

20768 ENGL 1102-F: Composition II

**Time:** Spring 2017

**Location:** Online – GeorgiaView

**Instructor:** Dr. Codrina Cozma

**E-mail:** [codrina.cozma@sgsc.edu](mailto:codrina.cozma@sgsc.edu) or via GeorgiaView

**Phone:** 229-251-9927 (cell)

**Office:** UC 2042 - Valdosta Campus

**Office Hours: on the Valdosta campus in UC 2042:**

MW - 10:45-11:45 AM by appointment only

**virtually:** around the clock by phone/e-mail/Facebook (Codrina Cozma)

**For GeorgiaView information and support,** go to [www.sgsc.edu](http://www.sgsc.edu) and visit **Academics--Online Courses** and follow the directions to submit a ticket. Someone from the SGSC IT Department will contact you with a resolution shortly. You can also contact the IT Department by phone at 912-260-4312.

## SYLLABUS

### DESCRIPTION

Composition II is a course designed to develop writing skills beyond the levels of proficiency required by English 1101. The course emphasizes interpretation and evaluation of works of various literary genres, incorporating a variety of advanced research methods.

Students will become rhetorically versatile by various writing assignments in which they will incorporate elements of literary criticism; students will also demonstrate their expertise in research and interpretation by presentations to their class.

**Pre-requisite:** ENGL 1101 with a minimum grade of “C.” A minimum grade of “C” in ENGL 1102 is required for graduation; ENGL 1101 and ENGL 1102 must be taken in numerical sequence.

### IMPORTANT DATES

First day of Classes for this Course

January 9, 2017

Drop/Add

January 9-13, 2017

Last day to submit late assignments due before midterm February 19, 2017

(bonus assignments cannot be submitted late!)

Mid-Term

February 27, 2017

Spring Break (No assignment)

March 13-20, 2016

Last day of class

April 27, 2017

(deadline for late assignments, except drafts and bonus ones, due after midterm)

Final Exam & Extra-Credit

May 1, 2017

### SGSC GENERAL EDUCATION OUTCOME:

- Students will adapt communication to purpose and audience using the conventions of standard written English.

### CRITICAL THINKING OVERLAY:

- Students will analyze, evaluate, and synthesize information in order to make inferences and draw conclusions.

### COURSE-SPECIFIC STUDENT LEARNING OUTCOMES (SLO's):

1. Students will adapt communication to purpose and audience using the conventions of standard written English.
2. Students will demonstrate the techniques and skills of research, integration of source material, and documentation.
3. Students will read and respond to various texts for purposes of interpretation, analysis, synthesis, evaluation, and judgment.

### **Student Learning Outcomes**

Students will be able to write a sophomore-level essay, demonstrating their facility with:

1. The development of an argument
2. Supporting an argument through the use of evidence, analysis, and citations
3. Essay-level and paragraph-level organization
4. And the conventions of standard written English (Mechanics, Usage, Grammar, and Spelling)

### **MATERIALS:**

**No textbook** is required. The literary texts required for reading and class discussions are posted on **the Content tab** in **GeorgiaView** under **Readings**. The theoretical information (definitions, names of critics, etc.) is posted on **Content** in **GeorgiaView** under **Lectures**.

- ◆ Access to the *MLA Handbook*, 7<sup>th</sup> ed. and to *Merriam Webster's Collegiate Dictionary*, 10<sup>th</sup> ed., or any other comprehensive English dictionary; Students are encouraged to use the Merriam-Webster Online, which can be accessed, free of charge, at <http://www.m-w.com/>
- ◆ Permanent access to Internet, **GeorgiaView**, computer, printer, e-mail, and Microsoft Word
- ◆ USB drives for archiving assignments

### **GRADING**

Grades will be determined on a 1,000-point scale. You will receive points on each individual assignment. The final class grade will be determined based on the following scale of total points earned in this class:

- A=900-1000
- B=800-899
- C=700-799
- D=600-699
- F= 0-600

The grading at South Georgia State College does not include any grades with minuses and pluses.

### **PLAGIARISM POLICY**

#### **Definition:**

1. Using exact words, phrases, ideas, sentences, paragraphs, or information (statistics, etc.) without giving credit to the author or to the source (website, book, etc.) when the author's name is not available, BOTH on Works Cited and IN the paper. To avoid plagiarism, you must use quotation marks when citing word-by-word and parenthetical citations according to MLA when necessary. Reference to the author or source can be made in the text of the paper without using parenthetical citations if the source is not printed and does not have numbered pages. MLA format should be followed thoroughly.
2. Summarizing or paraphrasing without reference to the author or source.
3. Submitting another's person work for grade (a purchased or borrowed paper).

#### **Penalties:**

1. First strike: No credit for the assignment
2. Second strike: F in the course
3. Third strike: Expulsion from college
4. The teacher will report all strikes along with evidence to college authorities

### **ATTENDANCE POLICY:**

Since this class will be offered online, attendance will not be taken on a daily basis. Students will be considered present in this class if they post their weekly assignments on time. **Simply logging into the course does NOT count as attendance!** Every time students do not post their assignments on time, they will be considered absent. Students who accumulate a total of **4 absences** (by not posting at all any assignments for a total of 4 weeks) will be dropped from the class within a week from their 4<sup>th</sup> absence. If a student misses a total of 4 weeks but then submits, within the following week, valid proof to document an emergency situation (ONLY medical, legal, or acts of God), the student will not be dropped from the class.

### **Late assignments:**

Absolutely no late assignments or resubmissions of incorrectly posted assignments will be allowed at any time and for any reason whatsoever. The only allowance students have to make up for missed assignments is the Extra-Credit Test, bonus assignments, and deadlines extensions (see below under Exceptions).

### **Exceptions:**

For exceptional situations, when a technical difficulty or a medical situation hinders the student from posting on time OR on the right assignment location, **all assignments due before midterm are extended until February 19, and all assignments due after midterm are extended until the last day of class, which is April 27. No extensions will be granted beyond actual due dates for the Final Exam, Extra-Credit, and bonus assignments.**

### **Archiving assignments:**

Given the high probabilities of data loss and technical failures, students are encouraged to keep an electronic copy of ALL their assignments, stored on USB drives; they must be ready to re-submit them at any time during the semester if required by the teacher.

### **DISRUPTION OF THE ACADEMIC PROCESS:**

Students are required to follow an online etiquette that excludes offensive messages. Any type of documented racial, sexual, political, or religious offense will be penalized with a 100-point deduction on the first strike and with mandatory exclusion from the course on the second strike.

### **ACCESS STATEMENT**

If you have a disability and require reasonable classroom accommodations, please see Dr. Cozma after class or make an appointment during office hours. If you plan to request accommodations for a disability, please see Ms. Valerie Webster in the SGSC Entry Program (if you are enrolled in this program) or contact the SGSC Coordinator of Student Support Services, Annette Nation on the Douglas campus at phone number 912-260-4435. Also, if you find that any content in this course is inaccessible because of your disability, please contact Dr. Cozma as soon as possible.

### **Counseling for Douglas and Waycross Campus**

Counseling Services are confidential and available upon request. If you would like to schedule a session, referral forms are located online at <http://www.sgsc.edu/current-students/counselingservicesinformation.cms> or outside the counselor's office. Please complete and submit the referral form to the counselor. Do not submit by email. Once you have submitted your form you will be contacted by phone to set up an appointment. The Counselor's Office is located on the Douglas Campus in Powell Hall, Room 119, phone number 912.260.4438, or Waycross Campus in the Dye Building, Room 130, phone number 912.449.7593.

### **Counseling for the EP @ GSW**

The Counseling Center operates on an open door policy, however, appointments are accepted. Services are confidential and free to SGSC EP and GSW students. Please call or come by if you need further information. The Counseling Center is located in the Student Success Center, Room 3401 & 3402, phone number 229.931.2708 or 229.931.2376.

### **Counseling for the EP @ VSU**

Counseling Services are confidential and free to students. The Counseling Center's hours are 8:00 am to 5:30 pm Monday-Thursday and 8:00 am to 3:00 pm Friday. Counseling sessions are scheduled by appointments. Call 229-333-5940 or come by the Center to set up a time, Powell Hall, East 2nd Floor, 1500 N. Patterson St., Valdosta, GA.

## **ASSIGNMENTS INSTRUCTIONS**

### **WRITTEN ASSIGNMENTS SUBMISSION RULES**

- 1. Some written assignments must be submitted as attachments via GeorgiaView by going to Dropbox and selecting the respective assignment. Acceptable formats include Word (.doc), Works (.wps), and Rich Text Format (.rtf) or PowerPoint if required. No assignments on paper or by email will be accepted!**
- 2. The student is responsible for checking if the files uploaded as assignments can be opened and if they are the correct files. TO DO THIS, THE STUDENT MUST GO BACK TO THE ASSIGNMENT, AND CLICK ON THE ATTACHMENT TO OPEN IT. IF THE FILE IS CORRUPTED OR IF IT IS THE WRONG FILE, THE CORRECT FILE MUST BE SUBMITTED IMMEDIATELY. NO LATE RE-SUBMISSIONS WILL BE ACCEPTED.**

### **GeorgiaView Submission Guidelines:**

By the date and time prescribed in your syllabus, **UPLOAD** specified assignments to the Dropbox, using the following instructions:

- 1) Save your assignment as a Word document (.doc) on a flash drive or computer that you will be able to access while uploading your assignment on GeorgiaView.
- 2) Log in to GeorgiaView at <https://sgsc.view.usg.edu/> and click on this course
- 3) Click on **Dropbox** on the top.
- 4) Click on the name of the assignment folder you would like to submit, for example **Term Paper**. In the new window, you may read the **Instructions** for this assignment.
- 5) Click on **Add a File**, then click on **Browse**. Select your saved Word document that is your assignment.
- 6) Click **Upload**.
- 7) You should be able to see the blue link of your attached assignment document. At this point, you have a chance to click on it to open it and check if it's the correct document. If it's not, you can click on the **Delete** icon to the right of the blue link and then repeat steps 2-3.

8) If it is the right document, click **Submit** (bottom right).

**ALWAYS VERIFY** IF THE DOCUMENT YOU SUBMITTED AS AN ATTACHMENT CAN BE OPENED AND IF IT IS THE ONE INTENDED FOR SUBMISSION. To do so, go through the next steps:

1. Go to **Dropbox**.
2. Click on the **blue number** under **Submissions** on the row that corresponds to the assignment you have just submitted (for example, **Term Paper**)
3. You should be able to see the blue link of your attached assignment document. At this point, you have a chance to click on it to open it and check if it's the correct document. If it's not, go to **Folder List**, **click on the assignment title (Term Paper)**, click on **Add a File**, then click on **Browse**. Select your saved Word document that is your assignment, and click **Upload**. When you can see the blue link of your attached document, click on **Overwrite** (bottom right). The newly uploaded document will replace the one you submitted previously.

**ASSIGNMENTS DESCRIPTION**

**1. Discussion 1 (D1) - Short Stories.....75 pts.**

If you are a lady, answer question 1 below. If you are a gentleman, answer question 2 below.

**Question 1:** Why is it beneficial to a prodigal or lost individual to be received with unconditional love? Discuss one example from each of the following assigned stories: "A Good Man Is Hard to Find" by F. O'Connor (refer to the Misfit), "The Parable of the Prodigal Son," and "Sonny's Blues" by J. Baldwin (refer to Sonny). Use at least one quote from one of the stories and another quote from an outside source of your choice (cite your source MLA).

**Question 2:** Apply **naturalism** to one character from any of the following assigned stories: "The Storm" by K. Chopin or "The Gospel" by J. L. Borges. Explain how the character's behavior can or cannot be justified by heredity and environment. Could this character have avoided making a moral error? Is there any supernatural or spiritual interference or influence in the character's life? Use at least one quote from the story you chose and another quote from an outside source of your choice (cite your source MLA).

**Grading:**

Your own post = 50 pts.

Asking a classmate a question about his/her post = 10 pts.

Answering the questions from your classmates = 15 pts.

**2. Discussion 2 (D2) - Drama.....115 pts.**

Choose **ONE** of the following Prompts, depending on the initial letter of your last name. Use the Purdue Owl - MLA Formatting website provided on **Handouts** to help you with citing MLA.

**Prompt 1:** If your last name starts with any letter between **A and M** (inclusive), answer this prompt.

Explain one difference between the Greek tragedy and modern plays, using examples from the plays *Oedipus the King*, *Sure Thing*, and the documentary *Genetic Roulette*. Incorporate in your answer information from handouts and from a new source that you found yourself and cite this new source MLA.

**Prompt 2:** If your last name starts with any letter between **N and Z** (inclusive), answer this prompt. What is the root cause of self-destruction in each of these three works: *Oedipus the King*, *Sure Thing*, and the documentary *Genetic Roulette*. Incorporate in your answer information from handouts and from a new source that you found yourself and cite this new source MLA.

**Grading:**

Your own post = 70 pts.

Asking a classmate a question about his/her post = 15 pts.

Answering the questions from your classmates and teacher = 30 pts.

**3. Discussion 3 (D3) - Poetry and Criticism.....50 pts.**

Choose ONE of the assigned poems posted on the **Poems** document on **Content→Readings→Poetry and Criticism** and analyze it using ONE of the types of criticism described in the Lectures Notes.

**4. Research Presentation (RP).....160 pts.**

Choose a new work of art that was not provided in this class and which promotes healthy food or that may be a form of activism against the use of pesticides, insecticides, and the genetic engineering of crops. It could be a short story, poem, essay, book, painting or song.

Your presentation should contain the following:

- 1) A title that reveals the topic of your presentation - 5 pts.
- 2) Title of work (song, poem, painting, etc.) - 5 pts.
- 3) Date of publication/creation - 5 pts.
- 4) Author's full name and photo - 10 pts.
- 5) If it's a short poem or song or a painting provide a link to where it can be read, viewed, or listened to, or paste it into the presentation if it is a poem or a painting - 10 pts.
- 6) Explain in one paragraph how this work of art is related to the documentary *Genetic Roulette* we watched in this class - 25 pts.
- 7) Find a peer-review article in Galileo about the topic of your work of art and provide a quote from this article. Explain in a few sentences whether you agree or not with this quote and why or why not - 25 pts.
- 8) In one paragraph, mention one new thing that you learned from this work of art and why you like it or not - 25 pts.
- 9) In one paragraph, explain how the message of this work of art can be applied to our society today - 25 pts.
- 10) Cite MLA the article from which you selected your quote for this presentation - 25 pts.

You can use either **Word** or **PowerPoint** for your presentation, and you need to submit it as an **attachment** and on the Dropbox.

**5. Quizzes .....400 pts.**

These are quizzes based on assigned readings of literary texts provided under **Readings on Content**, and the additional information provided through Lectures Notes, handouts, movies, etc. These quizzes are timed, allowing for about 1 minute per question, so it's important to

read and watch everything prior to taking each of them. There are two attempts for each quiz, with the highest grade considered.

- 6. **Poetry Test (PT)**..... **100 pts.**  
This quiz covers all poems and information on literary theory and criticism from the Lectures Notes.
- 7. **Final Exam (FE)** .....**100 pts.**

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**Total**.....**1,000 pts.**

**EXTRA CREDIT OPPORTUNITIES**

**BONUS E-mail (BE)** (see **Week 1** on **ASSIGNMENTS CALENDAR** below).....**10 pts.**

**BONUS - GeorgiaView Practice**-----**10 pts.**

This Discussion will be available on GeorgiaView under **Dropbox** to help students make up some of the points lost on incorrect or missed assignments.

**EXTRA-CREDIT TEST** .....**30 pts.**

This test will be available on GeorgiaView under **Quizzes** to help students make up some of the points lost on incorrect or missed assignments.

**ASSIGNMENTS CALENDAR**

Written assignments must be submitted by **11:00 PM Sunday every week** unless otherwise stipulated on the calendar below. Assignments may be submitted on any of the days mentioned in the weekly date ranges below (for example on any day between Jan. 9 and 15 for Week 1) or on any day prior to the due date as far in advance as you wish. The due dates are **bold and red** in the table below. However, it is more beneficial for students to post assignments weekly because this way they can incorporate the teacher's feedback from previous assignments.

The E-mail bonus assignment with your contact info and acknowledgment is ***the only assignment*** that needs to be submitted by e-mail. All other assignments have to be submitted on one of these top tabs: **Discussions, Dropbox, and Quizzes**; if they are not placed as indicated below and are e-mailed instead, these assignments will receive a 0.

<b>Week 1</b>	<b>Assignments</b>
Jan. 9- <b>15</b>	<p>1. <b>E-mail</b> your teacher via the <b>GeorgiaView e-mail a phone number and email address</b> at which you can be contacted most of the time. Please include the following sentence at the end of your email:  <i>“I hereby acknowledge that I understand the requirements of this course, and I agree to abide by the grading and disciplinary rules stated in the Syllabus.”</i>            Type your full name after this statement as your signature.            (This is a <b>bonus</b> assignment that will not be accepted beyond its deadline - <b>Jan. 15</b>. No resubmissions for incomplete content. E-mails that are not sent via the GeorgiaView e-mail will not be accepted.)</p> <p>2. Read the <b>Lectures Notes</b> for <b>Week 1</b></p> <p>3. Read the short story "A Good Man is Hard to Find" by Flannery O'Connor, which you can download by going to <b>Content</b>, then <b>Readings</b>, then <b>Short Stories</b>.</p>

	<p>4. Take <b>Q1</b> under <b>Quizzes</b> based on the theoretical information in the Lectures Notes for this week and the story assigned for reading this week.  <b>This quiz is due on Jan. 15, but like all other assignments due before midterm, it can be posted as late as Feb. 19. However, late posts will delay grading and will deprive students of receiving timely feedback that can be applied to future assignments.</b></p>
<b>Week 2</b>	<b>Assignments</b>
Jan. 16- <b>22</b>	<ol style="list-style-type: none"> <li>1. <b>Read</b> the stories "<b>The Gospel According to Mark</b>" by <b>Jorge Luis Borges</b> and "<b>The Storm</b> by <b>Kate Chopin</b>, which you can download by going to <b>Content</b>, then <b>Readings</b>, then <b>Short Stories</b>.</li> <li>2. <b>Watch</b> the videos <i>Borges Interview</i>, <i>Extreme Devotion</i>, and <i>Pastor Commits Adultery</i>, which you can find by going to <b>Content</b>, then <b>Handouts</b>.</li> <li>3. <b>Read</b> the <b>Lectures Notes</b> for <b>Week 2</b></li> <li>3. <b>Take Q2</b> under <b>Quizzes</b> based on the theoretical information in the Lectures Notes for this week and the stories assigned for reading this week.  <b>This quiz is due on Jan. 22, but like all other assignments due before midterm, it can be posted as late as Feb. 19. However, late posts will delay grading and will deprive students of receiving timely feedback that can be applied to future assignments.</b></li> <li>4. <b>Submit</b> the <b>GeorgiaView Practice</b> on <b>Dropbox</b>. <b>This is a bonus assignment and cannot be extended beyond its deadline of Jan. 22.</b></li> </ol>
<b>Week 3</b>	<b>Assignments</b>
Jan. 23 - <b>29</b>	<ol style="list-style-type: none"> <li>1. <b>Read</b> the stories "Sonny's Blues" by James Baldwin and "The Parable of the Prodigal Son," which you can download by going to <b>Content</b>, then <b>Readings</b>, then <b>Short Stories</b>.</li> <li>2. <b>Watch</b> the video <i>James Baldwin and America's "Racial Problem"</i> posted on <b>Content</b>→<b>Handouts</b></li> <li>4. <b>Read</b> the <b>Lectures Notes</b> for <b>Week 3</b></li> <li>4. <b>Take Q3</b> under <b>Quizzes</b> based on the theoretical information in the Lectures Notes for this week and the stories assigned for reading this week.  <b>This quiz is due on Jan. 29, but like all other assignments due before midterm, it can be posted as late as Feb. 29. However, late posts will delay grading and will deprive students of receiving timely feedback that can be applied to future assignments.</b></li> <li>5. <b>Post Discussion 1 (D1)</b> on <b>Discussions</b>.  <b>This written assignment is due on Jan. 29, but like all other assignments due before midterm, they can be posted as late as Feb. 29. However, late posts will delay grading and will deprive students of receiving timely feedback that can be applied to future assignments.</b></li> </ol>
<b>Week 4</b>	<b>Assignments</b>
Jan. 30 - <b>Feb. 5</b>	<ol style="list-style-type: none"> <li>1. <b>Read</b> the <b>Lectures Notes</b> for <b>Week 4</b></li> <li>2. <b>Read</b> the <b>Greek Theater</b> essay posted on <b>Content</b> → <b>Handouts</b></li> <li>3. <b>Take Q4</b> under <b>Quizzes</b> based on the theoretical information in the Lectures</li> </ol>

	<p>Notes for this week and the <b>Greek Theater</b>.</p> <p><b>This quiz is due on Feb. 5, but like other assignments due before midterm, it can be posted as late as Feb. 19. However, late posts will delay grading and will deprive students of receiving timely feedback that can be applied to future assignments.</b></p>
<b>Week 5</b>	<b>Assignments</b>
Feb. 6 - <b>12</b>	<ol style="list-style-type: none"> <li>1. <b>Read the Lectures Notes for Week 5</b></li> <li>2. Read Sophocles's play <i>Oedipus the King</i> posted on <b>Content → Readings → Drama</b>.</li> <li>3. <b>Read "The Destiny of Oedipus"</b> by Sigmund Freud and Dr. Johnathan Shay's article "The Birth of Tragedy" posted on <b>Content → Handouts</b>.</li> <li>4. <b>Watch the video <i>What Is Love? The Oedipus Complex and the Westermarck Effect</i></b> posted on <b>Content → Handouts</b> for a brief outline of Freud's Oedipus complex theory.</li> </ol> <p><b>All assignments due before midterm can be submitted late by 11:00 PM, Feb. 19.</b></p> <p><b>Midterm will be on Feb. 27. There is no special midterm assignment. Midterm grades are an estimate based on the points earned before midterm, and they will be posted both in GeorgiaView and on the Banner the weekend before midterm. Students who have an F at midterm are advised to withdraw from the class as it is mathematically impossible to pass the class in this case. This midterm date is the last day you can safely drop this class (consult with the Registrar for financial aid implications).</b></p>
<b>Week 6</b>	<b>Assignments</b>
Feb. 13 - <b>19</b>	<ol style="list-style-type: none"> <li>1. <b>Take Q5</b> under <b>Quizzes</b> based on the theoretical information in the Lectures Notes, "The Destiny of Oedipus" by Sigmund Freud, Dr. Johnathan Shay's article "The Birth of Tragedy," and the play <i>Oedipus the King</i>. <b>This quiz is due on Feb. 19 and cannot be extended since this is also the last extension date for everything due before midterm.</b></li> <li>2. <b>Read the play <i>Sure Thing</i></b> by David Ives posted on <b>Content → Readings → Drama</b>.</li> <li>3. <b>Read the Lectures Notes for Week 6</b></li> <li>4. <b>Take Q6</b> under <b>Quizzes</b> based on the play <i>Sure Thing</i> by David Ives. <b>This quiz is due on Feb. 19 and cannot be extended since this is also the last extension date for everything due before midterm.</b></li> </ol> <p><b>Midterm will be on Feb. 27. There is no special midterm assignment. Midterm grades are an estimate based on the points earned before midterm, and they will be posted both in GeorgiaView and on the Banner the weekend before midterm. Students who have an F at midterm are advised to withdraw from the class as it is mathematically impossible to pass the class in this case. This midterm date is the last day you can safely drop this class (consult with the Registrar for financial aid implications).</b></p>
<b>Week 7</b>	<b>Assignments</b>
Feb. 20 - <b>26</b>	<ol style="list-style-type: none"> <li>1. <b>Read the Lectures Notes for Week 7</b></li> <li>2. <b>Watch the entire documentary <i>Genetic Roulette: The Gamble of Our Lives</i></b> (available at <a href="https://www.youtube.com/watch?v=ak-fQRYjPBI">https://www.youtube.com/watch?v=ak-fQRYjPBI</a>)</li> </ol>

	<p>3. Take <b>QD</b> under <b>Quizzes</b> based on the documentary <i>Genetic Roulette</i>. <b>This quiz is due on Feb. 26, but it can be posted as late as April 27.</b></p> <p>4. Post <b>Discussion 2 (D2)</b> about Drama on <b>Discussions</b>. <b>This written assignment is due on Feb. 26, but it can be posted as late as April 27.</b></p> <p>5. Prepare your <b>Research Presentation</b>, which is due next week.</p>
<b>Week 8</b>	
Feb. 27 - <b>March 5</b>	<p>1. Post your <b>Research Presentation</b> on <b>Dropbox</b>. <b>This written assignment is due on March 5, but it can be posted as late as April 27.</b></p>
<b>Week 9</b>	<b>Assignments</b>
March 6 - <b>12</b>	<ol style="list-style-type: none"> <li>1. <b>Read the Lectures Notes for Week 9</b></li> <li>2. <b>Read</b> the poems “Oh No” by Robert Creeley and “In a Station of the Metro” by E. Pound posted on <b>Content → Readings → Poetry and Criticism → Poems</b></li> <li>3. <b>Take Q7 on Quizzes.</b> <b>This quiz is due on March 12, but it can be taken as late as April 27.</b></li> </ol>
<b>Week 10</b> March 13-19	<b>Spring Break! No Assignment!</b>
<b>Week 11</b>	<b>Assignments</b>
March 20 - <b>26</b>	<ol style="list-style-type: none"> <li>1. Read the <b>Lectures Notes for Week 11</b></li> <li>2. <b>Read</b> the poems “The Fish” by Elizabeth Bishop and “This Is Just To Say” by William Carlos Williams posted on <b>Content → Readings → Poetry and Criticism → Poems</b></li> <li>3. <b>Take Q8 on Quizzes.</b> <b>This quiz is due on March 26, but it can be taken as late as April 27.</b></li> </ol>
<b>Week 12</b>	<b>Assignments</b>
March 27 - April <b>2</b>	<ol style="list-style-type: none"> <li>1. Read the <b>Lectures Notes for Week 12</b></li> <li>2. <b>Read</b> the poems “Born Again” by Jennifer Brutschy, “English con Salsa” by Gina Valdés, “White Lies” by Natasha Trethewey, and “Lady Lazarus” by Sylvia Plath posted on <b>Content → Readings → Poetry and Criticism → Poems</b></li> <li>3. <b>Take Q9 on Quizzes.</b> <b>This quiz is due on April 2, but it can be taken as late as April 27.</b></li> </ol>
<b>Week 13</b>	<b>Assignments</b>
April 3 - <b>9</b>	<p>Read <b>Lectures Notes for Week 13.</b></p> <ol style="list-style-type: none"> <li>2. <b>Read</b> the poem “The Times They Are A-Changing” by Bob Dylan posted on <b>Content → Readings → Poetry and Criticism → Poems</b></li> <li>3. <b>Listen</b> to Bob Dylan's singing “The Times They Are A-Changing” posted on <b>Content→Handouts.</b></li> <li>4. <b>Take Q10 on Quizzes.</b> <b>This quiz is due on April 9, but it can be taken as late as April 27.</b></li> </ol>
<b>Week 14</b>	<b>Assignments</b>

<p>April 10 - <b>16</b></p>	<p><b>Read Lectures Notes for Week 14.</b></p> <p>2. <b>Read</b> the poem “Bilingual/Bilingue” by Rhina Espaillat posted on <b>Content → Readings → Poetry and Criticism → Poems</b></p> <p>3. <b>Listen</b> to a recitation of the poem “Bilingual/Bilingue” by Rhina Espaillat posted on <b>Content→Handouts.</b></p> <p>4. Watch the videos <i>Holodomor: The Holocaust in Ukraine by the Soviet Union 1932-1933</i> and Richard Wurmbrand - <i>Blessings from Suffering</i> posted on <b>Content→Handouts.</b></p> <p>5. <b>Take Q11 on Quizzes.</b>  <b>This quiz is due on April 16, but it can be taken as late as April 27.</b></p> <p>6. <b>Take the Poetry Test (PT) located on Quizzes.</b>  <b>This quiz is due on April 16, but it can be taken as late as April 27.</b></p> <p>7. <b>Post Discussion 3 (D3) - Poetry and Criticism on Discussions.</b>  <b>This quiz is due on April 16, but it can be taken as late as April 27.</b></p>
<p><b>Week 15</b></p>	<p><b>Assignments</b></p>
<p>April 17-<b>23</b></p>	<p>1. <b>Take the Extra Credit Test (OPTIONAL) located on Quizzes.</b>  <b>This is a bonus quiz and it cannot be extended beyond its deadline of April 23.</b>  <b>April 27 is the last day to submit all assignments and quizzes extended to this date.</b></p>
<p><b>Week 16</b>  April 24 - <b>27</b></p>	<p>Review all readings, materials, and Lecture Notes to prepare for the <b>Final Exam.</b></p>
<p><b>Week 17</b>  April 28 - May <b>1</b></p>	<p><b>Take the Final Exam (MANDATORY) located on Quizzes.</b>  The <b>Final Exam</b> cannot be extended beyond its deadline of <b>May 1.</b></p>