

# Topics in Fiction Since 1900 Section 80

## ENGL 177

Spring 2023 4 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/20/2023

### Contact Information

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Instructor: Jessica Hollander

Office Location: FOB 106

Telephone: (408)-924-5087

Email: [jessica.hollander@sjsu.edu](mailto:jessica.hollander@sjsu.edu)

Office Hours: MW 9:00-10:30 am, or by appointment (online or in person)

Class Days/Time: ASYNCHRONOUS\*

Classroom: ONLINE

**\*Note:** This course will be taught online, asynchronously. This means you will not be required to be on the computer at particular days and times each week but have multiple days to complete scheduled assignments at times best suited to your schedule and to accommodate issues that may arise for some of us, including unforeseen illness, childcare, family member care, diverse living arrangements, or other circumstance. This will allow us each to have personal flexibility this semester while still building a strong virtual community and maintaining the integrity of the class.

### Course Description and Requisites

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Course will focus on different topics in modern fiction. Novels and short stories will be examined as works of art and as expressions of intellectual and social movements. May be repeated when course content changes.

Prerequisite: Upper division standing.

Letter Graded

### \* Classroom Protocols

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***Questions and Problems:*** In addition to office hours, if at any time you have a question pertaining to the course, please post it to the Q&A discussion forum pinned to the top of the Canvas discussion board. If your question concerns a private matter, please email me. I log in every day and will try my best to respond within 24 hours. If you have a technical problem, I suggest contacting the Canvas service team by clicking on "Help" on the far-left side banner and then clicking on "Chat with Canvas Support." They respond in real time, within two minutes, and they are very helpful. You may also contact SJSU Tech Service (408-924-1530) with technical problems that Canvas support wouldn't be able to assist you with. If you send them an email, CC me on the email so that I know you are having issues.

# Collaboration and Active Participation

This online classroom will operate as a collaborative, communal space that opens up several pathways to learning: teacher to student, student to student, text to student, student to teacher. The best way to learn about the complexities and variance of what makes interesting literature is to talk about (and argue about!) the complexities and variance of it. As such, all students are responsible for extensive and productive contribution to class discussions on Canvas discussion boards, and a major assignment requires students to post a substantial presentation to prompt class discussion. These requirements can only be met if you are carefully reading and analyzing the texts, recognizing style choices and themes, finding moments in the text you either relate to or don't relate to, and expressing your discoveries in class presentations and discussion boards. As you will see below, a large portion of the course grade is based on activities requiring active participation and collaboration with your peers.

## Course Map

### Tools and Organization on Canvas

On the left side of our course's Canvas homepage, you will see two indexes: one that lists basic Canvas functions and the other that lists the course's components. Below is a brief explanation of how each component functions:

#### Canvas Functions:

- **Account:** Here you can set up your profile, upload a picture of yourself, and fix your settings and notification preferences. **Most importantly, you must go in and set up how you will receive your** Under **Settings**, on the right side you will find "Ways to Contact." You can change your email address if you like or you can set up an "other contact" where you can enter in your cell phone number and receive text message notifications instead of email notifications. Next, go to **Notifications** to set up your preferences. Consider if you want to have email or text message notifications when I post an announcement or send a message through Canvas, and consider if you want email or text message reminders of when major assignments are due, when grades post, and so on. **Note:** The only way I can get an announcement or message to everyone in the course is by sending one through Canvas. This means, if you don't have your notification set up to receive a text message or email, when I post an announcement or send a message, you will not receive that announcement or message until you again sign onto Canvas..
- **Dashboard/Courses:** You will be able to view all of your canvas courses on Dashboard and in the courses link.
- **Calendar:** The calendar tells you when all major assignments are due. You can also access assignments by clicking on the assignment name within the calendar.
- **Inbox:** Messages sent and received through Canvas will be cataloged here. Make sure you've set up your notifications to receive an email or text message notification if a message is sent to you so that you do not miss important information and updates. Since attachments cannot be sent over a notification, if I have attached a file to the message, you will have to access the full message in the Canvas Inbox to view the file.
- **Help:** Here is where you can receive help from the Canvas Team. I highly recommend using "Chat with Canvas Support" if you are having any trouble figuring out how to use the Canvas System.

#### Course Components:

- **Home:** This is the homepage that links to "Start Here: Week One," all of the course's major units, and the final paper dropbox. Inside each unit, you will find a video from me introducing the unit, an overview of a macro-linking element (character, place, event, and industry), and access to the course modules, each of which span one week. Inside the individual modules, you will find an overview of the week and access to all of the week's materials, including reading assignments, content pages, discussion boards, and the reading quiz.
- **Announcements:** I will post class updates and reminders here as needed.
- **Assignments:** All assignments are gathered here for easy access, including weekly quizzes and discussion boards. Module pages have directions and links to each relevant assignment as well.
- **Discussions:** All discussion board assignments are gathered here for easy access, though module pages have directions and links to each discussion board as well. On their assigned date, student presenters will post their class presentations to the designated discussion boards by Sunday at midnight. Discussion of literary texts will take place on discussion boards every week, with initial posts due on Mondays at midnight PT and response posts due on Tuesday at midnight PT. In addition to these assignments due in "Discussions," three discussion boards have been pinned to the top. The "Student Introductions" discussion board will be completed in week one, and you are welcome to refer back to students there throughout the semester. The two other pinned "Discussions" include a "Coffee Shop" where students are welcome to chat and share

information as they might before an in-person class and a “Q&A” on which students can post questions about the course, assignments, etc., and students as well as the instructor can respond to these questions.

- **Grades:** Go here to view grades you receive in the course. You will also be able to view comments I have made regarding your assignments and submissions.
- **People:** Here you will find contact information for me and other students in the course.
- **Syllabus:** Access the class syllabus here.

### General Semester Layout

The class is broken down by modules spanning one week, with each module ending on Tuesday at midnight and a new module beginning the following Wednesday morning. Students will work at their own pace to complete each of the modules, making sure they meet the assignment deadlines. For each module, students will read literary texts and material pages, complete brief reading quizzes, and contribute to discussion boards on each module’s materials. We will take the week of Spring Break off.

## Instructor Participation, Grading, and Feedback

I will participate on each discussion board and observe all activity, and students will be graded on fulfilling the word-length requirements and providing thoughtful and substantial responses. Quiz grades will be generated automatically after the due date has passed, or within a few days if they contain short answer questions. The class presentation and final paper will be graded based on the successful meeting of criteria. Grades will be assigned no more than a week after assignments are due. I will also provide written comments to student materials periodically. These can be viewed on Canvas in the following way:

If you click on "Grades" on the left navigation menu, you will be able to view your most recent assignment grade. If you see a little dialogue bubble icon next to the grade, that means I have made some comments on your submission. You can click on the assignment or dialogue bubble to view my comments.

## Policy for Late Work:

All assignments must be submitted by the date and time, Pacific Time, listed on the syllabus and Canvas calendars. **Reading quizzes must be submitted by the official due date, each Monday at midnight PT, or the student will receive a 0.** For assignments other than the reading quizzes, I will accept late assignments up to 24 hours after the due date for 50% credit. After 24 hours, the assignment officially “closes down” and I will no longer acknowledge materials for that week. Therefore, **reading quizzes will receive a 0 after their due date; anything else turned in after 24 hours will receive a 0.** Please note:

- If students do not submit assignments on time due to legitimate circumstances beyond their control (i.e., things that do not involve a choice, like serious illness, medical emergency, or family funeral), they should make every effort to schedule extension arrangements with me in advance.
- Assignments that are late due to any other reasons (i.e., things that involve choice or that were known in advance, like voluntary or athletic travel, Greek or club activities, poor planning, just not feeling well, etc.) will be penalized.
- To avoid potential technology issues, students should complete work in a timely manner and avoid submitting assignments at the last minute. Students should contact the SJSU help desk with technology questions and CC me on the email so that I am aware of any issues. Students who have chronic technology issues (i.e. more than one assignment is late due to technology problems) will be penalized for each additional assignment as listed above.

## Online Classroom Conduct

Since the contribution of ideas from each student is critical to the learning process, any behavior that makes other students or me uncomfortable in our learning environment will not be tolerated. This includes making comments that could be perceived as offensive in terms of race, gender, sexual orientation, religion, ethnicity, nationality, disability, etc. Disruptive behavior also includes verbal or written abuse, threats, and stalking. Please make every effort to maintain an atmosphere where everyone is comfortable sharing and responding to ideas. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be penalized and subject to disciplinary sanctions outlined by the Code of Student Conduct.

## Plagiarism/Academic Misconduct Policy

Plagiarism will not be tolerated. Adherence to ethical standards is obligatory; members of the college community are expected to be honest and forthright in their undertakings. To falsify the results of one’s work, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination, is a serious offense. If it is proven that a student, in any course in which he or she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may

result. Due process is accorded to students in the event of any alleged violation of college regulations. Academic Misconduct includes but is not limited to:

1. Cheating – using or attempting to use unauthorized materials, information, study aides, or computer-related information.
2. Plagiarism – representing words, data, works, ideas, computer programs, etc. as one’s own when they are not.
3. Fabrication – presenting as genuine any invented or falsified citation or material.
4. Misrepresentation – falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.
5. Recycling – turning in your own work written at a previous time for other schools or for other classes. Your work should be original and written for this course alone.

**\*Note: I have noticed a higher incidence of academic misconduct in online courses than in-person courses. This has made me even more vigilant in my online courses. You must take all quizzes on your own, without the aid of a computer or another student. You must complete discussion board posts on your own without “borrowing” or “taking a look” at what people on the web or your peers have said about the texts. Allowing another student to cheat off of you is as egregious as cheating yourself and will be penalized in the same way.**

## Program Information

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The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”).

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

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### Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Goals

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### Course Description:

This course will explore the proliferation of the linked story collection (or “story cycle”) in contemporary literature. We will read a range of linked stories across time periods, cultures, and literary styles, seeing how individual authors utilize the form to explore social, political, and thematic interests and discussing why this form has particularly flourished in the contemporary literary period. We will consider how authors such as Jennifer Egan, Ellen Gilchrist, Ray Bradbury, Denis Johnson, Jessica Hagedorn, Haruki Murakami, Mueenuddin Daniyal, Kate Bernheimer, Elizabeth Strout, and Tommy Orange build short and long narrative arcs and manage threads and theme through multiple stories. We will learn to approach literary analysis both by considering larger themes as well as starting with more subtle uses of literary strategies, always considering how style, content, structure, and theme work together to create an overall effect and build meaning. We will also discuss how the linked story form situates itself between the traditional story collection and the novel and how these genres are fluid. The four credit hours enables us to have a more substantial reading load each week and complete a class presentation as well as a substantial final paper.

Please note, per university policy S16-9: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## Course Learning Outcomes (CLOs)

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### Objectives:

By the end of this course, students should be able to:

- Demonstrate a deep awareness of the breadth and diversity in the contemporary linked story collection and how the linked format provides a platform for timely political, social, and thematic explorations
- Identify macro and micro linking elements as well as other narrative and stylistic strategies in linked-story collections and analyze their larger thematic significance
- Effectively communicate through presentations and written analysis the connection between stylistic, structural, and content choices and complex theme.
- Understand the similarities and differences between the traditional story collection, the linked story collection, and the novel.
- Recognize the linked-story collection as an international genre and communicate how diverse writers have drawn from cultural, social, and historical influences through the late twentieth and twenty-first centuries to shape the form.
- Discuss nuances of literary fiction with sophistication and confidence.

## Course Materials

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### Required Texts:

1. Olive Kitteridge, Elizabeth Strout, ISBN: 978-0812971835
2. In Other Rooms, Other Wonders, Mueenuddin Daniyal, ISBN: 978-0393337204
3. Martian Chronicles, Ray Bradbury ISBN: 978-1451678192
4. After the Quake, Haruki Murakami, ISBN: 978-0375713279
5. There, There, Tommy Orange, ISBN: 978-0525520375
6. A Visit from Goon Squad, Jennifer Egan, ISBN: 978-0307477477
7. Various readings posted on Canvas (see calendar for details)

## Course Requirements and Assignments

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### Graded Assignments:

1. Reading Quizzes: 25%
2. Discussion Board Responses: 35%
3. "Big Theme" or "Start Small" Class Presentation: 20%
4. Final Paper: 20%

## Reading Quizzes (25%)

*This assignment requires students to evaluate information, analyze primary sources, and demonstrate knowledge of literature in cultural, historic, and philosophical contexts.*

Students will take reading quizzes every week to ensure that they are reading, comprehending, and analyzing the assigned literary texts. These reading quizzes will be composed of 5 multiple choice, T/F, and/or short answer questions, and students will have 15 minutes to complete them (25 minutes when there are longer short-answer questions). **This means all reading should be completed prior to beginning the quiz.** Reading quizzes should be taken alone and without assistance from outside materials (though you are welcome to refer briefly to the literary texts and module materials as needed, so long as you consider the time requirement). Though quizzes typically focus on the readings themselves, students would be well-served to review all module materials prior to taking the quiz. **Reading quiz scores and correct answers will be accessible on Canvas shortly after the official due date has passed.**

**Note: Please do not email me with complaints about questions that were confusing. I typically curve reading quiz grade in recognition that some people will find a couple questions throughout the semester confusing. Missing a question here and there throughout the semester is expected and acceptable!**

## Discussion Board Responses (35%)

*This assignment requires students to evaluate information, analyze primary sources, apply critical thinking, communicate their thoughts effectively in written form, and demonstrate knowledge of literature in cultural, historic, and philosophical contexts.*

Students will post responses to readings every week on two to three discussion boards designed by the professor and/or their peers. Initial responses to each discussion board will be due by Monday at midnight PT; secondary responses to a peer or discussion thread on each discussion board will be due by Tuesday at midnight PT, for a total of 4-6 posts each week.

**For full points, initial responses must each be 200-300 words and second posts must each be 100-200 words. All posts should offer new insights, not merely restate what has already been said.**

## Class Presentations: 20%

This assignment falls on different dates for each student. A few weeks into the semester, three students each week will generate class discussion boards by giving a brief presentation and posing one to two discussion questions on a theme and/or literary strategy from the week's reading. They will complete one of the following assignments:

"Big Theme" Presentation: students presenting in the first half of the semester will present on a "big" theme they see in the assigned reading, cite at least three places from different stories/chapters that support the theme, and compose one or two discussion questions for their classmates.

"Start Small" Presentation: students presenting in the second half of the semester will "start small" in their search for interesting themes in a week's assigned reading. Here, instead of identifying a big theme they will instead choose a particular literary or stylistic strategy the author has employed, such as the book's structure, point(s) of view, descriptions of setting, movements through time, a motif, or other pattern. Students will identify at least three places from different stories/chapters in that day's reading to showcase the author's use of their literary or stylistic strategy, analyze how the use of the strategy supports at least one larger theme or idea in the text, and compose one to two discussion questions for their classmates.

## Final Paper: 20%

At the end of the semester, students will write a 7-8-double-spaced page paper (10-12 pages for graduate students) analyzing the importance of the linked-story format in exploring a particular theme present in two or more of our course books. The paper will require specific references to the texts in the form of quotes, paraphrases, and explanations to "prove" that interpretations of or insights about the work are logical and relevant. Due during Final Exam week.

## For Graduate Students Only: 10%

In addition to completing the coursework listed above, graduate students must complete a short reflection paper on an additional linked-story collection approved by the professor. The paper should be 4-5 double-spaced pages and include a detailed description of the books' linking elements and an analysis of why the linked-story format was essential for the book's central explorations. The paper should include a thesis, be well-structured, and have at least five quotes and paraphrases formatted in MLA citation. The paper will be due prior to spring break.

*Possible Books: Florida by Lauren Groff, The Wonder Garden by Lauren Acampora, The Overstory by Richard Powers, Temporary by Hilary Leichter, The Thin Place by Kathryn Davis, Ideas of Heaven by Joan Silber, The Beggar Maid: Stories of Flo and Rose by Alice Munro, Love Medicine by Louise Erdrich, Cloud Atlas by David Mitchell, Ask for a Convertible by Danit Brown, The Complete Tales of Lucy/Ketzia/or Merry Gold, by Kate Bernheimer. You must choose a book you have not read before.*

## ✓ Grading Information

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Final numeric grades will be converted to letter grades like this:

100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69-68=D+; 67-63=D; 62-60=D-; 59 and below=F. I strictly adhere to the standard grade roundup: if you have a .5 or above a .5, it goes up; if you have below a .5, it goes down. So if you have a 89.5, you will receive an A- for the class. If you have a 89.4, you receive a B+.

## 🏛️ University Policies

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Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## 📅 Course Schedule

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# Calendar for ENGL 177: Linked Stories (ASYNCHRONOUS)

| When | Topic | Notes |
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| When  | Topic | Notes  |
|---|-------|--|
| Module #1                                       |       | <p><b><u>Reading:</u></b></p> <p>“The Hit Man” by TC Boyle</p> <p><b><u>Module Materials:</u></b></p> <p>Course and Module Intro Videos</p> <p>Why We Read Literature</p> <p>Introduction to Linked Stories: A Continuum</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight PT</p> <p><b>Introduction Post</b></p> <p>-First post due Monday at midnight PT</p> <p>-Three response posts due Tuesday at midnight PT</p>   |
| <b>UNIT ONE: LINK BY CHARACTER</b><br>Module #2 |       | <p><b><u>Reading:</u></b></p> <p>From <i>Victory Over Japan</i>, Ellen Gilchrist, on Canvas</p> <p>From <i>Jesus’s Son</i>, Denis Johnson, on Canvas</p> <p><b><u>Module Materials:</u></b></p> <p>Linking by Character</p> <p>Introduction to Class Presentations and “Big Theme” Assignment</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight PT</p> <p><b>Discussion Boards (Big Theme Examples)</b></p> <p>-First response posts for each discussion board due Monday at midnight PT</p> <p>-Reply to one peer/discussion thread for each discussion board due Tuesday at midnight</p> <p><b>Class Presentation Sign Up</b></p> <p>-Due Tuesday at midnight PT</p> |

| When       | Topic | Notes  |
|------------|-------|--|
| Module #3: |       | <p><b><u>Reading:</u></b></p> <p><i>Olive Kitteridge</i>, pgs 1-162</p> <p><b><u>Module Materials:</u></b></p> <p>Complex Characters</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight</p> <p><b>Big Theme Discussion Boards</b></p> <p>-Big Theme Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)</p> <p>-First response posts for each<br/>discussion board due<br/>Monday at midnight</p> <p>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p>          |
| Module #4: |       | <p><b><u>Reading:</u></b></p> <p><i>Olive Kitteridge</i>, pgs 163-270 (End)</p> <p><b><u>Module Materials:</u></b></p> <p>A Character's World</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight</p> <p><b>Big Theme Discussion Boards</b></p> <p>-Big Theme Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)</p> <p>-First response posts for each<br/>discussion board due<br/>Monday at midnight</p> <p>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p> |

| When   | Topic | Notes   |
|--|-------|---|
| <p><b>UNIT TWO: LINK BY PLACE</b><br/>Module #5:</p> |       | <p><b><u>Reading:</u></b><br/>From <i>Dogeaters</i>, Jessica Hagedorn, on Canvas</p> <p><b><u>Module Materials:</u></b><br/>Linking by Community</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b><br/>-Due Monday at midnight</p> <p><b>Big Theme Discussion Boards</b><br/>-Big Theme Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)<br/>-First response posts for each<br/>discussion board due<br/>Monday at midnight<br/>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p>                 |
| <p>Module #6:</p>                                    |       | <p><b><u>Reading:</u></b><br/><i>In Other Rooms, Other Wonders</i> Daniyal Mueenuddin, pgs 13-111</p> <p><b><u>Module Materials:</u></b><br/>Social Class Mosaic</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b><br/>-Due Monday at midnight</p> <p><b>Big Theme Discussion Boards</b><br/>-Big Theme Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)<br/>-First response posts for each<br/>discussion board due<br/>Monday at midnight<br/>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p> |

| When       | Topic | Notes  |
|------------|-------|--|
| Module #7: |       | <p><b><u>Reading:</u></b></p> <p><i>In Other Rooms, Other Wonders</i> Daniyal Mueenuddin, pgs 113-247 (END)</p> <p><b><u>Module Materials:</u></b></p> <p>Micro Linking Elements</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight</p> <p><b>Big Theme Discussion Boards</b></p> <p>-Big Theme Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)</p> <p>-First response posts for each<br/>discussion board due<br/>Monday at midnight</p> <p>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p>      |
| Module #8: |       | <p><b><u>Reading:</u></b></p> <p><i>The Martian Chronicles</i>, Ray Bradbury, pgs 1-119</p> <p><b><u>Module Materials:</u></b></p> <p>Science Fiction in Linked Stories</p> <p>Tracking Literary Strategies</p> <p><b>Review "Start Small" Assignment</b></p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight</p> <p><b>Discussion Boards (Start Small Examples)</b></p> <p>-First response posts for each<br/>discussion board due<br/>Monday at midnight</p> <p>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p> |

| When   | Topic | Notes   |
|--|-------|---|
| Module #9: (this module spans two weeks due to spring break) |       | <p><b><u>Reading:</u></b></p> <p><i>The Martian Chronicles</i>, Ray Bradbury, pgs 119-241 (END)</p> <p><b><u>Module Materials:</u></b></p> <p>Contemporary Literature and Experimentation</p> <p><b><u>Assignments:</u></b></p> <p><b>Reading Quiz</b></p> <p>-Due Monday at midnight</p> <p><b>Start Small Discussion Boards</b></p> <p>-Start Small Posts due <b><u>second</u></b></p> <p><b><u>Sunday</u></b> at midnight</p> <p>(3 students)</p> <p>-First response posts for each</p> <p>discussion board due <b><u>second</u></b></p> <p><b><u>Monday</u></b> at midnight</p> <p>-Reply to one peer/discussion</p> <p>thread for each discussion</p> <p>board due <b><u>second Tuesday</u></b> at</p> <p>midnight</p> |

| When  | Topic | Notes   |
|---|-------|---|
| <p><b>UNIT THREE: LINK BY EVENT</b><br/>Module #10:</p> |       | <p><b><u>Reading:</u></b><br/><i>After the Quake</i>, Haruki Murakami, 3-147 (END)</p> <p><b><u>Module Materials:</u></b><br/>Linking by Event<br/>Mood and Character</p> <p><b><u>Assignments:</u></b><br/><b>Reading Quiz</b><br/>-Due Monday at midnight</p> <p><b>Start Small Discussion Boards</b><br/>-Start Small Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)<br/>-First response posts for each<br/>discussion board due<br/>Monday at midnight<br/>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p> |
| <p>Module #11:</p>                                      |       | <p><b><u>Reading:</u></b><br/><i>There, There</i>, Tommy Orange, pgs 1-155</p> <p><b><u>Module Materials:</u></b><br/>Linking and Point of View</p> <p><b><u>Assignments:</u></b><br/><b>Reading Quiz</b><br/>-Due Monday at midnight</p> <p><b>Start Small Discussion Boards</b><br/>-Start Small Posts <b><u>due Sunday</u></b><br/>at midnight PT (3 students)<br/>-First response posts for each<br/>discussion board due<br/>Monday at midnight<br/>-Reply to one peer/discussion<br/>thread for each discussion<br/>board due Tuesday at midnight</p>                       |

| When  | Topic | Notes   |
|---|-------|---|
| Module #12:                                       |       | <p><b><u>Reading:</u></b></p> <p><i>There, There</i>, Tommy Orange, pgs 156-290 (END)</p> <p><b><u>Module Materials:</u></b></p> <p>Double Consciousness and Contemporary Endings</p> <p>Final Paper Instructions</p> <p><b><u>Assignments:</u></b></p> <p>Reading Quiz</p> <ul style="list-style-type: none"> <li>-Due Monday at midnight</li> </ul> <p><b>Start Small Discussion Boards</b></p> <ul style="list-style-type: none"> <li>-Start Small Posts <b><u>due Sunday</u></b> at midnight PT (3 students)</li> <li>-First response posts for each discussion board due Monday at midnight</li> <li>-Reply to one peer/discussion thread for each discussion board due Tuesday at midnight</li> </ul> |
| <b>UNIT FOUR: LINK BY INDUSTRY</b><br>Module #13: |       | <p><b><u>Reading:</u></b></p> <p><i>A Visit from the Goon Squad</i> Jennifer Egan, pgs 1-165</p> <p><b><u>Module Materials:</u></b></p> <p>Literary Strategies in Goon Squad</p> <p><b><u>Assignments:</u></b></p> <p>Reading Quiz</p> <ul style="list-style-type: none"> <li>-Due Monday at midnight</li> </ul> <p><b>Start Small Discussion Boards</b></p> <ul style="list-style-type: none"> <li>-Start Small Posts <b><u>due Sunday</u></b> at midnight PT (3 students)</li> <li>-First response posts for each discussion board due Monday at midnight</li> <li>-Reply to one peer/discussion thread for each discussion board due Tuesday at midnight</li> </ul>                                      |

| When        | Topic | Notes  |
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| Module #14: |       | <p><b><u>Reading:</u></b></p> <p><i>A Visit from the Goon Squad</i> Jennifer Egan, pgs 166-END</p> <p><b><u>Module Materials:</u></b></p> <p>The Bigger Picture</p> <p>Paper Prep PPT: Citations</p> <p>Analysis Paper Rubric</p> <p><b><u>Assignments:</u></b></p> <p>Reading Quiz</p> <p>-Due Monday at midnight</p> <p>Discussion Boards</p> <p>-First response posts for each discussion board due Monday at midnight PT</p> <p>-Reply to one peer/discussion thread for each discussion board due Tuesday at midnight</p> |
| Module #15: |       | <p><b><u>Reading:</u></b></p> <p>From <i>Complete Tales of Lucy Gold</i> Kate Bernheimer, on Canvas (optional)</p> <p><b><u>Module Materials:</u></b></p> <p>Review Analysis Paper Materials</p> <p><b><u>Assignments:</u></b></p> <p>Peer Review of Final Project (optional)</p> <p>-Submit rough draft of final project by Friday at midnight</p> <p>-Reply to two peer papers by Monday at midnight</p> <p><b>FINAL PAPER DUE THURSDAY AT MIDNIGHT OF FINAL EXAM PERIOD</b></p>   |