

## Self ~ Writing: British Literature, 1789-present

English 262, Spring 2010, British Literature Survey II

CRN 11379, Section 001  
MWF 11:30am- 12:20pm  
315 Armstrong Hall

Instructor Teresa M. Pershing  
Office: G03 Colson Hall  
Mailbox: 120 Colson Hall  
E-mail: [tpershin@mix.wvu.edu](mailto:tpershin@mix.wvu.edu)



### COURSE INFORMATION:

**CHANGE NOTICE:** Note that this syllabus is an outlined plan of the course and I reserve the right to make any changes.

**DESCRIPTION:** English 262 fulfills the GEC requirements for Objective 3 (The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past) and Objective 5 (Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression). English 262 is required for English majors, and can be used to fulfill the requirements for the English minor.

The course introduces students to the genres and modes of modern British literature. Throughout the semester, the literature and our discussions will probe the relationship between the self and authorship. Students will 1) study modern British literature in the context of its history and culture; 2) be introduced to a series of critical methodologies to guide them through literary and cultural texts, including but not limited to theories of authorship and selfhood; 3) examine how history impacts, appears in, and is erased by literary works; 4) practice critical thinking and writing about literature; and 5) enhance their understanding of modern British literature in terms of genre, style, and period. Students will learn to 1) understand the historical context of the literature that we read; 2) begin to understand literature as living, breathing, exciting, and full of ideas; 3) develop a thesis about a literary text, and support that thesis with textual evidence; 4) analyze literary evidence in detail; 5) understand and question the role of the author, and 6) recognize and develop multiple analyses for a single literary text. We will explore how literature reflects and challenges the ways that we imagine the past and present. Additionally, we will pay close attention to literary periods, trends, themes, genres, and approaches to studying literature. Of course, we can't read *everything* written during this vast period and I don't want to define British literature--doing so would be almost impossible, especially since literature of the late 19<sup>th</sup> and 20<sup>th</sup> centuries actively seeks to destabilize what it means to be "British." I do, however, want us to engage in the complexities and messiness of culture through the lens of literature while giving you a strong foundation for your future interests in this subject.

**TEXTS:** *The Norton Anthology: English Literature* (in 3 volumes: D: The Romantic Period, E: The Victorian Age, and F: The Twentieth Century and After). 8<sup>th</sup> edition. New York: W.W. Norton & Company, 2006. ISBN: 978-0-393-92834-1

You must have the required textbooks for this course. You will have assigned readings from this text for almost every class period. Please bring your book to class every day unless I indicate otherwise. I strongly suggest having a folder and notebook that you bring to class daily. Keep all materials for this course (quizzes, responses, exams, etc.) until the course is over. I also suggest regular use of the Oxford English Dictionary (available through the library database system). You are expected to look up and understand vocabulary that you are unfamiliar with.

**RECOMMENDED PREPARATION:** English 101 and English 102 (or equivalents) are not prerequisites but will better prepare you for success in English 262. I strongly dissuade you from taking this course unless you have completed, or are currently completing, English 102.

**OFFICE HOURS:** My office hours are 10:30am-11:00am on Mondays and Wednesdays in G03 Colson Hall. I am also available by appointment. Office hours provide us with an opportunity to talk one-on-one. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course.



**EMAIL HOURS:** I am happy to talk with you via email as well; I usually respond within 24 hours. You should not expect a response from 8pm to 9am. You should also expect a longer response time over the weekend. I cannot discuss grades via email; if you have questions about your grade please visit my office. You should check your e-mail daily. I will communicate important course information to you via e-mail. You are responsible for checking your e-mail regularly and coming to class prepared.

**POLICIES AND PROCEDURES:**

**CLASSROOM BEHAVIOR:** Our classroom is a community, and I expect professional, courteous behavior. This includes, but is not limited to, turning off your electronic devices (including cell phones) before coming to class; there is to be absolutely no text messaging during class. Electronic device use during quizzes and exams will not be tolerated; if you use your cell phone or other web-linked (communication) device during a quiz or exam you will automatically receive a zero. All laptops and music devices should remain in your bag unless you make prior arrangements with me. Do not bring your lunch to class; this is a discussion class and having food in the classroom is unacceptable. Treat your classmates as you wish to be treated; for example, try not to interrupt while others are speaking. Failure to observe these policies will result in a reduced participation grade. Chronic refusal to follow this policy will result in significant grade reduction or removal from the class session.

**LATE ASSIGNMENTS:** If you ever have a problem with understanding an assignment or meeting a deadline, talk to me at least 48 hours in advance of the deadline and we may be able to negotiate an arrangement. Deadlines are not negotiable after you've missed them. If you miss a deadline for major assignments such as the mid-term and final exam your final course grade will be reduced by 3% for every day the assignment is late. All other late work will not be accepted. Work is considered late when it is not physically in my hands at the moment of collection (this includes work submitted to me via email without my prior instruction/consent). If you miss class on the day of a deadline you must turn in the assignment prior to the class meeting time or it will not be accepted.

**STANDARD OF WORK (BASED ON THE MLA GUIDE):**

- All work, including daily assignments (such as thesis statements and discussion questions), must be typed in 12 point Times New Roman font, double-spaced, with 1” margins.
- All assignments must use the appropriate heading; name, course title, instructor’s name, assignment name, date.
- Assignments longer than one (1) page must be stapled together.
- Include page numbers and your last name (in the header) on all assignments longer than one page.
- Carefully edit and proofread all texts to eliminate problems in grammar, spelling, and punctuation. Use spell-check and read your documents aloud so you can hear your errors.
- Do not fiddle with the physical appearance of an assignment in an attempt to achieve the illusion of length. This assumes that I cannot tell the difference between quantity and quality. A paper that is shorter than the assigned length but presented honestly will earn far more respect.
- Documents that do not meet these and other assignment-specific requirements will be dropped as much as one full letter grade. Pay attention to these details for handing in your final drafts. Superficial errors do not signify poor thinking; but they can indicate, for some readers, a lack of precision and nonchalance toward the task. You’ll have to plan your writing process to make time for proofreading—printing a just-written paper 10 minutes before class time will not yield terrific results.
- I suggest that you purchase a writing handbook (such as *Easy Writer*) to aid your writing. These texts offer guidelines and activities to help you with mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process.

**WVU WRITING CENTER** is located in G02 Colson Hall. Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available.

Web address: [http://english.wvu.edu/centers\\_and\\_projects/wcenter/writing\\_center\\_home](http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home)

**E-MAIL:** Assignments are not accepted via e-mail unless the assignment calls for e-mail submission or you make prior arrangements. In cases where assignments require e-mail or eCampus submission, students must meet time deadlines; if the assignment is due at 11:30 a.m., assignments submitted at 11:31 a.m. will not be accepted. Excuses about e-mail or computer failure are unacceptable; set delivery notification on the e-mail if you are concerned. Make sure you attach your document in .doc or .rtf format; if I cannot open the document, it is late. All assignments must be sent to [tpershin@mix.wvu.edu](mailto:tpershin@mix.wvu.edu).

When communicating via email (at school, at work, etc.) it is important to practice professional, courteous writing. Do so by honoring the conventions of the genre. Emails (in all communication other than that with a casual correspondent) should have an address (i.e. hello, dear, etc. and the addressee’s name) and a signature (i.e. thank you, regards, etc. and your name), and be written using full sentences and proper grammar (not text-speak). Communicating with your professor via email is professional correspondence; please treat it as such.

**PLAGIARISM/CHEATING:** Academic dishonesty is wholly unacceptable and will be dealt with accordingly. Plagiarism is defined as “material that has been knowingly obtained or copied in whole or part, from the work of others...including (but not limited to) another individual’s academic composition” (*WIP* xxi). Cheating refers to “doing academic work for another student, or providing one’s own work for another student to copy and submit as his or her own” (*WIP* xxi). You cannot use work from other courses in this course; you fail to meet the requirements of this individual course by doing so. Cheating and plagiarism are serious offenses that will result in failure of the assignment and/or the course. Plagiarism cases will

always be filed with the university. If you have questions about plagiarism/cheating or are confused by MLA please visit my office.

**SOCIAL JUSTICE:** I am committed to a classroom that strives to use inclusive language, minimize assumptions, emphasize respect of difference, honor privacy, and employ topics that allow but do not require exploration of gender, sex, sexuality, race, nationality, ability, class and so on. These topics make for productive, thoughtful, but sometimes tough discussions. If for any reason you find yourself feeling uncomfortable, feel free to come and speak with me. I will do my best to ensure that this classroom is a space where everyone feels comfortable and respected. Finally, if you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements.

**DISABILITY AND ACCOMMODATION:** If you have a disability that could challenge your progress in this course, please contact the Office of Disability Services ([www.wvu.edu/~socjust/disability/](http://www.wvu.edu/~socjust/disability/)). ODS is can be contacted at G30 Mountainlair, by phone at (304)293-6700 voice/TDD (304)293-7740, or email at [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). We can arrange to accommodate your learning style based on ODS recommendations. Please notify me at the semester's beginning of your learning needs.



JUSTICE.

"Justice." *Punch*. 12 Sept. 1857

#### COURSE REQUIREMENTS:

**ATTENDANCE:** If you are enrolled in this class, your regular attendance is assumed. Class begins at 11:30am. You should arrive a few minutes ahead of time and be prepared to begin at 11:30 exactly. If you are late, enter quietly without disrupting the class. Three late arrivals will be counted as an absence, as will being more than 15 minutes late to class. You are allowed *up to three absences (one full week) for the semester* without penalty. A fourth absence will compromise your grade by one full letter. Each additional absence will lower your final grade by an additional letter grade. *There are no excused absences* (this includes illness, family issues, transportation challenges, athletics, extra-curricular activities, weather, etc.). If you accumulate seven or more absences (two-plus full weeks of class), you will fail the course. Plan for the unexpected and use your absences wisely! If you miss class, you miss important, necessary material; obtain notes, handouts, and information from a classmate.

**PARTICIPATION (10%):** Participation includes coming to class prepared and on time, bringing all necessary materials (especially your textbook), actively taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent on a daily basis. It also includes doing the reading and writing for each class. Just showing up is not participating.

**“A” Participation:** You are prepared for every class period and contribute to class discussion every (or almost every) day. You have insightful and relevant contributions and go “above and beyond” an average engagement with the day’s readings. You respond to your peers comments and questions and help facilitate dialogue in the classroom.

**“B” Participation:** You are prepared for every class period and contribute to most class discussions. Comments are relevant and insightful and demonstrate a careful reading of the texts assigned. You respond to other’s comments on a regular basis.

**“C” Participation:** You are typically prepared for class and contribute to class discussion approximately half of the time. Sometimes your contributions are off-topic or prevent dialogue from moving forward. During group work, you take on a quiet role.

**“D” Participation:** This student is often unprepared for class which is reflected by both class discussion and low quiz scores. This student rarely comments or adds insight to class discussion, shows little interest in the material, and is off task during class (reading non-relevant material, sending text messages, sleeping, etc...).

**“F” Participation:** This student shares the same qualities as the “D” participation student. Additionally, this person distracts others, intentionally offends others, or has missed 6 or more classes.

**QUIZZES (10%):** Unscheduled quizzes should be expected throughout the semester. Quizzes cannot be made up and will not be administered if you arrive late to class; missed quizzes will be recorded as a zero. Expect reading quizzes often. The purpose of reading quizzes is threefold. First, the quizzes ensure that you are reading the required material. Secondly, the quizzes will help you gauge your reading practices. Are you reading critically and closely? Third, quizzes help you prepare for exams. If you read *carefully*, you should pass the quiz. If you find that you are having trouble with this aspect of the course, despite reading the assigned materials, come talk to me. We can go over strategies for preparing for quizzes, reading critically, and retaining what you read.

**THESIS STATEMENTS AND DISCUSSION QUESTIONS (15%):** Students will submit 10 thesis statements throughout the semester according to the established schedule. Drafting thesis statements will help students test ideas by distilling them into a sentence or two. This provides students with an opportunity to practice writing thesis statements for literary works and helps to brainstorm potential SCR topics. Thesis statements will receive a numerical grade ranging from 0 to 3. Please see the “How to Write a Thesis Statement” handout for information on writing thesis statements. Note the grade descriptors below:

**3:** This thesis statement takes on a subject upon which reasonable people could disagree (i.e. it takes some sort of stand), justifies discussion, expresses one main idea, asserts the writer’s conclusions about the subject, and is specific.

**2:** This thesis statement takes on a subject upon which reasonable people could disagree (i.e. it takes some sort of stand), but it fails to do one of the following: justify discussion (because it is a summary of the text rather than an argument), express one main idea, assert the writer’s conclusions about the subject, or be specific.

**1:** This thesis statement takes on a subject upon which reasonable people could disagree (i.e. it takes some sort of stand), but it fails to do more than one of the following: justify discussion (because it is a summary of the text rather than an argument), express one main idea, assert the writer’s conclusions about the subject, or be specific.

**0:** Assignment was not completed or the statement fails to make an argument.

Additionally, students will submit discussion questions as prompted by the instructor. Discussion questions are open ended questions which allow for critical engagement with the text. They will be graded based on completion.

**SHORT CRITICAL RESPONSES (SCRs) (15%):** Writing is a necessity of academia and every profession. One’s ability to 1) communicate his/her ideas clearly and articulately, 2) thoroughly support his/her argument with evidence, and 3) embrace revision as a beneficial and necessary step in the writing process in English 262 will help her/him prepare for her/his future profession. Throughout the semester, you must complete 3, 2-3 page (double spaced) SCRs. These short response papers should critically and analytically engage with readings that we have covered up to the due date of the SCR. The topics of these responses are up to you, but they should have a clear thesis which is stated in the first paragraph. Make sure you support your thoughts with evidence (quotes) from the text(s) that you are discussing. Please use proper MLA citation and follow the standard of work outlined below. Also, see the guides for writing and example SCR (handed out in class and posted on the course eCampus page). Unfortunately, we don’t have time to go over all of the nitty gritty aspects of writing, so I expect you to look to the writing guides and office hours for help. Consult these resources often for SCRs and exam essays. You will hand in a check sheet each time that you hand in a SCR. This check sheet is available on our eCampus page. Note the grade descriptors below:

**“A” SCR:** You have a coherent, thoughtful, and original 2-3 page argument. The writing is excellent and you have demonstrated a critical understanding of the texts. You have a clear, argumentative thesis supported with evidence from the text. You have followed the standard of work.

**“B” SCR:** You have an interesting argument and good engagement with the texts. You have a clear thesis, but may have some minor issues with development or cohesion. Your paper is well written and has next to no typos or proofreading errors. You use an adequate amount of evidence from the text.

**“C” SCR:** This is an average SCR. You may not have a clear thesis, but your paper does contain a cursory reflection of the text. There are several (more than 2) proofreading errors. There may be issues with writing that distract from the overall readability of your response. You have, however, met the major requirements, such as page requirement and inclusion of the text. Proper citation methods are not used.

**“D” SCR:** You have not completed the assignment or have done so in a far-below average way. Not following the minimum requirements (such as page requirement or quoting from the text) results in a “D.” There is little evidence of critical thought about the texts or expansion on class discussion. There are several proofreading errors and it is obvious that the assignment was rushed or carelessly composed.

**“F” SCR:** An “F” is given if I do not receive an SCR from you, if you fail to use MLA citation or the primary text in your response, or if you simply retrace class discussion without putting forth an argument. If any part of the response is copied from another source, you will receive an F and the proper paperwork will be filed.

**MIDTERM EXAM (25%) AND FINAL EXAM (25%):** A large portion of the exams will be completed in-class. They may also have a take-home portion.



“The Great Social Evil.” *Punch* 33. 10 Jan. 1857.

**GRADE BREAKDOWN:**

A+ → 100-98      B+ → 89-88      C+ → 79-78      D+ → 69-68      F → less than 60  
 A → 97-94      B → 87-84      C → 77-74      D → 67-64  
 A - → 93-90      B - → 83-80      C - → 73-70      D - → 63-60

**\*PLEASE NOTE\*:** The best way to be successful in this course is to do the readings (including the introductory material and footnotes), participate and attend class regularly, and complete all of the course assignments. Failure to complete all three SCRs and mid-term and final exams will result in failure of the course.

**COURSE SCHEDULE:**

NOTE: THERE ARE 11 THESIS STATEMENTS SCHEDULED; THE LOWEST THESIS STATEMENT GRADE WILL BE DROPPED AT THE END OF THE SEMESTER. THIS MEANS IF YOU MISS OR SKIP ONE THE RESULTING ZERO (0) WILL BE DROPPED. IF YOU COMPLETE ALL 11 THESIS STATEMENTS, THE LOWEST GRADE WILL BE DROPPED.

<u>DATE</u>	<u>REQUIRED READING AND ASSIGNMENTS</u>
M, Jan. 10:	Introduction to course; complete start-of-term survey (in the "Assignments" folder on our course eCampus page)
W, Jan. 12:	Packet of readings (distributed by instructor).
F, Jan. 14 (last day to add/drop):	Packet of readings (distributed by instructor). Complete worksheet and come to class with questions about the readings.
M, Jan. 17:	<b>Martin Luther King, Jr. Day of Service, no class</b>
<b><u>The Romantics</u></b>	
W, Jan. 19:	Introduction to the Romantic Period and timeline (1-25)
F, Jan. 21:	William Blake (76-79), From <i>Songs of Innocence and of Experience</i> : Innocence: "Introduction" (81-82), "The Lamb" (83), "The Chimney Sweeper" (85), "Infant Joy" (87); Experience: "Introduction" (87-88), "The Chimney Sweeper" (90), "The Tyger" (92), and "Infant Sorrow" (95)
M, Jan. 24:	Mary Wollstonecraft (158-59 and 167-170) and From <i>A Vindication of the Rights of Woman</i> (170-195)
W, Jan. 26:	<b>Thesis statement #1: Blake, Wollstonecraft, Barbauld or Smith due;</b> Anna Letitia Barbauld (26), "The Rights of Woman" (35-6), "To a Little Invisible Being Who is Expected Soon to Become Visible" (36-7); Charlotte Smith (39) & "On Being Cautioned against Walking..." (41-2)
F, Jan. 28:	William Wordsworth (243-245), Preface to Lyrical Ballads introduction (262), From <i>Preface to Lyrical Ballads</i> , ["What is a Poet?"] (269-73), "Expostulation and Reply" and "The Tables Turned" (250-2), & "Lines Composed a Few Miles above Tintern Abbey" (258-62)
M, Jan. 31:	Samuel Taylor Coleridge (424-6), <i>Biographia Literaria</i> (474), Chapters 13, 14, & 17 (477-485)

W, Feb. 2:	Thomas de Quincey and From <i>Confessions of an English Opium-Eater</i> (554-69)
F, Feb. 4:	<b>Thesis statement #2: Wordsworth, Coleridge, de Quincey, or Byron due;</b> George Gordon, Lord Byron (607-11) and <i>Childe Harold's Pilgrimage</i> (including introduction, 617-635)
*M, Feb. 7:	<b>Thesis statement #3: P.B. Shelley, Hemans, or Keats due;</b> Percy Bysshe Shelley (741-44), "Ozymandias" (768), "Stanzas Written in Dejection—December 1818, near Naples" (769-70) and "England in 1819" (771); Felicia Dorothea Hemans, "'England's Dead'" (864-7) & "The Homes of England" (870); John Keats (878-80), "On First Looking into Chapman's Homer" (880-1), and "On Seeing the Elgin Marbles" (883)
W, Feb. 9:	Mary Wollstonecraft Shelley (955-8), <i>The Mortal Immortal</i> (961-70)
F, Feb. 11:	Jane Austen and <i>Love and Friendship</i> (514-35)
M, Feb. 14:	<b>Thesis statement #4: M.W. Shelley, Austen, Lewis, or Anon. due;</b> The Gothic and the Development of a Mass Readership (577-9), Matthew Gregory Lewis and From <i>The Monk</i> (595-600), Anonymous and "Terrorist Novel Writing" (600-2)
<b><u>The Victorian Age</u></b>	
W, Feb. 16:	<b>Last day to turn in SCR #1.</b> Introduction to the Victorian Age and timeline (979-1001)
F, Feb. 18:	Optional mid-term review, come prepared with questions
M, Feb. 21:	<b>Mid-term exam</b>
W, Feb. 23:	Thomas Carlyle (1002-5), <i>Sartor Resartus</i> (1005-24)
F, Feb. 25 (mid-semester):	"The 'Woman Question': The Victorian Debate about Gender" (1581-3), John Stuart Mill (1043-44), From <i>The Subjection of Women</i> (1061-70), and From <i>Autobiography</i> (1070-77)
M, Feb. 28:	Elizabeth Barrett Browning (1077-9), From <i>Aurora Leigh</i> (1092-1106)
W, March 2:	Harriet Martineau and From <i>Autobiography</i> (1589-92); Anonymous and <i>The Great Social Evil</i> (1592-6); <u>English department pizza party 11:30-1:30, 130 Colson Hall</u>
F, March 4:	Christina Rossetti (1459-60), "Winter: My Secret," "Up-Hill," "Goblin Market" (1466-78)
M, March 7:	<b>Thesis statement #5: Carlyle, Mill, Browning, Martineau, Anon., C. Rossetti, or D.G. Rossetti due;</b> Dante Gabriel Rossetti (1442-3) and "Jenny" (1449-57)
W, March 9:	Empire and National Identity (1607-9), Alfred, Lord Tennyson (1109-12), "The Lady of Shalott" (1114-8), "The Epic [Morte d'Arthur]" (1127-9) & "The woman's cause is man's" (1136-7)
F, March 11:	Charles Dickens & "A Visit to Newgate" (1236-48)
M, March 14:	<b>Thesis statement #6: Tennyson, Dickens, or Hopkins due;</b> Gerard Manley Hopkins, "The Starlight Night," "Duns Scotus's Oxford," "Carrion Comfort," "I wake and feel the fell of dark not day" (1513-1522)
W, March 16:	Late Victorians (1635), Oscar Wilde (1686-7) and <i>The Importance of Being Earnest</i> , First Act (1698-1713)

\*F, March 18 (last day to drop a course): remainder of *The Importance of Being Earnest* (1713-40)

March 21-March 25:

**Have a fun & safe spring recess!**

\*M, March 28:

**Thesis statement #7: Wilde or Stevenson due;** Robert Louis Stevenson and *The Strange Case of Dr. Jekyll and Mr. Hyde* (1643-1685)

**The Twentieth Century and After**

W, March 30:

**Last day to turn in SCR #2.** Introduction to the Twentieth Century and After and timeline (1827-50)

F, April 1:

Joseph Conrad & “[The Task of the Artist]” (1885-89); Virginia Woolf & “Modern Fiction” (2080-92)

M, April 4:

**Thesis statement #8: Conrad, Woolf, Lawrence, or Eliot due;** D.H. Lawrence (2243-45) & *Why the Novel Matters* (2269-73); T.S. Eliot (2286-9) & *Tradition and Individual Talent* (2319-25)

W, April 6:

**eCampus meeting (see handout provided on 4/4):** A.E. Housman & “When I Was One-and-Twenty” & “To an Athlete Dying Young” (1948-50); William Butler Yeats (2019-22), “Sailing to Byzantium,” “A Dialogue of Self and Soul,” & “Man and the Echo” (2040-51)

F, April 8:

**Class cancelled**

M, April 11:

James Joyce & “Araby” (2163-72)

W, April 13:

**Thesis statement #9: Housman, Yeats, Joyce or Mansfield due;** Katherine Mansfield (2332-3) & “The Garden Party” (2346-56)

F, April 15:

Nation and Language (2461-2), Ngugi Wa Thong’O & From *Decolonising the Mind* (2535-9), Salman Rushdie & “English Is an Indian Literary Language” (2539-40)

M, April 18:

Brian Friel & *Translations*, Act 1 (2475-96)

W, April 20:

**Thesis statement #10: Ngugi Wa Thong’O, Rushdie, or Friel due;** *Translations* Act 2-end (2496-2523)

F, April 22:

**No class (Easter recess)**

M, April 25:

Derek Walcott & “A Far Cry from Africa” (2586-8); A.K. Ramanujan & “Self-Portrait” & “Elements of Composition” (2578-81)

W, April 27:

**Thesis statement #11: Walcott, Ramanujan, or Naipaul due;** V.S. Naipaul & “One Out of Many” (2729-52)

F, April 29:

**Last day to turn in SCR #3.** Optional final review.

May 2-6:

Finals week (Final: Tues., May 3: 8-10am; subject to revision); final pick-up date T.B.D.