From the College Bulletin: A study of representative novels emphasizing the development of the Anglophone novel as a literary form. Course topics include The Rise of the Novel; the Picaresque Novel in English; the Nineteenth-Century British Novel; Dandyism and the Novel; the American Civil War Novel; The Novel during the Interwar Period; and the Black British Novel. (May be taken twice for credit under different subtitles.)

This section of ENGL 424: The Novel investigates works written during the "intermodernist" literary period, the roughly twenty years after so-called "High Modernism" but before the rise of contemporary Post-Modernism. Intermodernism is also understood, to use Kristen Bluemel's terminology, "as a kind of writing," and we will work to understand this aesthetic as it manifests in our readings. This course fulfills the "recent" requirement for the major.

Book list. [May be available at the SUNY-Geneseo bookstore.]
Anna Kavan. *Sleep Has His Own House* (1947). Peter Owen, 2002. 9780720611298

Other material available on Canvas (more may be added as the semester progresses).

**Course requirements.**

- 12-15 page research-based critical paper: 1 grade
- Midterm exam: 1 grade
- Class participation: 1 grade
- Group discussion forum assignments (70%) and group presentation (30%): 1 grade

*Total: 4 grades (each weighted equally)*

The following letter grades convert to these numerical grades:

- A 94%<
- A- 90-93%
- B+ 87-89%
- B 84-86%
- B- 80-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D 60-69%
- E 59%>

Missing exams and assignments will receive a point value of 0% and averaged. Instructor may also consider overall class participation and engagement in determining final grade.

Students are expected to complete all assigned readings, attend each class, and to arrive prepared: bring your book(s) to class. Readings are to be completed before the scheduled class period. Students must participate in class discussion and will be called upon to respond to class discussion and questions; however, they should demonstrate self-motivated class engagement. Students are responsible for noting any changes in this document as announced by the instructor.

Spring 2017 marks the beginning of the college-wide transition from mycourses to the Canvas course management system. This section of HUMN 220 will use the Canvas tools—however, the course archive and assignments are in transition to the new service. Students may email the instructor concerning potentially missing or incomplete course material on the Canvas servers.

Students are expected be able to successfully use Canvas: download files, upload their material, access links, message peers, post discussion forums, etc. Students are expected be able to successfully enter and upload their material to the document applications associated with Google Drive as well. All computing issues should be reported to CIT’s helpdesk; see <http://www.geneseo.edu/cit/helpdesk>. Uploaded files will require file suffixes as part of their names: for example, <Your_Essay.docx>. A significant amount of your course feedback, both quantitative and qualitative, will be made either through the many Canvas evaluation tools, the Google document applications, or via Microsoft Word's comment tool. The latest version of Office is available via the college at <software.geneseo.edu>. Other word processing software is able to view Word comments as well.

Students are expected to follow the college's code of conduct as detailed at <https://www.geneseo.edu/handbook/policies_procedures#studentcodeofconduct>. The material prohibiting "cheating" and "plagiarism" particularly are relevant for and enforced in this class.

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Students should contact Dean Buggie-Hunt in the Office of Disability Services (tbuggieh@geneseo.edu or 585-245-5112) and their faculty to discuss needed accommodations as early as possible in the semester. Website: http://www.geneseo.edu/dean_office/disability_services (I recommend that the online arrangements for accommodation be made at least a week before an exam.)
Learning outcomes.
400-level English courses in the literature track invite students to study a topic, issue, genre, or author in depth. No matter what the title, a course at this level engages students in some degree of research into published critical perspectives on primary works or into important primary contextual documents. The quantity of reading and writing required at this level is typically greater than at the 300 level. However, students who have completed a 200-level literature course should regard themselves as adequately prepared to take courses at either the 300 or the 400 level. In literature courses at the 400 level, students will demonstrate

- the ability to "join the conversation" that is always ongoing among critics and scholars regarding texts, authors, and topics by engaging with secondary sources
- an in-depth understanding of a single author, a small group of authors, or a narrowly-defined topic, theme, or issue

Students who complete any section of ENGL 424 will:
- be able to identify and negotiate issues and problems related to the interpretation of the novels listed on the syllabus;
- be able to present literary research and analysis collaboratively in a range of written and oral contexts;
- be able to discuss and debate literary texts and issues while respecting the other members of the class and their perspectives;
- be able to demonstrate the understanding and ability described above in an advanced essay of literary analysis that uses and properly acknowledges secondary sources.

Students who have completed this particular section of ENGL 424 will:
- understand the major issues concerning the literature of the thirties, forties, and fifties,
- understand the relationship of those issues to the novel as a genre, and
- understand the British socio-historical significance of these developments during the twentieth-century and after.

Exams
Follow these simple rules during each exam period:
- No electronics. During exams you may not have cell-phones, tablets, translators, calculators, or any other electronic devices. Put them away, out of sight, in your bag, pocket, or purse.
- Dress simply. Do not wear apparel, such as hats or excessive layers, during exams. Don’t put me in a position to question if what you are wearing was worn for some ulterior motive.
- Stay seated until you are finished. Use the restroom facilities before the exam, not during the exam time.
- Bring a blue book. They are available for purchase at the college bookstore and the Milne library.

The midterm exam asks you to complete one or two essay prompts that deal with the subject matter of the course. The exam is based on class reading, lectures, and discussion.

The Critical Essay
The research-based critical paper is due during our scheduled final exam period, 12:00-3:20PM, Thursday, May 4. (There is no "final exam" for this course.) This essay is an electronic submission. Some considerations for this essay are:
- This essay should be 3000-4000 words in length.
- It will be well analytical and argument-driven.
- At least one of our creative works, our novels, must be central to your project.
- You will reference at least seven secondary (that is, not primary, which are the novels) sources, using MLA-style parenthetical citation. I have not predetermined the level or centrality of these references; however, they should not be arbitrary. You may use the secondary material covered in class, as well as material you discover in your research.

There are several pre-writing deadlines for this assignment, as follows (they are on the syllabus as well):
- You will submit a "progress report" on the essay by Friday, 31 March. It is an online Google survey comprising of five prompts, which follow:
  - What class work or works would you like to use?
  - Provide a general idea of what you would like to explore in your project.
  - Provide a specific application of the general topic, in terms of either our readings or what you think might be your conclusion.
  - List what you have completed for this project.
  - List four items you might wish to do in preparation for and/or completion of this project.
- We will spend our final four class meetings addressing this assignment and your essay: all students are expected to attend.
  - These final weeks require collaborative peer work and review by means of the Google Drive and Docs applications.
- The completed essay is due during our scheduled final exam period, Thursday, May 4, 1200-320PM. (There is no "final
Group Presentations
There will be seven presentations this semester, each delivered by a different group. Each group will be responsible, as scheduled, for a 20-25 minute presentation on the assigned topic including a handout distributed to the class by email or Canvas, or shared on Google Drive. Each group will receive written feedback concerning their presentation.

The presentations often deal with material already available on Canvas. For these presentations, the group should read all the available material (depending on the amount and length of the reading) and provide the connections suggested by the topic. While this material is available to the class as a whole to read and discuss, the group should not assume that everyone will be prepared to do so. A few presentations demand that the group does its own research. For these presentations, the group will have to explain the material without any assumption as to class knowledge. Connections to the novels are appreciated and necessary, as noted by the topics. The group should email or “share” the presentation handout to me by 5PM on the day before the presentation. Please make sure that your handout provides a bibliography or source list for the class’s reference.

There are two parts to this presentation: 1. Blanch argues that The Edwardians might, even with its male protagonist, be a novel about a specifically gendered inheritance. Explain her position, and make at least two specific connections to Sackville-West's novel; 2. Sackville-West’s essay explains her theory of the contemporary novel in light of the critical work of Woolf and the creative work of Priestley. For this presentation your group should try to see how the aesthetic arguments presented help our understanding of the novel.

Presentation 2. F 2/17. Report and Analysis: Kelley, “Aunt Mary” (141-49), and Isherwood, “All the Conspirators” (149-60).
There are two parts to this presentation: 1. Kelley argues that The Memorial concerns heteronormative models of inheritance. Explain his argument, and make at least two specific connections to the novel; 2. Isherwood reminiscences on some biographical details of the novel and its composition. Explain his position, and make a connection to Kelley, and at least two specific connections to his novel.

There are two parts to this presentation: 1. What did people say about Orwell's book when it was published? Are there patterns to the praise or criticism? Does history grant you a different or similar perspective? 2. Felski’s analysis is dominated by an understanding of social class. Explain her position, and make at least two specific connections to Orwell's novel.

There are two parts to this presentation: 1. Priestley’s 1957 essay was a major contribution to the creation and promotion of Britain’s CND. Explain his argument, noting its attention to British identity, and make at least two specific connections to his earlier novel. 2. Pollard covers similar territory, but also focuses on the representation of American interests. Explain his argument, and make at least two specific connections to Priestley’s novel.

There are two parts to this presentation: 1. There is very little written on King and his work. Read over the two online essays and listen to the audio interview. Keeping in mind the To the Dark Tower is his first of dozens of novels, explain what King’s goals and interests were as an author, and suggest how this early work fits in with the rest of his writing--making at least two specific connections to the earlier novel. 2. We’ve referenced Miller before, but read over his definition of “Late Modernist” writing and consider whether or not King’s novel might serve as an example of a kind of late modernist work, making at least two specific connections to it.

There are two parts to this presentation: 1. Garrity’s analysis provides a singular extended analysis of Kavan’s novel. Explain her argument, and make at least two specific connections to the novel; 2. Many folks note that Kavan’s works bear the influence of Surrealism. Explain what we might expect of surrealist writing, according to Caws, and consider if Kavan’s
novel applies, making at least two specific connections to *Sleep*.

**Presentation 7. F 4/7. Report and Analysis:** Patten, “Chapter Five,” and Cuddy-Keane, “Global Modernisms.”

There are two parts to this presentation: 1. Patten notes some larger patterns in Manning’s “Palestinian” writing. Explain them, and suggest how our novel fits into this period of Manning’s work, making at least two specific connections to *School.*

2. Cuddy-Keane offers some paradigms for understanding a broader “Global” modernism. Explain her argument, and consider whether or not *School* might serve as an example of a kind of Global (inter)modernist work, making at least two specific connections to the novel.

**Presentation "follow-up"

Apart from the actual presentation, your other, individual responsibility as a presenter is to complete and submit a short, informal, paragraph-length description of the group’s deliberations and decision making process and what part you played in the group. Please submit this paragraph, via the appropriate Canvas submission tool, on the day of your presentation.

Note the college's General Education rubric for "Oral Discourse" below. Evaluation will be based on these criteria.

**Geneseo's General Education Oral Discourse Rubric**

The term “discourse” refers to an occasion of formal public address, either informative or persuasive in intent, delivered individually or as a significant part of a group report, symposium, or other group project. The term “extemporaneous” refers to a mode of interactive presentation, neither read nor memorized, that is suitable for most speech occasions.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Expression</th>
<th>Presentation</th>
<th>Reasoning</th>
<th>Critique</th>
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</thead>
</table>
| Exceeding (4) | - The development of ideas is easy to follow.  
- The discourse has a clear, focused thesis.  
- Main points and linkages among them are developed and clear.  
- Content and audio-visual aids are planned well. | - Use of language is elegant, clear and vivid.  
- Superior adaptation of grammar and pronunciation to the audience and occasion.  
- Language choice meets the demands of oral discourse and assignment guidelines. | - Delivery is extemporaneous.  
- Audience interaction is sustained throughout the discourse.  
- Voice modulation and gestures are appropriate and dynamic.  
- Delivery is fluent.  
- Well-rehearsed. | - Effective use of accurate, varied supporting material.  
- The speaker’s ideas are original, imaginative, or persuasive.  
- Citation of sources is complete and consistent.  
- Extensive research. | - The evaluation considers organization, reasoning, style, and delivery.  
- The critique is justified and insightful.  
- The evaluation is based on all of the standards that fulfill the assignment. |
| Meeting (3) | - The development of ideas can be followed.  
- The discourse has a discernible thesis.  
- Main points and linkages among them are noticeable.  
- Content and audio-visual aids are planned adequately. | - Use of language is concise and clear.  
- Satisfactory adaptation of grammar and pronunciation to the audience and occasion.  
- Language choice meets most of the demands of oral discourse and assignment guidelines. | - Delivery is occasionally extemporaneous.  
- Audience interaction is intermittent.  
- Voice modulation and gestures are appropriate.  
- Delivery is fluent.  
- Satisfactory rehearsal. | - Consistent use of accurate supporting material.  
- The speaker’s ideas are clear or convincing.  
- Citation of sources is consistent.  
- Satisfactory research. | - The evaluation considers organization and delivery.  
- The critique is justified.  
- The evaluation is based on most of the standards that fulfill the assignment. |
Discussion forum assignments

The discussion forums appear as part of the Canvas modules and must be completed using the Canvas CMS. This syllabus lists the due dates for the discussion posts. Students should note those dates: students cannot "retake" or "make up" their missed discussion forum posts. This is a non-negotiable aspect of the class.

There are two major factors that influence the evaluation of your discussion forum posts: frequency and quality. You should have two objectives for each of the discussion forum assignments.

**Answering the prompt.** Respond to the forum prompt, specifically and clearly.

**Replying to others.** Respond to the posts by the other students in the class.

Fulfilling both of these objectives requires that you visit and revisit the online forum over several days. Not all forums are open and active for the same amount of time, so plan accordingly. The work required for this entire assignment is roughly equivalent to an 1100 word essay.

Grading rubric for discussion posts

Note the grading rubric used for your posts this semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A • Excellent Outstanding post or reply</th>
<th>B • Very Good Proficient post or reply</th>
<th>C • Average Basic post or reply</th>
<th>D/E • Below average A post or reply that is below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>• Demonstrates mastery of course material • Establishes superior development • Documents remarkable thought, insight, and analysis</td>
<td>• Demonstrates good knowledge of course material • Provides substantial information • Evidences successful thought, insight, and analysis</td>
<td>• Demonstrates a basic understanding of course material • Content seems cursory and commonplace • Generally competent</td>
<td>• Rudimentary and superficial content • Displays little analysis or insight • Brevity undermines effectiveness</td>
</tr>
</tbody>
</table>
There are number of ways to explain the differences between successful efforts in the discussion forums and less satisfactory attempts. Although this is not a formal grading rubric, here is a description of the least successful to the best.

<table>
<thead>
<tr>
<th>Connections</th>
<th>Provides new ideas or connections</th>
<th>Connects clearly to previous or current posts/replies</th>
<th>Limited gestures to other sources or posts</th>
<th>Few or no connections are made</th>
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<tr>
<td></td>
<td>Expands upon previous or current posts/replies</td>
<td>But lacks specificity, detail, and/or depth</td>
<td>Provides vague generalities</td>
<td>Post/reply off-topic</td>
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<td></td>
<td>Connects to real-life situations</td>
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<tr>
<th>Uniqueness</th>
<th>Proposes new ideas</th>
<th>Establishes new connections</th>
<th>Made with depth and detail, providing specific examples from the readings</th>
<th>Connects clearly to previous or new ideas or connections</th>
<th>But lacks specificity, detail, and/or depth</th>
<th>Contributes few, if any, new ideas or connections</th>
<th>Repeats or summarizes other posts</th>
<th>Contributes very little to the dialogue</th>
<th>Merely agrees with or notes other, previous posts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completes all required postings</td>
<td>Posts made early in and throughout the discussion</td>
<td>Completes all required postings</td>
<td>Posts made during the final days do not permit others to read and respond</td>
<td>Completes all required postings</td>
<td>Most made on the due date, not allowing for response</td>
<td></td>
<td>Some, or all, required postings missing</td>
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</table>

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<tr>
<th>Timeliness</th>
<th>Few errors of any kind</th>
<th>Several grammatical, stylistic, or spelling errors</th>
<th>Obvious grammatical, stylistic, or spelling errors</th>
<th>Errors interfere with authority</th>
<th>Obvious grammatical, stylistic, or spelling errors</th>
<th>Errors obscure understanding</th>
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<tr>
<th>Stylistics</th>
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**Quality analysis rubric**

There are number of ways to explain the differences between successful efforts in the discussion forums and less satisfactory attempts. Although this is not a formal grading rubric, here is a description of the least successful to the best.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not count toward grade</td>
<td>This rating is given to posts that do not satisfy the assignment. Used for: agreement without new substance, general humor, posts that do not fit into the current discussion.</td>
</tr>
<tr>
<td>Answered as required</td>
<td>This rating is given when a post answers all parts of the prompt. Fulfills basic requirements of the assignment.</td>
</tr>
<tr>
<td>Replied as required</td>
<td>Same as above, but for replies to the posts of others.</td>
</tr>
<tr>
<td>Connects back to what others have written</td>
<td>This rating is used when a post refers back to a discussion in another forum or thread.</td>
</tr>
<tr>
<td>Opinion based in evidence</td>
<td>This rating is given when a post is based in and supported by evidence, which could come from required reading, class notes, or other academic sources.</td>
</tr>
<tr>
<td>Transformative analysis</td>
<td>This rating denotes a post that presents unique perspectives that make others think about the topic in a new way.</td>
</tr>
<tr>
<td>Challenging analysis</td>
<td>This rating indicates that a post engages critically with other posts in the forum and attempts a form of dialectic.</td>
</tr>
<tr>
<td>Exceeded expectations</td>
<td>This rating suggests that the post more than fulfills the requirements and is exemplary within the context of the forum's overall dialogue.</td>
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</table>

**Best practices for discussion forum posts**

- Use a subject line that relates to your post; this will help create interest and focus for the discussion.
- Write as clearly as possible. Communicating online often requires careful and concise writing, but it can also present your personality and perspective. Humor, when pursued, needs to be both clearly humorous (and clearly not invective) and relevant to the discussion. Sarcasm does not always translate well in written and online environments.
• Be supportive, considerate and constructive when replying to your classmates. Avoid jargon, slang or inappropriate language. If you disagree with a classmate, remember to respond in a respectful and tactful manner. Any posts deemed inappropriate will be removed by the moderator.
• Focus your post on the topic, relating any readings and materials from class to your post.
• Proofread and review your response before submission.
• Participate regularly. Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion, log on several times before a single forum assignment is due, reading and participating all the while.

Forum procedures and requirements
This course has seven discussion forum deadlines as noted in the course schedule. The opening and closing dates are as follows:

- **Discussion forum one.** Opens Sunday, Jan. 29. Closes Friday, Feb. 3.
- **Discussion forum four.** Opens Sunday, March 5. Closes Friday, March 10.
- **Discussion forum five.** Opens Sunday, March 19. Closes Friday, March 24.
- **Discussion forum six.** Opens Sunday, April 2. Closes Friday, April 7.
- **Discussion forum seven.** Opens Sunday, April 16. Closes Friday, April 21.

Each listed closing date is the due date: forum opening dates are five days before the due date. Forums close on the due date at 10PM. After that date and time, no posts can be made. Again, this is a non-negotiable aspect of this assignment.

During the five days the forum is open, students should provide one answer (to the prompt) and one reply (to another student post within that forum). Doing so will fulfill the assignment objectives, and the responses will receive evaluation based on the grading rubric above. Students may provide more than one reply and will receive credit accordingly.

Each forum prompt may deal with the current course material and reading or introduce new material to read or view and reflect upon. Students should review the prompt as early as possible in order to successfully prepare for their answer and their replies.

On Class Participation
Class participation includes attendance and preparation, along with active participation in class and in small group work. Class participation means that you work actively to stretch yourself intellectually; by doing so you work actively to contribute to the class’s overall movement. Ideally, over time, we all will move from merely stating a position during class discussion to striving to promote dialogue between everyone in the class.

The following criteria help to determine your participation grade. The criteria focus on what you demonstrate and do not presume to guess at what you necessarily know. Why? Because part of what discussion can produce is a different method of understanding the material— that is the process itself leads to a pedagogical end. Generally, the average level of participation satisfies the criteria for a "C+.”

<table>
<thead>
<tr>
<th>A. Demonstrates excellent preparation: has analyzed reading exceptionally well, relating it to other material (e.g., readings, lecture, course material, discussions, experiences, etc.).</th>
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<tbody>
<tr>
<td>Offers analysis, synthesis, and evaluation of reading, e.g., puts together pieces of discussion and lecture to develop new approaches that take the class further.</td>
</tr>
<tr>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</td>
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<tr>
<td>Demonstrates active involvement, ideally at every class meeting.</td>
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<tr>
<th>B. Demonstrates good preparation: knows reading well, has thought through implications of reading.</th>
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<tbody>
<tr>
<td>Offers interpretations and analysis of the reading (more than just the facts) to class.</td>
</tr>
<tr>
<td>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
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<tr>
<td>Demonstrates consistent ongoing involvement.</td>
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</table>
Frequently stated, but generally unsatisfactory, reasons for your lack of participation:

• “Shyness.”
  If this is you, feel free to come see me so we can work out strategies for getting you involved.

• Thinking that “this conversation is shallow/obvious/stupid.”
  If you think the conversation needs more depth, redirect it.

• Fearing that you’ll offend someone because of their gender/race/ethnicity/sexuality/religion/etc.
  It’s good to be sensitive to others’ feelings. But silence is not an option. You must learn to voice your thoughts.

• Thinking, “I can’t say anything profound, so I’ll be quiet.”
  If this is you, start small. Answer a factual question I ask, or add on to someone else’s comment, e.g. “I agree with Sarah and there’s another example of that on page 67.”

• Thinking that “I just like to listen.”
  Being actively involved can profoundly change your experience of a class. The rest of us are working hard to build readings of these texts and would love your help. Carry your weight.

Some students will sometimes attempt to shield themselves with these claims and ruses to mask a general lack of preparedness or engagement with the material. That is, of course, unacceptable, and it is usually obvious when one does so.

Other work
We may have unscheduled assignments that are announced in class, sometimes on the day of completion. Students who are not present at these times cannot and will not receive credit for said work. These assignments can take any number of forms. You may have to complete in-class or out-of-class writing prompts, often based on our readings. You may be asked to read supplemental pieces, distributed in-class or on the web site, and complete a response paper. We may watch video programs and films which will usually have in-class assignments related to them. You may also have several group assignments as announced, both discussion-oriented and text-oriented. If missed due to student absence, these unscheduled assignments cannot be made up or substituted.

On-line course material
Course material is archived on Canvas. Here you will find the syllabus and selections from the following: class notes, presentation slides, supplemental readings, assignments, and other material.

Returning material
While I do bring corrected hard copy material to class, if you aren’t present to receive the material, you will have to pick it up at my office. Electronic submissions are returned via email, the Google document applications, or the Canvas grading tools.

Course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading assignment</th>
<th>Other activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January W 18</td>
<td>First class meeting. On modernism and intermodernism.</td>
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</tr>
<tr>
<td>F 20</td>
<td>Sackville-West, <em>The Edwardians</em>, Ch. 1, Chevron, Ch. 2. Anquetil.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>F 27</td>
<td>Sackville-West, <em>The Edwardians</em>, Ch. 5, Teresa.</td>
<td></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td><strong>W 1</strong></td>
<td></td>
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<tr>
<td><strong>March</strong></td>
<td><strong>W 1</strong></td>
<td></td>
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<tr>
<td>W 8</td>
<td>Midterm exam.</td>
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<tr>
<td>F 10</td>
<td>Francis King, <em>To the Dark Tower</em>, pp. 5-77. Discussion forum assignment four due.</td>
<td></td>
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<tr>
<td>M 13-F 17</td>
<td>Spring Break. No class meetings.</td>
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<tr>
<td>W 22</td>
<td>Francis King, <em>To the Dark Tower</em>, pp. 77-145.</td>
<td></td>
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<tr>
<td>W 29</td>
<td>Kavan, <em>Sleep Has His Own House</em>, pp. 7-66.</td>
<td></td>
</tr>
<tr>
<td>F 31</td>
<td>Kavan, <em>Sleep Has His Own House</em>, pp. 66-124. Please complete the essay survey by this date. Presentation 6.</td>
<td></td>
</tr>
<tr>
<td><strong>April</strong></td>
<td><strong>W 5</strong></td>
<td></td>
</tr>
<tr>
<td>W 19</td>
<td>Writing group day.</td>
<td></td>
</tr>
<tr>
<td>F 21</td>
<td>Writing group day. SOFI administration: bring a laptop or notebook to participate.</td>
<td></td>
</tr>
<tr>
<td>W 26</td>
<td>Writing group day.</td>
<td></td>
</tr>
<tr>
<td>F 28</td>
<td>Last class meeting. Writing group day. Discussion forum assignment seven due.</td>
<td></td>
</tr>
</tbody>
</table>