

**The Literature of War & Homecoming
Fall 2017**

English 397J (Writing Proficiency 3)

Instructor: Kathryn Trueblood



Description

Welcome to English 397: The Literature of War & Homecoming, where we will take a small but chewy bite of a literature that has a long and distinguished tradition, literature written by vets and their family members. As an historical force, the experience of war has changed our view of literature and what it can convey. It may even have changed the way we tell stories, since the writer of war often must try to translate the unspeakable into image and language.

While the Modernists who came after WWI—writers such as Hemingway and Virginia Woolf—questioned the socially held ideal of the noble warrior, the chroniclers of the Vietnam War developed narratives that resisted morality and story structure altogether. This literature examines so much more than the toll of combat: it depicts the daily grind of military life, interactions with civilians abroad, exchanges with loved ones on the home front, the experience of returning to the U.S. as well as the difference between the role of the hero and the warrior.

By learning to write about literature analytically, we will deepen our understanding and appreciation of the works by these writers. Through the literature, we have the opportunity to ask many deep questions. By writing and revising, we come to understand what we think and believe. Because this is a Writing Proficiency course, the emphasis will be on understanding the writing process and taking every paper from rough draft to final polished form. To do this, we will be working collaboratively as much as we will individually. This is a Blended or Hybrid course, which means we will be meeting virtually four times over the quarter in small peer groups and one-on-one conferences.

Texts

You Know When the Men Are Gone, by Siobhan Fallon (Iraq)

The Things They Carried by Tim O'Brien (Vietnam War)

Woman in Amber, by Agate Nesaule (memoir-WWII)

The Nick Adams Stories, by Ernest Hemingway (WWI)

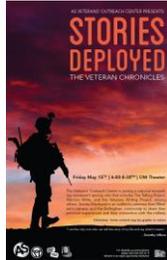
They Say/I Say: The Moves That Matter in Academic Writing, by Graff & Birkenstein

My Background

I have been teaching creative writing at WWU for over twenty years. I am firm believer in the benefits to mental and physical health that come from a simple writing practice. My connection to the military comes through my father, who obtained an MD with the help of an army program,

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attained the rank of captain, and stayed in the reserves for many years. I serve as advisor and performance coach for Stories Deployed: The Veterans Chronicles: a public storytelling performance by campus and community veterans in Bellingham. I recently became a teacher with [The Red Badge Project](#) and will be working with women vets and service members through the Bellingham Vet Center.



To learn more about my life or my books, you can visit my web site at <http://kathryntrueblood.com/>

Assignments

Individual (Written):

- The Story of Your Name: An Introduction (125 words, pass/not pass)
- “Dear Teach Letter” (250-500 words, pass/not pass)
- 1 Close Reading Demonstration (graded)
- 2 Short Papers (500 words/1250 words respectively, double-spaced)
- 1 Writing Strategies Practice (125-250 words)
- 1 Self-Assessment of Paper Draft
- 2 Personal Journal Posts w/Expressive Writing Prompts (pass/not pass, 125-250 words)
- 1 Scavenger Hunt Write-Up with Paper Proposal (graded)
- 1 Research Paper Final (8-10 pages, not counting bibliography)

Collaborative Assignments (Written)

- 4 Discussion Forum Posts w/2 Peer Questions Answered (250 words)
(Graded: Weeks 2,4, 6, & 9)
- 1 Paper Preparation Projects with a team: Scaffolding (pass/not pass)
- 1 Paper Preparation Project as an Individual: Scaffolding (pass/not pass)
- 2 Peer Feedback Responses on Paper Drafts (pass/not pass)

Synchronous Sessions (Real Time)

- #1. Ted Talk Discussion, General Q & A, Tech Troubleshooting (Teams, 1 hour)
- #2. Thesis Formation (Teams, 1 hour)
- #3. Individual Grading Conferences (20 minutes)
- #4. Optional Paper Consult Conferences
- *Weekly Office Hours

Instructor’s Course Overview

The premise for this course is that writing matters profoundly, whether it is writing that sharpens our propaganda detectors, deepens our experience of reading, controls our stories so they don’t

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control us, or transforms experience into reflection. In this course, you will undertake many kinds of writing; analytical, yes, but also expressive and personal writing that has been proven to have health benefits and will allow you to understand a writer's choices from the point of view of a practitioner.

This course involves both synchronous (live) and asynchronous learning, which means we spend some real-time together in the virtual classroom using a web conferencing tool such as Skype. You will be meeting in teams of 4 or 5, according to what times you can meet, and these teams will undertake highly collaborative projects. Interactivity is the heart of my teaching—offline and on. Don't let anyone tell you that writing is a totally isolated act. Hemingway liked to promote individualism but the truth is he hung out with Sherwood Anderson. Gertrude Stein, F. Scott Fitzgerald and others he liked to run his ideas by. So, if you were expecting a course without any meetings, this might not be the ideal one for you. We will primarily be using Word, Canvas, and Skype—all of which are free to you as students and supported by Western's tech staff. See Technology Help in Module 0.

I am a firm believer in the classroom as a community of readers that responds to the larger cultural conversation and generates a number of interpretations; we negotiate meaning among individuals. This requires that every voice be heard and acknowledged. As the teacher, I have one of these voices (one that helps connect the class to the larger community of scholars and critics). My approach presupposes an unusually collaborative environment, with everyone "speaking" and everyone "listening" guided by me, the "senior reader." My approach also requires engagement with outside resources as a kind of great hypertext. My goal is to empower students as better readers able to generate and articulate their own informed interpretations in writing, comparing, and negotiating ideas by sharing and critique. In my search for films and books for the course, my aim has been to find non-partisan works. We are not here to argue politics but to examine experience as it has been portrayed in literature.

The course is sequential and its goal is progressive. Ideally, you build a skill with each assignment. By the time you arrive at the final research paper, you will have learned a process for scaffolding a full-length paper from working in teams.

Overall Course Design:

We use the Canvas learning management system as the shell for this online course. There is ample tech support for the class to be found in Module 0, but you need to be familiar with Canvas by the first class meeting. It might be helpful to think of the course as an accordion folder with 11 pockets—(Canvas calls these Modules): the first folder contains the course set-up and syllabus, and the weekly lessons for the course are contained in the following 10 folders. You get one folder for each week that contains that week's lesson, materials, and tasks.

You will need to have reliable and frequent access to the course website via the Internet in order to successfully complete this course. You also need a general understanding of how to upload and download files, and how to use Canvas. You will find further instruction on all the assignments as well as models in the modules, which correspond with each week of the quarter.

You should check in each Sunday or Monday morning and then 3 times a week, minimum. The week's Participation Activities have varied due dates, and some week's workloads will be heavier than others. When you check in to Canvas and enter our course, the course homepage will always have the most current weekly Announcement displayed. You should read or watch the

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announcement and then go to the left hand column of your screen and click on Modules to go to our class content for the week.

Reading and Discussion: As students in a five-credit 300-level literature course, you are expected to complete the reading assignments for each class meeting—we average a novel/memoir every two weeks plus some supplemental material. Additionally, you need to be aware of your responses to the reading. The reading is time-consuming, and it is also fascinating, but it will require motivation and concentration for sure.

Position Papers (Graded): A position paper is a short essay in which you quickly take a stand on a specific issue/claim/idea presented in one of our readings. Our text about writing—*They Say, I Say*—supports the writing of position papers. Position papers are an excellent means of developing your ability to make a case quickly and effectively and are assigned as preparation for your longer project/paper, to develop your thinking and your ability to write with specificity, clarity and concision. You will have one 2-page and one 5 page position paper (500/1250 words)

Discussion Forums (Graded): Every other week, I initiate the conversation for our Discussion Forum with one broad question for you to answer, located in the module. Then you post your own Reading Response with your top 2-3 questions about the reading to the Discussion Forum (circa 250 words), then answer two of your peers' questions in 3-5 sentences.

I intentionally did not assign Discussion Forums every week because I did not want them to become routine, so think of our Forums as potlucks with me as host. The more dishes you bring, the better the meal! Generally, you will be asked to post your Reader Response and Questions on Wednesday by 11:59 pm; and you will need to reply to two other student's questions on Sunday by 11:59 pm.

The Story of Your Name and “Dear Teach” (Pass/Not Pass) are icebreakers intended as introductions. They are intended to help you focus on your intentions for the course, your past experiences with writing, and your aims as a student. I have posted a “Dear Students” letter to the module.

Personal Journal Entries (Pass/Not Pass): These responses to the reading are intended as more personal and informal than your Discussion Forum Posts though they should reflect the reading assigned. Your entries are confidential and can be turned in via the Canvas Assignment page set up for that purpose. I will include two Writing Prompts for each entry, based on what we are reading, and you may choose one. This is to give you the opportunity to experience the material as a writer and to connect to it. This is to give you the opportunity to experience the material as a writer and to connect to it. There are two Personal Journal Responses: 125-250 words max.

Close Reading Assignment (Graded) Early on, I will demonstrate a close reading of a passage, and then you will create a close reading of a passage you have selected and share it (individual assignment). Do not be tempted by Sparknotes, Schmoop, Cliff Notes, the Ziegler Zone or any other high school source. These sources may, in fact, pollute your mind. O'Brien deserves to be read without filter, and any form of summary kills the effect he is after. I am very aware of what is out there, and these sites will not help you deliver a line-by-line analysis, which is what I am asking for. Please see the Close Reading key in the module.

Peer Feedback on Papers (Pass/Not Pass): According to criterion established beforehand for the two position papers and the research paper, what helpful comments can you make on your

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cohort's papers? Your comments are to include margin notes and a brief note at the end to the writer consisting of 3-5 sentences. (Teams of 5, each paper to be posted as a Goggle Doc).

Team Paper Preparation: Scaffolding Assignment (Pass/Not Pass): The Team Scaffolding Assignment is done in teams of 4 or 5 and consists of collecting key quotes and explicating them (close readings). In Week 5, each student will sign up for a theme-team—a team that will undertake the examination of one theme as model for the paper preparation process. Each student will undertake the analysis of one story for the team. This will take place for the story collection *You Know When the Men Are Gone*.

In your teams, you will collect evidence that demonstrates how the theme your group chose develops in the course of one story i.e. evidence that shows a progression from the beginning of a story to the end. This means you will need to select 3-4 significant quotes, analyze them, and articulate why they are important to the theme. The assignment is designed so that you can divide the stories up among group members while sharing a common theme for discussion.

Each team member will articulate the significance of the quotes they have contributed and then your teammates can chime in. In other words, you are using your close reading skills while building the basics of a paper together; this is called scaffolding.

Finally, each team member will come up with their own thesis based on what they discovered in the process of scaffolding, or they may create a thesis unrelated to the scaffolding project (from the Discussion Forum Questions & Answers, for instance). You then have a synchronous team meeting with me, in which everyone reviews and refines their lines of inquiry (I use the term “lines of inquiry” as synonymous with “thesis” or “theses.”)

Individual Paper Preparation Scaffolding: With the memoir, *Woman In Amber*, you will again be asked to select a theme from those recorded and collect quotes that follow the development of that theme as it progresses from the beginning of the book to the end, but this time you will be doing it on your own. Because we are dealing with a longer work, you will need to select and explicate 5-6 key quotes.

Scavenger Hunt Write-Up & Paper Proposal (Graded): You will be given a starter selection of critical sources that represent different critical approaches to Hemingway's *The Nick Adams Stories*. You will be asked to explore these web resources and select three that you might use in your research paper. This assignment is designed to help you practice incorporating contextual material into your analysis of a literary text. You will be asked to contribute to the Scavenger Hunt Discussion Forum with a brief description of what you found (annotation), the URL (web address), the possible relevance to your paper, and a 2-3 sentence proposal for your paper topic (500 words total). Be sure to review other participants' resources; you may find something that you can use in your own research!

Final Research Paper (Graded): A research paper is the culmination of an involved process of research, critical thinking, source evaluation, organization, and composition. A research paper grows and changes as you explore, interpret, and evaluate sources related to a specific topic. It is a genre that requires you to spend time investigating and evaluating sources with the intention of offering your own interpretation of the text. The goal of a research paper is not to inform the reader of what others have to say about a topic, but to draw on what others have to say in order to offer a unique perspective on the issue at hand.

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Work Load: English 397J is a 5-credit course, which means you can expect to spend about 15 hours of work per week in this course. In a traditional course, the breakdown would be four hours in class and eleven hours outside of class. I have aimed to replicate classroom hours with writing exercises, film & video viewing, historical background, teamwork, peer feedback, and live conferences.

Writing Proficiency Statement: This is a WP3 course. Writing Proficiency courses have two aims: to expose students to the concepts, theories, and paradigms of a discipline; and to teach students to write more effectively, using the conventions of that discipline. WP courses are distinct from non-WP courses in that they are intended to set aside actual class and course time for instruction and practice in disciplinary writing strategies and research methods. Approximately 45% of your grade is based upon your written work.

Rules of Engagement

This class operates from the standpoint that *diversity in humankind is strength*. During group projects and all other workshop interactions, participants are expected to treat those with differing opinions, attitudes, abilities, and learning styles with respect. Participants are encouraged at appropriate times to voice differing opinions and disagreements to said opinions, if done in a positive and respectful manner. At no time are students allowed to disrespect others on a personal or socio-cultural basis, or on any other basis that I may have neglected to include. As your teacher, I will at all times exert my best effort to foster a climate of respect, engagement, and inclusion throughout the course. For a discussion of Netiquette (i.e., etiquette for online communications) please see: <http://www.indiana.edu/~icy/netiquette.html>

Grading

Overall: An A is an indication of superior work, outstanding work; while a B is an indication of good work (talented, capable, proficient etc.); and a C is an indication of adequacy, of passing work. Participating in the virtual classroom and doing one's assignments are the bare requirements of the course. **All written work needs to meet college standard: checked for spelling, punctuation, and sentence clarity.**

Participation:

Each Participation Assignment is worth 10 points towards an overall participation grade of 100. These include the Story of your Name (1), "Dear Teach" Letter (1), Personal Journal Entries (2), Writing Strategy Practice (1), Paper Preparation Exercises known as Scaffolding Projects (2), Peer Feedback reviews (2), and Self-Assessment of a Draft (1).

Breakdown:

In a WP3 course, 45% of your grade must be based on writing assignments. The course assessments are all graded out of 10 or 100 points, and their respective weights towards the final grade are noted below:

- 10 Participation Assignments + Synchronous Sessions (PAs) = 20%
- 4 Discussion Forum Posts (graded) + 1 Close Reading (graded) = 20%
- Scavenger Hunt & Paper Proposal = 5%
- 2 Position Papers = 30%

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- Final Research Paper = 25%

Academic Honesty Policy

Here is a link to the latest policy regarding academic integrity at Western:

<http://catalog.wvu.edu/content.php?catoid=11&navoid=2091>. Don't cheat. You are the only person who can be you, so don't use anyone else's words unless you cite them.

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU [disAbility Resources for Students](#) at 360-650-3083 and/or the equivalent office at Olympic College: <http://www.olympic.edu/services/access-services-students-disabilities>.

Reading Context: Historical Resources

For each book that we read, I have included a Reading Context Folder. I strongly recommend that you visit these Historical Resources and gain at least a rudimentary understanding of the wars that foreground the literature in order to better understand it.

I have done my best to select materials that follow the [Fairness in Reporting Doctrine](#) a policy of the United States Federal Communications Commission that was revoked in 1987 under the Reagan Administration. The policy required that TV and radio stations devote some of their programming to controversial issues of public importance and air of opposing views on those issues. The lack of a Fairness in Reporting Doctrine has given us partisan news the likes of FOX and MSNBC. It can be very difficult to find non-partisan documentary sources, in which case I have to go with my best option.

Military Terms:

As Tim O'Brien's book will make evident, there is a strong tradition of storytelling in the military, which is rich with its own vernacular (expect swear words). Military terms have found their way into our everyday language ("O.K." originally meant zero killed while "over the top" is a trench warfare expression from WWI).

That said, the language of the military is rife with acronyms so use the following sites when you find a term you don't understand.

<http://www.militaryacronyms.net/>

https://en.wikipedia.org/wiki/List_of_U.S._government_and_military_acronyms

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software (i.e. Google Docs, YouTube). While some of these are required assignments, you need not disclose personally identifying information on a public site. In fact, please do not post or provide any private information about yourself or your classmates. Some written assignments posted publicly may require personal reflection/comments,

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but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please feel free to contact me.

CLASS SCHEDULE

Subject to change.

Note: Reading is due on the day it is listed so look ahead!

All links to assigned films & clips are in the modules.

DATE	ASSIGNED	DUE
<p>WEEK 1 9/27-10/1</p>	<p>Watch: Kate’s 1st Weekly Video Post</p> <p>Before Friday: Sign up for Synchronous Session #1 (teams of 5, 1 hour).</p> <p>Read: Short Articles by Vets on Campus in Module 1</p> <p>View Clip: Tedx Talk in Module (12 min): “The Moral Injury of War”</p> <p>Write: “Dear Teach” letter (250-500 words). Welcome another student in few sentences.</p> <p>Set Up: Technology. Read Module 0</p> <p>Write: The Story of Your Name (125 words) Look ahead & get going on the reading!</p>	<p>PA#1. The Story of Your Name, due Friday 9/29 by 11:59 pm</p> <p>PA#2. “Dear Teach” letter Sunday 10/1 by 11:59 pm</p>
<p>WEEK 2 10/2-10/8</p>	<p>Read: O’Brien, pp. 1-128</p> <p>View/Read: This Is Your Brain on War</p> <p>Before Friday 10/6-Read: Owl-Purdue on Close Reading, Developing A Thesis, & Literary Terms.</p> <p>View: Demonstration on Close Reading. Prepare your own Close Reading.</p> <p>Models of the Close Reading assignment are in Module 0.</p>	<p>Monday 10/2: Synchronous Session #1- (in teams, 1 hour max) Discuss TEDx Clip. General Q & A plus Technology Troubleshooting.</p> <p>Wednesday 10/4: Synchronous Session #1-cont.</p> <p>Due Friday 10/6 by 11:59. Post to Discussion Forum. Reading Response w/ Questions (circa 250 words). Reply to <u>two</u> peer questions in 3-5 sentences by Sunday 10/8 by 11:59 pm.</p> <p>Due Sunday 10/8 by 11:59: Post Close Reading Assignment & respond to 2 others that you found insightful or that made you see the material in a new way. 3-5 sentences.</p>

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DATE	ASSIGNED	DUE
<p>WEEK 3 10/9-10/15</p>	<p>Finish O'Brien pp. 129-233. Read module: "Style Is Content in O'Brien."</p> <p>Due Wednesday 10/11 - Quality Draft of Letter to the School Board: Short Position Paper (500 words)</p> <p>PA #3. Peer Feedback.</p> <p>Read: <i>They Say, I Say</i>: Part 1</p> <p>Final Draft: Letter to School Board.</p>	<p>Due Wednesday 10/11 by 11:59 pm. Quality Draft, Letter to School Board: Short Position Paper (500 words)</p> <p>PA #3. Peer Feedback: Due Friday 10/13. Use the Checklist provided in the module to practice They Say/I Say, Summarizing, & Quoting.</p> <p>Due Sunday 10/15 by 11:59 pm: Final Draft of Letter to the School Board.</p>
<p>WEEK 4 10/16-10/22</p>	<p>Read: <i>You Know When the Men Are Gone</i> by Siobhan Fallon-pp. 1-101. Visit clips & links in module.</p> <p>PA#4. Write Journal Entry #1. Due Wednesday, 10/18 by 11:59. 125-250 words.</p> <p>Friday 10/27: Sign Up for Synchronous Session #2 Team Paper Prep: Scaffolding Assignment & Thesis Review.</p> <p>Read: <i>They Say/I Say</i>: Part 2.</p>	<p>PA#4. Write Journal Entry #1. Due Wednesday, 10/18 by 11:59. 125-250 words.</p> <p>Discussion Forum Post due Friday 10/20 by 11:59 pm. Reading Response w/ Questions. Reply to <u>two</u> peer questions in 3-5 sentences by Sunday, 10/22.</p>

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DATE	ASSIGNED	DUE
<p>WEEK 5 10/23-10/29</p>	<p>Finish: <i>You Know When the Men Are Gone</i> by Siobhan Fallon-pp. 102-223.</p> <p>Complete Writing Strategies Practive by 9/25.</p> <p>Sign up for a Theme-Team by Wednesday 10/25, 11:59.</p> <p>Team Paper Prep: Scaffolding due Sunday 10/29, 11:59.</p> <p>Sign up for Synchronous Session #2: Group Conferences by Sunday 10/29, 11:59.</p> <p>Compose a thesis based on the work of your theme-team & bring it to your Synchronous Session next week</p> <p>Sample Assignment Posted in Module</p>	<p>PA# 5. Writing Strategies Practice: Due Wednesday 9/25 (125-250 words): Pick one story from the collection & write 4 statements about it using <i>They Say/I Say</i> Part 2. Select a user review of <i>You Know When the Men Are Gone</i> from Goodreads or Amazon.com. #1. Choose a way to respond to the review #2. Distinguish yourself from others #3. Plant a naysayer in your midst #4. Say why it matters</p> <p>PA# 6. Due Sunday 10/29 by 11:59 pm: Team Paper Prep. Post Scaffolding Assignment for 1 story.</p> <p>Sign up for Synchronous Session #2: Group Conferences by Sunday 10/29.</p>
<p>WEEK 6 10/30-11/5</p>	<p>Read: <i>Woman in Amber</i> by Agate Nesaule, pp. 1-150. Read “Essential Context.”</p> <p>Read article/View Clips on Rape as a War Crime in module</p> <p>Read/View articles & clips re: the Transmission of Trauma. Include in your Discussion Post</p> <p>Read: <i>They Say/I Say</i>: Part 3.</p>	<p>Monday & Wednesday Group Conferences: Synchronous Session #2: Scaffolding Review & Thesis Formation (teams of 5, 1 hour)</p> <p>PA#7 Journal Entry #2: Considering War Crimes, Due Wednesday 11/1.</p> <p>Discussion Forum Post due Friday 11/3 by 11:59. Reading Response w/ Questions. By Sunday 11/5, reply to <u>two</u> peer questions.</p>

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DATE	ASSIGNED	DUE
<p>WEEK 7 11/6-11/12</p>	<p>Finish: <i>Woman in Amber</i></p> <p>PA#7. Individual Paper Prep Scaffolding Due by Wednesday 11/8.</p> <p>Veterans Day: Express appreciation! http://www.military.com/veterans-day/8-ways-to-express-appreciation-on-veterans-day.html</p> <p>PA#9: Self-Assessment Exercise due by 11/12.</p> <p>Final Revised Papers due Sunday, 11/12.</p>	<p>Review Papers Theme List in Module.</p> <p>PA#8. Individual Paper Prep Scaffolding Due by Wednesday 11/8 by 11:59</p> <p>Final Draft of Position Paper on either Siobhan Fallon or Agate Nesaule Due on Sunday 11/12 by 11:59 pm (1250 words/5 pages)</p> <p>Note: PA# 9: Self-Assessment Draft Due Sunday 11/12</p> <p>Sign-up for Grading Conferences by Sunday, 11/12.</p>
<p>WEEK 8 11/13-11/19</p>	<p>Read: <i>The Nick Adams Stories</i> by Ernest Hemingway. <u>Read only as directed:</u></p> <p>Part I. The Northern Woods—read all stories Part II. On His Own—skip “The Last Good Country” & “Crossing the Mississippi”</p>	<p>Attend Synch Session #3: Grading Conferences: Wednesday 11/15 & Friday 11/17. Please have a copy of your graded paper up on your desktop.</p> <p>View: A&E Video Biography of Hemingway by Sunday 11/19 (1.5 hours)</p>
<p>WEEK 9 11/20-11/26</p>	<p>Finish: <i>The Nick Adams Stories</i> by Ernest Hemingway. <u>Read only as directed:</u></p> <p>Part III. War—read all stories Part IV. A Soldier Home—read all stories. Skip Part VI. Company of Two.</p> <p>PA#9. Read: How to Write a Research Paper: OWL-Purdue Writing Lab</p>	<p>Discussion Forum Directions in module: Using the Jigsaw Method. Note this is a <u>two-part</u> assignment due Sunday 11/26.</p> <p>Answer 1 bullet point in the Study Guide as per directions in the module and analyze one story following instructions in Part IV: Soldier Home: Reading through a Critical Lens. Reply to two peer posts by Sunday 11/26.</p> <p>Read: How to Write a Research Paper: OWL-Purdue Writing Lab</p>

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DATE	ASSIGNED	DUE
<p>WEEK 9.5 11/26-12/3</p>	<p>Read: Owl-Purdue on Select Types of Literary Criticism & the Guide to Research (in the module)</p> <p>Reminder: Student Sample Research Papers in the Module 0. Also, published Research Paper.</p>	<p>Scavenger Hunt & Paper Proposal due Friday 12/1 by 11:59 pm (500 words).</p> <p>OPTIONAL Synchronous Session #4: Paper Consult Conferences scheduled on an as needed basis next week: Skype or phone call. See Sign Up in the module.</p>
<p>WEEK 10 12/3-12/10</p>	<p>Reminder: Sample MLA Research Paper</p> <p>PA #10. MLA Formatting & Style Guide for your Bibliography: https://owl.english.purdue.edu/owl/resource/747/01/</p> <p>PA#10. Due Sunday 12/10: Peer Feedback.</p> <p>Please turn in your Course Evaluation. These are very important to me!</p> <ol style="list-style-type: none"> 1. Please go to https://tval.wvu.edu/SelectTval.asp?evalid=3022 to complete the evaluation. Note: If the link above does not take you directly to the evaluation, copy and paste the entire URL into your browser. 2. Login to the site with your WWU username and password. Note: If you are unable to login, please prefix your username with wwu\ 3. After logging in to the site, please read all instructions. Note: If you encounter technical problems during the evaluation, please contact the Registrar's Office (Registrars.Office@wvu.edu). 	<p>Please turn in course evaluations this week!</p> <p>Due Friday 12/8: Quality Draft of Research Paper (full length, 8-10 pages not counting bibliography)</p> <p>PA#10. Due Sunday 12/10: Peer Feedback on Research Paper Draft. See Checklist in Module.</p> <p>OPTIONAL Synchronous Session #4: Paper Consult Conferences scheduled on an as needed basis next week: Skype or phone call. See Sign Up in the module.</p>
<p>Exams Week 12/11-12/15</p>	<p>Final chance to turn in your course evaluations!</p> <p>MLA Formatting & Style Guide for your Bibliography: https://owl.english.purdue.edu/owl/resource/747/01/</p>	<p>Final Revised Paper Due w/Bibliography on Friday, December 15th at 11:59 pm</p>