HCC Policy Statements:

- **Discipline**: As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)

- **Academic Honesty**: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

  Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), Collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. For more on plagiarism, see "Plagiarism" in The New McGraw-Hill Handbook, second edition. (See Student Handbook)

- **Special Needs**: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words Disability Information.

  Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

- **Missing Class**: If absent or late to a class, the student is responsible for any information missed. Each student should exchange emails or phone numbers
with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be considered absent.

- **Attendance/Withdrawals:** You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, it is their responsibility to formally withdraw.

  - If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date for withdrawal. Before you withdraw from the course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important.

  - If you wish to withdraw, obtain the withdrawal form from Student Services and submit it in the registration office or see me about withdrawing you. However, before you withdraw from any class, please consider the following carefully: The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.

  - In consideration of the above law, I will not give a “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only submit the grade earned by adding up your grades to date. Other instructors may have different rules concerning giving a "W" grade. Please read the syllabus for each of your classes to be informed of the rules.

  - International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.
• **EGLS3: -- Evaluation for Greater Learning Student Survey System**
  At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

This year, HCC with the help of the Faculty Senate is implementing the online EGLS3 -- Evaluation for Greater Learning Student Survey System to replace the paper SEOI, Student Evaluation of Instruction. More messages will come throughout this semester.

**HCC Student Services Information:**
Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:
* 8 a.m. – 7 p.m. M – Thur.
* 8 a.m. – 1 p.m. F – Sat.
* Katy Campus, 713-718-5751
* Spring Branch Campus, 713-718-5669

Additional Information: [http://northwest.hccs.edu/northwest/campus-services](http://northwest.hccs.edu/northwest/campus-services)

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.
### Calendar for ENGL 2327: Fall 2011

Readings and assignments must be read or completed by the date assigned, and they may be augmented or deleted by instructor.

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<tr>
<th>Week Number</th>
<th>Activities and Assignment</th>
<th>Objectives and Details</th>
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| 1           | Syllabus, Introductions, and Introduction to Course  
Evaluate text on in-class readings.  
Explain ideas for Research/Analysis Paper. | Meet & Greet  
Review Typed Topic Outline & Criteria for Research Paper  
Review MLA format & Works Cited page guidelines  
Read in-class:  
Pima and Iroquois Creation Myths (17-31)  
Bartholome de las Casas, from "Devastation of the Indies" (35 - 39) |
| 12/20       | Theme: Native Americans Beginnings to 1700 (1 – 3, 5 - 11 Vol. A)  
Mary Rowlandson, "A Narrative of Captivity and Restoration" (235 - 248)  
“A Notable Exploit”: Hanna Dustan’s Captivity and Revenge (343 – 353)  
Benjamin Franklin, "Remarks Concerning the Savages of North America" (468 - 471) | Journal Session  
Group Work  
Analysis/Presentation of Findings  
Class Discussion |
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<th>Week Number</th>
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<tr>
<td><strong>12/21</strong></td>
<td>Sampson Occum, &quot;A Short Narrative of My Life&quot; (440 - 443)</td>
<td>Journal Session</td>
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<td>Philip Freneau, &quot;The Indian Burying Ground&quot; (745)</td>
<td>Group Work</td>
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<td>William Apess, &quot;An Indian's Looking-Glass for the White Man&quot; (1051 - 1057 Vol. B)</td>
<td>Analysis/Presentation of Findings</td>
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<td>“Memorial of the Cherokee Citizens, November 5, 1829” (1263)</td>
<td>Class Discussion</td>
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<td>Handsome Lake, &quot;How America Was Discovered&quot; (Online)</td>
<td>Class Discussion</td>
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<td><strong>12/22</strong></td>
<td>Theme: American Dream</td>
<td>Review for Exam</td>
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<td>Beginnings to 1700 (11 - 14 Vol A)</td>
<td>Journal Session</td>
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<td>Christopher Columbus, two letters (31 - 34)</td>
<td>Group Work</td>
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<td>John Winthrop, &quot;A Modell of Christian Charity&quot; (147-148, 157 - 158)</td>
<td>Analysis/Presentation of Findings</td>
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<td>American Literature 1700 - 1820 (357 - 359, 361-363)</td>
<td>Class Discussion</td>
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<td>Thomas Jefferson, &quot;The Declaration of Independence&quot; (651 - 656)</td>
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<td>Thomas Paine, from Common Sense and The Crisis, No. 1 (629 - 636)</td>
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<td>Benjamin Franklin, &quot;Information to those who would Remove to America&quot; (463 - 467)</td>
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<td>Philip Freneau, &quot;On the Emigration to America . . .&quot; (743)</td>
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<td>12/23</td>
<td>Ralph Waldo Emerson, &quot;The American Scholar&quot; (1138 – 1150 Vol. B)</td>
<td><strong>Exam:</strong> Native Americans and American Dream</td>
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<td>Walt Whitman, &quot;Song of Myself&quot; (2210 - 2253) Sections 1 -6, 11, 13, 15, 17, 21, 51, 52.</td>
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<td>2</td>
<td><strong>Theme:</strong> Slavery</td>
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<td>American Literature 1700- 1820 (364 – 365)</td>
<td>Journal Session</td>
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<td>Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself (674 - 686)</td>
<td>Group Work</td>
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<td>Phillis Wheatley, letter &quot;To Rev. Samson Occum&quot; (763)</td>
<td>Analysis/Presentation of Findings</td>
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<td>Philip Freneau, &quot;To Sir Toby&quot; (746)</td>
<td>Class Discussion</td>
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<td>Henry David Thoreau, &quot;Resistance to Civil Government&quot; (1853 – 1871 Vol.B)</td>
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<td>Fredrick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (2060 Chapters 1 and 10)</td>
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<td>12/26</td>
<td><strong>Theme:</strong> Supernatural</td>
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<td>American Literature 1700 – 1820 (359 – 361)</td>
<td>Journal Session</td>
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<td>&quot;Wohlpe and the Gift of the Pipe,&quot; &quot;The Origin of Stories,&quot; &quot;Raven and Marriage&quot; (online)</td>
<td>Group Work</td>
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| 12/28       | Cotton Mather, "The Wonders of the Invisible World" and "The Trial of Martha Carrier" (307 - 312)  
Thomas Paine from The Age of Reason (643 - 648)  
**Thesis Statement Due for Approval** | **Thesis Statement Workshop/Peer Review Analysis Paper**  
Journal Session  
Group Work Analysis/Presentation of Findings  
Class Discussion |
| 12/29       | American Literature 1820 - 1865 (943 – 948 Vol. B)  
Washington Irving, "The Legend of Sleepy Hollow" (951 and 965 - 984)  
Nathaniel Hawthorne, "Young Goodman Brown" (1289 - 1297)  
Edgar Allan Poe, "Ligeia" (1543 - 1552)  
Emily Dickinson, poems 373 (2572), 479 (2578)  
**Typed Topic Outline Due** | **Typed Topic Outline Workshop/Peer Review for Analysis Paper**  
Review for Exam  
Journal Session  
Group Work Analysis/Presentation of Findings  
Class Discussion |
| 12/30       | **Exam: Slavery and Supernatural** | |
| 3           | Theme Love, Grief, and the Soul  
Anne Bradstreet, "The Author to Her Book" (204), "To My Husband" (2 poems, 206), "Upon the Burning of Our House" (212)  
Jonathen Edwards, "Sinners in the Hands of an Angry God" (384-386, 425 - 431)  
Nathaniel Hawthorne, "The Minister's Black Veil" (1311 – 1319 Vol. B)  
**Rough Draft Due** | **Rough Draft Peer Review Session for AP Assignment (AP = Analysis Paper)**  
Journal Session  
Group Work Analysis/Presentation of Findings  
Class Discussion |
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| 1/03        | Edgar Allan Poe, "The Cask of Amontillado" (1612 - 1616)  
              Edgar Allan Poe "To Science" (1532), "The Raven" (1536 - 1538), "Annabel Lee" (1542)  
              **Polished & Typed Rough Draft Due w/ Works Cited page and in-text citations** | **2nd Rough Draft** Peer Review Session for AP Assignment (AP = Analysis Paper)  
              Journal Session  
              Group Work  
              Analysis/Presentation of Findings  
              Class Discussion |
| 1/04        | Nathaniel Hawthorne, "Rappaccini's Daughter" (1332 - 1341)  
              Emily Dickinson, poems 341, 520  
              **Research/Analysis Paper Due by 11:59pm on 1/4/11 at Turnitin.com** | Journal Session  
              Group Work  
              Analysis/Presentation of Findings  
              Class Discussion |
| 1/05        | Emily Dickinson, poems 788 (2585), 1263 (2590), 1577 (2591)  
              Walt Whitman, "Out of the Cradle Endlessly Rocking" (2267 - 2271) | **Review for Exam**  
              Journal Session  
              Group Work  
              Analysis/Presentation of Findings  
              Class Discussion |
| 1/06        |                       | **Final Exam**: Love, Grief, and the Soul |