

Note: The Culturally Responsive Curriculum changes are highlighted in yellow, which includes updates to the curriculum to incorporate underrepresented voices and sexualities. All material and assignments are also hyperlinked to show revisions in specific assignments.

English 102: Freshman Composition Literature

Professor Chellis Ying Hood

<p>Week 1 Personal Narrative</p>	<p>Jan 24 (Tues)</p> <p>In-Class Agenda: Introduction</p> <ol style="list-style-type: none"> 1. First day of class student survey 2. Syllabus 3. Annotations requirements in the course. You will only be allowed to use the original texts for your in-class examinations if you annotate. 4. Watch The Science of Thinking 	<p>Jan 26 (Thurs)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Listen: <i>The Ezra Klein Show's</i> "This Is Your Brain on 'Deep Reading.' It's pretty Magnificent" (1:11.08) 2. Read: Maryanne Wolfe's "Screen-based online learning will change kids brains. Are we ready for that?" <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Activity: Analyzing quotes on "This Is Your Brain on 'Deep Reading.' It's pretty Magnificent" 2. Quiz: Maryanne Wolfe's "Screen-based online learning will change kids brains. Are we ready for that?"
<p>Week 2 Personal Narrative</p>	<p>Jan 31 (Tues)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Read: Ted Chiang's "The Truth of Fact, The Truth of Feeling" 2. Reflect: Deep Reading Exercise <p>In-Class Agenda:</p>	<p>Feb 2 (Thurs)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Read: George Saunders' "Adams" 2. Research: The relationship between George W. Bush and Saddam Hussein. <p>In-Class Agenda:</p>

	<p>Quiz on “The Truth of Fact, The Truth of Feeling”</p>	<ol style="list-style-type: none"> 1. Quiz on George Saunders’ “Adams” 2. Activity: writing exercise on allegory
<p>Week 3 Poetry</p>	<p>Feb 7 (Tues) Reading Due:</p> <ol style="list-style-type: none"> 1. Reading: Introduction: “Introduction: What is Literature? etc” (pp 1-13) PDF pgs 35-49 Mays, Kelly J. Norton Introduction to Literature (Shorter Thirteenth Edition) 13th ed., BibliU version, W. W. Norton & Company, 2019. 2. Quiz: Introduction: What is Literature? Print and complete before coming to class. <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Watch opening scene of Ang Lee’s 1994 film, “Eat Man Drink Woman” 2. Writing prompt: On the surface, what happens in this opening scene? What feelings and sensations emerged while you watched it? 3. Activity: Analyzing Quotes Norton Introduction to Literature 4. Activity: TED Talks on Literature 	<p>Feb 9 (Thurs) Reading Due:</p> <ol style="list-style-type: none"> 1. “Poetry: Reading, Responding and Writing” (pp 730-754) Mays, Kelly J. <i>Norton Introduction to Literature (Shorter Thirteenth Edition)</i>. 13th ed., BibliU version, W. W. Norton & Company, 2019. 2. Quiz on Canvas Due: “UNDERSTANDING THE GENRE QUIZ: Poetry” Instructions: This quiz covers the entire first part of the poetry section in the <i>Norton Introduction to Literature</i> from pages 730-1014, which is an unreasonable amount of pages to assign for one week. This is why this quiz is open book and is taken at home before we meet. Read the introduction, pp 730-754, closely. Then when taking the quiz, read the questions first and work backwards researching in the book or online for the answers. The goal is to learn more about the genre of poetry, and understand the literary vocabulary to speak about the form. <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Discussion on What is Poetry? Video: “What makes a poem...a poem?” 2. Go over Writing Assignment #1: Poetry Literary Analysis 3. Amanda Gorman’s “watch/read “New Day’s Lyric” (Printable version) 4. Maya Angelou’s watch/read “Still I Rise” 5. Discuss: John Crowe Ransom’s “Bells for John Whiteside’s Daughter” (excerpt in Introduction: What is Literature) 6. Activity: TED Talks on Literature

<p>Week 4 Poetry</p>	<p>Feb 14 (Tues) Reading Due: 1. Bruce Springsteen's "Nebraska" 2. ee.cumming's "Buffalo Bill" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. SHORT ANSWER QUIZ: Bruce Springsteen's "Nebraska" 2. SHORT ANSWER QUIZ: ee.cumming's "Buffalo Bill" In-Class Agenda: 1. Discussion on assigned poems 2. Listen to Bruce Springsteen's "Nebraska" 3. Watch "How ee.cummings Writes a Poem" 4. Listen to ee.cumming's "Buffalo Bill"</p>	<p>Feb 16 (Thurs) Reading Due: 1. William Wordsworth's "The World Is Too Much With Us" 2. William Blake's "The Songs of Innocence and Of Experience" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. SHORT ANSWER QUIZ: William Wordsworth's "The World Is Too Much With Us" 2. SHORT ANSWER QUIZ: William Blake's "The Tyger" In-Class Agenda: 1. Discussion on assigned poems Listen to Wordsworth's "The World Is Too Much With Us" View Blake's illustrations Watch Patti Smith read "The Tyger"</p>
<p>Week 5 Poetry</p>	<p>Feb 21 (Tues) Reading Due: 1. Billy Collins' "Introduction to Poetry" 2. Billy Collins' "Divorce" 2. Billy Collins' "Sonnet" 3. Read Stefan Strychar's "A Lot from a Little: Demystifying the Aphoristic Poem" Quiz on Canvas Due: Note: Quiz on Canvas are due before class. 1. SHORT ANSWER QUIZ: Billy Collins' "Divorce" 2. SHORT ANSWER QUIZ: Billy Collins' "Sonnet" In-Class Agenda: Discussion on Billy Collins Watch Billy Collins' "Everyday moments, caught in time"</p>	<p>Feb 23 (Thurs) Reading Due: 1. Mos Def "Hip Hop" Quiz on Canvas Due: 1. SHORT ANSWER QUIZ: Mos Def "Hip Hop" In-Class Agenda: Watch: Mos Def's "Hip Hop" Complete activity on Mos Def's "Hip Hop" and Allusions</p>

	<p>Watch Billy Collins' "Divorce" (0:35)</p> <p>Watch Billy Collins' "Introduction to Poetry"</p> <p>Watch Billy Collins' "Sonnet"</p>	
<p>Week 6 Poetry</p>	<p>Feb 28 (Tues) Reading Due: 1. Li-Young Lee's "Persimmons" 2. Derek Walcott's "A Far Cry from Africa" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. SHORT ANSWER QUIZ: Li-Young Lee's "Persimmons" 2. SHORT ANSWER QUIZ: Derek Walcott's "A Far Cry from Africa" In-Class Agenda: Watch: Derek Walcott's "A Far Cry from Africa" Activity: Preparation for in-class examination: Writing Assignment #1: Poetry Literary Analysis</p>	<p>Mar 2 (Thurs) In-class Writing Examination Writing Assignment #1: Poetry Literary Analysis</p>
<p>Week 7 Fiction</p>	<p>Mar 7 (Tues) Reading Due: 1. "Fiction: Reading, Responding and Writing" Mays, Kelly J. <i>Norton Introduction to Literature (Shorter Thirteenth Edition)</i>. 13th ed., BibliU version, W. W. Norton & Company, 2019. Note: <i>To encourage close readings of these stories for the remainder of the semester, I will be checking, and on occasion, assigning points for annotations. Come to every class with the material printed and annotated.</i> Quiz on Canvas Due:</p>	<p>Mar 9 (Thurs) Reading Due: 1. Alice Munro's "Boys and Girls" 2. Margaret Atwood's "Lusus Naturae" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. READING COMPREHENSION QUIZ: Alice Munro's "Boys and Girls" 2. READING COMPREHENSION QUIZ: Margaret Atwood's "Lusus Naturae"</p>

	<p>Note: Quizzes on Canvas are due before class.</p> <p>1. “UNDERSTANDING THE GENRE QUIZ: Fiction”</p> <p>Instructions: This quiz covers the entire first part of the Fiction section in the <i>Norton Introduction to Literature</i> from pages 16-429, which is an unreasonable amount of pages to assign for one week. This is why this quiz is open book and is taken at home before we meet. Read <u>the introduction and Raymand Carvers’ “Cathedral”</u> closely. Then when taking the quiz, read the questions first and work backwards researching in the book or online for the answers. The goal is to learn more about the genre of fiction, and understand the literary vocabulary to speak about the form.</p> <p>2. READING COMPREHENSION QUIZ: Raymond Carver’s “Cathedral”</p> <p>In-Class Agenda: Discuss Fiction and “Cathedral”</p>	
<p>Week 8 Fiction</p>	<p>Mar 14 (Tues)</p> <p>Reading Due:</p> <p>1. Ted Chiang’s “<u>The Story of Your Life</u>”</p> <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. In-class <u>quiz</u>. 2. Watch <u>clip of Arrival</u> 3. Class discussion on story 	<p>Mar 16 (Thurs)</p> <p>Reading Due:</p> <ol style="list-style-type: none"> 1. Gish Jen’s “<u>No More Maybe</u>” 2. Ye Chun’s “<u>Stars</u>” <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. In-class quiz <u>Gish Jen’s “No More Maybe” and Ye Chun’s “Stars”</u> 2. Class discussion on stories. 3. Work on <u>Graphic Organizer: Character Development</u>
<p>Spring Break</p>	<p>Mar 21 (Tues)</p>	<p>Mar 23 (Thurs)</p>

<p>Week 9 Fiction</p>	<p>Mar 28 (Tues) Reading Due: 1. Flannery O'Connor's "A Good Man is Hard to Find" 2. Flannery O'Connor's "Everything That Rises Must Converge" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. READING COMPREHENSION QUIZ: Flannery O'Connor's "A Good Man is Hard to Find" In-Class Agenda: In-class Quiz on Flannery O'Connor's "Everything That Rises Must Converge"</p>	<p>Mar 30 (Thurs) Reading Due: 1. John Updike's "A & P" 2. Anton Chekhov's "Gooseberries" Quiz on Canvas Due: Note: Quizzes on Canvas are due before class. 1. READING COMPREHENSION QUIZ: John Updike's "A & P" 2. READING COMPREHENSION QUIZ: Anton Chekhov's "Gooseberries" In-Class Agenda: Discuss stories</p>
<p>Week 10: Fiction</p>	<p>Apr 4 (Tues) Reading Due: Writing about Literature" (pp 1912 - 1937) Mays, Kelly J. <i>Norton Introduction to Literature (Shorter Thirteenth Edition)</i>. 13th ed., BibliU version, W. W. Norton & Company, 2019. 1. Complete Graphic Organizer: Character Development. In class: 1. Class led discussion on Writing about Literature" 2. Discussion on Graphic Organizer: Character Development 3. Activity: Moving Past Simple Sentences</p>	<p>Apr 6 (Thurs) In-class Writing Examination of rough draft Writing Assignment #2: Compare and Contrast Two Short Story Characters</p>
<p>Week 11 Fiction/ <i>Hamilton</i></p>	<p>Apr 11 (Tues) Writing Due: FINAL Draft due at the beginning of class Writing Assignment #2: Compare and Contrast Two Short</p>	<p>Apr 13 (Thurs) Read: Quiz on Canvas Due:</p>

	<p><u>Story Characters</u></p> <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Watch <i>Hamilton</i> (available on Disney+) <u>In class, we watched 40 minutes of Hamilton.</u> 2. <u>Full Hamilton Script</u> 	<p>Quizzes on Canvas are due before class.</p> <p>1. “UNDERSTANDING THE GENRE QUIZ: Drama”</p> <p>Instructions: This quiz covers the entire first part of the Drama section in the <i>Norton Introduction to Literature</i>, which is an unreasonable amount of pages to assign for one week. This is why this quiz is open book and is taken at home before we meet. Read the introduction closely. Then when taking the quiz, read the questions first and work backwards researching in the book or online for the answers. The goal is to learn more about the genre of drama, and understand the literary vocabulary to speak about the form.</p> <p>NOTE: Take a look at the topics: <u>Group Presentations on Hamilton.</u></p> <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Watch <i>Hamilton</i> (available on Disney+) <i>From 40 minutes to 1 hour 40 minutes.</i> 2. Assign <u>Group Presentations on Hamilton.</u> 3. Assign <u>Notes on Group Presentations on Hamilton</u> 4. Writing Assignment #3: <u>Hamilton Research paper</u>
<p>Week 12 <i>Hamilton</i></p>	<p>Apr 18 (Tues)</p> <p>Reading Due: <u>Rebecca Mead’s “All About the Hamiltons: A new musical brings the Founding Fathers back to life—with a lot of hip-hop”</u></p> <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Check annotations and class discussion on <u>“All About</u> 	<p>Apr 20 (Thurs)</p> <p>Reading Due: <u>Kylie Umehira’s “All Hammed Up: How Hamilton and American Musical Addresses Post-Racial Beliefs”</u></p> <p>In-Class Agenda:</p> <ol style="list-style-type: none"> 1. Watch <i>Hamilton</i> 2. <u>Group Presentations on Hamilton</u> Preparation time

	<p>the Hamiltons: A new musical brings the Founding Fathers back to life—with a lot of hip-hop”</p> <p>2. Watch <i>Hamilton</i></p>	
<p>Week 13 <i>Hamilton</i></p>	<p>Apr 25 (Tues) Due: Research and prep for Group Presentations on Hamilton</p> <p>Due: Complete Group Presentations on Hamilton Progress Journal</p>	<p>Apr 27 (Thurs) Due: Research and prep for Group Presentations on Hamilton</p> <p>In-Class Agenda: Check progress on Group Presentations on Hamilton</p>
<p>Week 14 <i>Hamilton</i></p>	<p>May 2 (Tues) Due: Research and prep for Group Presentations on Hamilton</p> <p>In-Class Agenda: Check progress on Group Presentations on Hamilton</p>	<p>May 4 (Thurs) In-Class Agenda: Group Presentations #1 & #2</p> <p>During the group presentations, you will be completing this assignment: Notes on Group Presentations on Hamilton.</p>
<p>Week 15 <i>Hamilton</i></p>	<p>May 9 (Tues) In-Class Agenda: Group Presentations #3 & #4</p> <p>During the group presentations, you will be completing this assignment: Notes on Group Presentations on Hamilton.</p> <p>Reading Due: Ch 32 & 33: The Writing Process and The Literature Research Essay (pp 1,989-2,012) Mays, Kelly J. <i>Norton Introduction to Literature (Shorter Thirteenth Edition)</i>. 13th ed.</p> <p>Submit on Canvas or in class at the end of the presentations:</p>	<p>May 11 (Thurs) Writing Assignment #3: Hamilton Research paper rough draft due</p> <p>In-Class Agenda: Activity: Post your first paragraph for Writing Assignment #3: Hamilton Research Paper</p>

	Notes on Group Presentations on <i>Hamilton</i>	
Week 16	May 16 (Tues) LAST DAY PARTY Submit Writing Assignment #3: Hamilton Research paper	
Week 17	Final examination May 23, 11:00-1:00 p.m.	