

## Course Enhancement Rationale

**Course Dept/Number:** ENGL 252

**Course Name:** Aspects of the Novel

**Instructor:** Judith Pike

**Gen Ed Cr:**  Yes or  No

**Total Credits:** 4

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

The enhancements of this course are centered upon students' development of undergraduate research and scholarship, which were not components of this course prior to its enhancement. With this new curricular model, I will be able to take the students to a more advanced and complex level of academic research, writing and critical inquiry. These enhancements will move the students from single, text-based literary analyses to multiple text-based analyses with the integration of secondary sources. Their first paper will be shorter (5-7 pages) and only requires two outside sources (scholarly articles or chapters in books), while the second essay will be longer (7-10 pages) and requires five outside sources (scholarly articles or chapters in books). Prior to the enhancement, both papers were shorter and did not require students to do outside research and to integrate that research into their essays. Undergraduate scholarship is extremely rigorous because it requires students to do several enhancements in order to produce a scholarly

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paper. In the first five weeks, students will be reading more material per class (“**Increased Course Content**”) along with new written assignments that will introduce students to the methodology of literary analysis (“**Higher Level of Critical Thinking Exercises**”) ( **10 added hours**). In the following weeks, we will begin the “**Research and Information Technology**” component (**15 added hours**), where students will be learning how to use academic databases and research tools at the library. There will be “library labs” and lab reports that will stair step them through the research process, which will refine their information literacy skills and introduce them to research methodology. Their research will also require them to comb through many sources in order to find ones that are best suited to their project, which leads to the next component.

The production of undergraduate, scholarly papers requires both “**Increased Course Content and Collateral Readings**” of the secondary source materials as well as “**Higher Critical Thinking Skills**” in terms of the integration of their research materials and the writing of their essays (**20 added hours: 6.5 for first essay and 13.5 for the second essay**). While the new, enhanced paper is only 2 pages longer than the non-enhanced, former paper, the formula of one hour per page formula does not work in this instance. For there will be added hours needed for research and collateral reading. For the students must conduct research outside of class time to find secondary sources. They will also have to read and assess these sources, required by this enhanced essay assignment, which calculates more like 3 hours per page ratio. Moreover, there are other written assignments, such as the writing of a prospectus and abstracts that function as early “drafts” of these essays that need to be folded into the writing process of these final papers. Thus, for the first essay, 7.5 hours is added/needed for this enhanced essay of 5-7 pages with two outside sources, and 13.5 hours would be needed for the second essay which is 7-10 pages along with an increase of outside sources to seven. Inevitably, the students will have to read more than the seven (collateral readings) articles in order to find the best ones suited for their topic. While all of the stages of their research will necessitate higher levels of critical thinking, the most rigorous aspects concern the students’ ability to read critically and assess both the primary and secondary sources and to be able to present a more informed perspective on the novel and criticism in their final essays.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

Since the research and production of a scholarly paper is a critical process that will entail new modes of research, intellectual inquiry and writing for our students, I will be working very closely with the students. For example, I will be setting up a series of training sessions at the library with the students outside of the regular “seat” class time. This new curricular model allows me to have this time to teach the students how to conduct library research using academic databases and interlibrary loan in hands on model. I will also have a series of library lab reports for them to write up, to which I will respond and give them feedback to insure that students are both using their research time effectively and in a direction suited for their paper. These “lab reports” will help them with the stages of research, including the process of assessing the research materials and to determine whether the materials befit their projects and then guide them on how to use them for their research. Part of the enhancement (as part of the 35 hours of Option 2 “Undergraduate Research” and Option 4 “Critical Thinking”) will necessitate extra office hours devoted to meetings with the students, for they will need extra guidance. I know from experience that engaging students in undergraduate scholarship requires much guidance and individual conferences will be employed to go over the students’ research materials, abstracts and drafts of their final project.

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3. Discuss the estimated time expected for students (and faculty) to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

I have delineated above how the 45 hours will be divided into 3 components of Option One “Increased Course Content and/or Collateral Readings,” Option Two “Undergraduate Research and Information Literacy” and Option Four “Higher Level Critical Thinking Exercises.” The first **10 hours** are for **Option One and Four**, where in the first five weeks of the semester students will be required to do more reading per class and responds critically in exercises that will give them a baseline for their later formal writing assignments. The next **15 hours** will be divided over the next ten weeks of the semester with the **Option Two**, where there will be documented library and research assignments to insure that students spend this time wisely. For the remaining **20 hours**, I have explained above the breakdown of time with 6.5 hours devoted to the first 5-7 page and 13.5 added hours for the second 7-10 page essay and would entail **Option Two and Four**.

4. Discuss how the enhancement will be assessed.

I will be able to assess the enhancements in one sense quite concretely. While students often rely on Google searches for their research, what students will be doing for their research in this course will entail a more involved and specialized research methodology, which I can assess quite concretely the through their library lab reports and written assignments as to their degree of proficiency or expertise with the research and assessment of source materials. These assignments will be part of the final course grade in two senses. First, these lab assignments count as 10% of their grade; secondly, this research will be the basis for their other written work and will effect these other grades.

I will also be able to assess quite readily the development of their scholarship and higher critical thinking skills through their engagement with their primary and secondary source materials, which will be graded at different stages from homework assignments (part of the 20% of course work) to final essays (part of the 40% of the grade). Finally, all their submitted work will be readily assessed to see what level of expertise the students have achieved in the three areas/options upon which this enhancement of the course will focus. Their essays are the culmination of the three options employed throughout the semester.

I will also include questions on the student’s evaluation of the course regarding the kinds of enhancements used, by asking them specific questions about each of the three areas (Option One, Two and Four).

**5. For Gen Ed Courses Only:** Identify the student learning goals (Appendix F of SU Catalog) addressed through the enhancement for this course.

**Skills:** 1) Critical thinking (addressed above)

2) Command of language: The scholarship that the students will be engaged in requires a much more advanced level of reading and articulation and communication of ideas. They must also write at a more sophisticated level due to the greater synthesis of materials and ideas that these assignments entail.

## **Course Enhancement Rationale**

4) Information literacy: All the research they will be doing will require a new command of information literacy.

5) Interpersonal Communication: They will be working in groups for library labs and some of the assignments will be collaborative.

### **Knowledge**

1) Breadth of Knowledge: Their research will broaden their knowledge of both research methodology and academic scholarship.

b) Literature

c) Civilization: The research they will be doing is on subjects that will give them greater knowledge about critical historical periods: Victorian England & Imperialism and early 20<sup>th</sup> century and Race relations

### **Dispositions**

1) Their research will expose them to discussions about the issue of tolerance or lack thereof and its devastating consequences.

**English 252: Aspects of the Novel**  
**Fall 2007**

**Dr. Pike**

**Office:** HH 379 (410-543-6440)

**Office Hours:** M/W 12-2 by appointment (E-mail: [jepike@salisbury.edu](mailto:jepike@salisbury.edu))

**Texts:**

Shelley, *Frankenstein*

Stoker, *Dracula*

Kafka, *Metamorphosis*

Conrad, *Heart of Darkness*

Ellison, *Invisible Man*

This course provides an introduction to the novel and an overview of its development with focus of the concept of estrangement and acculturation. We will encounter individuals who are estranged in their environment and/or culture and either struggle to acculturate themselves or remain on the outside of society for various reasons. We will begin with the romantic period of the 19<sup>th</sup> century, where we will see how both artists and writers celebrate the role of the individual as outcast and inaugurate a new concept of the individual as portrayed in Shelley's *Frankenstein*. Next, we will move into the Victorian period where the issue of estrangement and acculturation become defined in new ways by England's quest to expand and protect the British empire and its imperialist mission. While we find in Stoker's novel the Victorian formulas for acculturation and new models of masculinity and femininity, by the early twentieth century these models were questioned once again. In Kafka's novella we discover an individual who is quite acculturated into to norm in many ways but ironically he becomes as estranged as the Creature in Shelley's novel. Lastly, we will look at a young man's struggles to acculturate into a society that excludes him; he must learn that he is estranged not only from others but from himself as well. Ellison ends his novel with a new model of acculturation that requires all Americans to acculturate themselves anew.

You are responsible for both the readings as well as for the assignments along with active participation in class discussions. This course is in accordance with SU's Writing Across the Curriculum requirement. Papers and exams will account for 80% of your grade and quizzes 20% (announced and unannounced). Late papers will be penalized.

Attendance policy: You are allowed to miss two quizzes. At the end of the semester I will drop two quiz grades (your lowest quizzes or two missed quizzes); any other absences will adversely affect your grade. Students should reserve an absence for an unexpected illness or personal/family emergency; medical appointments, job interviews, etc., should be scheduled for other times. The following schedule is subject to minor alterations if necessary.

Homework policy: If you miss a class, you are responsible to get the assignments and class notes from other students in the class (get phone numbers & e-mail addresses from students in the class). I will not accept e-mail messages or phone calls for missed class assignments. It is your responsibility to get that information from other students in the class.

Essay Assignments: You will submit two formal essays this semester. You must submit you essay electronically to [www.turnitin.com](http://www.turnitin.com) as well as a submission of a hard copy to me in class on

the due date. Any papers turned in after the start of the class or thereafter will be penalized a letter grade, and each day thereafter will receive a letter grade deduction per day late.

Any essays that have been cited for academic dishonesty will receive at the minimum a zero for the assignment and the maximum penalty will be an “F” for the course due to academic dishonesty.

### **ACADEMIC DISHONESTY/PLAGIARISM Policy**

The English Department takes plagiarism, the unacknowledged use of other people’s words or ideas, very seriously. As outlined in the Student Handbook under the “Policy on Student Academic Integrity,” plagiarism may receive such penalties as failure on a paper or failure in the course. The Department’s Plagiarism Committee determines the appropriate penalty in each case, but bear in mind that the committee recognizes that plagiarism is a very serious academic offense and makes its decisions accordingly. Since research papers are a very important component of this class, please familiarize yourself with the details below.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else’s original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of *Works Cited* or *Works Consulted* at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

### **University Writing Center**

The Writing Center is at Herb’s Place (GUC 213), where trained consultants will be ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In accordance with Salisbury University’s mission to foster a student-centered learning community, the writing center is a student-centered place; therefore, visits are not mandatory.

Tentative Assignment Schedule:

Aug	27	<b>Introduction to Romanticism</b>
	29	Shelley, <i>Frankenstein</i> , 1-15
	31	Shelley, <i>Frankenstein</i> , 17-34
Sept	3	Labor Day
	5	Shelley, <i>Frankenstein</i> , 34-51
	7	Shelley, <i>Frankenstein</i> , 52-73

- 10 Shelley, *Frankenstein*, 73-85  
 12 Shelley, *Frankenstein*, 85-97  
 14 Shelley, *Frankenstein*, 98-114
- 17 Shelley, *Frankenstein*, 114-134  
 19 Shelley, *Frankenstein*, 135-156  
 21 Stoker, *Dracula*, Chapters 1-3
- 24 Stoker, *Dracula*, Chapters 4-6  
 26 Stoker, *Dracula*, Chapters 7-9  
 28 Essay due (3-5 pages)
- Oct. 1 Stoker, *Dracula*, Chapters 10-12  
 3 Stoker, *Dracula*, Chapters 13-15  
 5 Stoker, *Dracula*, Chapters 16-18
- 8 Stoker, *Dracula*, Chapters 19-21  
 10 Stoker, *Dracula*, Chapters 22-24  
 12 Stoker, *Dracula*, Chapters 25-27
- 15 Kafka, *Metamorphosis*  
 17 Kafka, *Metamorphosis*, cont.  
 19 Exam I
- 22 Conrad, *Heart of Darkness*  
 24 Conrad, *Heart of Darkness*  
 26 Conrad, cont.
- 29 Conrad, Cont.  
 31 Ellison, *Invisible Man* 3-46
- Nov 2 Ellison, *Invisible Man*, 35-46
- 5 Ellison, *Invisible Man*, 47-70  
 7 Ellison, *Invisible Man*, 71-97  
 9 Ellison, *Invisible Man*, 98-135
- 12 Ellison, *Invisible Man*,  
 13 Ellison, *Invisible Man*, 135-195  
 15 Exam II
- 20 Ellison, *Invisible Man*, 196-261  
 22 Ellison, *Invisible Man*, 261-332

#### Thanksgiving Break

- 27 Ellison, *Invisible Man*, 333-363  
 29 Ellison, *Invisible Man*, 364-416  
 Dec. 1 Ellison, *Invisible Man*, 417-461

- 4 Ellison, *Invisible Man*, 462-500
- 6 Ellison, *Invisible Man*, 501-540
- 8 Ellison, *Invisible Man*, 541-581

## Exam Week

Final Exam paper due (3-5 pages)(TBA)

**English 252: Aspects of the Novel**  
**Fall 2008**

**Dr. Pike**

**Office:** HH 379 (410-543-6440)

**Office Hours:** M/W 12-2 by appointment (E-mail: [jepike@salisbury.edu](mailto:jepike@salisbury.edu))

**Required Texts:**

Shelley, *Frankenstein*

Stoker, *Dracula: A Norton Critical Edition*

Kafka, *Metamorphosis*

Conrad, *Heart of Darkness*

Ellison, *Invisible Man*

**Sundquist, *Cultural Contexts for Ralph Ellison's Invisible Man***

This course provides an introduction to the novel and an overview of its development with a focus of the concept of estrangement and acculturation. We will encounter individuals who are estranged in their environment and/or culture and either struggle to acculturate themselves or remain on the outside of society for various reasons. We will begin with the romantic period of the 19<sup>th</sup> century, where we will see how both artists and writers celebrate the role of the individual as outcast and inaugurate a new concept of the individual as portrayed in Shelley's *Frankenstein*. Next, we will move into the Victorian period where the issue of estrangement and acculturation becomes defined in new ways by England's quest to expand and protect the British Empire and its imperialist mission. While we find in Stoker's novel Victorian formulas for acculturation and new models of masculinity and femininity, by the early twentieth century these models are questioned once again. In Kafka's novella, we discover an individual who is quite acculturated into the status quo, but ironically he becomes as estranged as the outcast Creature in Shelley's novel. Lastly, we will look at a young man's struggles to acculturate into a society that excludes him; however, he must learn that he is estranged not only from others but from himself as well. Ellison ends his novel with a new model of acculturation that requires all Americans to acculturate themselves anew.

You are responsible for both the readings as well as for the assignments along with active participation in class discussions. This course is in accordance with SU's Writing Across the Curriculum requirement.

**Course Enhancement: This is a four-credit course which includes increased course content and collateral readings, undergraduate research and information literacy and higher levels of critical thinking exercises. The enhancements of this course are centered upon a undergraduate research and scholarship, which were not components of this course prior to its enhancement. With this new curricular model, you will move into a more advanced and complex level of academic research, writing and critical inquiry. These enhancements will move you from single, text-based literary analyses to multiple text-bases analyses with the integration of secondary sources. Your first paper will be shorter (5-7 pages) and only requires two outside sources (scholarly articles or chapters in books), while the second essay will be longer (7-10 pages) and requires five outside sources (scholarly articles or chapters in books). Prior to the enhancement, both papers were shorter and did not require students to do outside research and to integrate that research into their essays. Undergraduate scholarship is extremely rigorous**

because it requires students to synthesize several enhancements in order to produce a scholarly paper. These enhancements are means to guide you into undergraduate scholarship. In the first five weeks, there will be increased course content and critical thinking assignments (10 added hours), which will introduce you to literary analysis along with the use of citations, explication of citations and a review of MLA citation format). Afterwards, we will begin the research and information technology component (15 added hours) where you will be learning how to use academic databases and other research tools and technology at the library, which will entail collaborative and independent learning. There will be “library labs” and lab reports that will stair step you through the research process, which will refine your information literacy skills and introduce you to research methodology. The last component is the integration of your research materials (secondary sources) and primary source (novel). For this last component (20 added hours), you will be producing two scholarly, research papers on two different literary texts. With the first paper, I will be offering much greater guidance and tutorials; however, your second paper will require you to do more independent research with the aim of having you discover the joys and challenges of independent learning. I will, however, offer conference consultations for both papers to provide feedback.

**Grading Percentages:**

Essay # 1 (5-7 pages)	15% (Essay will require 2secondary source materials)
Essay # 2 (7-10 Pages)	25% (Essay will require 5 secondary source materials)
Library Lab Reports	10% (Research & Source Material Evaluations)
Written Assignments	20% (Homework)
Exam # 1`	10%
Exam # 2	10%
Quizzes	10%

**Due dates for lab reports, written assignments and homework are solid due dates.** Late work will not be accepted. Late papers will be penalized a letter grade per day late.

Attendance policy: You are allowed to miss two quizzes. At the end of the semester I will drop two quiz grades (your lowest quizzes or two missed quizzes); any other absences will adversely affect your grade. Students should reserve an absence for an unexpected illness or personal/family emergency; medical appointments, job interviews, etc., should be scheduled for other times.

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2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else’s original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of *Works Cited* or *Works Consulted* at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

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The following schedule is subject to minor alterations if necessary.

#### **Week One**

##### **Introduction to Romanticism & Key Course Concepts**

Shelley, *Frankenstein*, 1-34

##### **Typed citation exercise due**

Shelley, *Frankenstein*, 17-34

##### **Typed Homework #1 due (citations required & MLA format)**

#### **Week Two**

Labor Day

Shelley, *Frankenstein*, 34-73

Shelley, *Frankenstein*, 52-85

**Typed Homework #2 due (citations required)**

Week Three

Shelley, *Frankenstein*, 85-114

Shelley, *Frankenstein*, 114-156

Shelley, cont.

**Typed Homework #3 due (citations required)**

Week Four

Stoker, *Dracula*, Chapters 1-3

Stoker, *Dracula*, Chapters 4-6

Stoker, *Dracula*, Chapters 7-10

**Typed Prospectus on *Dracula* Subtext due**

Week Five

**Exam I**

Stoker, *Dracula*, Chapters 11-14

Stoker, *Dracula*, Chapters 15-18

Week Six

Stoker, *Dracula*, Chapters 19-22

Stoker, *Dracula*, Chapters 23-25 **Library Labs Begin**

Stoker, *Dracula*, Chapters 26-27

**Read articles in the Norton Critical Edition:**

**Christopher Craft "Gender Inversion in Bram Stoker's *Dracula*," 444-459 & Stephen D. Arata "The Occidental Tourist: *Dracula* and the Anxiety of Reverse Colonization," 462-470**

Week Seven

Kafka, *Metamorphosis* **Library Lab Report #1 due**

Kafka, *Metamorphosis*, cont.

Conrad, *Heart of Darkness* **Library Lab Report #2 due**

Week Eight

Conrad, *Heart of Darkness* **Abstract due & Conference Assignments**

Conrad, *Heart of Darkness*

Conrad, *Heart of Darkness* **Conferences**

Week Nine

Conrad, *Heart of Darkness* **Conferences**

Conrad, *Heart of Darkness*

Conrad, cont.

Week Ten

**Essay # 1 Due**

Ellison, *Invisible Man* 3-46

**Readings from Sundquist, *Cultural Contexts for Ralph Ellison's***

***Invisible Man* 33-38 (Booker T. Washington) & 39-47 (W.E.B. DuBois)**

Ellison, *Invisible Man*, 35-46

Week Eleven

Ellison, *Invisible Man*, 47-70

Ellison, *Invisible Man*, 71-97

**Readings from Sundquist, 56-65 & 66-71 (Langston Hughes & Myrdal)**

Ellison, *Invisible Man*, 98-135

**Readings from Sundquist, 159-171 (Alain Locke)**

Week Twelve

Ellison, *Invisible Man*, 135-195

**Readings from Sundquist, 117-131 (Vernacular Culture)**

Ellison, *Invisible Man*, 196-261

Ellison, *Invisible Man*, 261-332

Week Thirteen

**Exam II**

Ellison, *Invisible Man*, 333-363 **Library Lab Assignment # 3 due**

Thanksgiving Break

Week Fourteen

Ellison, *Invisible Man*, 364-461 **Library Lab Assignment # 4 due**

Ellison, *Invisible Man*, 462-500 **Abstract & Annotated Bibliography due**

Ellison, *Invisible Man* 501-540

Week Fifteen

4 Ellison, *Invisible Man*, 541-581 **Draft due**

6 Ellison, *Invisible Man* **Conferences**

8 Ellison, *Invisible Man* **Conferences**

Exam Week

**Conferences**

Final Exam paper due (TBA)