

## Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Judy Cormier</b>
Course Title & #:	<b>English 102</b>	Email:	<b>judy.cormier@imperial.edu</b>
CRNs #:	<b>20251</b>	Website:	<b>Cormier, Judy</b>
Classrooms:	<b>2727</b>	Office #:	<b>2797</b>
Class Dates:	<b>Feb. 18-June 11, 2020</b>	Office Hours:	<b>MW 11:30-1:00 TuTh 3:30-4:00</b>
Class Days:	<b>TuTh</b>	Office Phone #:	<b>(760) 355-5709</b>
Class Times:	<b>11:20-12:45</b>	Emergency Contact:	<b>Use email</b>
Units:	<b>3</b>		

## Course Description

Introduction to the study of poetry, fiction and drama, with further practice in writing. (CSU, UC)

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Recognize the development of character in fiction. (ILO1, ILO2)
- Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds. (ILO5)
- Identify symbolism within works of fiction, poetry, and drama. (ILO1, ILO2)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify the characteristics of prose fiction through discussion, quizzes, writing, and group work.
2. Analyze specific works of prose fiction in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
3. Identify the characteristics of drama through discussion, quizzes, writing, short dramatizations, role playing, and other activities.
4. Analyze specific plays in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
5. Identify the characteristics of poetry through discussion, quizzes, writing, and group activities.
6. Analyze specific poems in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
7. Identify methods of criticism and apply knowledge of these methods by writing analyses of literary works.
8. Participate in a minimum number of activities and areas of study as deemed appropriate by the instructors.

## Textbooks & Other Resources

*I do not allow electronic devices in the classroom, so you will need to get a physical textbook.*

**These materials are required, so bring them to every class meeting. We will be using them extensively.**

Gardner, Janet E, et al. *Literature: A Portable Anthology*. 4th ed. Bedford/St. Martins, 2017.  
ISBN-978-1-319-03534-1

Shakespeare, William. *The Merchant of Venice*. Dover Thrift Publications, 1995.  
ISBN- 0-486-28492-1

#2 pencil

Form 882-E Scantron sheets (3) (These forms have 50 question bubbles per side)

There will be some copying expenses.

## Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

### Classwork, Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points (up to ½ grade.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- Work that is unreasonably late may lose extra points (up to a full grade).
- **I may add, change or eliminate assignments, topics or due dates as needed to better serve the needs of the class. Changes may occur without prior warning.**
- Please do *not* email late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.
- **Papers that do not demonstrate a good command of mechanics probably will not pass, especially if there are a lot of sentence-level problems. Please edit carefully.**

### Essay and Tests Criteria and Scoring Rubric:

#### ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not “top-loaded” all on one end.

**DEVELOPMENT:**

Internal points are fully developed and **multiple specific examples** used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

**CRITICAL THINKING:**

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés.

**RESEARCH:**

This paper follows **MLA 8** format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. There is no plagiarism in this paper. Critical articles from scholarly or peer-reviewed journals are actively worked with in the paper.

**MECHANICS AND LANGUAGE:**

**As this is a post-English 110 class, it is expected that written materials will show few or no grammar or punctuation errors. Written materials that do not demonstrate a good command of mechanics probably will not pass, especially if there are a lot of sentence-level problems. Please edit carefully.**

Student should demonstrate an excellent command of the English language and no ESL errors will be found in this paper.

Paper shows appropriate tone.

Fluency is demonstrated by the appropriate use of transitional words and phrases.

Paper is well-edited for typos and other typing errors.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

## **Scoring Rubric:**

### **5.8-6.0 (“A+”) Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

### **5.0-5.7 (“A”) Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

### **4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

### **3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

### **2.9-3.1 (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. It is written at an English 09 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

### **2.0-2.8 (“D”) Not acceptable : Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol. Tests may have the above problems or the student may not be answering multiple questions effectively, accurately or in sufficient detail.

### **1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

### **0 (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism.

## Assignment Portfolio

- This is a tentative portfolio. I may add, change or eliminate topics, assignments or due dates in this portfolio in order to better serve the needs of the class. Changes may occur without prior warning. Be careful not to miss any assignments. Late work loses points, and may or may not be accepted during finals week at my discretion.

**Grading:** Assignments are scored on a 6-point scale and averaged to find the final score.

6.0-5.0=A    4.9-4.0=B    3.9-3.0=C    2.9-2.0=D    1.9-1.0=F    0=Missing, incomplete or unacceptable

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### Assignments

- 33% Test #1, Test #2, Test #3 (averaged)
- 33% Essay (character or thematic analysis)
- 33% Analytical research paper focused on a specific method of criticism and theme

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- **If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.**
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

**Heads up!** People who miss classes, frequently come in late or leave early usually have a difficult time passing the class. Understanding of the material is acquired primarily in class. Getting notes from someone might help—a little—but it won't take the place of actually attending class. More than two absences are considered excessive and could damage your ability to be successful in this class.

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. No soda cups with straws and no coffee cups. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Try to be on time to class. Stragglers in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- In an **English** class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don't assume **everyone** in your group uses that kind of language or approves of it. In other words, let's show some *class* in this class! 😊

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## Additional Student Services and Support

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### *Resources:*

- The skeleton lecture notes can be found on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need sentence practice, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:  
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or  
[ww.roanestate.edu/owl](http://ww.roanestate.edu/owl)

To check your final semester grade, go to Webstar ➡ Student services ➡ Unofficial transcripts *or* Final grades

To access Swank for viewing films, go to the library and click on databases (email login). Log in with your IVC user name and password. Click on Swank and search for the film. Note: some films begin with “The” and are alphabetized by “The.”

**Not all of our films are available out of class.**

## Disabled Student Program and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who, historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and

shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Course Schedule / Calendar

*This is a tentative outline. I may add, change, or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior warning.*

***Any Canvas background readings assigned are fair game for the tests.***

★ ***Blue stars are important reminders***

Pages reference Gardner, Janet E, et al. *Literature: A Portable Anthology 4th ed*, Bedford/St. Martins, 2017.

## February

18

Introduction to class

How to submit a paper into Canvas

How to set margins and headers (required).

★ **Note: Canvas will not take googledocs. Use Word or change to pdf)**

Individual conferences

★ **Homework:**

- Buy or rent textbooks (no ebooks)
- Print out the English 102 guide questions package from Canvas

20

Introduction to the elements and characteristics of fiction, poetry and dramatic structure.

As we progress through the semester, we will be working extensively with the following **elements of fiction:**

- Dramatic structure
- Dramatic conventions
- Poetic structures and meter
- Mood and tone
- Point-of-view
- Setting
- Genre
- Characterization
- Symbolism
- Irony
- Imagery
- Allegory
- Themes
- Archetypes
- Historical relevance or reflection
- Figures of speech: Literary metaphors, personification, similes, connotation, hyperbole, rhetorical questions

★ **Homework:**

- Bring handout package to next class
- Read “Momotaro” on Canvas (Japanese classic story). Find elements of ancient Japanese culture.

25

- How is a critical analysis paper different from a book report? (*Intro to Critical Theory* section one)
- Assignment of authors and themes for the research paper
- Tips for effectively organizing an analytical literary research paper
- Embedding quotations into literature papers
- Term paper instructions
- Review of MLA 8 formatting and citing of literary sources (handout package)
- What are scholarly/peer-reviewed critiques? Where do we find them? How do we work with them?

★ **Homework:** Finish reading *Introduction to Critical Theory* (i.e., “methods of criticism”): Feminist, eco-critical, ethnocentric, mythological (Jungian), historical, sociological, structural, religious, psychological (Freudian) on Canvas

★ Bring *The Merchant of Venice* to next class

27

Research continued

Here is a handy checklist for you and a suggested order:

- [ ] Read the stories and/or poems of your author (all in one location, if possible)
- [ ] Organize your paper
- [ ] Find your scholarly critique article
- [ ] Clear your article with me
- [ ] Draft, edit and redraft your research paper

Numbering lines in the play

***Introduction to the Renaissance***

★ **Homework:**  
Number lines in play  
Work on research paper

★ ***You need to clear your article with me before you start using it***

**March**

3

Dramatic conventions: plot, themes, establishing character through dialogue, monologue, asides, elision marks, historicism

William Shakespeare *The Merchant of Venice* group reading

★ ***Keep working on your research paper throughout the semester.***

5

*The Merchant of Venice* group reading

★ **Homework:** Read *Symbolism, Metaphor and Allegory* on Canvas (you can also use this information to help you with your research paper)

10

*The Merchant of Venice* group reading

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 12

*The Merchant of Venice* group reading

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17

*The Merchant of Venice* group reading

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19

*Pastoral idylls*

*Carpe diem* and *memento mori*

*The Merchant of Venice* discussion

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24

**Instructions for essay** (thematic analysis): structuring and developing

Christopher Marlowe “The Passionate Shepherd to His Love” 424

Walter Raleigh “The Nymph’s Reply to the Shepherd” 425

Andrew Marvell “To His Coy Mistress” 439

Robert Herrick “To the Virgins, to Make Much of Time” 434

★ **Homework:** Work on essay and research paper

*Don’t forget that both your essay and research paper need to be submitted into Canvas before you turn in the hard copy to me*

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26

Thomas Gray “Elegy Written in a Country Churchyard” 442 (*actually in the Enlightenment Period*)

John Donne “A Valediction: Forbidding Mourning” 431

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31

John Donne “Death, be not proud” 432

**Test review**

★ *Bring 882-E Scantron sheet and #2 pencil next class*

*Essay is due next class. Don’t forget to submit into Canvas*

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**April**

2

**Essay** (thematic analysis) is due

Introduction to Gothic literature

***Introduction to the Romantic Period***

**Test #1**

★ **Homework:** Read “Young Goodman Brown” 3

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7

Nathaniel Hawthorne “Young Goodman Brown” 3

Robert Browning “My Last Duchess” 468

**Activity:** *Establishing character through point-of-view*

★ **Homework:** Read “The Legend of Sleepy Hollow” on Canvas

9

Washington Irving “The Legend of Sleepy Hollow” film and discussion

**Activity:** *Recognizing Gothic imagery and superstition (Mythos)*

*Identifying mood*

★ **Homework:** Read “The Cask of Amontillado” 14

13-17 Spring break



21

Edgar Allan Poe “The Cask of Amontillado” 14

**Activity:** *Working with symbolism and recognizing irony*

23

William Blake “The Lamb” 447

“The Tyger” 446

Paul Laurence Dunbar “We Wear the Mask” 502

Elizabeth Barrett Browning “How do I love thee? Let me count the ways” 464

*Keep working on research paper. I strongly recommend having a conference with me and showing me a draft of your paper.*

28

Herman Melville *Moby Dick* film

30

*Moby Dick* film

## May

5

*Moby Dick* film discussion

**Activity:** *Tracing the elements of allegory and religious symbolism*

**Test review** ★ *Reminder: Bring 882-E Scantron sheet and #2 pencil next class*

7

**Introduction to the Modern Period**

## Test #2

12

T.S. Eliot “The Love Song of J. Alfred Prufrock” 516

Wallace Stevens “Emperor of Ice-Cream” 509

**Activity:** *Establishing character*

*Working with imagery to establish the theme*

14  
 Robert Frost “The Road Not Taken” 504  
     “Stopping by Woods on a Snowy Evening” 505  
 William Carlos Williams “The Red Wheelbarrow” 511  
 Langston Hughes “Harlem” 528

★ **Homework:** Read *Archetypes and Literary Devices* on Canvas

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19  
 Dylan Thomas “Do not go gentle into that good night” 540  
 Emily Dickinson “Because I could not stop for Death” 493  
*Tracing myth archetypes in literature: The Hero’s Journey (Mythos)*

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21  
 J.R.R. Tolkien / Peter Jackson *The Lord of the Rings: The Fellowship of the Ring* film

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26  
 J.R.R. Tolkien *The Lord of the Rings* film

★ **Homework:** Read “A Rose for Emily” 168

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28  
*The Lord of the Rings* film discussion  
**Activity:** *Tracing myth archetypes in literature: The Hero’s Journey*

William Faulkner “A Rose for Emily” 168  
**Activity:** *How setting establishes mood*

★ **Homework:** Read “A Very Old Man with Enormous Wings” 263

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## June

2  
 E.E Cummings “in Just—” 523  
 Gabriel Garcia Marquez “A Very Old Man with Enormous Wings” 263  
**Activity:** *Recognizing elements of magical realism and surrealism*

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4  
 Ernest Hemingway *The Old Man and the Sea* film

★ **Term paper is due next class. Don’t forget to submit into Canvas**

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9  
 ★ **Term paper is due**  
*The Old Man and the Sea* discussion  
**Test review** ★ *Bring 882-E Scantron sheet and #2 pencil next class*

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11  
 Jen Bervin “64 (Erasure of sonnet 64 by William Shakespeare)” 668

**Test #3** (final exam). Last Day!



Have a great vacation!