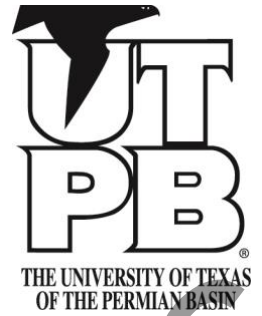


Syllabus

ENGL 6389: History of Children's Literature
Summer I 2015 (May-June)

(To print, use your browser's print function)



ENGL 6359: History of Children's Literature

Summer I 2015 (May-June)

(To print, use your browser's print function)

Table of Contents

[Basic Information](#)

[Course Description](#)

[Materials](#)

[Computer Skills and Software Requirements](#)

[Important Dates](#)

[Communication Plan](#)

[Course Activities](#)

[Course Assessments](#)

[Policies and Procedures](#)

[Technical Requirements](#)

[Preparation for Computer Emergencies](#)

[Student Support Services](#)

[End of Course Evaluation](#)

[Disclaimer and Rights](#)

[Schedule](#)

Basic Information

Instructor Name: Dr. Nichole Rougeau-Vanderford

OFFICE: MB 4122

OFFICE PHONE: 432-552-2299

CELL PHONE: 337-501-0393 (Yes, I am providing my personal cellphone number. If

there is ever an emergency with the course—a link doesn't work or an assignment closes early—feel free to text me or call me. I only ask that you limit calls or texts between 10:00am and 4:00pm Monday through Saturday).

E-MAIL: vanderford_n@utpb.edu (However, I prefer all email communication to be in Course Messages)

OFFICE HOURS:

Location: This course is a Web Course and is conducted within Blackboard. However, I will hold office hours which I will announce during the first week of the semester.

[Back to top](#)

Course Description

The study of children's literature often falls into the category of education, where students are taught how to teach reading to children. However, the aim of this course is to extract the genre from this field and attempt to place it in the literary canon by surveying its textual history. Until the latter half of the twentieth century, many academics failed to recognize the literary merits of a significant canon of literature. Therefore, the intent of this course is to survey the works of major importance in the history of children's literature in England and in North America from 1740s to present. We will analyze these works mainly from a historical perspective (though psychological and sociological discussions often ensue with these works!), formulating theories of how childhood and children's literature has evolved over the course of 300 years. In addition, we will review the scholarship associated with the study of children's literature and incorporate it in independent literary research, presenting and defending our research, determining how and where children's literature "fits" into the existing literary canon and how censorship or adult revisions affect the reception of the genre. Finally, I wish for you to enjoy the class and a subject with which, I hope, many of you have a personal connection.

Measurable Learning Outcomes:

As a graduate level course, History of Children's Literature aims to train students to work with the materials of literature with scholarly competence and maturity; to provide students with a knowledge of major periods, movements, and genres in British and American literature; to enhance students' awareness of the cultural contexts of theoretical and literary works; to provide rhetorical skills in preparation for such professions as teaching, law, publishing and public relations; and to empower students by motivating them to increase the knowledge of their field by their own contribution of original work. These outcomes will be measured by performance in discussion boards both as participants and leaders, journal article reviews, and an original article length essay.

[Back to top](#)

Materials

Required Materials

*Alcott, Louisa May. *Little Women*. Norton Critical Edition. ISBN: 9780393932348

Baum, L. Frank. *The Wizard of Oz*. Barnes and Noble Edition. ISBN: 9781593082215

*Carroll, Lewis. *Alice's Adventures in Wonderland and Through the Looking-glass*. Norton Critical Edition. ISBN: 978039393234

Grahame, Kenneth. *The Wind in the Willows*. Barnes and Noble Edition. ISBN: 9781593082659

Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. HarperCollins. ISBN: 9780064471046

Maguire, Gregory. *Wicked*. HarperCollins. ISBN: 9780060987107

Rowling, J.K. *Harry Potter and the Sorcerer's Stone*. Scholastic. 9780590353427

Wilder, Laura Ingalls. *Little House on the Prairie*. HarperCollins. ISBN: 9780060581817

* You must buy these editions in the bookstore. If you have unabridged copies of the other books on this list, you may use them in class.

Recommended Materials

Hunt, Peter, ed. *Children's Literature: An Illustrated History* I own several copies for those who live in town. However, you can purchase used copies from any online bookseller for \$20-30.

Other materials

- A working computer
- Daily access to internet
- Microsoft Office
- A notetaking system
- Data storage for files

[Back to top](#)

Computer Skills and Software Requirements

To effectively complete the requirements of the course, you must have the following:

- An e-mail address linked to Blackboard through CampusConnect (checked daily).
- Daily access to your UTPB Blackboard account.
- A working computer and Internet connection, which will allow you to receive all course materials.
- A copy of Microsoft Office 2007 or later compatible version.

Students, Faculty and Staff at UTPB can obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select>

Using Smart Phones or Smart Tablets

This course is designed to run on desktop computers and laptops. While it is also accessible through Smart Phone or Smart Tablet apps, not all information is available using this software or is correct. The grade center calculations are not correct and students cannot view instructions listed on folders in the course. If questions about course content arise, please check the questionable material through desktop or laptop access before alerting the instructor.

[Back to top](#)

Important Dates

[UTPB Academic Calendar](#)

[Back to top](#)

Communication Plan

Office Hours:

Please see the Professor Profile in the Syllabus tab of the course for office hours.

Email:

While I have provided my personal email, I do encourage you to communicate only through Class Messages. I make every effort to check Messages at the beginning and end of each working day. In the event that Blackboard is down, using my personal email is acceptable, but please identify yourself by your full name and indicate which class you are enrolled in so I can quickly identify you. I will make every effort to respond to all messages & emails within 48 hours. If for some reason I cannot, I will let everyone know through announcements. I also ask for extra consideration over the weekends.

Discussion Board:

Besides course content and related discussion topics in the Discussion Board area of our course, I have also included a general questions forum. I will check this forum frequently, but I do allow other students to provide the answers; I will post corrections if needed. I will post the answers for commonly asked questions in this area for the benefit of all the students in the class.

Feedback on Assignments:

Assignments will be graded within 7 days of submission; individual feedback or general feedback will be provided either in comment form or as markings on a rubric.

Announcement Area:

I will periodically post announcements, reminders, general comments, etc. in the announcement area. Please check this area on a daily basis for course updates.

Messages:

For the most part, it will be much faster and more productive if we communicate via the Messages tool. The Messages function is for inside this class, so if you send me a message I don't have to figure out who you are, what class you're in, what the assignments for that class might have been, etc. in order to know what you are talking about. Emails are not as simple, since they are open to everyone and it might take me much longer to get back to you if you send me an email instead of a message.

Further, I plan to send out weekly messages to discuss upcoming assignments. You will need to reply to these messages for an attendance check. Students who do not "check in" each week may be reported in Falcon Alert for nonattendance.

[Back to top](#)

Course Activities

Discussion Board Participation (each discussion board is worth 10 points):

Each week, you will have lectures and readings. The class will then participate in discussion board assignments. Discussion Boards will primarily be used for discussing course content related topics and issues. Collectively, discussion boards are with 20%

of your overall grade.

In addition to the course content related topics in the discussion tool there will be a general topics forum. The posts under this forum will not be graded.

For each graded discussion forum, Discussion Leaders will post discussion questions prior to the start of the assignment. Depending on the size of the class, students may be divided into groups led by different leaders. Each participant must respond to the posted questions directly by the designated due date. Then, after reading each student's response, the participant will reply to all members of the group. Responses to the discussion questions need to demonstrate critical thinking and analytical skills and need to be supported by specific references to the text. When responding to classmates' posts, participants need to engage in a graduate level discussion, avoiding posts that are limited to comments on writing style or simple 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Remember: engage in a discussion.

There will be two different due dates for all discussion forums. With exception to Week 1, You will need to post your initial response by Wednesdays. Then, you will read all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class. You will respond to two messages by Saturday. Again, your responses to your classmates' posts needs to illustrate an engagement in critical discussion of the text we are discussing.

Use a person's name in the body of your message when you reply to his or her message. It helps to keep all of us oriented by aiding us in maintaining a clearer sense of who is speaking and who is being spoken to. In the same line of thinking, please include your name at the bottom of each posting you make. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Once each discussion assignment is completed, I will add my "two-cents." I will address topics brought up in discussion but I will also give my own analysis of the works. I will do my best to post these final comments on the Sunday following the close of the discussion forum.

You can access the rubric used for grading all discussion boards in Grade Center. Simply click on the title "Rubric" found under Discussion Board assignment grade columns.

Discussion Leaders (100 points):

Since this course is an English graduate class, you should learn how to present material in an academic setting. Each student will be assigned as Discussion Leader for a specific discussion forum throughout the semester. Assignments will be based on the need of the student to meet an American Literature or British Literature requirement (you will identify this need in the Group Sign-Up assignment). Leaders will present a short report on the author or work we are discussing in the forum. Leaders may present current research for discussion or may write a short seminar paper (6-8 pages) that the group may critique (this paper should then be expanded into your article length paper due at the end of the semester). In addition to this short report, Leaders will also need to post 5-6 questions that will engage the class in a critical examination of the work. The report and the questions need to be posted on the Sunday prior to the assigned forum, with exception to the two discussion boards on Carroll in which the report and questions need to be posted by the date indicated on the Course Schedule.

You can access the rubric used for grading the Discussion Leader assignment in Grade Center. Simply click on the title "Rubric" found under the Discussion Leader assignment grade columns.

Group Discussions (points vary; see chart below):

Because this course counts in the degree plan for either an American or a British requirement, students will need to identify to me which requirement they need. To do so, the first task of this course is to enroll in one of two groups, American or British. Throughout the semester, as you work on your Article Essay, you will "checkin" with me and your group members to workshop your topic, bibliography, outline, and draft of your essay. These "checkin" activities will occur in the Group Discussion Board which can be accessed in your group page. I will grade each assignment on completion and this grade will be factored into the overall grade for Discussion Boards.

Group Discussion 1: Research Topic 10 points

Group Discussion 2: Annotated Bibliography 50 points

Group Discussion 3: Proposed Outline 10 points

Group Discussion 4: Peer Review 50 points

Journal Article Review (Each journal is worth 10 points):

Due for each novel we cover, you will engage in critical discussions about that work. The criticism journal assignment is designed to get you involved in what critics have written about the works we are covering this semester and to provide a venue for you to research your interests for your research paper. For every novel we read, you will find one scholarly source that has been written about the novel. You may choose from articles published in refereed journals or chapters from an academic book about the author and/or novel. You will provide a short summary of the article/chapter (250 words minimum) and a critical review of the argument of the article/chapter (250 words minimum). Make connections between the source you are evaluating and what we discuss in the course, what other critics have said, or what is present in other primary works we are covering. Because this course is an abbreviated summer course, you may want to focus your reviews on sources that can be used in your article. You can access the rubric used for grading the Journal Article Assignment (JAR) in Grade Center. Simply click on the title "Rubric" found under the JAR assignment grade columns.

Academic Journal Survey (100 points):

To further engage in critical discussions, I have designed an assignment to help you identify potential academic journals where you might consider publishing the article you produce at the end of this course. You need to identify ten refereed journals that publish articles about Children's Literature or the author you are targeting in your article. Create a chart that includes the title of the journal, a brief description of the type of articles accepted, the editor(s), the names of at least three members of the editorial board, submission requirements (word length, format, submission method, other items of note), and address. I have provided a template in Module 1 that you will complete. Follow the instructions in Unit 2 for submitting this assignment. I will compile your findings into one document to post to the class.

You can access the rubric used for grading the Academic Journal Survey assignment in Grade Center. Simply click on the title "Rubric" found under the Academic Journal Survey assignment grade column.

Research Paper (100 points):

The final assignment for this course is an article length (20-25 pages) research paper. Students will create an original, critically-supported approach to one or two of the texts studied this semester that could possibly be published. I have provided a lengthier discussion of this assignment in Module 1. While I will devote some class time during the last week to work on this project, do not wait until the last week of class to

formulate your paper. Use the Journal Article Review and Discussion Leader assignments to help you research topics you might want to write about. You can access the rubric used for grading the Research Paper, aka Article Essay, assignment in Grade Center. Simply click on the title "Rubric" found under the Article Essay assignment grade columns.

[Back to top](#)

Course Assessment

<i>Course Activity</i>	<i>Points</i>	<i>Percentage of Total Grade</i>
Discussion Boards (12) and Group Discussions (4)	see Course Activities for point breakdown	20%
Academic Journal Survey	100 pts	15%
Journal Article Review (8)	10 pts each	20%
Discussion Leader	100 pts	15%
Article Length Paper	100 pts	30%
	Total	100%

Grading Scale:

90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

Policies and Procedure

1. Course Content Structure:

The course is divided into thirteen units spread across eight modules. Each module corresponds with one week of the semester.

Generally, you should read the novels first, and then review the online lecture. The lectures will be historical summaries, documentaries, or links to related information on the web. After you have completed reviewing the lecture, you should then access the assigned discussion board and post answers to the discussion questions (specific to the module) posted by the Discussion Leaders or the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit.

With exception to Units 1, 2, and 13, each unit covers

- a. One historical period
- b. One author
- c. One literary work
- d. At least one discussion board

Some units will require "checkin" tasks associated with the Article Essay or Journal article reviews as well.

2. Grading and Feedback:

All the course activities will be graded one week after the set due date. Rubrics are provided for each assignment. You can view rubrics before deadlines and can check your grades by going to **GradeBook**. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

3. Cheating/Plagiarism/Academic Dishonesty:

Academic honesty involves acknowledging the words or ideas of others. It is a basic element in almost all work you will do at the University. Using the words or ideas of other people without acknowledgement is called **plagiarism and is regarded as a type of theft. Students are expected to understand the principle of academic honesty and to avoid plagiarism.**

In order to avoid such a grievous offence, all students are expected to use documentation styles for papers, reports, and homework. You can access various documentation styles in any writing handbook or on Purdue OWL's webpage.

If you are in doubt about what constitutes plagiarism here at UTPB, you can see the

university's definition in The Student Handbook under "Student Conduct and Discipline," Section 50101.2.2. The UTPB Student guide says, "Scholastic dishonesty, includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Or, if you still have questions, you can make an appointment to see me. I will be more than happy to talk it over with you.

In this course, plagiarism in a paper is grounds for a grade of F on that paper, and all instances will be reported to the Dean of Students for further disciplinary actions. Fair warning: Your papers might be submitted to a software program where they will be checked for plagiarism. A second offense of plagiarism will result in an F in the course.

4. **Submission of Course Assessment Activities:**

Course assessment activities will be submitted in discussion forums, journal dropboxes, and assignment dropboxes. Keep in mind the following standards/practices for submission of assignments:

- a. All course assessment activity files that will be submitted to the instructor should be in MS Word or RTF
- b. Be sure follow MLA format for daily activities and provide the proper assignment heading.
- c. Always keep a copy of all the work you submit so that you will not need to re-do it if it should get lost in cyberspace.

2. **Make-Up/Late Submission Policy:**

Just as in a face to face course, if you do not have your homework or complete your classwork by a specific deadline, you will not receive credit and may not have the option to submit it late for partial credit. All course activities must be submitted before or on set due dates and times (please see the course Calendar for our course schedule). If you are unable to abide by the due dates and times, it is your responsibility to contact the instructor immediately to ask permission to submit work late one day before the deadline. It is the instructor's discretion to accept late work that is not associated with a university sanctioned excuse.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

3. **Accommodation for Students with Disabilities:**

Americans with Disabilities Act: Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations.

Students who have **provided all documentation** and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability

must contact Programs Assisting Student Study (PASS) Office, 432-552-2630, Leticia Madrid, madrid_l@utpb.edu.

The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantially limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. You may contact the instructor after class or during his/her office hours.

4. **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

For grade appeal process go to <http://ss.utpb.edu/dean-of-students/student-grievances/>.

5. **Netiquette:**

Anything you type in the discussion area is public - which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

1. Do not post anything too personal;
2. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity;
3. Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
4. Be courteous and respectful to other people on the list
5. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
6. If the posting is going to be long, use line breaks and paragraphs
7. Fill in a meaningful Subject Line
8. Write your full name at the end of the posting
9. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Refer to this link for additional help

on netiquette: <http://www.albion.com/netiquette/corerules.html>

6. Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on every day since this is a summer course. In a traditional face to face eight week summer class, students spend six hours in lecture. For every hour a student spends in class he/she should spend three hours outside of the course reading and completing assignments. Thus, the expectation is similar for this online course. Students will need to budget about 18-20 hours each week for reading, researching, and completing assignments. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation **on a daily basis** is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

7. Tracking:

Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

8. Absenteeism:

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least once a week. For summer courses you are required to log in everyday.

If I am going to be out because of ill health, attending a conference, etc you will be notified through email.

[Back to top](#)

Technical Requirements

Please visit the following page: <http://www.utpb.edu/online/reach/technical-requirements>

You will find:

1. Requirements

2. Plug In Helper
3. Set up Information
4. Links to 24/7 Help Desk

[Back to top](#)

Preparation for Computer Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Server problems

When the Blackboard server needs downtime for maintenance, the Blackboard administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

Complete Loss of Contact

If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), you need to call me at my office or on my cellphone, and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission.

[Back to top](#)

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Programs Assisting Student Study (PASS) 432-552-2630 http://www.utpb.edu/academics/undergraduate-success/pass-office
Admissions & Registration & Transcripts	(432) 552-2605 http://www.utpb.edu/admissions
Blackboard Technical Support	1-877-633-9152 (toll-free) UTPB Online Support Center at http://aa.utpb.edu/reach/requirements/
Bookstore	(432) 552-0220 http://www.bkstr.com/texas-permianbasinstore/home
Advising	UTPB E-Advisor at http://cas.utpb.edu/academic-advising-center/e-advisor/
Financial Aid and Scholarship	(432) 552-2620 http://www.utpb.edu/campus-life/financial-aid
UTPB Library	(432) 552-2370 The J. Conrad Dunagan Library Online at http://library.utpb.edu/
Student Services	http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course). Student Success Center: http://www.utpb.edu/academics/undergraduate-success/success-center

[Back to top](#)

End-of-Course Evaluation & Instructor Evaluation

Every student must complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. There are three options to access the survey

1. You may follow the link in the email to complete the survey using the same credentials to access your courses here.
2. When entering Blackboard you will see a list of surveys for you to complete
3. A button on the left hand menu bar will lead you to the survey from inside your course.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

[Back to top](#)

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

[Back to top](#)

Academic honesty involves acknowledging the words or ideas of others. It is a basic element in almost all work you will do at the University. Using the words or ideas of other people without acknowledgement is called **plagiarism and is regarded as a type of theft. Students are expected to understand the principle of academic honesty and to avoid plagiarism.**

In order to avoid such a grievous offence, all students are expected to use MLA style for papers, reports, and homework. A good discussion on this topic can be found in your text, *Handbook for Writers*, Chap. 19.

If you are in doubt about what constitutes plagiarism here at UTPB, you can see the university's definition in The Student Handbook under "Student Conduct and Discipline," Section 50101.2.2. The UTPB Student guide says, "Scholastic dishonesty, includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Or, if you still have questions, you can make an appointment to see me. I will be more than happy to talk it over with you.

In this course, plagiarism in a paper is grounds for a grade of F on that paper, and all instances will be reported to the Dean of Students for further disciplinary actions. Fair warning: Your papers might be submitted to a software program where they will be checked for plagiarism. A second offense of plagiarism will result in an F in the course.

Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	May 4 Module 1: Complete Unit 1 assignments	5 Module 1: Complete Unit 2 assignments	6 Module 1: Unit 3: 1. Complete Unit 3 readings and watch Unit 3 documentary. ----- 2. Complete Unit 4 readings ----- 3. Discussion Leaders post prompts for DB 2 and DB 3	7 Module 1: Initial responses to DB2 and 3 Due	8	9 Module 1: Complete all remaining tasks in Units 3 and 4
10 Module 2: Discussion Leaders for DB 4 and DB 5 post prompts	11 Module 2: Complete all readings for Unit 5; watch the Reisen interview	12 Module 2: Complete all readings for Unit 6	13	14 Module 2: Initial responses to DB 4 and 5 Due	15	16 Module 2: Complete all remaining tasks for Units 5 and 6

17 Module 3: Discussion Leaders for DB 6 and DB 7 post prompts	18 Module 3: Complete all readings for Unit 7	19 Module 3: Complete all readings for Unit 8	20	21 Module 3: Initial responses to DB 6 and 7 due.	22 Group Discussion 1: Research Topic due	23 Module 3: Complete all remaining tasks for Units 7 and 8
24 Module 4: Discussion Leaders for DB 8 post prompts	25	26 Module 4: Complete all readings for Unit 9	27	28 Module 4: Initial responses to DB 8 due	29	30 Complete all remaining tasks for Unit 9
31 Module 5: Discussion Leaders for DB 9 post prompts						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	June 1	2 Module 5: Complete all readings for Unit 10	3 Module 5: Post Annotated Bibliography on Group DB 2	4 Module 5: Initial responses to DB 9 due	5	6 Complete all remaining tasks for Unit 10
7 Module 6: Discussion Leaders	8	9 Module 6: Complete all readings for	10 Module 5: Post Proposed	11 Module 6: Initial responses	12	13 Complete all remaining tasks for Unit 11

for DB 10		Unit 11 and watch <i>Why Books Are Banned</i>	Article Essay Outline on Group DB 3	to DB 10 due		
14 Module 7: Discussion Leaders for DB 12	15	16 Module 7: 1. Complete all readings for Unit 12 2. Post initial response to DB 11	17 Module 7: Complete DB 11	18 Module 7: Initial responses to DB 12 due	19	20 Complete all remaining tasks for Unit 12
21	22 Module 8: Post Article Essay in Group Discussion 4	23	24 Module 8: Complete Group Discussion 4	25	26 Module 8: Submit final draft of Article Essay	27 REST: Semester has ended!!!
28	29 Dr. Rougeau will be in her office 10am to noon	30				