This plan is flexible. While I expect no changes in the content, it is virtually impossible to plan to the minute discussion length, students who may be absent on the day of presentation, etc. This is as close an estimate as possible for the time frame for our activities.

CATALOG DESCRIPTION: Reading in-depth of the works of one or more major American writers.

TEXTS: Zoot Suit, Luis Valdez
Death of A Salesman, Arthur Miller
Desire Under the Elms, Eugene O'Neill
Twilight, Anna Deavere Smith
The Heiress, Augustus and Ruth Goetz
A Raisin in the Sun, Lorraine Hansberry
Fences, August Wilson

THEME: The struggle of the individual v. society.

Mon. - July 1--Introduction of ourselves, course expectations, filling out of biographical cards, distribution of syllabi, begin The Heiress.
Tu. - July 2--The Heiress
Wed. - July 3--Cushion for The Heiress and Library visit with Mr. Dave Bezotte.
Many students tell me that they feel frustrated in trying to do papers that require library research since some of them have forgotten their library orientation, or they have transferred from other colleges and missed the sessions. This is a very important session, as you will need this to do all of your papers/projects.
Th. - July 4--UNIVERSITY HOLIDAY!
Fri. - July 5--Streetcar

Mon. - July 8--Streetcar
Tu. - July 9--Streetcar
Wed. - July 10--Papers/Projects (seven students) More may be called on, if time permits.
Th. - July 11--Papers/Projects (seven students)
Fri. - July 12--Papers/Projects cushion/begin Desire Under the Elms

Mon. - July 15--Desire Under the Elms
Tu. - July 16--Desire Under the Elms
Wed. - July 17--cushion for Desire/begin Death of a Salesman
Th. - July 18--Salesman
Fri. - July 19--Salesman (Note: The Hoffman film is long and sections will be cut.)

Mon. - July 22--Papers/Projects (If we can do nine per day, it would be great!)
Wed. - July 24--Papers/Projects

(next page, please)
Th. - July 25--Zoot Suit
Fri. - July 26--Zoot Suit

Mon. - July 29--Zoot Suit/begin Fences
Tu. - July 30--Fences
Wed. - July 31--Fences (Again, certain portions may be edited, due to length.)
Th. - August 1--A Raisin in the Sun
Fri. - Aug. 2--Raisin

Mon. - Aug. 5--conclude A Raisin in the Sun and begin Twilight
Tu. - Aug. 6--Twilight
Wed. - Aug. 7--Twilight
Th. - Aug. 8--Final Papers/Projects (We will need to do nine per day.)
Fri. - Aug. 9--Final Papers/Projects

GRADING POLICY: Grades are based, entirely, on the three papers/projects. They will be given equal weight and should be 750 words, double-spaced, with a size 14 font. This is strictly enforced. Sometimes, I will give two grades, one for content and another for grammar. If you insist, I will average these two grades and give you one, but I give two grades in the best interest of the student.

GRADING CRITERIA: Attached to this syllabus on the last page.

ADA Request: I am visually impaired. Please double-space and use a size 14 font. I cannot read pencil at all.

INDEPENDENT STUDY: I regret that I cannot accept any more independent studies with students, due to my total workload.

PERSONAL COUNSELING: Students with serious personal problems are strongly encouraged to seek professional counseling. I am an academic counselor. If you wish to share your personal problems that impact on your academic work, you should feel free, but solutions should be sought with persons trained in personal counseling. The counseling center is right outside this building in the white house to the left, as you go back down the sidewalk to Fisher.

ATTENDANCE POLICY: I expect three cuts, per term, whatever the reason. Exceptional circumstance, only, should warrant more--serious illness, death, court cases, etc.

PAPERS/PROJECTS

You have choices of:

1. a critical paper, supported by three articles found in refereed journals, generally indexed in the MLA Bibliography. Mr. Bezotte will demonstrate how to locate articles in MLA. Articles found in JSTOR require my approval.

2. a performance analysis of an actor's work we study in class. You will need three reviews from quality newspapers or magazines and Current Biography is usually a good place to begin (but not always).

(next page, please)
3. a historical or social analysis of a play, undergirded by theory, history or statistical data from a reputable source.

4. a creative project, with a scholarly narrative, including, but not limited to music, puppetry, a website, a drawing, a painting, photography, films, original poetry or drama. In other words, you should work with your strongest talent. All creative projects should show research in three scholarly articles. You may also do scene or costume design.

I MUST APPROVE ALL TOPICS PRIOR TO THEIR BEING PRESENTED. ALL WORK MUST ALSO BE PRESENTED TO THE CLASS. PAPERS ARE TO BE GIVEN VERBATIM! The Writing Center provides support for both written and oral work.

Good luck!
GRADING CRITERIA
Glenda E. Gill

No set of criteria can include all the characteristics of every forceful and convincing piece of writing or speaking. However, the purpose of this form is to help you learn to incorporate certain elements of effective communication in all your papers and speeches.

CONTENT
Central idea: clear; limited; implications of situation carefully considered; adapted to audience?
Support: sufficient, relevant; specific; sources attributed as needed?

ORGANIZATION
Beginning engages interest; indicated purpose; Development: thoughtful analysis apparent; Purpose and relationship of sections clear; paragraphs coherently structured?
Ending: significance maintained; Is there a sense of closure?

EXPRESSION
Tone: indicates involvement with subject; (I hold that tone is the single most important element in writing.) Appropriate to purpose and audience?
Appropriately maintained?
Sentences: clear; concise; varied; patterns suitable for reading and /or listening?
Word Choice: accurate; appropriate to audience?

DELIVERY
Conveys involvement with audience and subject; animation? (Is your delivery alive and enthusiastic?) Are gestures appropriate? Do you have too many gestures? Are they overdone? Eye contact? Too much reliance on notes? Are you familiar with the piece you are presenting?
Voice: articulation clear; appropriate projection; intensity; rate?

MECHANICS (Writing and speaking)
Punctuation; Spelling?
Usage: tense; subject-verb agreement? (This can be very serious.) Do you write in fragments? (This is a serious problem.)
Documentation: form correct? We use the MLA Handbook as our guide. It can be purchased. I recommend the Fourth Edition. It is also available on the World Wide Web. It is in the library and in the Writing Center.