Required Texts:
- *Marvels* by Alex Ross
- *Norton Anthology of Fairy Tales* by Maria Tartar
- *The Walking Dead* vol. 1 by Robert Kirkman
- *ELIT 22 Handouts* by Amy Leonard (Available on Amy’s catalyst site)

Recommended Texts:
*The Easy Writer* by Andrea Lunsford

Course Description:
In this course we will read, analyze and evaluate a wide variety of primary texts of world mythology and folklore. We will be comparing and contrasting myths and folktales not only across cultures but also across time, studying the cultural impact of these texts in terms of beliefs, values, behaviors, literature, art and trends. We will be reading about heroes and tricksters, incest and cannibalism, fairies and witches, ghosts and spirits, quests and wars, creation and destruction. Parental discretion advised so enter each text at your own risk and an open mind.

Course Objectives:
1. Analyze elements, common themes, and motifs of myths, traditional stories, and folktales
2. Have fun throughout class and engaging conversations
3. Analyze the influence that a culture's myths and folktales have in the development of its value system.
4. Introduce students to the discipline of Literature by applying a variety of critical perspectives in the interpretation of myths, traditional stories, and folktales
5. Contrast and compare the changing mythological and folkloric trends within one culture and between different cultures.
6. Analyze and evaluate the role of mythology and folklore in contemporary art, literature, science and popular icons.
**Student Learning Outcomes:**

- **Student Learning Outcome:** Analyze elements, themes and motifs of myths, traditional stories and folktale.

- **Student Learning Outcome:** Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts.

**GRADING POLICY**

Grades will be awarded on an A-F scale. **A CR/NC option is NOT available!** Your grade will be calculated using the following weighted system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98%</td>
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<tr>
<td>A</td>
<td>97-94%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-84%</td>
</tr>
<tr>
<td>B-</td>
<td>83-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-74%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

If you wish to challenge a grade or discuss a grade, you must wait 48 hours until after the grade and you must provide a typed 1-2pg letter explaining:

- (1) Why you feel the grade was incorrect,
- (2) What revision/opportunity you would like to be granted and how that fits with the syllabus policies
- (3) When in the space of the quarter, you would complete the revision/opportunity.

**Graded Assignments for the Quarter**

Each of your assignments will receive points. Here is a list of the assignments you will do and the total points possible for each assignment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percent of Grade</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Analysis 1</td>
<td>100</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Debates (2 X 75pts each)</td>
<td>150</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Term Paper/Project</td>
<td>200</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Presentation</td>
<td>200</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>In-Class Work</td>
<td>150</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Weekly Responses (10 points each)</td>
<td>100</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments:**

1. **Literary Debates** (75 Points x 2 =150 pts)
   For this assignment, you will battle your fellow scholars in a literary debate about the texts we have read. Your goal will be to convince the audience to agree with your interpretation of the text. There will be two formal debates throughout the quarter.

2. **Literature Analysis Paper:** (100 pts total) In order to develop and appreciate the keen awareness of narrative/poetic forms, themes, images, literary styles/movements, and historical contexts, you will be asked to a detailed 3-5 pg analyses of a character in one of the texts we have read.

3. **Quizzes:** (10 pts each, 100 pts total)
   Because this class has a lot of reading, I want to make sure that you are keeping up with the reading and understanding it. These quizzes will be a combination of short answer, analysis of a passage, and passage identification. The questions on the quiz will be taken from texts that we discuss in class and texts we do not discuss in class, so make sure you read everything.

4. **Term Paper/Project** (200 pts)
   This project can be a paper that is will be 5-8 pages and can focus on one text or one theme in several texts, or it can be a creative project such as re-writing a text, creating an artistic interpretation, or developing a website.
5. Final: (150 pts)
Because this class covers an enormous amount of mythology and folklore in literature, we cannot read everything. Your job for the final will be to work in a team and prepare a short presentation on an author that we did not get a chance to read or that you think should be included in the next ELIT 22.

6. Participation: (150 pts)
ELIT 22 is a discussion-based course. Your class “presence” will be public and you will be asked to express your ideas about the texts regularly. Students are expected to do the assigned readings before each session and to come prepared to discuss the readings in both small groups and class discussions. If you remain passive, you will do poorly. If you attend every class but participate minimally, the highest grade you will receive for participation will be a C. You must be prepared, engaged, and involved in the classroom community in order to succeed.

7. Weekly Responses: You will pick one question from the discussion/study questions in the book or on catalyst and write a ½-page response answer. These responses will be due weekly on Thursdays and should be treated as informal writing. The purpose of this assignment is to get you thinking about the texts, reacting to them, and brewing ideas for the formal papers.
   ▪ Please make sure you include MLA citation for all quotes
   ▪ Use an MLA header for all assignments
   ▪ Use an MLA Works Cited for all quoted, paraphrased, summarized, etc. work

Extra Credit Opportunity:
Review of a Film Version of Mythology (50 points) Myths are frequently retold in cinematic form. For this assignment, you must go see any mythology or urban legend movie or play and write a 2-page review about your thoughts. In addition to the paper, you must turn in either a program, ticket stub, and picture of yourself at the performance or holding the DVD or watching the movie.

Attendance:
Students are expected to attend all sessions of each class. Instructors may drop students from the class if they fail to attend the first class meeting, or if/when they have accumulated unexcused hours of absences “in excess of one week’s class meetings,” which according to state guidelines may be considered excessive. Moreover, an instructor may drop from the class any student who fails to attend at least one class session during the first three weeks of instruction. (Please see pages 20-21 in the 2013-2014 De Anza College Catalog regarding “Attendance.”) Students who attend class regularly are more likely to succeed, so come on time, stay for the whole class, and be active in class!

Please also note:
▪ If you are absent, you are responsible for finding out any announcements or assignment changes made in class (contact one of your lifelines for the info—not me). Also take a look at the class calendar!
▪ Late essays will be receive a 10% grade reduction for each day they are late; the only exceptions are if you use your “Late Essay Coupon,” or you have cleared an extension with me at least 24 hours prior to the due date. If something tragic occurs that prevents you from turning in an assignment, get a friend to turn it in for you, and let me know immediately (within 24-48 hours) of the situation. If you cannot turn in the assignment, then I will need documented proof of the illness or tragedy, or your assignment will be counted as late.
▪ If something tragic occurs, please let me know how I can help you make it through the course. I am willing to work with you if you are dedicated!
▪ If you claim death or illness prevents you from turning in an essay, you will have to present a death certificate or doctor’s note.
▪ No late homework will be accepted, and quizzes may not be made up UNLESS you have cleared this with me at least 24 hours prior to the missed due date/quiz.
▪ Essays, homework, and journal entries will NOT be accepted via e-mail. Essays must also be turned in with a folder; I will not accept them otherwise.
▪ Nothing will be accepted outside of class, so if you cannot get it to me by the start of class, the next time to submit it will be the next class period.
▪ AGAIN: If you exceed more than one week’s worth of absences, I will talk with you about dropping the course.
▪ If you stop coming to class, you are responsible for dropping yourself or you will receive an F.

Lastly, because this class is a seminar course not a lecture course, we will spend much of our time in class discussions and small group work. Thus, your participation in class is required. Though I will guide class, I hope that we can create a community in which to freely discuss ideas, so that you may also learn from each other’s unique perspectives.
For General Questions about the Class:
This class has a catalyst page: https://catalyst.deanza.edu. Please like the page and check it early and often for HW reminders and extra credit opportunities.
- This is the venue for asking general questions about the class, HW, or assignments.
- People who post the first HW, answers to questions, and links relevant to the class.

For personal questions about your grades or your class performance:
Email is the best way to reach me outside of class and office hour time. leonardamy@fhda.edu
- I will respond to email messages sent M-Th within 24 hours. Messages sent Friday, Saturday, or Sunday will be retrieved on the following Monday.
- PLEASE PLAN ACCORDINGLY!
- In your messages, please include your first and last name and the name of the class in which you are enrolled.

COURSE WEBSITE:
This course has an on-line website, which will have all of the handouts for the class. If you miss a day or you lose a handout, please go to this site and download the handout. As a student, you have access to the class Course Studio website at Myportal. If you have any problems accessing the site, please let me know.

REVISION POLICY
- You may revise any of the out-of class essays except for the reflective letter. You may not revise the in-class essays.
- On catalyst, the revision assignment details the 10 steps you must go through in order to revise a paper (you must have completed peer review, outlines and rough drafts, final draft on time, gradesheet, revision proposal, appointment with Amy, highlight changes, WRC form, revise more than grammar, turn in the checklist). If the checklist is not completed, I will return your revision back to you ungraded.
- You may not revise in-class essays.
- You must complete the revision by the assigned due date, or I will not accept it.
- Your revision score will be averaged with your original score to equal your final grade on the assignment.

EXTENSION POLICY
- Attached to this syllabus is a coupon that entitles you to an extension on one essay/assignment (the “Late Essay Coupon”). This coupon may be used for both in-class and out-of class essays.
- Essays will only be eligible for an extension if they completed all parts of the draft phrase and peer review sessions.
- Please present this coupon on the day the assignment is due.
- You must be present on the day the essay is due to use the coupon.
- The coupon entitles you to turn in the essay one week late. For in-class essays, you have one week to reschedule and take the in-class essay. After that, you can only retake the in-class essay for partial credit.

POLITENESS AND STUDENT CONDUCT POLICY:
Students are expected to abide by the “Student Code of Conduct” (Administrative Policies 5510 &5500) outlined in the Student Handbook, which can be accessed online and in person at the Office of College Life.
Politeness is more than a request -- it is a requirement for this class. If you plan to succeed in this class
1. Out of courtesy for your classmates, please mute the sound on your cell phone.
2. Please do not take calls in class or text message in-class! Anyone caught doing this will lose 5 points.
3. Your cell phone must be in your bag during all of class
4. Remember to be courteous to everyone in the class, even when you disagree.
5. Please do not carry on conversations while I am talking, during a presentation, or when a classmate is talking. This is rude and I will ask you to leave if the behavior continues.

WARNING: Disruptive students will be asked to leave the class and will lose their participation points for that day!

PEER REVIEW
Peer Review is a chance for you to get some valuable feedback from your peers on your rough draft before turning it in. Your rough draft may be either handwritten or typed, but it must be “good faith” draft, meaning it is 2-3 pages in length and shows careful thought and planning even though it may be unfinished.

Peer review days are “triple point” days, meaning that they are worth 15 participation points. You must be present and participating in class to receive these points. If you are absent or unprepared, you will receive 0 or partial credit. I do not
accept rough drafts over email, in my mailbox, or in my office. You cannot turn in rough drafts late. The only exceptions to the rule are listed under the “Attendance Policy” section.

**PARTICIPATION**

One of the things I love most about teaching is that it gives us the opportunity to talk about issues of the human condition. We look different from one another, come from different cultural and personal experiences, and have different talents, goals, and opinions. Boldly sharing these differences will make discussions and our class great fun, so I look forward to hearing all of your voices whenever you are comfortable.

I am not the only teacher in the classroom; I am also learning from you. My goal for you is to actively engage in the texts we read and the subjects we write about, rather than asking you to passively regurgitate my ideas. Each day of class is worth 5 participation points. If you miss class, or you are disruptive, then you lose these points. Again, the only exceptions to the rule are listed under the “Attendance Policy” section.

**Course Requirements:**

Any essay having more than 4 of the following errors per page will not receive a passing grade.

Examples of major errors:

<table>
<thead>
<tr>
<th>Errors</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Fragments</td>
<td>Run-on Sentences</td>
</tr>
<tr>
<td>Subject-verb agreement</td>
<td>Verb tense errors</td>
</tr>
<tr>
<td>Comma splice</td>
<td>Confusing/Unclear Sentences</td>
</tr>
<tr>
<td>Preposition errors</td>
<td>Verb form</td>
</tr>
<tr>
<td>Misuse of possessives</td>
<td>Pronoun agreement</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td></td>
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</tbody>
</table>

Please start working on any weaknesses as soon as you get your First Essay back.

**VISUAL FORMAT FOR ALL ESSAYS AND HOMEWORK:**

All the information below should be in your heading at the top left corner of every essay, exercise, or homework assignment you submit to me. An incomplete heading may lower your grade on that assignment.

**Name**

**Instructor’s Name**

**ELIT 22**

**DE ANZA COLLEGE**

**DATE**

**Assignment Name**

For essays only:

- You should center an *original title* (meaning the creation of your own brain and not just the assignment title) below your heading.
- Your original title should preview your essay and be thought-provoking or interesting.
- All essays and homework must be typed, with margins of one inch all around, double-spaced, times new roman and size 12 font.
- DO NOT include a cover sheet!

**PLAGIARISM: ACADEMIC DISHONESTY**

From the De Anza Student Handbook (http://www.deanza.edu/studenthandbook/academic-integrity.html):

*The two most common kinds of academic dishonesty are cheating and plagiarism.*

*Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.*

- Copying, in part or in whole, from someone else’s text
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDA’s, or use of materials not authorized by the instructor
- Committing other acts that defraud or misrepresent.

*Plagiarism is representing the work of someone else as your own.*

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person’s writings, without giving appropriate credit, and representing the product as one’s own
• Representing another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
• Submitting a paper purchased from a research or term paper service, including the internet
• Undocumented Web source usage.

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

**Academic consequences may include:**
1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

**Administrative consequences may include**
1. Being placed on disciplinary probation
2. Being placed on disciplinary suspension
3. Being expelled
4. Students may also be subject to arrest and or heavy fines if the academic dishonesty offense violates state or federal law.

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**HARASSMENT & DISCRIMINATION POLICY**

The Student Handbook (AP 4640) defines the “Harassment & Discrimination Policy) as well as the consequences of violating this policy. To report sexual harassment or to obtain assistance in determining whether or not you have been or are a victim of sexual harassment, students and employees should contact Michele LeBleu-Burns, Dean of Student Development and EOPS, 408. 864.8828

**DISABILITY SUPPORT PROGRAMS & SERVICES**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor immediately to discuss specific needs. Educational Diagnostic Center (EDC) is located in LCW 110 and may be contacted at: (408) 864-8839. Disability Support Services (DSS) is located in SCS 41 and may be contacted at: (408) 864-8753 (voice) or (408) 864-8748 (tty).

**NOTE:**

If you have any special circumstances that you feel may influence your performance in this class (a diagnosed learning disability, physical disability, or anything at all that might interfere with your learning), please come chat with me so that we can create a learning environment that works for you.

**Something to Think About:**

Among other things, life is about choices. Please make your choices wisely because with the privilege of making them comes the consequences with which you will have to live. Not doing homework is a choice. Turning in a paper late is a choice. Not coming to class is a choice. Conversely, being successful in this class is also a choice. Before you do anything, ask yourself, “What outcome do I want, and what should I do to obtain it?”

_I look forward to working with and learning from all of you._

Amy ☺
Your Class Justice League Contacts
- Get the names and contact info of 5 people
- These are the people you contact if you miss class or need help
- Putting down your name means that you are agreeing to help out each other for the quarter

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Info</th>
<th>Signature</th>
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### Spring 2014 ELIT 22.01 ASSIGNMENT CALENDAR

- *Amy Reserves the right to change or drop any assignments listed below.*
- *All Assignments must be completed on the day they are due at the start of class to receive credit*

<table>
<thead>
<tr>
<th>Date</th>
<th>Homework (DUE AT THE START OF CLASS)</th>
<th>In-Class Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</tr>
<tr>
<td>Tues., Apr 8</td>
<td><strong>1. Come to class</strong>&lt;br&gt;2. Buy Materials (Are Due On The First Day of Class)**&lt;br&gt;3. Read: “The Creation of the Titans and the Gods”&lt;br&gt; 4. “The Hero’s Journey”</td>
<td>• Icebreaker&lt;br&gt;• Syllabus&lt;br&gt;• Expectations for Class&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>(PDF was sent via e-mail and is on Amy’s Website)</td>
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<tr>
<td><strong>Week 2</strong></td>
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<td></td>
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<tr>
<td>Thur. Apr 17</td>
<td>1. Read: “Medea” in <em>World Mythology</em> (WM) &lt;br&gt;2. Read: “Jason &amp; the Golden Fleece” in <em>World Mythology</em> (WM)&lt;br&gt;3. Read: “Demeter &amp; Persphone” in <em>World Mythology</em> (WM)</td>
<td>4. Post: Weekly Response #2 on catalyst&lt;br&gt;• Pick one text and write a ½ page analytical response&lt;br&gt;• Must Use MLA&lt;br&gt;• Must include textual support&lt;br&gt;</td>
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<tr>
<td><strong>Week 3</strong></td>
<td></td>
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<tr>
<td>Tues. Apr 22</td>
<td>1. Read: “The Aeneid” in <em>WM</em> &lt;br&gt;2. Read: “Pyamus and Thusby” in <em>WM</em></td>
<td>• The Roman Hero&lt;br&gt;</td>
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<tr>
<td>Thur. Apr 24</td>
<td>1. Read: “The Ages of The World” in <em>WM</em>&lt;br&gt;2. Read: “King Arthur” in <em>WM</em>&lt;br&gt;3. Read: “Dagda the Good”</td>
<td>4. Post: Weekly Response #3 on catalyst&lt;br&gt;• Pick one text and write a ½ page analytical response&lt;br&gt;• Must Use MLA&lt;br&gt;• Must include textual support&lt;br&gt;</td>
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<tr>
<td><strong>Week 4</strong></td>
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</table>
| Tues. Apr 29 | 1. Write: Weekly Response #4 Due:<br>• Pick one text and write a ½ page analytical response<br>• Must Use MLA<br>• Must include textual support | • Norse Heroes

Leonard 8
### Week 5

<table>
<thead>
<tr>
<th>Tues. May 6th</th>
<th>1. WRITE: Literary Analysis Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Must Use MLA</td>
</tr>
<tr>
<td></td>
<td>Include a Works Cited</td>
</tr>
<tr>
<td></td>
<td>Must include textual support</td>
</tr>
<tr>
<td>2. Read:</td>
<td>“The Creation, Death, and Rebirth of the Universe” in WM</td>
</tr>
<tr>
<td>3. Read:</td>
<td>“The Creation of the Universe and Human Beings” in WM</td>
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<tr>
<td>4. Read:</td>
<td>“The Creation Cycle” in WM</td>
</tr>
<tr>
<td>5. Read:</td>
<td>“The Taming of the Sun” in WM</td>
</tr>
<tr>
<td>6. Read:</td>
<td>“Wanadi the Creator” in WM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thur. May 8th</th>
<th>1. Read: “Reading Fairy Tales” in (NAFT)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Read: “The Story of Grandmother” in (NAFT)</td>
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<tr>
<td></td>
<td>3. Read: “Little Red Riding Hood” by Perrault in (NAFT)</td>
</tr>
<tr>
<td></td>
<td>4. Read: “The False Grandmother” by Calvino in (NAFT)</td>
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<td></td>
<td>5. Read: “Little Red Cap” by Grimm in (NAFT)</td>
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<td></td>
<td>6. Read: “The Concept of Childhood and Children’s Folk Tales” by Shavit in (NAFT)</td>
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<td>7. Read: “Sex and Violence: The Hardcore of Fairy Tales” by Tartar in (NAFT)</td>
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8. **Post: Weekly Response #5 Due:**
   - Pick one text and write a ½ page analytical response
   - Must Use MLA
   - Must include textual support

### Week 6

<table>
<thead>
<tr>
<th>Tues. May 13th</th>
<th>2. Read: “Donkeyskin” by Charles Perrault in (NAFT)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3. Read: Cinderella by Brothers Grimm in (NAFT)</td>
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<tr>
<td></td>
<td>4. Read: Yeh-hsien in (NAFT)</td>
</tr>
<tr>
<td></td>
<td>5. Read: “Cinderella” by Lin Lan in (NAFT)</td>
</tr>
<tr>
<td></td>
<td>6. Read: “The Princess in a Suit of Leather” in (NAFT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thur. May 15th</th>
<th>1. Read: “Snow White” by the Brothers Grimm in (NAFT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Read: “Snow White and the Seven Dwarfs” by Anne Sexton in (NAFT)</td>
</tr>
<tr>
<td></td>
<td>3. Read: “The Crystal Casket” in CR</td>
</tr>
<tr>
<td></td>
<td>4. Read:</td>
</tr>
</tbody>
</table>

5. **Post: Weekly Response #6 on catalyst**
   - Pick one text and write a ½ page analytical response
   - Must Use MLA
   - Must include textual support

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### Debates

1. **Prep for Literary Debate #1:**
   - Include Works Cited
   - Debate Outline
   - Team Grade Sheets
   - Self-reflection

2. **Post: Weekly Response #4 on catalyst**
   - Pick one text and write a ½ page analytical response
   - Must Use MLA
   - Must include textual support

### Symbolism with Ms. Red

1. Read: “Reading Fairy Tales” in (NAFT)
2. Read: “The Story of Grandmother” in (NAFT)
3. Read: “Little Red Riding Hood” by Perrault in (NAFT)
4. Read: “The False Grandmother” by Calvino in (NAFT)
5. Read: “Little Red Cap” by Grimm in (NAFT)
6. Read: “The Concept of Childhood and Children’s Folk Tales” by Shavit in (NAFT)
7. Read: “Sex and Violence: The Hardcore of Fairy Tales” by Tartar in (NAFT)

8. **Post: Weekly Response #5 Due:**
   - Pick one text and write a ½ page analytical response
   - Must Use MLA
   - Must include textual support

### The damsel in distress versus the female hag

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Leonard 9
| Week 7 | Tuesday, May 20th | 1. **Read**: Beauty and the Beast” by Jeanne-Marie Leprine de Beaumont in CR  
2. **Read**: The Little Mermaid” by Anderson  
3. **Read**: “Sleeping Beauty” on Catalyst  
4. **Read**: “Breaking the Disney Spell” by Zipes | Disney and Fairy Tales  
Deconstructing the Male Rescuer  
6. **Post**: Weekly Response #7 on catalyst  
   - Pick one text and write a ½ page analytical response  
   - Must Use MLA  
   - Must include textual support |
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| Thursday, May 22 | 1. **Read**: “BlueBeard” by Perrault in CR  
2. **Read**: The Robber Bridegroom” by Grimm  
3. **Read**: “Mr. Fox” by Jacobs  
4. **Read**: “Bluehard’s Eggs” by Atwood  
5. **Read**: “‘Happily Ever After’ (Or What…” by Neikirk on Catalyst |  
**Debates**  
**Debate** on **Deconstructing the Male Rescuer** |
| Week 8 | Tuesday, May 27th | 1. **Read**: Hansel and Gretel by Grimm  
2. **Read**: The Juniper Tree by Grimm  
3. **Read**: The Rose Tree by Jacobs  
4. **Read**: Little Thumbling by Perrault | Urban Legends and Tricksters  
Extra Credit Movie Review Due |
| Thursday, May 29th | **1. Prep for Literary Debate #2:**  
   - Include Works Cited  
   - Debate Outline  
   - Team Grade Sheets  
   - Self-reflection  
2. **Post**: Weekly Response #8 on catalyst  
   - Pick one text and write a ½ page analytical response  
   - Must Use MLA  
   - Must include textual support |  
**Debates**  
**Debate** on **Deconstructing the Male Rescuer** |
| Week 9 | Tuesday, June 3rd | 1. **Read**: “The Man with the Hook Hand”  
2. **Read**: TBA | The White Zombie  
Urban Legends |
| Thursday, June 5th | 1. **Read**: The Walking Dead 1-72  
2. **Post**: Weekly Response #9 on catalyst  
   - Pick one text and write a ½ page analytical response  
   - Must Use MLA  
   - Must include textual support | The zombie demystified ☺ |
| Week 10 | Tuesday, June 10th | 1. **Read**: The Walking Dead 73-144  
2. **WRITE**: Rough draft of project  
   - Check that you followed the requirements  
   - Include Grade sheet  
   - Double check Works Cited | The myth of the cowboy |
| Thursday, June 12th | 1. **Read**: Marvels 1-150  
2. **WRITE**: Final draft of project  
   - Check that you followed the requirements  
   - Include Grade sheet  
   - Double check Works Cited | Introduce Final Project  
NO LIT RESPONSE DUE |
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| Tuesday | June 17th | 1. **Read:** *Marvels* pg. 151 - finish  
2. Weekly Response #10 Due:  
- Pick one text and write a ½ page analytical response  
- Must Use MLA  
- Must include textual support | Prep for Project |
| Thursday | June 19th | **1. Write and Revise:** Final Presentations  
- Finalize PPT  
- Revise Handout  
- Finalize Food  
**2. Post:** Weekly Response #10 on catalyst  
- Pick one text and write a ½ page analytical response  
- Must Use MLA  
- Must include textual support | Presentations |
| | | Week 12 | 1. | 1. Pick up Final Project Grades |
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