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# ENGL 2120.009

## World Literature

Fall 2016 • Clemson University  
MWF, 8-8:50 a.m. • DANL 405

*Instructor:* Steph Stripling

*Email:* sstripl@clemson.edu

*Office Hours:* Strode 517, MWF 10-11a.m. and by appointment

*Satellite Office Hours:* 448 Brackett Hall MWF 1:30-3:30 p.m.

*Digital Communication:* Slack, Office 365 chat, Google hangout, or Skype

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### Course Overview:

*Wordsmiths: The Art & Evolution of Storytelling in Folklore & Fairy Tales*

Fairy tales and folklore began with oral tradition – storytelling. These stories were told from memory and passed down from generation to generation; they were also passed along from place to place by travelers passing through. Stories are easily recalled, and this call to memory empowers them to influence people, change cultures. They serve as warnings, as blessings, as wishes, and as critiques. When writers began collecting fairy tales and folklore, they recognized this power and, in the spirit of creative authority, explored variations of these oft-told tales. In this course, we will explore a variety of fairy tales and folklore in several iterations, including print genres and visual compositions. Although we will only be close-reading literature from one particular genre, as a critical thinking course, we will be challenging ourselves to draw a variety of parallels between these long-lived stories, their historical influences, and the influences they have on western society as we know it today.

### General Education Requirement

This seminar meets the General Education requirement for Arts and Humanities literature (3 credits): demonstrates an understanding of the arts and humanities in historical and cultural contexts.

### Student Learning Outcomes

#### Literary Analysis

- Analyze a text both objectively and subjectively.
- Infer the historical context (time, place, author, motivation, etc.) of a text from its characteristics, and justify one's inference.
- Develop explanations for historical and contemporary issues, trends, and problems.
- Compare and contrast different texts to provide evidence of change or growth through history, across cultures, across locations, or in a particular author.

#### Critical Thinking

- Analyze multi-dimensional challenges.
- Extrapolate from one conceptual context to others.
- Synthesize alternative solutions to complex challenges

#### Cogent Writing

- Evaluate primary and secondary sources to conduct research.
- Explain complex ideas effectively



### Required Course Textbooks

Purchase these print editions in the Campus Bookstore:

Hallett, Martin and Barbara Karasek, eds.  
*Folk & Fairy Tales*. 4th edition.  
Peterborough, Ontario: Broadview Press, 2009.

Hallett, Martin and Barbara Karasek, eds.  
*Fairy Tales in Popular Culture*.  
Peterborough, Ontario: Broadview Press, 2009. 9781554591633

Custom Book for Critical Thinking/Literary Analysis, white cover; will say: *Stephanie Stripling/Clemson University/ENGL 2130 British Literature /2120 World Literature*. ISBN: 9781554591640

Slack account - free sign-up using this link:  
<https://21209fa16.slack.com/signup>

### Requirements

This class is participating in the Clemson Thinks<sup>2</sup> (CT<sup>2</sup>) campus-wide Quality Enhancement Plan that focuses on undergraduate critical thinking, a skill that is invaluable for your success in college and in your career pursuits after graduation.

## How this Course Works<sup>1</sup>

This course uses an unconventional approach to assessing student learning called specifications “specs” grading. (If you’re curious about this approach, see this overview (<https://www.insidehighered.com/views/2016/01/19/new-ways--grade-more-effectively-essay>)). Instead of grading each assignment on a measure of “quality”, everything will be assessed as Satisfactory/Unsatisfactory based on whether a student demonstrated the stated learning goals. Assignments are broken into two groups: non-negotiable and optional. All six assignments in the non-negotiable group must be completed by every student in order to pass the course with a D. In the optional group, students will choose how many specs they would like to complete to earn the grade they want; there are five specs in the optional group. The grade breakdown can be found in the lists on page 4.

Note that this is a new learning system for all of us, and I agree to take however much time is needed to ensure that students understand expectations and practices, and am poised to help you reach your desired level within the system. My goal is to help each student achieve Satisfactory learning on all components of the course that you undertake, and to be transparent about expectations for learning throughout the term. This will require communication on both parts: yours and mine.

### “Specs” Grading

All assignments in the course will be assessed as Satisfactory/Unsatisfactory, with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as “minimally competent” (as is typical for a “C” grade), but rather as a mark of having achieved the assignment’s learning goals and specifications (both of which will be stated in the assignment itself) (probably equivalent to a “B” grade). Either an assignment meets the goals, or it does not – there is no gradation of assessment.

The only letter grade that will be given in the course will be your final grade, and it will reflect the number of options you succeeded in completing. The final letter grade is not an assessment of your intelligence, your abilities, or your value as a person – in fact, I never will grade “you” directly, and grading is never a reflection of who you are as a person. Rather, the grade reflects what you demonstrated that you learned in this course. No more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might choose that passing the course with a “C” is sufficient for your goals – it’s perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors at Clemson and beyond. If you strive to get an “A” in the course and maximize your learning, you should know that you are taking on that work and challenge yourself, and should make sure you are in a personal and academic situation to achieve that level of engagement.

### Tokens

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility – and most of all, to maximize opportunities for learning – every student starts the course with 3 virtual tokens that can be “exchanged” for some leniency or opportunities for revision. Using a token will allow a student to do one of the following:

- Eliminate an absence from their attendance record
- Count an Unsatisfactory or not completed assignment as Satisfactory
- Submit a non-negotiable assignment up to 48 hours late without penalty (including weekends)

I will track your tokens throughout the semester. You will be responsible for sending me an email or Slack text when you choose to exchange a token, and establishing what they will be exchanging the token for. Once you have used a token, you may not get it back, so use them wisely.

Exchanging tokens for absences will happen at the end of the term.

<sup>1</sup> Specs grading description has been borrowed and adapted from Dr. Jason Mittell of Middlebury College @ <https://justtv.wordpress.com/2016/02/16/rethinking-grading-an-in-progress-experiment>

## Topical Outline

Unit 1: Little Red Riding Hood  
Unit 2: Sleeping Beauty  
Unit 3: Cinderella  
Unit 4: Growing Up (Is Hard to Do)  
Unit 5: The Enchanted Bride(Groom)  
Unit 6: The Trickster & Villains  
Unit 7: A Less Than Perfect World

The first six Mondays of the term will focus specifically on the art of Critical Thinking.

The last month of the term will be dedicated to individual practice in close reading and contextual analysis on a particular unit of readings in a "choose your own content", or CYOC, format.

Please note that, due to professional obligations of the instructor, part of this course will be hybridized. Students will have the opportunity to attend guest lectures on Critical Thinking and visit the library for individualized research strategy sessions; during this time, students will be expected to submit assignments online before the posted deadline.

### Assignment Lists

The following six assignments are specs that each student must meet in order to pass the course with a "D". These are considered "non-negotiable" course specs, and students must meet all of the specs of each individual assignment in order to earn a Satisfactory:

- Critical Thinking Pre-Test
- Team Teaching
- 6 Literature Quizzes
- Poster Presentation
- Critical Thinking Post-Test
- Final Exam

The following five assignments are considered "optional" course specs, and students may choose a selection of these to earn the grade that they would like to earn in the course. Students will complete these assignments on their own time and must meet all of the specs of each individual assignment in order to earn a Satisfactory:

- 6 Critical Thinking Quizzes
- 4 Critical Thinking Reflections
- 6 Literature Reflective Writings
- 2 Visiting Lecturer Assignments
- Midterm Conference

In order to earn a "C" for the course, students will need to earn a Satisfactory on 3 Optional specs.

In order to earn a "B" for the course, students will need to earn a Satisfactory on 4 Optional specs.

In order to earn a "A" for the course, students will need to earn a Satisfactory on all 5 Optional specs.

The following non-negotiable assignments are designed to significantly enhance your critical thinking skills through literary analysis.

### Team Teaching Assignment:

For this assignment, students will work together in teams to teach in one unit of the course. Each team will be graded on several components, including: preparing the other students in the class to take a quiz written by me; shared workload; and preparation/presentation quality. Team teaching presentations will be on Wednesday & Quizzes will be on Friday during 7 weeks of the first part of the course. Teams will sign up for teaching content choices during the first week of the term. Students will also be able to grade teammates. A passing teammate score is a required specification for this assignment.

### Literature Quizzes (6):

Each team member will choose 1 question from the list of questions provided to address and answer fully. Fully answered questions will be in complete sentences, have a thesis/argument that answers the dominant inquiry of the prompt, and have correct grammar & mechanics. A fully answered question should average around 250 words.

A Satisfactory quiz will have all answers on one document submitted for the entire group; this document will be properly formatted with the header required for my course (all contributing team members' names on line 1), 1" margins and appropriate font (see syllabus). Title, in-text citations and Works Cited page will not be required for quizzes.

Students who are absent for the in-class quiz will have until 11:59pm the following Sunday night to submit 2 fully answered questions in order to earn a Satisfactory grade for this assignment.

### Poster Presentation Assignment:

For this assignment, students will be creating e-posters to present both the literary analysis and the critical thinking skills they have learned in this course. Think of this as your opportunity to prove that you learned enough to make your preferred grade for the course. The purpose here to help students recognize and acknowledge what they've learned in the course by showing that their work has met the student learning outcomes. This is a choose-your-own-content, or "CYOC" assignment.

There are three main components to this assignment, that must be submitted complete and on time in order to earn a Satisfactory:

- poster URL
- presentation notes
- reflection essay

### Final Exam Assignment:

This assignment is intentionally open-ended. There will be specific requirements (specs), but beyond these specs, you can be as creative/generic as you want. Your questions can be open-ended or multiple choice and everything in-between. You will both create and take your exam - choose your own adventure! :) The entire exam must meet all 9 SLOs.

### Critical Thinking Pre-Test and Post-Test:

Additionally, students will be required to take the California Critical Thinking Skills Test (CCTST) at the beginning and end of the course, during assigned class meeting times.

The CCTST is the critical thinking test that the students in CT2 classes take as pre and post tests. The CCTST is one of the most widely used tests in education, business, and government. The CCTST is not only a test but it is also a fairly rigorous exercise in the use of critical thinking skills. The test should take you around 45 minutes total. At the conclusion of the test you will receive a score report giving your overall score and your performance in each of the sub-categories of CT.

**\*\*Rubrics indicating specifications that need to be met to earn Satisfactory on all assignments in this course are available in Canvas.\*\***



The following assignments are designed to significantly enhance your critical thinking skills through reflection and guidance.

### Critical Thinking Quizzes (6):

Students must make at least an 80% on this quiz to earn a Satisfactory grade. Multiple attempts will be allowed up until 11:59pm the Monday of each unit.

### Critical Thinking Reflections (4):

These assignments will be due on the last day of every month (Aug-Nov).

A Satisfactory reflection will be submitted on time and complete. A complete reflection will be 500-750 words; have at least 80% correct grammar & mechanics - complete sentences, paragraphs, appropriate page formatting; and include a self-reflective component that answers the following questions, at minimum: 1) has your understanding of CT changed in the past month? If so, how? If not, why?, 2) What are at least 3 concepts of Critical Thinking that you have applied in the past month for this course? In what aspect of the course were these applied?, 3) Have you applied any CT skills to life outside of our course? If so, describe. If not, describe ways you might be able to in the future., 4) Which CT component have you found the most useful this month? Explain.

### Literature Reflective Writing (6):

These assignments will be due on the 15th and last day of every month (Aug-Nov).

A Satisfactory reflection will be submitted on time and complete. A complete reflection will be 500-750 words; directly refers to at least 3 components of Critical Thinking covered that month; has at least 80% correct grammar & mechanics - complete sentences, paragraphs, appropriate page formatting; and includes a self-reflective component that answers the following questions, at minimum: 1) Do you feel as if your literary analysis skills have improved (since the last reflection)? Defend. 2) What are at least 3 concepts of Literary Analysis that you have applied in the readings (since the last lit reflection)? In what aspect of the course were these applied (which specific assignments/events)?, 3) How has your understanding of the reading topic changed from analyzing the con/texts? 4) Which aspect of literary analysis have you found the most useful this month? Explain.

### Visiting Lecture Assignments (2):

To earn a Satisfactory grade for this assignment, students must earn at least an 80%, or meet all specifications for the assignment, depending on the criteria provided by visiting lecturer. The assignment must be submitted online to Canvas complete and on time by 11:59pm the Friday night of the respective week (Critical Thinking, 21 October and Library, 28 October).

### Midterm Conference:

To earn a Satisfactory for this assignment, students must meet the following specifications: sign up for a conference appointment at least 24 hrs in advance for the week assigned to conferences - first come, first served; arrive on time for conference meeting and plan to stay for at least 10 minutes; come to conference prepared with at least 3 specific questions - in writing - about the course, so far; come to conference with at least 2 specific questions - in writing - about the remainder of the course; submit the 5 written questions to Canvas by 11:59pm on 14 October, along with a short (100-250 word) note addressed to me. This note should whether or not your questions have been answered; if so, how? and if not, why do you think this?. It should also incorporate a self-critique of the level of effort you have put into the course up to this point, and if any changes need to be made, include specifics.

**\*\*Rubrics indicating specifications that need to be met to earn Satisfactory on all assignments in this course are available in Canvas.\*\***



## Course & University Policies (A-Z)

### 5VgBWg

5Wj YdUjWUjcb UbXyb[U Ya YbhgUj Yfnja dcfUbhWa dcbYbhcZa nMw fgYUbX=Yl dYWgi Xiblg  
lc Yyb UhXbWcb hYXing \Yb'ci f'Wgga Yng HJlgU\mf]XWw fgZgc hYfYk ]~VZk Yf  
fYei jfXXingcZUhbXbWb hYfYkci XWY]bUhUj]cbU Wgffcca gYHj] /hYfYk ]~VY' - Wgg  
a YHj]g hUfYbchcdh]cbU" =Zmi 'a lgg' 'cf'a cfYcZ hYgYXing hYb'mi k ]~Yfb Ub U lca UjWUj  
Zcf'a nMbHfYw fgY'9j Yfnji XibhgU'ck YXlc 'a lgg' Wgga YHj]gk ]h'ci hdybUhn

If I (the instructor) am more than 15 minutes late to a class meeting, and have not contacted you via Slack, then you are welcome to leave the classroom without penalty.

If you (the student) miss 9 or more of these days, then you will earn an automatic fail for my entire course.

**Every student is allowed to miss 3 class meetings without penalty.**

- If you miss 4 classes, you will lose one letter on your final grade.
- If you miss 6 classes, you will lose two letters on your final grade.
- If you miss 8 classes, you will lose three letters on your final grade.
- Tardies (5+ minutes missed at any point in the class meeting) = 1/3 of an absence

### Academic Grievances

Academic grievances are handled by Dr. Jeffrey Appling in Undergraduate Studies. Students are advised to visit the Ombuds Office prior to filing a grievance.

### Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Clemson University defines academic dishonesty as follows:

- Giving, receiving, or using unauthorized aid on any academic work;
- Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts.

As a student you are responsible for maintaining academic integrity and avoiding plagiarism. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on Academic Integrity and the process for handling instances of academic dishonesty in any form, please visit <http://www.clemson.edu/ugs/integrity.htm>.

### Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit [www.clemson.edu/asc](http://www.clemson.edu/asc) for more information on their services and workshops.

### Accessibility Statement

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible [...]. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

### Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit <http://clemson.libguides.com/ask> for more information or to get in touch with a librarian.

Camille Cooper ([cooper2@clemson.edu](mailto:cooper2@clemson.edu)), the English subject librarian, is familiar with the assignments you will be completing this semester, so she is an excellent resource for all of your research-related questions and problems. She also created a handy course guide for the databases that you will need to complete your assignments for this course.



## Course & University Policies (cont.)

### Contacting the Instructor

In addition to my regular office hours, please contact me as soon as possible with any questions or concerns that you have about the course or your academic performance in the course. The best way to get in touch with me is via the Slack app or by email at [ststripl@clemsn.edu](mailto:ststripl@clemsn.edu). You may also make an appointment to chat with me via Skype ([ncsteph](https://ncsteph.com)). I'm always happy to help, so don't be a stranger!

### Copyright

All materials provided by me in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws. (Note: all images in this syllabus are found on the Once Upon a Time Wikia site: <http://onceuponatimeabc.wikia.com/>).

### Disability Services

Student Disability Services (SDS) coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional.

All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. To learn more information about official policies and procedures or to request accommodations, contact Student Disability Services at [sdsl@clemsn.edu](mailto:sdsl@clemsn.edu) or 864.656.6848 or visit SDS's website.

### Essay Format

All written work should adhere to current MLA guidelines for formatting and citation. Use 1" margins and either 12-point Times New Roman or 10.5-point Century Gothic fonts. Include a Creative Title in regular font.

#### *The Header*

I would like for you to use in this course is slightly different from the official MLA header, notice the single-spacing, the date format, and the 4th line. This header should not be part of the header space in Word; it should go under the header space, in the top-left corner of the first page, only:

Your Name  
ENGL 2120-9 Stripling  
DD MMM YYYY  
Assignment Type

In the header space, place your last name & the page # in the top-right corner of every page.

### Feedback

I am always happy to offer you feedback on your work in progress. As you're drafting, feel free to send quick questions about theses, introductions, organization, etc. via email, but keep in mind that it takes time to offer detailed comments on full drafts. If you would like me to review your draft, please allow at least a 24-hour turnaround period. Be sure to factor in the time it will take you to revise after you receive my comments. If you have questions about MLA citation or format, please try to find the answer on your own before contacting me. (After all, if you can type your question into an email message to me, you can also type it into the search engine of your choice!)

### Grading

I intend to return all assessed material to you within 72 hours (excluding weekends and official university holidays/closures). Regarding grading questions: If you have a question about how specs credit was earned, please wait twenty-four hours after the assignment is returned and contact me via email. I require a 24-hour "cool down" period before I answer questions about your "graded" work. Please be as specific as possible in your email so that I can address your questions and concerns in a timely manner.

### Inclement Weather

Any assignment that is scheduled at the time of a class cancellation due to inclement weather, power outage, etc. will be given at the earliest possible date, probably the next class meeting. Details will be communicated Canvas, Clemson email, and Slack. Any assignments due at the time of a class cancellation will be due the next class meeting unless contacted by your instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email, Canvas, or Slack within 24 hours of the weather-related cancellation.



## Course & University Policies (cont.)

### Late Work

All assignments are due by the beginning of class on the dates specified in the course schedule, unless otherwise specified. I do not accept late work, so please adhere to all posted - and future amended - deadlines. Any changes I make to deadlines will be for your benefit - I will never change the schedule in a manner that will negatively affect your chances of success in my course.

### Non-Discrimination

Clemson is committed to a policy of equal opportunity for all and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, national origin, pregnancy, age, disability, veteran's status, genetic information, or protected activity, whether in employment, education programs and activities, admissions, or financial aid. If you have questions about equal opportunity or experience sexual harassment or discrimination while at Clemson, please contact Jerry Knighton, who oversees Title IX programs at Clemson (864-656-3181). Please consult the university policy for full details: <http://www.clemson.edu/campus-life/campus-services/access/titleix/>.

### Office Hours

During these times, I am available to help you:

- Process the text or an assignment
- Figure out a research plan
- Navigate the writing process at any stage (outline, find an argument, draft content & revision) before the assignment is actually graded, and
- Understand how you earned the pass or fail, and future steps you can take.

Office hours are a chance for you to be proactive in my course. Students who take advantage of this time with me one-on-one (or more) before their work is graded almost never fail the assignment. I will hold office hours on MWF from 10-11am in my office 517 Strode Tower. I will also be in the OTEI this term in the afternoons; you are welcome to stop by 448 Brackett Hall and see me there MWF from 1:30-3:30pm.

### Privacy Policy

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

### Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) with a detailed description of your problem. Students will be required to submit evidence of a CCIT ticket request for service that accurately describes the situation before an extension or alternative assignment will be given.

### Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit their website at <http://www.clemson.edu/centers-institutes/writing/> for more information about their services or to make an appointment.



## Semester Schedule

| Date | August                                       | September                        | October                                 | November   | December                  |
|------|--|----------------------------------|---|--|---------------------------|
| 1    |  |                                  |   |  |                           |
| 2    |  | Sleeping Beauty Quiz             |   | CYOC Historical Context                            | Take Exam                 |
| 3    |  |                                  | CT Ch 6                                 |  |                           |
| 4    |  |                                  |   | CYOC Cultural Context                              |                           |
| 5    |  | CT Ch 2                          | A Less Than Perfect World Teach         |  |                           |
| 6    |  |                                  |   |  |                           |
| 7    |  | Cinderella Teach                 | A Less Than Perfect World Quiz          | Fall Break   |                           |
| 8    |  |                                  |   |  | FINAL EXAM<br>11:30am-2pm |
| 9    |  | Cinderella Quiz                  |   | CYOC C21 Relevance                                 |                           |
| 10   |  |                                  | CONFERENCES                             |  |                           |
| 11   |  |                                  |   | CYOC Poster Outline                                |                           |
| 12   |  | CT Ch 3                          | CONFERENCES                             |  |                           |
| 13   |  |                                  |   |  |                           |
| 14   |  | Growing Up Teach                 | No Class - Online Reflection/Discussion | Poster Content                                     |                           |
| 15   |  |                                  |   |  |                           |
| 16   |  | Growing Up Quiz                  |   | Poster Design                                      |                           |
| 17   | Course Intro – Syllabus                      |                                  | CT                                      |  |                           |
| 18   |  |                                  |   | Poster Polishing - URL DUE @ 11:59pm               |                           |
| 19   | Team Set-Up and Intros                       | CT Ch 4                          | CT                                      |  |                           |
| 20   |  |                                  |   |  |                           |
| 21   |  | The Enchanted Bride(Groom) Teach | CT - No Class, Assignment Due           | Poster Presentations in 310 Watt Innovation Center |                           |
| 22   | Critical Thinking (CT) Pre-Test (Barre B105) |                                  |   |  |                           |
| 23   |  | The Enchanted Bride(Groom) Quiz  |   | Thanksgiving - No Class                            |                           |
| 24   | Little Red Riding Hood Teach                 |                                  | Library                                 |  |                           |
| 25   |  |                                  |   | Thanksgiving - No Class                            |                           |
| 26   | Little Red Riding Hood Quiz                  | CT Ch 5                          | Library                                 |  |                           |
| 27   |  |                                  |   |  |                           |
| 28   |  | The Trickster/Villains Teach     | Library - No Class, Assignment Due      | CT Post-Test (Barre B105)                          |                           |
| 29   | CT Ch 1                                      |                                  |   |  |                           |
| 30   |  | The Trickster/Villains Quiz      |   | Create Exam  |                           |
| 31   | Sleeping Beauty Teach                        |                                  | Class Debrief/Discussion + Poster Intro |  |                           |

## Reading Schedule

**KEY:**

FFT = Folk & Fairy Tales

FIPC = Fairy Tales in Popular Culture

CT = Custom Critical Thinking book

| Date          | To read <b>BEFORE</b> class meeting  |
|---------------|--|
| <b>24 Aug</b> | Little Red Riding Hood - pp. 27-62 (FFT); Figures 10, 13, 16 & 22 (FIPC)   |
| <b>29 Aug</b> | Identifying Arguments and Non-Arguments - pp. 1-27 (CT)  |
| <b>31 Aug</b> | Sleeping Beauty - pp. 63-93 (FFT); Figure 9 (FIPC)   |
| <b>5 Sep</b>  | The Use and Abuse of Language - pp. 27-39 (CT)   |
| <b>7 Sep</b>  | Cinderella - pp.94-138 (FFT); Figure 28 (FIPC)   |
| <b>12 Sep</b> | Argument Structure and Assessment - pp.40-57 (CT)  |
| <b>14 Sep</b> | Growing Up (Is Hard to Do) - pp. 139-168 (FFT); Figures 5, 6, 11, 12, 14, 15 & 17-20 (FIPC)                      |
| <b>19 Sep</b> | Argument Evaluation - pp. 58-74 (CT)   |
| <b>21 Sep</b> | The Enchanted Bride(Groom) - pp. 169-203 (FFT); Figures 1 & 8 (FIPC)   |
| <b>26 Sep</b> | Argument Types - pp. 75-94 (CT)  |
| <b>28 Sep</b> | The Trickster & Villains - pp. 204-234 (FFT); pp. 103-114 & Figure 7 (FIPC)                                      |
| <b>3 Oct</b>  | Fallacies - pp. 95-109 (CT)  |
| <b>5 Oct</b>  | A Less Than Perfect World - pp. 235-267 (FFT)  |
| <b>17 Oct</b> | Writing and Assessing Argumentative Essays - pp. 190-210 (CT)  |
| <b>24 Oct</b> | Essays About Literature - pp. 110-189 (CT) – for reference   |
| <b>2 Nov</b>  | pp. 311-397 (FFT) – choose 1; pp. 95-208 (FIPC) – choose 1   |
| <b>9 Nov</b>  | Bring full article to class from outside research that connects CYOC to twenty-first century, with citation info |
| <b>11 Nov</b> | Must bring computers to class  |
| <b>14 Nov</b> | Must bring computers to class  |
| <b>16 Nov</b> | Must bring computers to class  |

**Note: The professor may make changes to any part of this syllabus during the semester. Changes will be announced in class and posted on Canvas.**