

English 2328 Course Syllabus
American Literature II: Women Authors, CRN 57816
Southwest College, Spring 2018
The Learning Hub, Rm. 314
TTh 9:30-11:00 am

Instructor: Professor Marie Dybala
marie.dybala@hccs.edu
The Learning Web: <http://learning.hccs.edu/faculty/marie.dybala>
Link to Eagle Online Canvas Course Component:
<https://eagleonline.hccs.edu/login/ldap>
Go to Canvas and use the email Inbox on our course website every time you need to contact me.

Texts: Required:
Baym, Nina and Robert S. Levine, eds. *The Norton Anthology of American Literature*. 8th ed. Vol. E. New York: Norton, 2012. ISBN 9780393934809
Chopin, Kate. *The Awakening: A Norton Critical Edition*. 2nd ed. Ed. Margo Culley. New York: Norton, 1994.
Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Perennial ISBN 13: 9780061120060

Recommended (Optional Resources):
Glenn, Cheryl & Loretta Gray, eds. *Harbrace Essentials*. 2nd ed. Cengage, 2015. ISBN-13: 978-1-285-44699-8
MLA Style Center: <https://style.mla.org/sample-papers/>
This link also provides writing resources especially on MLA style.
HCCS Library Link to MLA style: http://library.hccs.edu/style_guides

Supplies: A folder with pockets for class handouts and a section for class notes.
College Dictionary

<u>Grade Percentages:</u>	EO Forums, homework, discussion leadership	10%
	Research Essay 1 (1250-2000 words or 4-6 typed pages)	30%
	Research Essay 2 (1250-1500 words or 4-5 typed pages)	20%
	Essay 3 (750-1000 words 3 pages)	10%
	Collaborative presentation on essay 3	20%
	Final Exam (500 words)	10%

Attendance: HCCS policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped from the course. This policy will be enforced. Coming in late or leaving early will constitute a tardy. All tardies will be counted toward your allotted absences. Your participation is required. Students who intend to withdraw from the course must do so by the official last day to drop April 3, 2018 before 4:30pm. Students who prefer to receive an F rather than a W will need to attend classes throughout the semester and take the final exam or discuss the situation with the professor before they stop attending the class.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade

of “FX”, compared to an earned grade of “F” which is due to poor performance. Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of “FX” is treated exactly the same as a grade of “F” in terms of GPA, probation, suspension, and satisfactory academic progress.

<u>HCC Grading Scale:</u>	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
	F = 59 and below	0 points per semester hour
	FX (Failure due to non-attendance)	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

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy. The last day to withdraw is Tuesday April 3, 2018.

International Students: Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, 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 any other transfer issues.

Course Reinstatement: Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional \$75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error.

Recording Devices: Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. These devices are not allowed to be used in campus restrooms. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations (See Special Conditions below).

Campus Carry: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

Scholastic Dishonesty: Plagiarism results in a grade of zero on that project. Cheating or collusion results in a grade of zero on that project. Plagiarism or collusion on a second major assignment results in a zero in the course.
1] "Plagiarism"--the appropriation of another person's work and the unacknowledged incorporation of that work in one's own written work for credit.
2] "Collusion"--the unauthorized collaboration with another person in preparing written work for credit.
Copying information from a website without appropriate citations is plagiarism and also results in a 0. You will be required to submit your paper via Eagle Online Canvas to turnitin.com a plagiarism detection program.

Early Alert: HCC has instituted an Early Alert process by which your professor may "alert" you and counselors that you might fail a class because of excessive absences and/or poor academic performance. A counselor will then reach out to you to discuss your progress and offer any relevant resources. This initiative is designed to provide students with support services and resources to assist them in successfully completing their course.

Sexual Misconduct: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) and complaints may be directed to: David Cross, Director EEO/Compliance, Office of Institutional Equity and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu

Title IX Discrimination: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.

All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Houston, TX 77266-7517 or
Institutional.Equity@hccs.edu

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Reinstatement Policy: Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional \$75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error.

Ability Services: If you have any special conditions, extenuating circumstances, or needs that may affect your progress in this course, please notify me. Please inform me of any special accommodations that you have documented through the Ability Support Services Counselors so that I may better meet your needs. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate Ability Services Office. Ability Support Services, Southwest College at 713.718.7910. To visit the ADA Web site, log on to www.hccs.edu and click "students," scroll down the page and click on disAbility Services. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office. Consult the ***Student Handbook*** for more information about policies and resources for students: <http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Ability Service Contact Information

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604
Interpreting and CART services
713-718-6333

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Online Tutoring:

The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is. Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to hccs.upswing.io. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

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.

Important Dates:

January 16 Tuesday:	Classes Begin (Cancelled / inclement weather)
January 29 Monday:	Official Date of Record
February 19 Monday:	Presidents Day Holiday
March 12-16:	Spring Break: Holiday
April 3 Tuesday:	Last Day to Withdraw
March 30 Friday:	Spring Holiday

May 7-13: Final Exam Week (your final essay will be written at the last class meeting on May 3.)
May 13 Sunday: Semester Ends

Course Purpose:

American Literature II with a focus on Women Writers introduces students to the female literary tradition and explores a variety of historical periods and genres through selected readings. Students will consider the impact of gender, race, and culture on the themes and imagery of women authors in American literature since 1865. Concepts essential to the analysis of literature are studied and applied in lectures, class discussions, presentations, and writing assignments considering representative writers of the late 19th-21st century. This course fulfills the core curriculum humanities requirement (3 semester hours) as well as the Language, Culture, and Philosophy requirement (3 semester hours).

Writing Requirements:

Research Essay One: an analysis of the author's purpose in *The Awakening*, with a minimum of 4 double-spaced (1250-2000 words) typed pages and references to three or more secondary sources in our Norton critical edition and posted in Canvas. A synopsis will be presented to the class.

Research essay Two: An analysis of the author's purpose in *Their Eyes Were Watching God*, with a minimum of 4 typed, double-spaced pages (1250-1500 words) and references to 1 or more secondary sources

Essay 3: A feminist/gender based or class/cultural interpretation of a particular theme traced through significant passages of the work that you select from the multicultural readings in the anthology for your collaborative group.

The daily grade will consist of in-class reading responses, and a discussion leadership grade as well as creative written responses and Canvas Forum participation. Each student will be required to lead the discussion on specified dates. This class is discussion based, so students should keep up with the reading and be prepared to share ideas on their chosen quotes on all discussion days. Students must bring the book or a copy of the pages under discussion so that they can fully participate.

The Final Exam will require students to write an essay analyzing the feminist and multicultural issues and literary themes in the contemporary short story and poetry readings. Students will also write short essays evaluating the collaborative presentations and discussing their own group member's collaborative contributions.

Late Paper Policy:

All assignments are required to be turned in electronically in the Eagle online Canvas submission folder. **Papers that are placed in my box are unacceptable.** The due date will be posted on your assignment sheet and in the Canvas website for all major assignments, as well as on this syllabus. Occasionally, the due date on the syllabus may be adjusted, so please refer to the essay assignment sheet. Please keep a copy of your papers for your own file; should a paper be lost, it is your responsibility to deliver another copy. No late papers will be accepted without appropriate documentation of a medical or unforeseen emergency or after arranging a conference and receiving my approval and may be penalized 10 points.

Make-up Policy:

Students will be allowed to take make-up exams if they have documented medical or unforeseen emergencies. Students will be responsible for contacting me and providing documentation of the emergency situation. Students are strongly encouraged to avoid taking this measure and the make-up exam will be an entirely different format from the original exam.

Conferences:

Students are encouraged to arrange a conference with the professor to discuss their progress in the course at any time. All students are welcome to arrange a conference with their instructor concerning their research paper progress prior to the due date. Collaborative groups are advised to consult with me before presentations are due. Students are urged to discuss any conditions or circumstances that may affect their progress in the course. **Immediately after the 4th absence, students are required to schedule a conference with the professor or they will receive an FX in the course.**

Paper Format:

- Note cards and an annotated draft are required with the research paper packet for essay one.
- Typed papers must adhere to 8th ed. MLA style format
- All major assignments will be submitted electronically in Eagle Online Canvas and also to Turnitin in Canvas.
- All work completed outside of class must be Microsoft Word files ending in .doc or .docx using a 12 point Times New Roman font, one inch margins, MLA style heading, and original title.

Other Policies:

- * Please turn off cell phones and beepers and place them in your pack or purse prior to entering the classroom.
- * Please be prepared to take notes during class -- no tape recording devices allowed (see above).
- * Please do not bring children, boy/girl friends, family members, or any other person to class with you -- only students registered in the class may attend.
- * Please do not chat with class colleagues during discussion.
- * Please do not pack up books and belongings prior to being dismissed -- I will announce when class has been completed and it is time for you to leave.
- * If you should miss class for any reason, it is your responsibility to make up the work you missed and to contact me for any special instructions on work you missed. Quizzes cannot be made up and homework is not accepted late. It is also strongly recommended that you obtain the phone number of a classmate to aid you in this situation.
- * Attendance will be checked daily. Please note: excessive tardiness will count against your attendance Please make an effort to be on time to avoid losing points and disrupting the class.

College Classroom Computer Lab Policies:

- No food or drinks
- No unauthorized chatting
- No students allowed in the room without instructor

- No students allowed to print personal information (Students are only allowed to print class assignments per the instructor's directions.)
- No viewing of inappropriate websites on the college computers
- No hacking attempts or trying to access hacking sites
- No downloading of AOL.com

Please note -- the above rules are maintained to enhance the lab experience for all HCCS students. All computer lab activities will be monitored carefully by the instructor and HCCS IT personnel.

Core Objectives:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Calendar: Schedule of Assignments

Week 1

1/16 (cancelled)-1/18

Introduction to course syllabus--write in-class essay.

Assignment:

Buy the course textbook(s). Read *The Awakening* Chapters 1-15

<http://classiclitt.about.com/library/bl-etexts/kchopin/bl-kchop-awake-1.htm>

<http://docsouth.unc.edu/southlit/chopinawake/chopin.html>

Be prepared to discuss the quotes and plot developments that intrigue you the most in the first 15 chapters (next week). What feminist/gender issues do you find most significant? Include the chapter and page number of each passage you choose to discuss. (See Canvas Chapter 1-15 questions)

Week 2

1/23

Student Introductions

Introduction of historical terms. Instructor lecture on intro to the 19th and 20th Century (LBW: 1-29) Discuss feminist issues and plot development in chapters 1-6.

Assignment:

Continue reading chapter 1-27 and prepare to participate in class discussion on chapters 7-15

- 1/25 Discuss student responses to chapters 7-15.
Assignment:
 Prepare to discuss chapters 16-27 (44-80) with your selected quotes. Respond to Edna Pontellier's character by tracing 3 or more quotes by the character, quotes about the character, or actions of the character. What feminist or gender issues do you find most significant? Which of these chapters did you find most notable? Why?
- Week 3**
- 1/30 Students will discuss selected passages from their assigned chapters with a focus on Edna's evolution and her interactions with other characters and her environment.
- 2/1 Continue assigned chapter selections and read selected scenes aloud.
Assignment:
 Read Chopin chapters 28-39 (80-109) and prepare to discuss your selected quotes.
- Week 4**
- 2/6 Reading Quiz One
 Discuss chapters 28-39.
Assignment:
 Respond to the conclusion of the novel in light of the contextual documents in a unique genre—letter, journal entry, dialogue, newspaper article, poem (one typed page)
- 2/8 Complete discussion of novel with student excerpts from your creative response homework assignment.
Assignment:
 Review the *Biographical and Historical Contexts* section of *The Awakening* with special attention to Toth (113-122).

 Begin reading for your research paper which will include references to 2 or more selections from this collection including Gilbert 271-281 and Showalter 311-320. Prepare to discuss Gilbert and Showalter next week. Refer to Eagle Online for other links to research articles.

 Begin creating note cards in preparation for writing the research paper with 2 or more sources including Gilbert, Showalter, and/or Toth.
 Write 10+ primary source note cards (*The Awakening*)
 Write 10+ secondary source note cards from the secondary sources.
 Bring notecards on selected quotes demonstrating research process.
- Week 5**
- 2/13 Discuss research paper formal outline and thesis sentences
 Continue discussion of the novel and the secondary sources Gilbert, Showalter and Toth. Students present discussion of Showalter and Gilbert articles and thesis sentences.

Assignment:
 Write thesis, outline, and begin first draft of essay one.
- 2/15 Writing Workshop: Discuss students' thesis (interpretation) with the class.
Assignment:

Complete first draft (4 typed pages) of essay 1 using 3 or **more** articles from *The Awakening* NCE (Showalter, Gilbert, Toth, or following MLA style documentation.

Essay One Draft due (and notecard check) for 10% of grade.

Week 6

2/20

Student conferences. Research Paper Process and First Draft due.

Assignment:

Revise first draft and incorporate MLA header with pagination, heading, original title, in-text citations, and works cited page. Ensure the concession (par. 7) acknowledges the strengths of an article with an opposing view to yours and that the refutation (par. 8) rejects the article and provides evidence to prove that your thesis is more accurate.

2/22

Review MLA style and other student concerns

Assignment:

Complete Essay One and submit in Eagle Online Submission Folder and the Turnitin Submission Folder by Friday 2/23.

Read *Their Eyes Were Watching God* Foreword and Chapters 1-10

Week 7

2/27

Take notes and enjoy Zora Neale Hurston video *Jump at the Sun*

Assignment:

Select passages from each chapter to illuminate the character of Janie Crawford.

3/1

Discuss Chapters 1-10

Assignment:

Read *Their Eyes Were Watching God*: Chapters 11-20

Week 8

3/6

Discuss Chapters 11-20

Assignment: Read Afterword and Essay Two Topic options

3/8

Complete discussion of Zora Neale Hurston and Essay Two assignment

Assignment: Write essay two draft and final essay over spring break and submit essay on Tuesday 3/20

Read Collaborative Group Topic Options and prepare to sign-up by reading the

(See week 9)

March 12-16 Spring Break!

Week 9

3/20

Student readings of epilogue to essay two

Assignment: Submit essay two to both submission folders in Eagle Online.

3/22

Form collaborative groups for the final presentation project and discuss essay three multicultural and feminist readings.

Assignment:

Read Collaborative Group Topic Options: Sign-up for collaborative group presentation readings.

Assignment:

Read African American Authors: Toni Morrison: "Recitatif" 608-623 and Audre Lorde poems 687-690 and Postmodern Manifesto from "Poetry Is Not a Luxury" 417-418.

Read Latina American Authors: Julia Alvarez: "The Mother" 1075-1083 and Sandra Cisneros: "Woman Hollering Creek" 1130-1139 and Gloria Anzuldúa's poem "El sonavabitché" (837-838, 858-862)

Read Asian American Authors: Jhumpa Lahiri: "Sexy" 1222-1223 and 1223-1239 in book, in EO this story is on pages 83-110, and Cathy Song's poetry (1158-1165).

Week 10

3/27

Meet in collaborative groups to discuss projects.

Assignment:

Prepare to discuss poetry readings for all groups: African, Latina, and Asian American Authors readings.

3/29

Group leaders present overview of Audre Lorde's background.

Paraphrase each poem and select key words to define and analyze.

Which words have layered meanings or symbolic imagery? Does the poem have a narrative or is it more figurative? Analyze the symbols and explain its relevance.

Assignment:

Prepare for leadership discussion grade

Week 11

4/3

Group leaders present overview of Gloria Anzuldúa's background.

Paraphrase the poem and select key words to define and analyze.

Which words have layered meanings or symbolic imagery? Does the poem have a narrative or is it more figurative? Analyze the symbols and explain its relevance.

Assignment:

Work with collaborative group to prepare for in class performance.

4/5

Group leaders present overview of Cathy Song's background.

Paraphrase each poem and select key words to define and analyze.

Which words have layered meanings or symbolic imagery? Does the poem have a narrative or is it more figurative? Analyze the symbols and explain its relevance.

Assignment:

Work with collaborative group to prepare for in class performance.

Week 12

4/10

Discussion Leadership Group One – Student Group leads discussion of the African American Author Toni Morrison's "Recitatif".

Assignment:

Essay Three topic options

4/12

Discussion Leadership Group Two: Student Group leads discussion of Latina American Author Sandra Cisneros' "Woman Hollering Creek" and Julia Alvarez's "the Mother"

Week 13

4/17

Discussion Leadership Group Three: Student Group leads discussion of Asian American Author Jhumpa Lahiri's "Sexy."

4/19

Final Essay Three and Collaborative Group Planning and Discussion Meeting

Assignment:

Prepare for presentation. Include a multimedia component. Be creative, analytical, and interactive!

Week 14

Collaborative Presentations 1, 2, and 3 (Turn in the script for your group with each member's part noted)

4/24

Group Three Collaborative Presentation followed by class discussion.

Assignment:

Review multicultural readings for groups one and two

4/26

Group Two and One Collaborative Presentations followed by class discussion

Week 15

5/1

Final Exam Preparation/Review

Essay Three Due in the Eagle Online Submission Folder and Turnitin Folder by 11:00pm

Assignment:

Prepare for final exam essay and 10 Identification terms

The next class is the last class meeting. We will not meet during the final exam week.

5/3

Final Exam Essay Session: (One hour and twenty minutes)

The final exam essay question will require you to

respond to the collaborative group presentations other than your own.

You will critique their effectiveness and argue about the feminist components of the works (whether you agree or disagree with the group presentations.) You will need to refer to the works and incorporate quotes from each of them to defend your thesis. Bring your *Norton Anthology of Literature or copies of the stories*.

5/8-5/14

Final Exam Week—in your other classes, your final is completed during this last week of classes. **We will not meet.**

Happy Summer! Read and relax! You have earned it, and you are a richer person for all of your scholarly and creative efforts!

