ENGL 2363.001 WORLD LITERATURE SINCE THE RENAISSANCE: AMERICAN IMMIGRANT LITERATURE  
FALL 2015  
MoWeFr 11:15 a.m. - 12:10 p.m.  BUS 106

CONTACT INFORMATION  
Instructor             Natalia Menkina Snider  
E-mail             nmenkina@uttyler.edu  
Office                                  BUS 267  
Office Hours    MoWeFr 10:10 a.m. - 11:10 a.m. or by appointment

COURSE DESCRIPTION (edit)  
The course includes texts written by multigenerational author with multiethnic backgrounds that include Eastern and Western Europe, the continent of Asia, Africa, and Latin America. Readings primarily from the late 19th through the end 21st centuries range from a graphic novel to memoirs, autobiography, poetry, and prose fiction and explore the few of the immigrant voices from around the world that have contributed so much to unique American literature and identity.

COURSE OBJECTIVES  
As the semester progresses, the successful students will:  
- broaden their knowledge about and apply analysis to the rich multicultural tradition of American literature and gain a greater awareness of its aesthetic, cultural, and personal value  
- develop their skills in discussion, literary analysis, and written response  
- identify the ways writers express ideas and themes related to immigration  
- summarize, analyze, integrate, and draw conclusions about particular works of literature  
- demonstrate an ability to explain the practices (e.g. beliefs, values, perspectives, practices) of other cultures, nations, or regions  
- value difference among people and express an appreciation of cultures (language, religion, philosophy, family and community structures, and material culture)

REQUIRED TEXTBOOKS  
Maus I: A Survivor’s Tale: My Father Bleeds History by Art Spiegelman (ISBN: 0394747232)  
Maus II: A Survivor’s Tale: And Here My Troubles Began by Art Spiegelman (ISBN: 0679729771)  
Selected works (accessible via Internet or Blackboard)


GRADING/PERCENTAGES  
Participation (Class Discussion + Group Work)  10%

Worksheets 15%
Presentation 10%
Personal Response Letter 5%
Unit Tests 60% (3 at 20% each)

Note: For possible adverse effect of absences on grades, please refer to section titled ABSENCES-PENALTIES.

GRADING SCALE
90-100 A demonstrates exceptional competence
80-89 B demonstrates competence
70-79 C demonstrates promise of competence
60-69 D demonstrates probability of incompetence
< 60 F demonstrates incompetence

GRADE REPRESENTATIONS
A demonstrates exceptional competence—“A” students take initiative for their learning; seldom if ever miss class; go beyond the stated requirements for assignments; contribute significantly to the quality of the class; and achieve an average of 90-100 on quantitatively evaluated assignments.
B demonstrates competence—“B” students take initiative for their learning; meet all the objectives of the course; do not miss more than 4 classes in a Tu-Th schedule; successfully complete assignments; contribute regularly to the quality of the class; and achieve an average of 80-89 on quantitatively evaluated assignments.
C demonstrates promise of competence—“C” students successfully complete all major assignments on time; miss no more than 4 classes in a Tu-Th schedule; meet most of the objectives of the class; participate actively in class activities; and achieve an average of 70-79 on quantitatively evaluated assignments.
D demonstrates probability of incompetence—“D” students meet some of the objectives of the course; miss more than 4 classes in a Tu-Th schedule; successfully complete most of the major assignments; usually attend class; occasionally participate in class activities; and achieve an average of 60-69 on quantitatively evaluated assignments.
F demonstrates incompetence—F students miss an excessive number of classes (more than 8); or fail to complete one or more major assignments; or fail to demonstrate mastery of important concepts of literary analysis; or fail to demonstrate mastery of the conventions of standard English; or fail to achieve an average of at least 60 on quantitatively evaluated assignments.

WEEKLY SCHEDULE OF EVENTS
You will be provided a calendar with major due dates. Any changes to the weekly schedule will be offered in a timely manner in at least two of the three following formats: class announcement, Blackboard Announcement, Patriot email. I strongly advise checking Blackboard Announcements and/or your Patriot email by 8:00 a.m. each class day for updates on matters such as an emergency class cancellation, change of classroom location, or other unforeseen event. Any alteration of class assignments will be announced at least 48 hours prior to class time.

COURSE POLICIES & PROCEDURES

ATTENDANCE AND PARTICIPATION
Attendance involves
- arriving on time,
- remaining the entire class period, and
- staying mentally alert during all activities

Participation involves
- completing scheduled readings on or before their due dates,
contributing substantive information to class and group discussions,
listening attentively to the contributions of others (the instructor's as well as classmates')
taking notes during class discussions

The negative effects of attending sporadically, attending without participating, and/or showing disrespect for the academic setting are reflected in my policy regarding attendance and participation, which is outlined below. A word to students who hesitate to speak in class: you can earn participation points through (a) observable attentiveness—eyes always on the speaker, appropriate note-taking, body language cues, etc. and (b) emails: send me thoughtful comments, questions, insights related to assignments. To qualify, the email must arrive no later than 8:00 a.m. the day of class discussion.

**ABSENCES – EXCUSED AND UNEXCUSED**

Information concerning University-sanctioned absences is available online: [http://www.uttyler.edu/cas/absences.htm](http://www.uttyler.edu/cas/absences.htm)

Unexcused absences include but are not limited to missing class due to unexpected illness, doctor's appointment, personal business (no matter how urgent), car trouble, milestone events such as weddings and christenings, personal travel, and most family matters. Negotiable absences include but are not limited to serious personal illness, critical illness or death of an immediate family member, accidents requiring urgent professional medical attention during regularly scheduled class time, and natural catastrophes. Except for University-related or clearly negotiable absences, I would prefer not to discuss your reason(s) for missing class. I understand many of you have obligations that may conflict with the responsibilities and expectations of this course. Although I can sympathize personally, I cannot in good conscience give special consideration to select students and/or modify course expectations as outlined in this syllabus. It is the professor's prerogative to determine whether or not an absence can be excused, and all excused absences must be properly documented.

**ABSENCES – PENALTIES**

Regular attendance and active participation are baseline expectations for this course. If the number of unexcused absences exceeds 4, it will result in a deduction from a student's final average as follows: 5 absences will result in "F" for participation grade; 8 or more absences will result in "0" for participation grade. NOTE: If your excused absences exceed 4, please contact me for a possible waiver of this policy.

**TARDINESS**

Fifteen minutes after class has started, I ask that no late students enter the class. You can see me after class and get notes from a classmate.

**DAILY ACTIVITIES**

You are responsible to follow the class schedule and stay abreast of announced changes. Unless otherwise instructed, complete all assigned readings, including those not discussed in class, because information regarding those readings may be included on tests. If you have questions about assigned readings not covered in lecture or class discussion, please email me your questions, visit me during office hours, or make an appointment for an individual session.

**Worksheets**

A worksheet is a set of questions based on assigned reading(s) which you can find on Blackboard in “Units” section. This type of activity helps you focus on readings and teaches you to summarize and analyze a piece of literature. It allows to express your thoughts and ideas in writing, which, in turn, should develop your critical thinking skills - one of the main goals of this course. It also prepares you for the 3 unit tests that include short essays. Additionally, it serves as a template for every class discussion and, therefore, allows to increase your participation grade. You should come to class with a prepared worksheet on the day's reading assignment. Failing to do so will affect your grade participation. For every worksheet you will have a grade that will be posted on BB. If you are not able to attend class, make sure to email me your worksheet before 6 p.m. on the day of the missed class. Failing to do so will result in "0" points for the worksheet. Make sure to save all your worksheets, because it is your best reference for preparing for the tests.

**Group Discussions**
You will be divided into groups to discuss the assigned reading(s). When groups are given class time to prepare contributions, they are expected to use the allotted time preparing the best possible answers to the question(s) provided by the instructor. This activity is a part of your Participation grade.

**Presentation**
Throughout the semester you will be asked to give one presentation based on the theme or/and historical or/and cultural context of one of the readings from the course. While the presentation should not be long (no more than 10 minutes), it should be well-organized and informative. An additional handout with further information will be forthcoming.

**Personal Response Letter**
In the end of the semester you will asked to write a letter to me to reflect on your experiences with this course. An additional handout with further information will be forthcoming.

**Exams**
This course includes three unit tests, each worth 20% of your final grade. These tests measure not only knowledge and comprehension but also higher level of thinking skills such as analysis and synthesis. Students who miss an exam without prior excuse will receive a zero on the exam. Upon the student's request, it is the professor's prerogative whether or not to permit the unexcused student to take a make-up exam. A student can make-up only one exam. All make-up exams will be given on the final week of the semester; the day and time will be discussed later. In the end of the semester, as your personal reflection of the course, you will be asked to write a Personal Response Letter to me where you will have to share your experience as a student in ENGL 2363.

**Blackboard/Internet Access**
You will need internet access for various tasks, including but not limited to accessing online texts, performing independent research, and downloading and printing course materials. If you have a portable electronic device, you may use it in class to access online assignments; otherwise, you will need to bring print copies. In the event of personal problems accessing any required websites, you are responsible for working with UTT's computer help resources to resolve problems. The help desk is located on the first floor of this building.

**Extra Credit Assignments**
I do not give work for extra credit. Improving one's grade average requires improving performance on regular assignments. I strongly encourage students worried about grades to meet with me personally to discuss their concerns.

**Class Etiquette**
The general rule: A breech of etiquette is any willful behavior that another member of the class, including me, might find distracting. Examples: (1) **Electronic devices**: The rule applies to all functions on all devices: turn them off and put them beyond easy reach before class begins. **ONE EXCEPTION**: I allow laptops for note-taking but reserve the right to change this policy at my discretion. Unless I specifically ask you to do so, you should not access the Internet during class, even for information pertaining to a discussion. (2) **Hall passes**: Class periods are 50 minutes long; if you come, please plan to stay for the entire time. If an unforeseen event occurs and you must leave in the middle of a session, please do not return to the classroom. You will be counted absent for that day. (3) **Unauthorized small group activities**: No note-passing, chatting, or untoward body language among yourselves once class has started. If the discussion is on topic, share it with the class; if it isn't, save it till later. (4) **Sleeping**: If you cannot stay awake for the duration of the class, please stay home and catch up on some much-needed rest. Students who fail to respect these and similar policies may be asked to leave the classroom and/or will be counted absent for the day.

**Communication with Instructor**
I encourage students to contact me throughout the semester by email or in person during my office hours or at an appointed time. **VERY IMPORTANT:** Every email related to the course should have “ENGL 2363” and **YOUR FULL NAME** in the subject line. This applies especially if your email address does not include your name. Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it “URGENT” in the subject line (along with “ENGL 2363”).

**Writing Center**
Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning--you will be expected write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 565-5995. More information: [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter).

**UNIVERSITY POLICIES & PROCEDURES**

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html](http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html)

**Scholastic Dishonesty (Sec. 8802)**
“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

“Cheating” includes, but is not limited to:

- copying from another student’s test paper; using during a test materials not authorized by the person giving the test;
- failing to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.
"Plagiarism" includes, but is not limited to,
· the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

"Collusion" includes, but is not limited to,
· the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to,
· altering or assisting in the altering of any official record of the university or the University of Texas System, the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Penalties for Scholastic Dishonesty (Sec. 8500). Please consult the above section for a list of potential consequences of proof of academic dishonesty.

Financial Transactions with the University (Sec. 8803). Students who owe debts to the university may be denied admission or readmission.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu
Student Absence due to Religious Observance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities. If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement. It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

IMPORTANT DATES OF THE SEMESTER
- AUGUST 24 - CLASSES BEGIN
- SEPTEMBER 4 - CENSUS DATE
- SEPTEMBER 7 - LABOR DAY HOLIDAY
- OCTOBER 26 - LAST DAY TO WITHDRAW FROM CLASSES
- NOVEMBER 2 - FINAL FILING DEADLINE - FALL
- NOVEMBER 23 - 28 - THANKSGIVING HOLIDAY
- DECEMBER 7 - STUDY DAY
- DECEMBER 7 - FINAL EXAMS FOR MONDAY CLASSES ONLY
- DECEMBER 8 - 12 - FINAL EXAMS FOR FALL TERM (FINAL EXAM TBA)

CLASS CALENDAR OF READINGS & MAJOR ASSIGNMENTS

BB = BLACKBOARD WEEKLY ASSIGNMENT FOLDER
GUE = GROWING UP ETHNIC IN AMERICA

UNIT ONE : EUROPEAN AMERICAN VOICES

WEEK ONE (August 24-28)

Monday, August 24
In class
HOMEWORK for August 26
INTRODUCTION TO COURSE
Spiegelman, Maus, Part I, chapters 1-2
Read Art Spiegelman’s biography (BB)
Complete the Worksheet (BB)

Wednesday, August 26
In class
HOMEWORK for August 28
Assigned reading + Introduction to the Unit
Maus, Part I, chapters 3-4
Complete the Worksheet (BB)

Friday, August 28
In class
HOMEWORK for August 31
Assigned reading
Maus, Part I, chapters 5-6
Complete the Worksheet (BB)
WEEK TWO (August 31 - September 4)

Monday, August 31
In class
HOMEWORK for September 2
Assigned reading
*Maus*, Part II, chapters 1-3
Complete the Worksheet (BB)

Wednesday, September 2
In class
HOMEWORK for September 9
Assigned reading
*Maus*, Part II, chapters 4-5
Complete the Worksheet (BB)

Friday, September 4
In class
HOMEWORK for September 9
Trip to The Holocaust Museum, Dallas
Complete the Worksheet (BB)

WEEK THREE (September 7-11)

Monday, September 7
No class meeting! Labor Day

Wednesday, September 9
In class
HOMEWORK for September 11
Assigned reading + documentary *Night and Fog*
Duggin, “Learning My Father’s Language” (BB Wk. 3 Asst.)
Bruchac, “Ellis Island” (BB Wk. 3 Asst.)
Read Duggin’s and Bruchac’s biographies (BB)
Complete the Worksheet (BB)

Friday, September 11
In class
HOMEWORK for September 14
Poetry Workshop + Assigned readings
Mazzotti Gillan, “Carlton Fredericks and My Mother”
(GUE 260-267)
Read Gillan’s biography (BB)
Complete the Worksheet (BB)

WEEK FOUR (September 14-18)

Monday, September 14
In class
HOMEWORK for September 16
Assigned reading
Puzo, “Choosing a Dream” (BB Wk. 4 Asst.)
Gold, “Bananas” (BB Wk. 4 Asst.)
Read Puzo’s and Gold’s biographies (BB)
Complete the Worksheet (BB)

Wednesday, September 16
In class
HOMEWORK for September 18
Assigned reading
Rich, “Prospective Immigrants Please Note” (BB Wk. 4 Asst.)
Ferrarelli, “Emigrant/ Immigrant I & Emigrant/ Immigrant II”
(BB Wk. 4 Asst.)
Read Rich’s and Ferrarelli’s biography (BB)
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Friday, September 18
In class
HOMEWORK for September 21
Complete the Worksheet (BB)
Assigned reading
Papashvily, “The First Day” (BB Wk. 5 Asst.)
Read Papashvily’s biography (BB)

WEEK FIVE (September 21-25)

Monday, September 21
In class
HOMEWORK for September 23
Read Papashvily’s biography (BB)

Wednesday, September 23
In class
HOMEWORK for September 25
Read Pupin’s biography (BB)

Friday, September 25
In class
HOMEWORK for September 28
PREPARE FOR UNIT TEST # 1

WEEK SIX (September 28 - October 2)

Monday, September 28
In class
HOMEWORK for February 18
http://www.kqed.org/w/pacificlink/history/angelisland/poetry/

UNIT TWO: ASIAN AMERICAN VOICES

Wednesday, September 30
In class
HOMEWORK for October 2
Sui Sin Far, “In the Land of Free” (BB Wk. 6 Asst.)
Read Sui Sin Far’s biography (BB)
Read Chinese Exclusion Act as a background for this story (BB Wk. 6 Asst.)

Friday, October 2
In class
HOMEWORK for October 5
Tan, “Rules of the Game” (GUE 18-31)
Read Tan’s biography (BB)

WEEK SEVEN (October 5-9)

Monday, October 5
In class
HOMEWORK for October 7
Jen, “What Means Switch” (GUE 175-196)
Read Jen’s biography (BB)
Wednesday, October 7
In class
HOMEWORK for October 9
Assigned reading
Selections from *Interpreter of Maladies* by Lahiri, “When Mr. Prizada Came to Dine” (BB Wk. 7 Asst.)
Read Lahiri’s biography (BB)
Complete the Worksheet (BB)

Friday, October 9
In class
HOMEWORK for October 12
Assigned reading
Selections from *Interpreter of Maladies*: “The Third and Final Continent” (BB Wk.8 Asst.)
Complete the Worksheet (BB)

WEEK EIGHT (October 12-16)

Monday, October 12
In class
HOMEWORK for October 14
Assigned reading
Rustomji, “Thanksgiving in a Monsoonless Land” (GUE 326-341)
Read Rustomji’s biography (BB)
Complete the Worksheet (BB)

Wednesday, October 14
In class
HOMEWORK for October 16
Assigned reading
Banerjee, “Goddess of Learning” (BB Wk. 8 Asst.)
Read Banerjee’s biography (BB)
Complete the Worksheet (BB)

Friday, October 16
In class
HOMEWORK for October 19
Assigned reading
Naomi Nye, “Red Velvet Dress” (GUE 312-319)
Ramanathan, “I Worry” (BB Wk. 9 Asst.)
Read Nye’s and Ramanathan’s biographies (BB)
Complete the Worksheet (BB)

WEEK NINE (October 19 - 23)

Monday, October 19
In class
HOMEWORK for October 21
Assigned reading
Que-Doan-Do, “The Rootless People” (BB Wk. 9 Asst.)
Read Que-Doan-Do's biography (BB)
Complete the Worksheet (BB)

Wednesday, October 21
In class
HOMEWORK for October 23
Assigned reading
Uchida, “Tears of Autumn” (BB Wk. 9 Asst.)
Read Uchida’s biography
Complete the Worksheet (BB)

Friday, October 23
In class
HOMEWORK for October 26
Assigned reading
Yamada, “I Learned to Sew” (BB Wk. 10 Asst)
Read Yamada’s biography (BB)
Complete the Worksheet (BB)
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<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>Monday, October 26</strong></td>
<td>In class</td>
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<td><strong>HOMEWORK</strong> for October 28</td>
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<td><strong>WEEK TEN (October 26-30)</strong></td>
<td>Assigned reading</td>
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<td>Otsuka, <em>Buddha in the Attic</em>, “Come Japanese!” (3-18),</td>
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<td>“Whites” (23-54)</td>
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<td>Read Otsuka’s biography (BB)</td>
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<td>Complete the Worksheet (BB)</td>
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<td><strong>Wednesday, October 28</strong></td>
<td>Assigned reading</td>
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<td>Otsuka, <em>Buddha in the Attic</em>, “The Children” (61-79),</td>
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<td>“Traitors” (81-104)</td>
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<td>Complete the Worksheet (BB)</td>
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<td><strong>Friday, October 30</strong></td>
<td>Assigned reading</td>
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<td>Otsuka, <em>Buddha in the Attic</em>, “Last Day” (105-114),</td>
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<td>“A Disappearance” (115-129)</td>
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<td>Complete the Worksheet (BB)</td>
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<td><strong>Monday, November 2</strong></td>
<td>Assigned reading + Review for Unit Test # 2</td>
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<td>PREPARE FOR UNIT TEST # 2</td>
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<td><strong>Wednesday, November 4</strong></td>
<td>Unit Test # 2</td>
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<td>Anzaldúa, “How To Tame a Wild Tongue” (BB Wk. 11Asst)</td>
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<td>Read Anzaldúa’s biography (BB)</td>
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<td>Complete the Worksheet (BB)</td>
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**UNIT THREE: LATIN AMERICAN AND AFRICAN AMERICAN VOICES**

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<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>Friday, November 6</strong></td>
<td>Assigned reading + Introduction to Unit (Mexicans)</td>
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<td>Perez, “Remembering My Spanish” (BB Wk. 12 Asst.)</td>
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<td>Gutierrez, “Spanglish” (BB Wk. 12 Asst.)</td>
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<td>Read Perez’s and Gutierrez’s biographies (BB)</td>
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<td>Complete the Worksheet (BB)</td>
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<tr>
<td><strong>Monday, November 9</strong></td>
<td>Assigned reading</td>
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<td>Rodriguez, from <em>Hunger of Memory</em> (BB Wk. 12 Asst.)</td>
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<td>Read Rodriguez’s biography (BB)</td>
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<td>Complete the Worksheet (BB)</td>
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<tr>
<td><strong>Wednesday, November 11</strong></td>
<td>Assigned reading</td>
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<td>Cofer, “American History” (GUE 93-102)</td>
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<tr>
<td></td>
<td>Read Cofer’s biography (BB)</td>
</tr>
</tbody>
</table>
**ENGL 2363.001 Fall 2015**

**Friday, November 13**
In class
**HOMEWORK** for November 16
Complete the Worksheet (BB)
Assigned reading
Bruno, “My Story” (BB Wk. 13 Asst.)
Read Bruno’s biography (BB)
Complete the Worksheet (BB)

**Monday, November 16**
In class
**HOMEWORK** for November 18
WEEK THIRTEEN (November 16-20)
Assigned reading
Mhute, “What’s in a Name?” (BB Wk. 13 Asst.)
Kamarah, “A Lost Generation” (BB Wk. 13 Asst.)
Read, Mhute’s and Kamarah’s biographies (BB)
Complete the Worksheet (BB)

**Wednesday, November 18**
In class
**HOMEWORK** for November 20
Assigned reading
Azuah, “Learning to Walk on Black Ice” (BB Wk. 13 Asst.)
Read Azuah’s biography (BB)
Complete the Worksheet (BB)

**Friday, November 20**
In class
**HOMEWORK** for November 30
WEEK FOURTEEN (November 23-27)
Assigned reading
Wesley, “My American Reality” (BB Wk. 15 Asst.)
Read Wesley’s biography (BB)
Complete the Worksheet (BB)

**No Classes! Thanksgiving Break!**

**WEEK FIFTEEN (November 30-December 4)**

**Monday, November 30**
In class
**HOMEWORK** for December 2
Assigned reading
Be ready to watch movie in class

**Wednesday, December 2**
In class
**HOMEWORK** for December 4
Movie “The Boy in the Stripped Pajamas” (Part 1)
Movie-based activity (BB Wk. 15 Asst.)

**Friday, December 4**
In class
**HOMEWORK** for December 7
Movie Part 2
Movie-based activity (BB Wk. 15 Asst.)

**No Classes! Finals Week.**

**WEEK SIXTEEN (December 7-11)**

*The Day of the Third Test/Final Exam Will be Announced Later*