

	LJWL(es)
	LIT2000-1 Literature and Culture
2 units	
Spring 2022	

Meeting days: Monday	Instructor title and name: Breeann Kyte Kirby
Meeting times: 2-3:55pm	Email: bkirby@pointloma.com
Meeting location: Mid City Church of the Nazarene	Office: BAC108 (by appointment)
Final Exam: M, 2 May, 1:30pm	Instagram: @naturenarratives
Address: 4101 University Ave, 92105	WhatsApp: https://chat.whatsapp.com/JuanGfiIwl8Ci9X61n2Olq

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

What am I going to learn in this course?

LIT 2000 is an undergraduate course designed to introduce students to the study of literature. At the same time, this course will address some of the ways writers engage in thoughts about our relationship with the natural world. This particular section will focus on how the way we relate to nature affects human life and literature. According to Joan Didion, we tell ourselves stories to live; how we make those stories and enact them determines our engagement with the world. In this course, we will pay particular attention to the way we tell stories about nature and our place in it: from various origin and creation narratives through contemporary science fiction, stories situate us in our world and influence our relationship with nature and each other; whether referring to the sky people falling through a hole to earth or the genetically engineered humans who survive a disease apocalypse, literary work wrestles with our place in nature and the unease we feel as a species outside of it.

We will read novels, short stories, poems, and non-fiction in narrative form; we'll then discuss and question how these texts create their impact and lead us towards the larger conversation of how literature can offer moments of transformation. Course lectures will provide you with important historical/biographical information and literary theory/terminology to put these authors' works in context. Together, we will develop the means to engage in intelligent literary discussion and analysis.

The PLNU catalog says that LIT 2000 is

A study of representative works of literature and cultural contexts.

Why do I have to take this course?

The short answer is that you need this course or one like it to graduate. The better answer is that this course will make you aware of how stories affect our lives—an awareness you can take from the classroom into many areas of your life. Being able to listen to/read, analyze, synthesize, and enact stories gives you agency¹ in whatever field you may enter.

The more official answer is that this course is one of the components of the Foundational Explorations Program (FELO) at Point Loma Nazarene University, under the category of Exploring Arts and Culture. By including this course in a common educational experience for undergraduates, faculty supports a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary (PLNU Catalog).

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¹ The ability to act with power and authority.

COURSE AND FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

The Institutional (ILO) and Foundational Explorations (FELO) Learning Outcomes addressed in this course are as follows:²

<p>Context: Learning, Informed by our Faith in Christ</p> <p>ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning</p>
<p>FELO 1a <i>Written Communication:</i> Students will be able to effectively express ideas and information to others through written communication.</p>
<p>FELO 1b <i>Oral Communication:</i> Students will be able to effectively express ideas and information to others through oral communication.</p>
<p>FELO 1c <i>Information Literacy:</i> Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.</p>
<p>FELO 1d <i>Critical Thinking:</i> Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>
<p>FELO 1e <i>Quantitative Reasoning:</i> Students will be able to solve problems that are quantitative in nature.</p>
<p>Context: Growing, In a Christ-Centered Faith Community</p> <p>ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments</p>
<p>FELO 2a Students will develop an understanding of self that fosters personal wellbeing.</p>
<p>FELO 2b Students will understand and appreciate diverse forms of artistic expression.</p>
<p>FELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.</p>
<p>Context: Serving, In a Context of Christian Faith</p> <p>ILO#3: Students will serve locally and/or globally in vocational and social settings</p>
<p>FELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.</p>
<p align="center">Course Learning Outcomes for LIT 2000: Literature and Culture</p>
<p>CLO 1 Students will closely read and critically analyze texts in their original languages and/or in translation. (FELO 1d, 2b, 2c)</p>
<p>CLO 2 Students will recall, identify, and use fundamental concepts of literary study to read texts: terms, modes/genres, element, periods (dates, writers, characteristics, developments). (FELO 1d, 2b)</p>
<p>CLO 3 Students will connect the literary works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (FELO 1d, 2b, 2c)</p>

² SLOs have been taken from Dr. Pedersen's LIT 3053 syllabus.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

What do I have to buy for this course?

1. John Elder (Editor), Robert Finch (Editor): *Nature Writing: The Tradition in English*
ISBN 9780393946345
2. Mary Shelley: *Frankenstein*
ISBN 9781593080051 (you can get any version you want of the 1831 edition, but you will be responsible for the alterations of the page numbers)
3. Margaret Atwood: *Oryx and Crake*
ISBN 9780385721677
4. Hayao Mizazaki: *Nausicaä Vol 1*
ISBN 9781591164081
5. Some printouts from the Canvas Course Reader as well as a few written assignments (plan for about \$50 in printing—I am not kidding).
6. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes).

****In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above books). Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the course may violate the law.****

COURSE CREDIT HOUR INFORMATION

While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. For example, I expect each quiz to take you no more than 30 minutes; thus, I've allotted 5 hours for you to take ten quizzes. To meet accreditation, you are expected to spend 75-85 hours on this course (~37.5 hours per unit).

Below is the breakdown of hours to reach that goal:

Hours	Activity	
31	Reading	
27	Class Participation (including meeting, various activities, and listening to lectures)	
22	Assignments	
	Contract	1
	Quizzes	5
	INSTAdiscussions	5
	Presentation	3
	Exegesis	5
	Creative Response	3
TOTAL HOURS		
80		

Of course, some of you will take shorter or longer to do a particular activity. The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. If my estimates are off, please let me know so I can revise this time-table for the future.

ASSESSMENT AND GRADING

How do I pass this course?

1. Participate in this course
2. Do all the assignments
3. Turn them in on time

What does that look like?

You will read a lot for this course which I have accounted for in the percentages and hours you must spend to meet the required 75-85 hours for this course. Like all of 2020 and 2020+ (aka 2021), this semester will probably be a bit like a rollercoaster. You will get the benefit from this course in proportion to how much you engage with the content. I expect you to read, engage with the text, and have thoughts about it. The weekly reading quizzes will help you stay on task with the reading. And there will be some sort of writing due every week usually in the form of Instagram posts. This isn't to scare you but to let you know the pacing of the course.

What are the specific assignments?³

Contract (7%): You will write a contract for the grade you wish to earn in this course and evaluate yourself with regards to the contract at the middle of the semester and the end.

Quizzes (10%points): There will be 12 quizzes that will cover our readings. You need to do 10 of the 12 with a minimum grade. These quizzes will happen about once a week on Canvas. There will be no make-up quizzes given.

INSTAdiscussions (20%points): As we read and discuss our texts, I will post discussion questions on Instagram. I will post 12 questions; you must respond to 10. There are no make-up INSTAdiscussions.

Neighborhood Exegesis (20%): For this assignment, you will design, complete, and submit an exegesis of the City Heights neighborhood, highlighting any relevant nature history.

***Presentation (10%):** You will craft a 4-minute presentation to present the emerging issues, structures, themes, and authorial background in a reading selected from the *Nature Writing* book that we are **NOT** reading together as a course. The selections will be assigned on a first come, first served basis. It will be your job to make your classmates and Prof. Kirby wish that we had been assigned to read your chosen text. More details and rubric for this assignment are on Canvas.

****Final Creative Project from Course Text (10%):** This assignment can take one of three forms (your choice). You may write your own personal nature narrative, craft an imitation of one of the writers' styles we've covered, or create an artistic response inspired by one of our texts. You will present a short reading or presentation of your work to the class.

Course Participation (23%): Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out (**10% of this grade is attendance at the Presentations and Final Exam**). Use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed on the days we have texts in digital format; **however, if you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas

How will I know my grade in the course?

To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that **you can choose which grade you would like** to earn right now at the beginning of the semester and then **allocate your time wisely** to earning that grade. A written contract is due the third week of course that states the grade you intend to earn in the course as well as the work you will do to meet contract; I will then ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

³ * denotes a B grade assignment/ ** denotes an A grade assignment.

I will not accept work that is unfocused and rife with grammatical and logical errors and typos. If you happen to submit an assignment that appears to be the product of lazy engagement with the material, you risk not meeting the conditions of our grade contract; I will allow you the opportunity to **redo two assignments** if they do not meet the standards of your contract, not including quizzes and INSTAdiscussion. If I accept your work, it means you met contract and are earning the grade you chose. I assume that none of you want a grade of D or F; if you are interested in a grade lower than a C, please contact me to discuss your options.

Just like the rest of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

So what do I need to get for a contracted grade?

70-79%: C

To earn a C grade in this course, you will:

1. Carefully read each assigned text;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Participate in the classroom activities (13%);
4. Turn in your assignments on time;
5. Pass 10 quizzes with an average score of 60% (7%);
6. Contribute to 7 discussion questions on Instagram (14%);
7. Design, perform, and submit a neighborhood exegesis (20%);
8. Attend the presentations and final exam (10%).

**For a grade of C+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

80-89%: B

To earn a B grade in this class, you will:

1. Carefully read each assigned text;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Participate in the classroom activities (13%);
4. Turn in your assignments on time;
5. Pass 10 quizzes with an average score of 70% (8%);
6. Contribute to 10 discussion questions on Instagram (20%);
7. Design, perform, and submit a neighborhood exegesis (20%);
8. Attend the presentations and final exam (10%);
9. Create and submit a 4-minute presentation on a nature essay in our Norton that we have NOT read together as a class, signing up for this presentation via Canvas (10%).

**For a grade of B+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

90-100%: A

To earn an A grade in this class you will do all of the assignments listed for a B grade as well as

1. Pass 10 quizzes with an average score of 80% (9%);
2. Create and present a creative project in response to one of our course readings (10%).

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

It's halfway through the course, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. **The only time I will initiate contact about your grade is if you are NOT meeting your contract.** However, you are always welcome to ask me about your grade or performance in the course at any time in the semester.

Grades will be based on the following:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the times they are due as indicated on Canvas or the course schedule. All readings should be done by the day listed. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

PLNU COVID POLICY

Our updated masking policy effective August 4, 2021:

Individuals on a Point Loma campus, **regardless of vaccination status, must be masked indoors.**

Individuals on a Point Loma campus who are **unvaccinated should remain masked outdoors** when 6 feet of distance cannot be maintained.

Individuals on a Point Loma campus who are **vaccinated may remain unmasked outdoors.**

Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in my course. If you don't want to wear a mask, I respect that choice, but I will ask you to leave our gathering which will count as an absence for the day.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

Schedule⁴

- *Subject to Change as needed to facilitate course goals.*
- **Readings and assignments are due on the date listed.**
- ***NW denotes readings from *Norton Nature Writing*.***
- ***CR denotes readings found on *Canvas*.***

REMEMBER:

- *You must PRINT OUT all Canvas Course Reader texts and bring them to class***
- *All INSTAdiscussion posts are DUE THURSDAY by 11:59pm.**
- *All comments to posts and other assignments are DUE SATURDAY by 11:59pm.**
- *Quizzes are for the week's DISCUSS (previous week's READ) and are DUE MONDAY by 1:30pm.**

WEEK 1 – Nuts and Bolts (REMOTE) 11 January (Tuesday)

READ

Syllabus/FAQ

NW Steinbeck (465 – 468)

CR: Wordsworth “Preface” to *Lyrical Ballads* (excerpt)

DO

Quiz #1 – Syllabus Quiz

INSTAdiscussion #1

Canvas Lecture: Origin Stories

PARTICIPATION: Origin Stories

⁴ Note: I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints— viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

This is a literature class. You will read A LOT. Please plan to give yourself time to curl up with the texts and read them.

**WEEK 2 – Reading Week
17 January (NO CLASS)**

READ

Shelley *Frankenstein* (ENTIRE NOVEL, PLAN ACCORDINGLY)

DO

Canvas Lecture: Steinbeck and Reading

Canvas Lecture: The British Romantics

PARTICIPATION: Annotate *Preface: Lyrical Ballads*

**WEEK 3 – Formation of the Western Nature Narrative
24 January (Monday)**

DISCUSS

Shelley

Wordsworth *Preface*

READ

CR: Wordsworth “Lines Composed Above Tintern Abbey,” “Nutting,” “Westminster Bridge,”
and “World Too Much”

CR: Dungy poetry

CR: Whitman various poems

NW Thoreau (180 – 205)

DO

Quiz #2

INSTAdiscussion #2

**WEEK 4 – Formation of the Western Nature Narrative (cont...)
31 January (Monday)**

DISCUSS

British and American Romantics

Whitman and Dungy Poetry

READ

NW Darwin (151 – 161)

NW Kincaid (1015 – 1022)

NW Walker (863 – 867)

NW Standing Bear (326 – 331)

NW Wright (494 – 497)

CR: Finney “Jungle Fever” (~10pgs)

DO

Quiz #3

INSTAdiscussion #3

ASSIGNMENT: Contract for Grade (Everyone)

**WEEK 5 – All Is Not Romantic
7 February (Monday)**

DISCUSS

Race and our relationship with the environment (previous week's READ)

READ

NW Bruchac (811 – 818)

NW Momaday (737 – 743)

NW Grover (891 – 900)

NW Le Guin (651 – 658)

DO

Quiz #4

INSTAdiscussion #4

ATTEND

Community Classroom Meeting (Kevin Modesto) – 10 February (Thursday), 5:30 – 6:30pm,
Zoom

**WEEK 6 – Widening the Conversation
14 February (Monday)**

DISCUSS

What do we value about nature and why (Grover, Momaday)

Telling Stories to Understand (Le Guin, Bruchac)

READ

NW Muir (250 – 258)

NW Carson (479 – 485)

NW Abbey (614 – 627)

NW Lopez (914 – 923)

CR: Deng&Bernstein *Disturbed in Their Nests* (excerpt)

CR: Bitsui Poems

DO

Quiz #5

INSTAdiscussion #5

ASSIGNMENT: 4-Minute Presentation CHOOSE A TEXT (A- and B-Contract)

**WEEK 7 – Ways to Tell Stories
21 February (Monday)**

DISCUSS

Sense of place (Lopez, Muir)
Story (Abbey, Carson, Bitsui, Deng&Bernstein)

READ

NW Hopkins (281 – 286)
NW Merton (545 – 554)
NW McKibben (1120 – 1130)
CR: Hopkins Poems

DO

Quiz #6
INSTAdiscussion #6
ASSIGNMENT: Neighborhood Exegesis Check-in #1 (Everyone)

**WEEK 8 – Mastery and Mystery
28 February (Monday)**

DISCUSS

Consumerism and relationship with natural world (Merton)
Activists and Lovers (McKibben, Hopkins)

READ

Miyazaki *Nausicaä Vol 1* (ENTIRE BOOK, PLAN ACCORDINGLY)

DO

Quiz #7
INSTAdiscussion #7
ASSIGNMENT: Contract Reflection #1 (Everyone)
PARTICIPATION: Mid-Course Survey (Everyone)

**WEEK 9 – SPRING BREAK
7 March (NO CLASS)**

READ

Miyazaki *Nausicaä Vol 1* (ENTIRE BOOK, PLAN ACCORDINGLY)

**WEEK 10 – Hope and Agency
14 March (Monday)**

DISCUSS

Comics and Story

READ

NW Wallace (930 – 936)

CR: Gay “Some Thoughts on Mercy”

CR: Gay Poems

DO

Quiz #8

INSTAdiscussion #8

**WEEK 11 – Hope and Agency
21 March (Monday)**

DISCUSS

Story (Wallace, Gay)

READ

Atwood *Oryx and Crake* (Section 1 – Section 5, ~110pgs)

DO

Quiz #9

INSTAdiscussion #9

ASSIGNMENT: Neighborhood Exegesis Check-in #2 (Everyone)

**WEEK 12 – Speculating Futures
28 March (Monday)**

DISCUSS

Science Fiction (Atwood)

READ

Atwood *Oryx and Crake* (Section 6 – Section 8, ~108pgs)

DO

Quiz #10

INSTAdiscussion #10

ASSIGNMENT: 4-Minute Presentation POSE A RESEARCH FOCUS (A- and B-Contract)

**WEEK 13 – Speculating Futures
4 April (Monday)**

DISCUSS

Science Fiction (Atwood)

READ

Atwood *Oryx and Crake* (Section 9 – End, ~150pgs)

DO

Quiz #11

INSTAdiscussion #11

ATTEND

Community Classroom Dinner – 4 April (Monday), 5:30-6:30pm, Location TBD

**WEEK 14 – Speculating Futures
11 April (Monday)**

DISCUSS

Science Fiction (Atwood)

DO

Canvas Lecture: Atwood

Quiz #12

INSTAdiscussion #12

DO

ASSIGNMENT: Neighborhood Exegesis (Everyone)

**WEEK 15 – EASTER BREAK
18 April (NO CLASS)**

DO

Work on your presentations.

ASSIGNMENT: Peer Review and Comment on Neighborhood Exegesis (Everyone)

**WEEK 16 – PRESENTATIONS
25 April (Monday)**

DO

ASSIGNMENT: 4-Minute Presentation ACTUAL PRESENTATION (A- and B-Contract)

ASSIGNMENT: Comment on Peer's Presentations (in-class worksheet)

ASSIGNMENT: Contract Reflection #2 (Everyone)

PARTICIPATION: End-Of-Course Evaluation

**WEEK 17 – FINALS WEEK
2 May (Monday)**

Monday 5/2; 1:30pm – 4pm: Final Exam (Everyone)

ASSIGNMENT: Creative Response (A-Contract)

ASSIGNMENT: Comment on Peer's Presentations (in-class worksheet)