

## **ENG 352**

### **Short Story**

Online Course | Post Assignments by 11:59pm—Tuesdays and Fridays | Canvas

#### Instructor information

**Name:** Kristin LaCroix

**Office Location:** online

**Office Hours:** You can also make an appointment by contacting me via email.

**Email:** kristin.lacroix@asu.edu

**Phone Number:** 480-620-6568 (personal cell—please use with discretion.)

**College Contact:** [CISA@asu.edu](mailto:CISA@asu.edu)

This course is offered by the [College of Integrative Sciences and Arts](#). For more information about the college, visit our website: [cisa.asu.edu/](http://cisa.asu.edu/). If you have questions or concerns about this course please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

#### Course information

##### **Course Format**

This is an online course. There are no face-to-face meetings.

##### **Course Description**

Development of the short story as a literary form; analysis of its technique from the work of representative authors.

##### **Course Overview**

Short Story, ENG 352, is an upper-division literature course. It introduces students to the elements of the short story genre and focuses on understanding the work of short story writers within an historical and critical context.

*We will not be writing stories in this class--you will want to take a creative writing course if that is your interest.*

##### **Course Time Commitment**

This condensed three-credit course requires approximately 135 total hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

##### **Student Learning Outcomes**

At the completion of this course, students will be able to:

- Identify the elements of short fiction and sub genres found within the form

- Collaboratively discuss and negotiate texts using literary terminology
- Interpret short stories within an historical and critical context
- Apply the elements of fiction to an independent explication of a short story
- Complete a project that represents and supports an informed interpretation of an assigned short story

As such, this course requires that we spend much of our class time in discussion, which will almost exclusively take place on the discussion board supported by Blackboard. My function is to help facilitate and guide this learning community, as texts are constructed through recursive oral and written interaction. Although I have built in a foundation for discussion, you are ultimately responsible for creating the stimulating interaction in our “virtual” classroom.

### **Required Course Texts/ Readings/Materials**

- The Scribner Anthology of Contemporary Short Fiction: 50 North American Stories Since 1970. Lex Wilford, ed. (978-1416532279) *\*You may use either the paperback or e-version of the text.*
- Various online reading assignments within each Canvas module

### Assignments, Exams and Grading

#### **Assignments and Breakdown of Points**

Activities used for instruction and assessment of learning include: discussions; textbook and supplemental readings; comprehension quizzes, and a term project. Here is how each assignment type is broken down in terms of point value (540 total semester points available):

<b>Assignment Type</b>	<b>Points Each</b>	<b>Semester Points</b>
Syllabus Quiz	10	10
Discussion Boards	20	240
Reading Quizzes	20	200
Term Project	100	100
<b>Total Points</b>		<b>550</b>

**Discussion Boards:** 20 points each (10 pts initial post, 2 pts peer question posed during initial post, 8 pts for two peer replies@ 4 points each)--240 pts total available for the semester

**Reading Quizzes:** 20 points/module--200 points total available for the semester

**Term Project:** 100 points

You can find a detailed schedule of our assignments in the Course Schedule tab at the left and at the end of this document. Please make sure you print it or copy-paste it into a file that you will have access to even if you do not have internet access. It is a good idea to make sure it is available in more than one format. (Print it and save the PDF to your local drive.) I ask that you use this schedule as a checklist throughout the semester to ensure that you remain on track with your assignments.

### **Grade Scale**

Grades will be determined by the percentage you accumulate:

<b>A+ (99-100)</b>	<b>A (94-98)</b>	<b>A- (90-93)</b>
<b>B+ (88-89)</b>	<b>B (84-87)</b>	<b>B- (80-83)</b>
<b>C+ (78-79)</b>	<b>C (70-77)</b>	<b>D (60-69)</b>
<b>E (59 and below)</b>	<b>XE (Failure Due to Academic Dishonesty)</b>	

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

### **Grading Procedure**

Your final grade is the cumulation of your scores on all class assignments and reflect your performance on assignments and adherence to deadlines. Please note that you should not be emailing me to request a higher grade at the end of the semester simply because you want a higher grade or feel you “deserve” a higher grade—if you have a dispute on the grade for a particular assignment, you should contact me in a timely manner after grading is completed, rather than at the end of the semester.

Graded assignments will usually be available within 3 school days (M-F) of the due date of the last component of the assignment via the Gradebook. Please keep in mind that discussion board posts cannot be graded until replies for that board are due, which is generally the following session.

### **Grade Appeals**

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal

process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

## Course Policies

### **Attendance**

Online classes provide a certain level of flexibility to students, but students must “attend” the class regularly and complete assignments on time to achieve success in the online environment. Because of this flexibility, I expect that students will arrange their schedule in a way that accommodates the deadlines. Should you need additional accommodations for the following reasons, it is your responsibility to contact me well before assignments are due:

- deadline conflicts related to religious observances/practices that are in accord with [ACD 304–04](#), “Accommodation for Religious Practices”
- deadline conflicts related to university sanctioned events/activities that are in accord with [ACD 304–02](#), “Missed Classes Due to University-Sanctioned Activities”
- deadline conflicts related to family or work obligations

### **Submitting Assignments**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

### **Late or Missed Assignments**

Notify me **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time—I do not accept late work otherwise. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

You can find a detailed schedule of our assignments in the Course Schedule tab at the left and at the end of this document. Please make sure you print it or copy-paste it into a file that you will have access to even if you do not have internet access. It is a good idea to make sure it is available in more than one format. (Print it and save the PDF to your local drive.) I ask that you use this schedule as a checklist throughout the semester to ensure that you remain on track with your assignments.

### **Discussion Questions/Board Access**

Discussion boards are set up as “post first,” meaning you must post your response to the initial DQ prompt(s)—in its entirety and as one post—before you have access to posts from your colleagues. Should you post a blank or incomplete post, you will not get

credit for any additional response unless you immediately rectify the error (if you accidentally hit “submit”) by posting your response within two minutes. For that reason, I highly recommend that you compose your entire response in a word processing program and then copy-paste it into the text box when you are ready to submit. (This way, you have a back-up of your work if BB experiences problems or if you hit “submit” too soon.)

### **Quizzes**

Quizzes are multiple choice and must be completed once they are opened—you may not open a quiz and return to it later. **Quizzes are only available for a 72-hour period before the day they are due.** You will have access to the quiz results via your gradebook once the quiz deadline has passed.

### **Extra Credit**

I do not accept extra credit under any circumstances, as it is unfair to your colleagues who have worked hard doing the assigned work all semester to earn their grade. If you stay on track with your assignments, there should be no need for extra credit.

### **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. That being said, please be forewarned that you may encounter language or ideas in the assigned reading that you may find disturbing or offensive—please try to keep in mind that this is a literature class and it is not your job to try to censor the ideas or expression of the writers we study. Instead, I ask that you try to determine the function of the writing and how that may relate to the intended audience response. If you have trouble separating the examination of art from your own personal, religious, political, or moral beliefs, this may not be the course for you; consider replacing the course with one that will not challenge these beliefs. Should you choose not to participate, you will lose points. I do not give alternate assignments.

In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [kristin.lacroix@asu.edu](mailto:kristin.lacroix@asu.edu) immediately. If this does not resolve your concerns, you may contact the faculty head, Brooks Simpson.

### **Classroom Behavior**

We want to build a classroom climate that is comfortable for all, regardless of the course medium.

On-campus courses:

It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other

classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Online courses:

In order to build an online course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced by 5% each time you engage in the types of negative behaviors indicated above.

### **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## **Email Communication**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email daily. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

## **Prohibition of Commercial Notetaking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

## University Policies

### **Academic Integrity**

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you use information attributed to someone else or follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments; however, all writing that you turn in must be done independently unless part of a sanctioned group project.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment. Please be aware

that the work of all students submitted electronically can be scanned using plagiarism detection software, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

### **Students with Disabilities**

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at [eoss.asu.edu/drc](https://eoss.asu.edu/drc). Instructors cannot provide accommodations without authorization from the DRC.

### **Active Duty Military**

Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

See university policy: ACD304-11; SSM 201–18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

### **Downtown Phoenix Campus**

Post Office building, Suite 201

Phone: 602.496.4321

E-mail: [DRCDowntown@asu.edu](mailto:DRCDowntown@asu.edu)

### **Polytechnic Campus**

Sutton Hall - Suite 240

Phone: 480.727.1039

E-mail: [DRCPoly@asu.edu](mailto:DRCPoly@asu.edu)

### **Tempe Campus**

Matthews Center building, 1st floor

Phone: 480.965.1234



E-mail: [DRCTempe@asu.edu](mailto:DRCTempe@asu.edu)

### **West Campus**

University Center Building, Room 130

Phone: 602.543.8145

E-mail: [DRCWest@asu.edu](mailto:DRCWest@asu.edu)

### **Mental Health**

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: [eoss.asu.edu/counseling](http://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

### **Student Code of Conduct**

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at [students.asu.edu/srr/code](http://students.asu.edu/srr/code) and the ACD 125: Computer, Internet, and Electronic Communications available at [asu.edu/aad/manuals/acd/acd125.html](http://asu.edu/aad/manuals/acd/acd125.html).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10

[asu.edu/aad/manuals/ssm/ssm201-10.html](http://asu.edu/aad/manuals/ssm/ssm201-10.html). An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

### **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

## **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [sexualviolenceprevention.asu.edu/faqs](https://sexualviolenceprevention.asu.edu/faqs).

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling), is available if you to wish discuss any concerns confidentially and privately.”

## **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

## **Syllabus Disclaimer**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

## **Campus Resources**

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: [students.asu.edu/academic-success](https://students.asu.edu/academic-success)
- Counseling Services: [students.asu.edu/counseling](https://students.asu.edu/counseling)
- Financial Aid: [students.asu.edu/financialaid](https://students.asu.edu/financialaid)
- Disability Resource Center: [asu.edu/studentaffairs/ed/drc/](https://asu.edu/studentaffairs/ed/drc/)
- Major/Career Exploration: [uc.asu.edu/majorexploration/assessment](https://uc.asu.edu/majorexploration/assessment)
- Career Services: [students.asu.edu/career](https://students.asu.edu/career)
- Student Organizations: [asu.edu/studentaffairs/mu/clubs/](https://asu.edu/studentaffairs/mu/clubs/)
- ASU Writing Centers: [tutoring.asu.edu/writing-centers](https://tutoring.asu.edu/writing-centers)
- ASU Police Department: [cfo.asu.edu/police](https://cfo.asu.edu/police)
- International Student Resources: [students.asu.edu/international/support/academic](https://students.asu.edu/international/support/academic)

### ENG 352 Course Schedule

All assignments are due at 11:59pm (Arizona time) on the date listed. If you need an extension for any reason, you must request one *before* 8pm of the assignment due date.

Please be aware that Arizona **DOES NOT** observe Daylight Savings Time, so if you are in a different time zone, your assignment deadline will shift once DSL begins.

You will only have access to quizzes **72 hours before they are due**, so please plan accordingly.

Assignment	Points	Due
<b>WEEK 1: Intro to Course &amp; Elements of Fiction</b>		
<b>Tuesday</b>		
Watch the "Course Tour" video and procure your text. You may want to start reading Link's story since it is fairly lengthy and a somewhat complex text.		3/9
Read the syllabus and the material in Module 0. Post any questions you have in the Community Forum.		3/9
Post an Introduction according to the instructions in the Your Story discussion (Located at the end of Module 0.)	12	3/9
<b>Friday</b>		
Go to the M1 Homepage and read/view the content.		3/12
Read Kelly Link's "Stone Animals" in the text. <i>(All reading listed will be found in the text unless otherwise noted.)</i>		3/12
Take the M1 Reading Quiz. (Please note: Reading quizzes are only available for 48 hours before the day they are due; they will appear at	20	3/12

the bottom of the module page at 10pm two days before due and will disappear at 10pm on the due date.)		
Post your initial response to the Discussion Questions (DQs) in the M1 Discussion area; include a peer question as described in the DQ. <u>Please copy-paste your responses into the dialogue box of the discussion forum, rather than using an attachment. While I recommend composing your responses in a word processing program so you have a saved copy should Blackboard suddenly go down, I do want your responses in the dialogue boxes, which makes it more likely that other students will read your posts. (Often, the extra step and the very idea of having to download a document will deter students and they move on to the next post instead.)</u>	12	3/12
Post two replies to the Your Story discussion.	8	3/12
<b>WEEK 2: The Unreal &amp; Characterization</b>		
<b>Tuesday</b>		
Go to the M2 Homepage and read/view the content.		3/16
Read Robert Olen Butler's "Jealous Husband Returns in Form of Parrot," A. M. Holmes' "A Real Doll," "The Cavemen in the Hedges," & Kevin Brockmeier's "The Ceiling"		3/16
Take the M2 Reading Quiz.	20	3/16
Post your initial response to the M2 Discussion.	12	3/16
Post two follow-up replies to the M1 discussion.	8	3/16
<b>Friday</b>		
Go to the M3 Homepage and read/view the content.		3/19
Read Sandra Cisneros' "Never Marry a Mexican," George Saunders' "Sea Oak," Janet DeSaulniers' "After Rosa Parks," & David Leavitt's "Territory"		3/19
Take the M3 Reading Quiz.	20	3/19
Post your initial response to the M3 Discussion.	12	3/19
Post two follow-up replies to the M2 discussion.	8	3/19
<b>WEEK 3: Plot &amp; Conflict</b>		
<b>Tuesday</b>		
Go to the M4 Homepage and read/view the content.		3/23
Read Leslie Marmon Silko's "Tony's Story," Tim O'Brien's "The Things They Carried," Rick Moody's "Boys," & Steve Yarbrough's "The Rest of Her Life"		3/23
Take the M4 Reading Quiz.	20	3/23
Post your initial response to the M4 Discussion.	12	3/23
Post two follow-up replies to the M3 discussion.	8	3/23
<b>Friday</b>		
Go to the M5 Homepage and read/view the content.		3/26
Read Antonya Nelson's "Female Trouble," Mary Gaitskill's "Tiny Smiling Daddy," Mary Hood's "How Far She Went," & Amy Tan's "Two Kinds"		3/26
Take the M5 Reading Quiz.	20	3/26
Post your initial response to the M5 Discussion.	12	3/26

Post two follow-up replies to the M4 discussion.	8	3/26
<b>WEEK 4: Setting &amp; 1<sup>st</sup> Person POV</b>		
<b>Tuesday</b>		
Go to the M6 Homepage and read/view the content.		3/30
Read Julie Orringer's "Pilgrims," E. Annie Proulx's "The Half-Skinned Steer," & Anthony Doerr's "The Caretaker"		3/30
Take the M6 Reading Quiz.	20	3/30
Post your initial response to the M6 Discussion.	12	3/30
Post two follow-up replies to the M5 discussion.	8	3/30
<b>Friday</b>		
Go to the M7 Homepage and read/view the content.		4/2
Read Amy Bloom's "Silver Water," ZZ Packer's "Brownies," Diaz' "Nilda," & Reginald McKnight's "The Kind of Light That Shines on Texas"		4/2
Take the M7 Reading Quiz.	20	4/2
Post your initial response to the M7 Discussion.	12	4/2
Post two follow-up replies to the M6 discussion.	8	4/2
<i>Start planning for your Term Project if you have not already started—due the last week of class.</i>		
<b>WEEK 5: Narrator Reliability &amp; 3<sup>rd</sup> Person POV</b>		
<b>Tuesday</b>		
Go to the M8 Homepage and read/view the content.		4/6
Read Melanie Rae Thon's "Xmas, Jamaica Plain," Susan Minot's "Lust," & Denis Johnson's "Car Crash While Hitchhiking"		4/6
Take the M8 Reading Quiz.	20	4/6
Post your initial response to the M8 Discussion.	12	4/6
Post two follow-up replies to the M7 discussion.	8	4/6
<b>Friday</b>		
Go to the M9 Homepage and read/view the content.		4/9
Read Richard Bausch's "The Fireman's Wife," David Foster Wallace's "Suicide as a Sort of Present," (online) Edward P. Jones' "Marie" Susan Sontag's "The Way We Live Now," & Hemingway's "Hills Like White Elephants" (online)		4/9
Take the M9 Reading Quiz.	20	4/9
Post your initial response to the M9 Discussion.	12	4/9
Post two follow-up replies to the M8 discussion.	8	4/9
<i>*If you have not started actively working on your term project yet, you should probably do so—it is due next week. ☺</i>		
<b>WEEK 6: Narrative Experiments &amp; Synthesis</b>		
<b>Tuesday</b>		
Go to the M10 Homepage and read/view the content.		4/13
Read Daniel Orozco's "Orientation," Thompson-Spires' "Heads of the Colored People" (online), Russell Banks' "Sarah Cole: A Type of Love Story," & Adam Johnson's "Trauma Plate" (online)		4/13

Take the M10 Reading Quiz.	20	4/13
Post your initial response to the M10 Discussion.	12	4/13
Post two follow-up replies to the M9 discussion.	8	4/13
<b>Friday</b>		
Go to the M11 Homepage and read/view the content.		4/16
Re-read Kelly Link's "Stone Animals"		4/16
Post your initial response to the M11 Discussion.	12	4/16
Post two follow-up replies to the M10 discussion.	8	4/16
Continue working on term projects—due next week.		4/16
<b>WEEK 7: Term Projects/Wrap-Up</b>		
<b>Tuesday</b>		
Post two follow-up replies to the M11 discussion.	8	4/20
Finish working on term projects—due next session.		
<b>Friday</b>		
Post your <b>Term Project</b> as directed.	100	4/23
<i>Have a fantastic break!</i>		