



# Welcome to English Composition II

Engl 1302 - Fall 2013, CRN 62880  
Tuesday and Thursday, 2:30 – 5:30 p.m., Room 312  
3 Credit Hours / 48 hours per semester  
8 Weeks: 10/21/2013 – 12/15/2013  
Lecture / Core Curriculum

**Instructor:** Samuel D. Huntington

## Contact Information:

- No phone contact
- E-mail: [samuel.huntington@hccs.edu](mailto:samuel.huntington@hccs.edu)
- E-learning site: <http://learning.hccs.edu/faculty/samuel.huntington>
- Office: N/A, but can be arranged
- Office Hours: Immediately after class Tuesday and Thursday, and by appointment

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before asking for my assistance. I am available. Feel free to contact me via e-mail or arrange a visit with me any time after class or at a time convenient for both of us and I'll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support immediately below) who are available during much of the day, five days a week at Spring Branch and two days a week at Katy. You may also take advantage of on-line tutors.

## Additional Support:

- Tutoring and Writing Centers
  - 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.
  - 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:** English 1301 or the equivalent

## **Instructional Materials:**

- Sylvan Barnet, et al. *Literature for Composition: Essays, Stories, Poems, and Plays*, Ninth Edition, Pearson Longman Publishers. 2011 (LC)
- Elaine P. Maimon, et al. *The McGraw-Hill Handbook*, Third Edition. 2012 (MH)
- *English 1302 Guidebook* (SG) Experiment with the E-text version (code included with purchase; we will be doing surveys and feedback responses)\*
- Suggested Text: College Level Dictionary
- 3 Blue Books for all in-class assignments (1 for Midterm, 1 for Final, and 1 for Daily Response Entries)
- Folder for turning in supporting documents with essays (peer-reviews, worksheets, pre-writes, copies of outside sources, etc.)
- Turnitin.com account for all out-of-class projects (Class ID: 7144621, Enrollment Password: 12345)

## **Course Goals:**

In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (both fiction and non-fiction) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skill introduced in English 1301.

## **Course Description:**

A more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research, documentation techniques, and literary and rhetorical analysis. Prerequisite: English 1301 or a satisfactory score on the CLEP Exam. Credit: 3 semester hours (3 lecture hours).

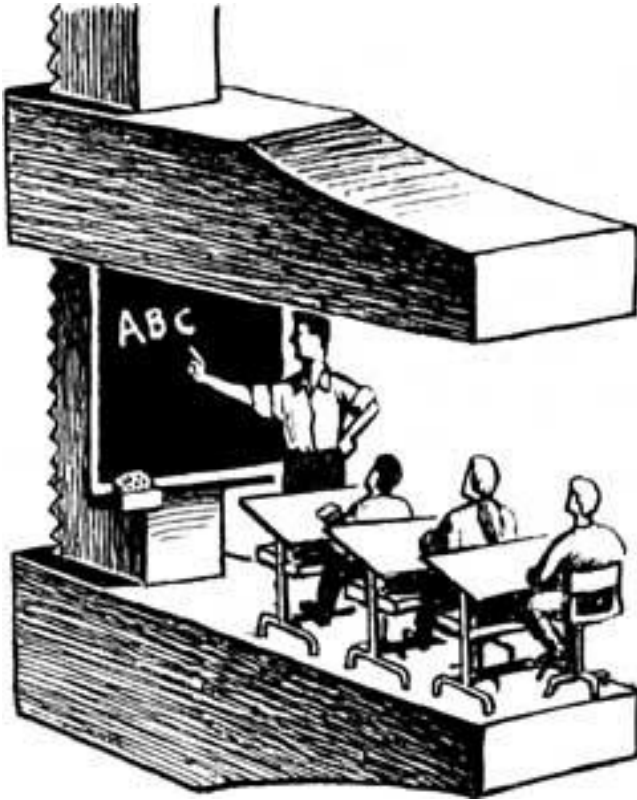
## **How Course Goals and Description Apply to You:**

An 8-week 1302 course is challenging because it requires you to formally analyze, research, argue, read and write several academic essays in a shortened time frame. Our shared goal is to have you gain the skills needed to express yourself in a variety of writing with confidence and proficiency. This course will not only attempt to provide the critical thinking skills for future success in reading and writing activities in several fields, but also this course gives ample opportunity for developing time management skills and goals necessary for this course and other future endeavors!

## **Student Learning Outcomes:**

1. Apply basic principles of rhetorical analysis

2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.



6. Experiment in creative and reflective approaches to writing.

### **Learning Objectives:**

1. Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—in written essays that persuade or argue;
3. Distinguish fact from opinion in others' writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in documented papers;
4. Research and write documented paper(s) using proper MLA style;
5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;
6. Expand the scope, confidence, and creativity of written expression

### **Instructional Methods:**

To fulfill my personal goal of making you the best writer and thinker I can in 8 weeks, you will experience a variety of instructional methods—collaborative activities, such as discussion, group work, peer reviews, and projects; individual activities through one-on-one teacher conferences, homework, journal responses, and reading quizzes; instructor presentations and lectures. I will give you very specific guidance as to how to write analyses and arguments through assignment sheets, presentations, and Q&A sessions. On more difficult assignments, you will be provided worksheets to direct you through the prewriting stages where you will be expected to reflect deeply upon an issue or an analysis.

## **CORE Curriculum Competencies:**

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

## **Minimum Writing Requirement:**

6,000 words minimum; this course requires more.

## **Student Assignments:**

Each major essay this semester will use skills and requirements specific to its purpose and will be assessed individually and separately. However, one of the common traits all assignments will have is more practice to improve grammar, organization, and style. In that sense, each essay will be required to improve in grammar, organization, and style from the previous one. The goal is to achieve a relatively error-free essay properly citing sources and applying MLA style using a combination of skills learned throughout the semester's individual assignments.

Assignments include:

*Daily Quizzes/Writing Prompts:* At the beginning of each class, there will be a reading quiz or writing prompt based on the readings due for that day. Quizzes will be used to assess comprehension and retention of readings and lectures.

*Individual Response Presentations:* Each student will sign up for two presentations (one prior to the midterm and one after). The presentation will be typed up and presented to the class for class discussion. The presentation requires four elements: 1) A text-to-self connection part (your thoughts, feelings, reactions, experiences, etc.), 2) A text-to-text connection part (specific passages of the text itself that illustrate significant meaning—2-3 examples), 3) A text-to-world connection part (how does the text relate to the world—historically, culturally, artistically, etc.), and 4) MLA format for in-text citations and works cited page.

*Collaborative Theoretical Definition Presentation:* Two or three students (as assigned by the instructor) will be responsible for a presentation defining a theory, describing applications of the theory to an assigned text, and providing discussion questions for the class to consider and debate (guaranteed quiz over presentations and readings!); more to come later.

**\*Note for Assignments Listed Below:** All out-of-class essays will require copies of out-of-textbook sources to be turned in with color-coordinated highlights of portions directly quoted, paraphrased, and summarized/referenced (this means I should see up to three colors on each copy turned in). In addition, include a one paragraph reflective statement on the process of writing the assignment: including struggles and triumphs.

*\*Individual Theoretical Application Essay:* A 1000+ word out-of-class\* paper that uses the theory assigned in the group presentation and applies it to a different text (one chosen by the student and approved by the instructor) in order to interpret that text from the theoretical point of view. The student will use a minimum of two outside sources to support his/her application of the theory and the interpretation. Essay uses MLA citation and documentation.

*Midterm Analysis and Reader Response:* A 600+ word in-class paper that identifies and discusses the effectiveness of literary elements; the student also examines how she/he as a reader responded to the text and its elements and why. The text is to be handed out to the student on the day of the exam. Essay uses MLA citation and documentation of the literary text.

*\*Exploratory Theme Paper:* A 350+ word out-of-class\* informative essay defining an issue and three positions on it (2 critical and your own), which becomes the focus of research for the Argumentative Paper.

*\*Annotated Bibliography and Analysis:* A 500+ word out-of-class\* informative and critical essay summarizing and evaluating four outside sources (1 theoretical, 2 critical, and 1 historical/informative) that were used for the Argumentative Paper.

*\*Argumentative Research Paper:* A 1500 – 2000 word out-of-class\* paper that takes a stand on an issue defined in the Exploratory Theme Paper; it refutes two opposing positions, using MLA documentation.

*Final,* a 600+ word in-class reflective and argumentative paper that takes a look back on a previous response to a literary text (from day one's diagnostic reading) and re-assesses the response with the new knowledge gained from the semester's experience. What can you argue about the changes from the first response to the re-reading response?

## **Student Assessments**

- Daily Quizzes/Prompts 15%
- Individual Response Presentations 10%
- Collaborative Theoretical Definition Presentation 5%
- Individual Theoretical Application Essay 20%
- Midterm Analysis and Reader Response 10%
- Exploratory Theme Paper 5%
- Annotated Bibliography and Analysis 5%
- Collaborative Argumentative Research Paper 20%
- Final: Essay showing knowledge of skills learned 10%

## **Where to Find Copies of Specific Assignments and Written Support for this Class:**

On the e-learning site noted above, this syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

## **Instructor Grading Criteria:**

- Quizzes will be graded as points earned (it-is-what-it-is scenarios). Prompts will be graded holistically (is there effort, thoughtful consideration, accurate details recalled from the reading, overall flow and organization to the response, etc.).
- The Individual Response Presentations will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements described (a text-to-self connection, a text-to-text connection with 3 examples, a text-to-world connection, and it follows MLA format). The student receives a B if he or she meets requirements, below if not, and higher with exceptional work.
- The Collaborative Presentation will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements described (what is the theory, how is it applied, example, and discussion questions). The student receives a B if he or she meets requirements, higher with exceptional work.
- Out of class papers—individual theoretical application, exploratory theme, annotated bibliography and analysis, and argumentative research essays—will receive a contract grade. A contract grade expects clear, clean English but focuses on the requirements that a certain type of paper demands:
  - Individual Theoretical Application paper: student receives a C if he or she meets requirements, higher with exceptional writing.
  - Exploratory paper: student receives an A, if he or she meets requirements.
  - Annotated Bibliography and Analysis paper: student receives an A, if he or she meets requirements.
  - Argument and Persuasion paper: student receives a C if he or she meets requirements, higher with exceptional writing.
- Midterm and Final
  - These papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is weighted by the following percentages:
    - Content 27%
    - Organization 23%
    - Sentences 20%
    - Word Use and Tone 17%
    - Punctuation and Mechanics 13%
  - In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class. (The

average of in-class essays is formed by counting the first in-class essay once and by counting the last one twice.)

## HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

## 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 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](http://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: A daily quiz or writing prompt will be given at the beginning of each class!** If absent or late to a class, the student is responsible for any information missed. The quiz/prompt will not be made up. Two quizzes/prompts may be missed without impact on the grade. 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:** 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, they will receive an Fx, failure due to absences, on their transcript.
  - If you feel that you cannot complete this 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.
  - Faculty can only withdraw you from a class for excess absences. 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.
  - International Students: Receiving an Fx in a course may affect the status of your student Visa. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.
- **Last day for Administrative /Student Withdrawals:**  
Friday, November 22, 4:30 p.m.

## **Library Resources:**

### **Katy:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at [daniel.dylla@hccs.edu](mailto:daniel.dylla@hccs.edu) or call the library at 713-718-5747. The library is in room 325.



**Spring Branch:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarians, Melba Martin and Peggy Edwards, at [melba.martin@hccs.edu](mailto:melba.martin@hccs.edu) or at [peggy.edwards@hccs.edu](mailto:peggy.edwards@hccs.edu), respectively, or call the library at 713-718-5655. The library is in room RC1.

**Alief:**

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Jo Blair, at [jo.blair@hccs.edu](mailto:jo.blair@hccs.edu), or call the library at 713-718-5447. The library is in the ERC.

## 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 – Th
- \* 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>

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.

**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.

## **Instructor Requirements:**

- **Submission of materials.** The following are certain requirements so that participants know what to do and what to expect.
  - **In-class essays** must be written in blue books. Unless told otherwise, students will write on one side of a page and skip every other line to allow room for instructor comments.
  - **Out of class papers** are to be turned in at the beginning of the class period on which they are due (the hard copy and an uploaded file to turnitin.com: class id and password listed above). Papers and other work will be penalized one letter grade 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.
  - **Out-of-class essays** 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 (Times New Roman or Cambria). For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the required materials with a staple or paper clip. Points will be deducted from papers, which do not meet requirements.
  
- **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. The first offense of unapproved electronics use will result in a point deduction of that day's quiz and a verbal reminder of the policy. Further offences will result in a "0" for that day's quiz.

## **Calendar for Composition II: Fall 2013 (May be revised at Instructor's Discretion)**

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

**Note: The readings below next to the dates are available for out-of-class essay options, daily prompts, exam questions, etc. You will also be held responsible for the following information (so use the following as resources as necessary; as questions may arise then it is your responsibility to ask the instructor for clarification; otherwise, the following will be assumed that you understand what is expected of you as a reader and a writer):**

Readings Responsible For (Semester Long): Chapter 1 (all), Chapter 2 (Reading and Responding section: 11-16), Chapter 3 (Developing a Thesis, Drafting, and Writing an Argument section: 45-53, Drafting Your Argument section: 53-62, Writing on Your Computer section: 62-63), Chapter 5 (What Is Literature? section: 101-104, Reading in Slow Motion section: 104-105, Explication section: 105-114, Why Write? Purpose and Audience section: 114), Chapter 6 (Analysis section: 120, Summary section: 126-127, Paraphrase section: 127-128, Comparison: An Analytic Tool section: 129-136, Evaluation in Explication and Analysis section: 136-137, Choosing a Topic and Developing a Thesis in an Analytic Paper: 137-139, Developing an Argument section: 146-150, Review: Writing an Analysis section: 151, Checklist: Editing a Draft section: 156-157), Chapter 7 (Interpretation and Meaning section: 183-186, Thinking Critically about Responses to Literature: 186-187), Appendix B (all)

### **Week 1:**

**10/ 22 T** *Topics for the Day:* Course, Instructor, and Peer Introductions; In-class Diagnostic Essay; Introducing Literature: The Reader/Writer Relationship and Close Reading: Explication, Interpretation, Analysis, and Argumentation

**10/24 H** *Topics for the Day:* Reading and Writing about Literature: Stories, Plays, and Poems; MLA Citation and Documentation; Assigning Groups for Collaborative Theoretical Definition Presentation; **Read:** *LC* 355-67 (answer questions 1 and 5 about “Samuel” on 357), 434-49 (be able to explain the differences of stage vs. film), 488-91 (The Speaker and the Poet and The Language of Poetry: Diction and Tone), 495-97 (Figurative Language), 499-504 (Imagery and Symbolism; Verbal Irony and Paradox; Structure), 512-20 (Rhythm and Versification: A Glossary for Reference)

### **Week 2: (Monday, 10/28 Official Date of Record)**

**10/ 29 T** *Topics for the Day:* Formalism and Deconstruction; Individual Theoretical Application Essay Introduced; **Read:** \*William Faulkner, “A Rose for Emily” (237), \*\*Robert Frost, “The Road Not Taken” (179) and “Stopping by Woods on a Snowy Evening” (188), \*Theodore Roethke, “My Papa’s Waltz” (786), and \*Sharon Olds, “Rites of Passage” (787) for Formalism and \*Tim

O'Brien, "The Things They Carried" (1221) and \*David Ives, *Sure Thing* (450) for Deconstruction

**10/31 H** *Topics for the Day:* Archetypal (Myth) Criticism (Group 1) and Historical Criticism (Group 2); **Read:** Nathaniel Hawthorne, "Young Goodman Brown" (624), \*Percy Bysshe Shelley, "Ozymandias" (663), and \*Alfred, Lord Tennyson, "Ulysses" (664) for Archetypal (Myth) Criticism and \*Sarah Orne Jewett, "A White Heron" (594), \*Wilfred Owen, "Dulce et Decorum Est" (272), and \*Susan Glaspell, *Trifles* (1336) for Historical Criticism

### **Week 3:**

**11/5 T** *Topics for the Day:* Marxist Criticism (Group 3) and Gender Criticism (Group 4); **Read:** Kurt Vonnegut Jr., "Harrison Bergeron" (1199), \*Grace Paley, "A Man Told Me the Story of His Life" (1220), \*Sarah N. Cleghorn, "The Golf Links" (272), \*Dana Gioia, "Money" (498), and \*Edwin Arlington Robinson, "Richard Cory" (1236) for Marxist Criticism and \*Gwendolyn Brooks, "The Mother" (206-207), \*Dorothy Parker, "General Review of the Sex Situation" (783), \*Frank O'Hara, "Homosexuality" (788), Marge Piercy, "Barbie Doll" (791) and "What's That Smell in the Kitchen?" (1240), \*Jamaica Kincaid, "Girl" (853), and Allen Ginsberg, "A Supermarket in California" (1238) for Gender Criticism

**11/7 H** *Topics for the Day:* Biographical Criticism (Group 5) and Psychological (Psychoanalytic) Criticism (Group 6); Preparation for Midterm (Literary Element Analysis and Reader-Response Criticism); **Read:** Charlotte Perkins Gilman, "The Yellow Wallpaper" (746), \*Derek Walcott, "A Far Cry from Africa" (670), and \*Sherman Alexie, "On the Amtrak from Boston to New York City" (671) for Biographical Criticism and \*Ambrose Bierce, "An Occurrence at Owl Creek Bridge" (287) and Jack London, "To Build a Fire" (583) for Psychological (Psychoanalytic) Criticism

### **Week 4:**

**11/12 T** **In-class Midterm Analysis and Reader Response Essay;** In-class Pre-Writing Activities for Individual Theoretical Application Essay

**11/14 H** **Research Project Proposal DUE;** Writer's Workshop

### **Week 5:** (Last Day for "W": Friday, 11/22 @4:30 p.m.)

**11/19 T** **Individual Theoretical Application Essay DUE;** *Topics for the Day:* Irony and Epiphany; **Read:** \*Guy de Maupassant, "The Necklace" (38), W. Somerset Maugham, "The Appointment in Samarra" (278), \*John Updike, "A & P" (385) and \*\*James Joyce, "Eveline" (659) and "Araby" (879)

**11/21 H** *Topics for the Day:* American Dreams and Nightmares; **Read:** \*Emma Lazarus, "The New Colossus" (1104), \*Aurora Levins Morales, "Child

of the Americas" (1107), \*Jimmy Santiago Baca, "So Mexicans Are Taking Jobs from Americans" (1110), \*Langston Hughes, "Theme for English B" (1112), \*Pat Parker, "For the White Person Who Wants to Know How to Be My Friend" (1113), Luis Valdez, *Los Vendidos* (1118-1126), and \*Shirley Jackson, "The Lottery" (1214-1219)

### **Week 6:**

**11/26 T Annotated Bibliography and Analysis DUE;** *Topics for the Day:* Love and Hate; **Read:** \*\*\*Kate Chopin, "The Story of an Hour" (45-47), "Desiree's Baby" (63-66), and "The Storm" (71-75), \*Robert Herrick, "To the Virgins to Make Much of Time" (180), \*T. S. Eliot, "The Love Song of J. Alfred Prufrock" (199-202), \*Emily Dickinson, "A narrow Fellow in the Grass" (608), \*Ernest Hemingway, "Cat in the Rain" (684-686), \*William Shakespeare, "Sonnet 116" (724), \*John Donne, "A Valediction: Forbidding Mourning" (725), \*Edna St. Vincent Millay, "Love Is Not All: It Is Not Meat nor Drink" (730), \*Robert Frost, "The Silken Tent" (731), and \*Joseph Brodsky, "Love Song" (734)

**11/28 H NO CLASS: THANKSGIVING HOLIDAY**

### **Week 7:**

**12/3 T** Writer's Workshop; Final Review and Wrap-up

**12/5 H Research Paper Due;** Final Exam, part 1: Individual Presentations of Research Projects

### **Week 8:**

**12/12 H Final In-class Argumentative Essay**

Note: Final Grades Available to Students Friday, 12/21