

Sul Ross State University
ENGL 3311: Children's and Adolescent Literature
Summer I 2023
CRN: 31103
Section: 1W1

Instructor:	Dr. Kathy Stein
Office Hours:	Cyber; by appointment
Office Location:	FERG Hall 214B
Telephone:	432-837-8770
Email Address:	kstein@sulross.edu
Classroom:	This is an online class. You will need access to BlackBoard for this class. Check announcements regularly!!!!

Course Policies and Procedures

Course Materials:

BlackBoard Access

Sul Ross E-Mail Account

Internet Access (Office 365/OneDrive Access)

Flash Drive

You will want to have access to a grammar handbook with MLA content.

(I have given you the ISBNs of the versions of these books that I have. You are welcome to use whichever version of these books that you have access to, but it will be up to you to match up the pages for any assignments.)

The Norton Anthology of Children's Literature – edited by Jack Zipes, et al. (ISBN: 0-393-97538-X)

A Child Called "It": One Child's Courage to Survive by David J. Pelzer (ISBN: 1-55874-366-9)

Ender's Game by Orson Scott Card (ISBN: 0-812-55070-6)

The Watsons Go to Birmingham by Christopher Paul Curtis (ISBN: 978-0-440-41412-4)

Where the Wild Things Are by Maurice Sendak (ISBN: 978-0-644-13178-1)

A Wrinkle in Time by Madeleine L'Engle (ISBN: 978-0-312-36754-1)

You can purchase these items online through Akedemos, the online bookstore:

<https://sulross.textbookx.com/institutional/index.php?action=browse#books/3668007/>

Open Educational Resources:

Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

MLA Style Center: https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009

Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: <https://www.esd.whs.mil/CMD/MFWM/>

Welcome to ENG 3311! We will spend this semester exploring the world of literature as it is written for children and adolescents. I'm willing to bet that most of you are going to be shocked at what has been considered "appropriate" literature for children over the centuries. We can look forward to some interesting readings. Yes, we'll be doing so much reading this semester, but I think you're going to find it fascinating and eye-opening. Happy Reading!

NOTE: This is an online class, so you will need to manage your time in order to complete and submit all assignments in a timely fashion.

Course Description:

"A survey of children's and adolescent literature and a familiarization with outstanding authors and illustrators of that literature. Includes the application of literary evaluation to children's and adolescent literature and a survey of resources available." (*SRSU 2022-2023 Undergraduate Catalog*).

Course Objectives:

Students in ENG 3311 will do the following;

- 1) examine the historical development of children and adolescent literature through the academic lens;
- 2) analyze pedagogical methodologies inherent in the literature;
- 3) understand techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
- 4) prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
- 5) develop the appropriate language for expert navigation of the genre and the academic discussion of the children and adolescent literature as a genre;
- 6) prepare professional documents which reflect careful and successful rhetoric;
- 7) communicate carefully, fully, and successfully via an online environment.

Student Learning Outcomes:

English (undergraduate) Program Learning Outcomes:

Graduating students will demonstrate in ENG 3311 that they can do the following:

- 1) construct essays that demonstrate unity, organization, coherence, and development
- 2) analyze literary works by applying principles of literary criticism or theory
- 3) demonstrate creativity or originality of thought in written or multimedia projects
- 4) compare/contrast and analyze major works and periods within World, English, and American literature.

Educator Standards: For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading EC-6 Standard VI:

Reading fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC-6 Standard VII: Reading Comprehension:
Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches strategies for improving their comprehension, including using a variety of texts and contexts.

English Language Arts and Reading 8-12 Standard IV: English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature. Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Marketable Skills (English Program):

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

COURSEWORK

Course Requirements and Grading

Course Assignments and Grading:

Assignments	Possible Points	Points Earned
Discussion Board	200 (20%)	_____
Historical Analysis Paper	200 (20%)	_____
Research Essay	200 (20%)	_____
Research Essay Presentation	100 (10%)	_____
Content Study Notebook	200 (20%)	_____
Final Exam	100 (10%)	_____
Total	1000 (100%)	_____

Grading Scale:

- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- 699 - 600 points = D
- 599 or fewer points = F

Course Assignments:

Readings: Yes, you will be reading a lot of material over the next five and a half weeks. This course is an intensive-reading course. Your time management skills are going to need to be top notch this semester. Keep up with the reading.

Do not fall behind as that will make it difficult for you to participate in the discussion boards. Also, the materials you are assigned to read this semester are important to your growth as an educator. This course will provide you with a broad background of genres and writing styles.

This course will take as much of your time as an in-person class would take. So my expectation is that it will take a minimum of two hours a day for you to stay caught up with the course reading and writing assignments. However, you know your reading speed and how long it takes you to write. So if you need to allow more time for assignments, clear your schedule now.

Embrace the experience and enjoy it.

Historical Analysis Essay: You will write a 2-3 page historical analysis of an author of children's or adolescent literature. You will use MLA format. Your paper will include a Works Cited page (not included in the page count).

Research Paper: You will write a research-based analysis of a controversial piece of children's or adolescent literature. Your essay will be 7-10 pages long. You will use MLA format. Your paper will include a Works Cited page (not included in the page count).

I have every expectation that you will find a controversial work by the author that you wrote about for your Historical Analysis Essay. I hope that you will use the research that you used for your Historical Analysis Essay will prove helpful as you write your Research Essay. However, I do not want you to just cut and paste information from your Historical Analysis Essay into your Research Essay. You may integrate that information into your Research Essay.

Research Paper Presentation: In a virtual presentation, you will share the information that you wrote about in your Research Essay as if you were sharing your research at conference. Your presentation will include a PowerPoint presentation that will consist of a minimum of 10 slides with at least one graphic and last from seven to ten minutes.

You will present your virtual presentation to me via Zoom. As soon as we confirm the day and time of your presentation, I will send you an invitation. Be sure to accept. In setting up your presentation time, I will work with your lunch hour or break. If we need to meet at a time outside of traditional office hours, let me know.

Content Study Notebook: In your notebook, you will document the reading/work that you complete this semester. These materials will provide you with a study guide for the certification examinations. Attention to detail is important.

Keep up with your Content Study Notebook as the semester goes along. Don't wait until the end of the semester to input the required information.

Discussion Boards: The discussion boards allow us to speak to one another as if we were sitting in the classroom having a conversation. We're just having the conversation via computer. I am looking for detailed thoughtful comments and responses. Be sure to use specific examples from the readings (with page numbers) to support your comments. Share your analysis with us.

The posts must be approximately **three hundred words**. Responses to posts should be approximately **one hundred words**. You will respond to two posts, unless otherwise directed. Respond to posts which have not already received two responses yet. **DO NOT** respond to a post with two responses already unless you have no other options. The Discussion Boards will document how well you communicate with others as well as demonstrate your knowledge of methodologies and pedagogies of literature.

Initial comments on discussion boards **must be posted by 11:59 p.m. on the days they are due as listed on the syllabus** and **your two responses must be posted by 11:59 p.m. on the following day. I will not accept Discussion Board postings late.** In order to keep the class moving forward, **everyone needs to submit Discussion Board posts on time.** Therefore, if you miss the Discussion Board assignment, you will not be able to make it up and will receive a zero for that element. Please move on to the next one. If you see a zero attached to your Discussion Board, you may not make it up—move on to the next available Discussion Board.

My expectation is that all posts will be written in a respectful manner. We do not have to agree on everything, but we do have to respect people's right to have a differing opinion. I expect that everything you write this semester will be tactful, thoughtful, sincere, and reflect an academic approach to the topic.

Each Discussion Board is worth a possible 16 points: 8 possible points for the initial post and 4 possible points for each response post.

Final Exam: You will write an essay.

NOTE: All assignments need to be produced in Microsoft Word. Microsoft Word and PowerPoint are available to you free of charge in OneDrive. Papers may be submitted in “.doc, .docx, or .rtf.” Your PowerPoint presentation will be submitted in “ppt.” If this is not possible, then please create a PDF of documents for submission. Please contact Blackboard support if you have technical problems or questions.

Course Policies

1. Attendance: Successful students commit to their classes. To get your money's worth out of this class, you have to engage. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a good student. You have to be committed.

You have paid to take this class. It is up to you to choose to engage with this class. If you can't devote the time and mental energy to this course that it requires, then it may not be the course for you. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on June 28, 2023. Remember that the State of Texas only allows you six withdrawals.

2. Late Work: Do all assignments and submit them in BlackBoard when requested. Remember that **I do not accept Discussion Board posts/responses late.** For other assignments, if they are submitted late, then you will 10% of the grade. In other words, a grade of 92 will become a grade of 82. I will not accept any late work for this class after the final exam is due.

Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely

fashion or did not submit all parts of the assignment. If you are having issues submitting your work on time, then I need to know this before the item is due and not after the fact.

Assignments are due as listed in the Course Calendar (which starts on p. 9).

Again, remember that I will not accept Discussion Board posts and responses late.

3. Communication: As this is an online course, our communication will be via email or the telephone during the times posted under Office Hours on p. 1. I will respond to emails and/or voicemails within 48 hours. So please do not wait until the last minute to ask a question on an assignment.

4. Format: You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the Alpine campus library. To receive the maximum number of points, you must follow directions.

5. Academic Integrity: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the *SRSU Student Handbook*, as all violations will be taken seriously and handled through the appropriate university process. The *SRSU Student Handbook* can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>.

In addition, please note that plagiarism detection software may be used in this class for written assignments.

SRSU Academic Integrity Statement: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property.

A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

6. Respect: I want you to feel free to speak (write) your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

SRSU Classroom Climate of Respect Statement: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

7. SRSU Diversity Statement: I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do

this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

8. E-Mail, BlackBoard, and Office 365/OneDrive: You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, provide you access to class assignments, and post your grades. You need to be able to access your SRSU e-mail, BlackBoard, and Office 365/OneDrive accounts.

If you need log-in help, please call 432-837-8888.

Check your access early in the semester. I would recommend that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access.

Technical Support

The Support Desk is where you can direct your more technical BlackBoard questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk using one of the following methods:

By calling 888.837.6055

Via email blackboardsupport@sulross.edu

Using resources from the Technology Support tab within BlackBoard

9. Writing Help: I strongly recommend that you have a tutor look at your work before you turn in the final draft. The Tutoring Center is located in the library in the Lobo Den. You can also access the Writing Center via BlackBoard.

10. Accessibility Services: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

11. SRSU Library Services: The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

12. Grading: Be sure to keep all of your graded work. Any time that you have questions about the grade that you have received on an assignment, please schedule a meeting with me to discuss your writing.

13. SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online

databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

14. Copyright Notice: My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright of your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.
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15. Talk to Me: If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

Sul Ross State University
ENGL 3311: Children’s and Adolescent Literature
Course Calendar

Dr. Stein
CRN: 31103/1W1

Summer I 2023

NOTE: Regularly check BlackBoard for announcements! Regularly check your Sul Ross emails for messages from me.

Date **Assignment**

June 5 (M) ****Read this entire syllabus!****
 **** Read the Content Study Notebook Assignment Sheet****

Note: If you are confused about any aspect of this course, please contact me as soon as possible.

Read: Norton Anthology of Children’s Literature, Introduction chapter, Section “Alphabets” 1-31 and “Picture Books” (1051-97). Read any twenty children’s poems (1117-1291). (Be sure to include among your 20 poems at least one from each section that is listed in your Content Study Notebook).

Discussion Board One: Introduce yourself to the class. Tell us about yourself. Why are you taking this class? What is your favorite genre to read? (300 words or so)

Respond to at least two classmates. (approximately 100 words each)

June 6 (T) ****Read Historical Analysis Paper Assignment Sheet****

Read: *Norton Anthology of Children’s Literature*, “Fairy Tales” (175-88) “Little Red Riding Hood” tales, (338-386); *Where the Wild Things Are*.

Discussion Board Two: Share some of the symbolic elements that you found when reading *Where the Wild Things Are* and discuss the ways in which the story can be meaningful for children and for adults. You can also address elements of the book that are potentially controversial. (approximately 300 words)

Respond to two posts. (approximately 100 words each)

June 7 (W) **Begin research for your Historical Analysis**

Read: *The Norton Anthology of Children's Literature*: “Fairy Tales”(175-184): “The Master Cat” (185-89); “The Governess” (189-199); “Beauty and the Beast” (199-08); “Hansel and Gretel” (208-14); “The Nightingale (215-21; “The Happy Prince” (257-63); “Jack and the Devil’s Daughter” (317-24); “The Paper Bag Princess” (327-29); “Antelope Woman: An Apache Folktale” (336-38).

Discussion Board Three: Why do you think fairy tales are so enjoyable and popular? Considering the many dark elements that make up so many fairy tales, how do you handle the fear factor that fairy tales can generate in young children? Reference assigned readings in your post and use page numbers. (300 words or so)

Respond to two posts. (approximately 100 words each)

June 8 (R)

Read: *The Norton Anthology of Children's Literature*: “Animal Fables” (387-417).

Discussion Board Four: Including the elements of a fable identified in our text, write a short Fable. (300 words or so)

Respond to two fables. First, you want to praise what you liked about the fable and then you want to share questions about the fable to increase clarity and messaging. (approximately 100 words each)

June 9 (F)

Read: *Norton Anthology of Children's Literature*: “Legends” (445-501).

June 12 (M)

Read: *Norton Anthology of Children's Literature*: “Classical Myths” (419-22); Tanglewood Tales (424-32); “The Adventures of Odysseus and the Tale of Troy” (439-443).

Discussion Board Five: One of the reasons that we should teach myths is that the language of myths inundates our daily lives. For instance, the Tennessee Titans football team are named for the pre-Olympian Greek gods, the Titans. As “gods,” they have god-like powers and those powers would be good for members of a pro football team to have when playing a game, right? Advertising is full of references to products and companies named after mythical characters. For instance, how did the company Amazon get its name? Supposedly, it was named after the Amazon River, but where did that river get *its* name? It’s said that the Spaniards who came to South America were so amazed by the Amazon that they used the reference to the uber-powerful,

majestic Amazons of Greek mythology.

Identify three elements of modern 21st century life who name comes from a mythological creature. Share how you believe that the element (team, product, term) incorporates that particular mythological creature into its own ethos? (approximately 300 words)

Respond to two posts. Either elaborate on the ways in which the mythological creature is used to support the modern product or share why you disagree. (approximately 100 words each)

June 13 (T)

Read: *Norton Anthology of Children’s Literature*: “Life Writing” (1485-1490); from *Facts to Correct Fancies* (1491-95); *The Brownies Book* (1516-31).

Discussion Board Six: Women and people of color have often had difficulty finding representation in literature except as maidens to be saved or as sidekicks. Discuss the ways in which these two readings offer positive role models for girls and children of color (approximately 300 words)

Respond to two posts. (approximately 100 words each)

June 14 (W)

Read: *A Child Called It*.

June 15 (R)

Read: *A Child Called It*.

Discussion Board Seven: As a teacher, you will come across students who have had to deal with abuse. We cannot hide from this reality. We have to be prepared to advocate for our students. However, in an era of trigger warnings and the very explicit descriptions of the abuse that Pelzer had to endure, *A Child Called It* can be a challenging book to teach.

What are the reasons/justifications for teaching a book like this? What are the issues that you would specifically want to be addressed from the book? How would you address those issues in a thoughtful and supportive manner? (approximately 300 words)

Respond to two posts. (approximately 100 words each)

June 16 (F)

Read: *Norton Anthology of Children’s Literature*: “Adventure Stories” (1623-32); from *The Adventures of Robinson Crusoe* (1633-43); from *Winnie-the-Pooh* (1658-66).

June 19 (M) ****Due: Historical Analysis Paper (in BlackBoard by 11:59 p.m.)****

Read: *The Watsons Go to Birmingham – 1963.*

June 20 (T) ****Read Research Paper Assignment Sheet and Research Paper Presentation Assignment Sheet****

Read: *The Watsons Go to Birmingham – 1963.*

Discussion Board Eight: Discuss the development and issues of Kenny, the “no problem” son, and Byron, the “lots of problems” son. In what ways do their roles reverse? When you project their futures, how do you see each individual turning out? (300 words or so)

Respond to two posts. (approximately 100 words each)

June 21 (W) ****Begin research for Research Paper and Research Paper Presentation****

Read: *Norton Anthology of Children’s Literature:* “Domestic Fiction” (2067-79); “Editha’s Burglar” (2184-95); “Each in His Own Tongue” (2196-2210).

June 22 (R)

Read: *Norton Anthology of Children’s Literature:* “Science Fiction” (897-904); “The Last Super Bowl Game” (1012-24) and “Of Mist, and Grass, and Sand” (1025-1038).

Discussion Board Nine: Research the definitions for utopian, dystopian, and apocalyptic fiction. How would you define the two stories that you read and why? Be sure to provide examples from the stories to support your position. (300 words or so)

Respond to two posts and use your own examples to support or disagree with the original post. (approximately 100 words each)

June 23 (F)

Read: *Ender’s Game.*

June 26 (M)

Read: *Ender's Game*.

Discussion Board Ten: Teachers play a huge role in their students' lives. They, therefore, have a huge ethical responsibility for how they interact with their students and what they teach their students. Discuss Colonel Graf's and Mazer Rackham's interactions with/impact on Ender Wiggins (and the other children) at Battle School. Using examples from the book, discuss whether or not the ends justify the means. (300 words or so)

Respond to two posts. (approximately 100 words each)

June 27 (T)

Read: *Norton Anthology of Children's Literature*: "Fantasy" (551-58); "The New Mother" (567-82); "Summer Reading Is Killing Me!" (875-96).

Discussion Board Eleven: "Summer Reading Is Killing Me!" offers a great listing of children's and adolescent literature with which teachers should be familiar. After reading this story, which books/stories have gone on your reading list and why? (300 words or so)

Respond to two posts. (approximately 100 words each)

June 28 (W) ****Assign: Final Exam****

Read: *A Wrinkle in Time*.

June 29 (R)

Read: *A Wrinkle in Time*.

Discussion Board Twelve: Virtually every story and book that we have read this summer has been banned or deemed controversial by some school board or some set of parents. There is simply no getting around the fact that every reading you assign has the potential to have a parent in your face about why you're teaching such a "fill in the blank" book to his/her child. You need to be able to defend your choices. What would be some of the reasons why *A Wrinkle in Time* might offend some parents? Be sure to provide examples from the book to support why they might be concerned. How would you defend your choice to teach this book knowing that some parents will have these concerns? (And keep in mind that you can have people from opposing camps arguing against the same book.) (300 words or so)

Respond to two posts. (approximately 100 words each)

June 30 (F) ****Schedule your virtual Research Paper Presentation for July 6 or July 7.****
 ****Due: Research Paper (in Blackboard by 11:59 p.m.)****

July 3 (M) ****Due: Research Paper PowerPoint (in BlackBoard by 11:59 p.m.)****

July 4 (T) Fourth of July! Happy Holiday!

July 5 (W) ****Due: Content Study Notebook (in BlackBoard by 11:59 p.m.)****

July 6 (R) ****Virtual Research Paper Presentations.****

July 7 (F) ****Virtual Research Paper Presentations.****
 ****Due: Final Exam (in BlackBoard by 11:59 p.m.)****

Note: This calendar is tentative and may be changed to best meet the needs of your class.