

**LITR 243: Major Author in Children's and YA Literature: Rick Riordan (CRN 426)**  
**MWF 9:00-9:50, FITZ 247**  
**Fall 2021**

**Instructor:** Dr. Amie A. Doughty

**Office:** 313 Netzer Administration Building

**Office Hours:** MWF 10-10:45; W 12-1; and by appointment

**Phone:** 436-2493 or 436-3446 (English Dept. office)

**E-mail:** Amie.Doughty@oneonta.edu

**Web Address:** <http://employees.oneonta.edu/doughtaa>

**Required Texts:\***

Chokshi, Roshani. *Aru Shah and the End of Time*. Disney, 2019. ISBN 9781368023566

Riordan, Rick. *The Lightning Thief*. Disney, 2006. ISBN 9780786838653

---. *Sea of Monsters*. Disney, 2007. ISBN 9781423103349

---. *The Titan's Curse*. Hyperion, 2008. ISBN 9781423101482

---. *Battle of the Labyrinth*. Disney, 2009. ISBN 9781423101499

---. *The Last Olympian*. Disney, 2011. ISBN 9781423101505

---. *The Red Pyramid*. Disney, 2018. ISBN 9781368013581

---. *The Lost Hero*. Disney, 2012. ISBN 9781423113461

---. *Magnus Chase and the Gods of Asgard, Book 1: The Sword of Summer*. Disney, 2017. ISBN 9781423163374

\*Please note that you may use any *unabridged* version of the books on the list (paper or electronic).

**Course Description:**

Catalog Description: This variable-topic course will focus on one or two prominent authors in children's and/or young adult (YA) literature, their place in children's and YA literature, and their influence on the genre. Authors studied may include Louisa May Alcott, Frances Hodgson Burnett, Lewis Carroll, C.S. Lewis, Laura Ingalls Wilder, Roald Dahl, E.B. White, Laurence Yep, Virginia Hamilton, J.K. Rowling, Robert Cormier, and Robert Louis Stevenson. May be repeated for up to 6 s.h. credit.

General Education Attribute: LA

Course Description: The focal author for this semester's course is Rick Riordan. Students will read The Percy Jackson & the Olympians series, as well as the first book from The Heroes of Olympus, The Kane Chronicles, and the Magnus Chase and the Gods of Asgard series. In addition, they will read a book from the Rick Riordan Presents imprint. Each of these books will be analyzed from a literary and cultural perspective. The class will also examine some of the criticism about Riordan's works and explore his place in children's and YA literature and in popular culture.

A Note for Fellow Riordan Fans: While I know that many of you taking this course are doing so because you are Rick Riordan fans (as am I), you need to be aware that we will be analyzing and critiquing the works throughout the semester, so if you do not want to engage in critical analysis of them (good and bad), then you may want to reconsider taking the course.

Course Goals:

- To explore children's and YA literature through a specific author's body of work.
- To hone close reading skills through written and spoken analysis of texts.
- To learn how children's and YA literature impact popular culture.

Modality: This class will be meeting in person on campus. All students are required to wear masks during class. Eating and drinking during class are prohibited. (If you need to get a drink, step out of the classroom to do so.)

**Course Policies:**

**Contacting Me:** My preferred method of communication outside of class is e-mail, and I am usually quick to respond to e-mail. If you send me an e-mail message, you should hear back from me within 24 hours during weekdays. If you do not receive a response within 24 hours, try again because it means that I have not received your message. I check my e-mail periodically Monday through Friday during the day (usually no later than 5). I am offline on Saturdays and Sundays. You may also contact me via phone or come by my office during office hours. You do not need an appointment to see me in person during office hours, though I recommend making one during busy times of the semester (i.e. pre-enrollment, near finals). If you wish to meet virtually (via Teams), you will need an appointment so that I can send you a link. If you wish to set up an appointment with me, you may ask me in person before or after class, contact me via e-mail, or call me. You may also contact the department secretary, Ruth Carr, who can set up a meeting for you. She may be contacted at Ruth.Carr@oneonta.edu or (607) 436-3446. **If you meet with me in person, you must wear a mask (I will be wearing one as well).**

**Attendance:** This class is a discussion class, and you are expected to participate in all of the discussions. Missing class will mean that you miss an important aspect of the course—the analyses we make of the texts. If you must miss a class, it is your responsibility to make up your work by talking to other class members or by making an appointment to see me outside of class.

**Class Discussions:** I firmly believe that the best learning comes from student-generated class discussions. Therefore, I expect you to come to class having read the materials and prepared to discuss them. If I call on you, I expect you to have something to say about the readings we're doing, even if it's a question about what was going on or your objections to what we've been saying about the text. It is OK to disagree with me and with your classmates, as long as you express your disagreement in a courteous manner. It is important that everyone has something to say, so leave your discussion inhibitions at the door.

**Classroom Etiquette:** You are expected to comport yourself politely in class. I expect you to refrain from talking to your classmates during lectures and discussions unless you are asked to work in groups. If you have a question about what is being presented, ask me, not a neighbor. Students whose behavior disrupts the class will be asked to leave the classroom, and I will determine what constitutes disruptive behavior.

**Assignments:** Your final grade will be broken down as follows. See the separate assignments sheet for descriptions of each assignment:

- ✖ Blackboard Posts, Group-led Discussions, and Miscellaneous (20%)
- ✖ Participation (20%)
- ✖ Paper (15%)
- ✖ Major Project (25%)
- ✖ Final Exam (20%)

**Assignment Formatting:** All out-of-class assignments must be submitted according to MLA formatting guidelines. For this class, do not use a title page for any of your papers. Use a 12-point font (yes, I can tell the difference) in Times New Roman (no fancy fonts in this class and no use of Courier). Failure to follow formatting instructions will result in your paper's grade being lowered. I will explain what MLA formatting looks like to the class before the paper is due. You may also find instructions for it in any handbook.

**Grammar and Mechanics:** I expect your papers to have correct grammar and mechanics and to be proofread. Grammatical, mechanical, and formatting errors, especially proofreading errors, will lower your paper grade in the following manner: For every page of your out-of-class papers, you will be allowed one different type of error (e.g. 2 types of errors on a 2-page paper; 12 types of errors on a 12-page paper). Once you have exceeded your error allowance, you will lose ½ point per additional error type. Error types will be defined as follows:

- ✖ Each proofreading error will count as 1 type (thus 5 proofreading errors will count as 5 types of errors).

- ✖ Homonym, usage, spelling, and other word-level errors will be counted by word (e.g. their/they're/there is 1 type; it's/its is 1 type; and wonder/wander is 1 type—if all 3 appear in the same paper, it will count as 3 types).
- ✖ MLA, mechanical (punctuation), and grammatical errors will be counted by first occurrence of an error only (e.g. 12 comma splices will count as 1 type; 5 comma errors will count as 1 type; a missing header will count as 1 type; a subject-verb agreement error will count as 1 type).

There is no limit to the number of points you can lose with this policy, so go through your paper carefully.

**Deadlines and Late Work:** Unless otherwise noted, assignments are due by 11:59 pm on the day they are listed on the syllabus. I will accept work no more than one week late. All late work will lose 10%. If you know that you won't be able to get work in on time, see me **before** the due date, and we may be able to make arrangements for an extension.

**Blackboard's Gradebook:** I will be creating a gradebook on Blackboard and updating it periodically for your information. Please note that this gradebook is a guide only; however, if you do see what appears to be an error on it, please contact me. Final grades are calculated by me on my Excel gradebook, so if there is a discrepancy between Blackboard's book and mine, I will use my gradebook as the correct one. Also note that the grade marked "Total" is not a weighted total, so it should not be used to estimate your course average. Instead, the "Weighted Total" grade is the one that will indicate best how you are doing in the class.

**Plagiarism:** Plagiarism is the passing off of another's work (whether quoted, paraphrased or summarized) as your own without proper documentation, including on **take-home exams**. If you are caught plagiarizing, you are subject to a variety of punishments, including expulsion from the university. Do your own work. See the University Policies below for details on the Academic Dishonesty policy.

**Grading Scale:** The number percentages will be calculated as follows for letter grades:

94-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 E
90-93 A-	84-86 B	74-76 C	64-66 D	
	80-83 B-	70-73 C-	60-63 D-	

**Cell Phones:** Cell phones must be turned off (not just put on vibrate or silent) for the duration of the class period. If your phone rings in class, you will be asked to leave. Do not use class time to text. If I catch you texting in class, you will be asked to leave. If you believe you should be excluded from the cell phone restriction, see me individually.

**Emergency Evacuation/Shelter-in-Place Procedures:** In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble in the **IRC Lobby** so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <<http://www.oneonta.edu/security/>>.

**Student Learning Center Statement:** Your professor is an excellent resource for assistance in this course. Please visit office hours to seek clarification of concepts and processes that you are required to master for this course. For additional support, the Center for Academic Development and Enrichment (CADE) provides a variety of tutoring services. Students can receive professional tutoring for writing, reading, study skills, and basic math. Students can also receive peer tutoring in course content for most 100-level and some 200-level courses. For several courses, drop-in tutoring is offered.

**University Policies:** The following policies can be found in your Student Handbook or the Code of Student Conduct (both available online) and are particularly applicable to this class.

### **Flagrant Non-Attendance**

- Students missing 25% or more of class, any time from the second week of class up until the last day to withdraw from an individual course (see *Keydates and Deadlines* or *Faculty Reference Guide* for specific dates) *may* be removed from the course by the instructor.
- The Registrar will assign a “WI” (Involuntary Withdrawal) grade.
- Students appearing on the final grade sheet will be assigned a final grade (not a “W”, Incomplete or Pending grade), regardless of student’s class attendance.

### **Final Exams**

Instructors must follow the final exam schedule as posted in *Keydates and Deadlines* ([www.oneonta.edu/registrar](http://www.oneonta.edu/registrar)). The final exam week is part of the 15 class weeks required by the State Education Department. *If an instructor does not hold a final examination, the final examination period must be used as the final class day.* Exceptions to this may be made only in an emergency and only with prior approval of the department chair and the division dean. Under no condition shall a study day be used to administer a final exam. Students are held responsible for selecting a course schedule with the final exam schedule in mind. There is no policy preventing a student from having exams in one day.

### **Accessibility Resources**

Students Diagnosed with a Disability—All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. As such, you may be entitled to certain accommodations within this class. If you are diagnosed with a disability, please make an appointment to meet with Accessibility Resources, 133 Milne Library, ext. 2137. All students with the necessary supporting documentation will be provided appropriate accommodations as determined by the Accessibility Resources Office. It is entirely your responsibility to contact Accessibility Resources and concurrently supply me with your accommodation plan, which will inform me exactly what accommodations you are entitled to. You will only receive accommodations once you provide me with an Accessibility Resources accommodation plan. Any previously recorded grades will not be changed.

### **ACADEMIC DISHONESTY**

Academic dishonesty is defined as any act by a student that misrepresents or attempts to misrepresent to an instructor or any College official, the proficiency or achievement of that student or another student in any academic exercise for the purpose of influencing a grade on a piece of assigned work, on an examination or quiz or in a Course as a whole, or that is intended to alter any record of a student's academic performance by unauthorized means.

A Student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, or dismissal from the College. Furthermore, for a second offense, referral of the case to the Standing Disciplinary Board is mandatory. The penalties that may be assessed by the Board are listed under the Procedures of the Standing Disciplinary Board as published in this publication; however, the normal penalty is suspension or dismissal.

It is the Student's responsibility to read and understand the policy on all aspects of academic dishonesty as published in this publication and the Undergraduate Catalog. However, individual faculty members may wish to explain the policy as it relates to their courses. It is emphasized that a student who has any questions about what constitutes academic dishonesty has the responsibility of clarifying them by conferring with his/her instructors.

### **Examples of Academic Dishonesty:**

The following examples, although not all-inclusive, are intended to help students understand what constitutes academic dishonesty. Other acts should not necessarily, be considered as falling outside the scope of this policy because of their absence from this list.

- Plagiarism that is, using materials from another's work without acknowledgment, using quotations without identification as such or paraphrasing without specific identification of the source.
- Copying and/or modifying another person's computer file, program, printout, or portion thereof for use in an assignment without permission of the instructor.

- Knowingly permitting one's computer file, program, printout, or portion thereof to be copied or modified by another student for use in an assignment without permission of the instructor.
- Unauthorized giving or receiving of information on an examination, laboratory procedure, or other exercise.
- Taking an examination for another student or allowing another student to take an examination for you.
- Altering or attempting to alter a grade on any piece of graded work, a grade written in an instructor's personal records, or a grade written on any College form or transcribed in any official College record.
- Submitting a College form with a forged signature.

**Campus Resources:**

English Department: Phone: 607-4363446; E-mail: ruth.carr@oneonta.edu (department secretary) or Suzanne.black@oneonta.edu (department chair)

***Other Resources***

- [Academic Advisement](#) (607-436-3390)
- [Accessibility Resource Center](#) (607-436-2137)
- [Student Learning Center](#) (607-436-3154)
- [Milne Library](#) (607-436-2730)
- [Counseling Center](#) (607-436-3368)
- [Office of Equity and Inclusion](#) (607-436-2830)

### Assignments

For this class you will be assessed in 5 ways: Blackboard Posts and Group-led Discussion, a paper, a major project, participation, and a final exam. All written assignments must be typed, and all need to be in MLA format (9<sup>th</sup> edition).

---

**Blackboard Posts, Group-led Discussions, and Miscellaneous (20%):** During the course, you will be required to post 8 original posts to Blackboard discussion boards, one for each novel we read, plus 16 responses to others' posts, 2 for each book. For each original post (see the syllabus for the specific deadlines), you will submit a post to the designated discussion board (labeled by the name of the book being discussed for the Presentations board). You have a couple of options for your posts: you may respond to a question/comment posted in the instructions for the discussion board, or you may come up with your own topic of discussion. Some things to consider discussing about all of the books include character analyses, thematic elements, imagery/symbolism, and other aspects of literary analysis that you have learned in this and other classes. Do not summarize plot or focus on likes or dislikes. You may also choose to respond to something discussed in class, but if you do so, you need to contribute something new to that discussion, not just rehash what was said in class. Note: we will be reading 9 books, so you are allowed to skip one book for this part of the assignment; if you choose to write all 9 posts/responses, I will drop the lowest grade.

I'm looking for a solid paragraph or two of concrete, specific analysis, and I encourage you to reference specific passages in the texts in your analyses. Choose only a single aspect of the text to discuss or your post will be too broad. Use standard academic English (i.e. no emoticons or internet/chat abbreviations) in your posts.

In addition to writing original posts, each week during which an original post is due, you must also write a response to 2 different posts by others. Your responses to the posts should engage with the specific topic discussed by the original author. Though you do not have to write as much in your responses as you do in your original posts, you should do more than indicate agreement or disagreement with a point being made. The goal of this assignment is to begin a conversation about the texts.

I will be grading the original and response posts as a group. Posts will be graded on a scale of 0 to 10: 0 = no post; 1-5 = E; 6 = D; 7 = C; 8 = B; 9-10 = A. Flaming posts will earn you an automatic 0 for the post, and a second occurrence of flaming will earn you a 0 for the remainder of this portion of your grade. Grades for the posts will be available on Blackboard. The grammar and mechanics policy will not be applied to the posts; however, excessive errors will have an adverse effect on your post's grade. Note that you are required to submit all posts each time to receive full marks. If you only submit one post, you will lose 6 points (not counting any points lost for the content of the post); if you submit only 2 posts, you will lose 3 points. If one of the posts is late, you will lose half a point; if all are late, you will lose 1 ½ points. You may submit late posts up to one week late. After one week, you will receive a 0 for the post.

For the **Group-led Discussions**, you will work with your assigned group<sup>1</sup> to lead the class discussion of the designated book (see syllabus for specific dates). How the group chooses to run the class is up to you: you may distribute a list of questions ahead of time for the class to think about; you may pose questions you've generated and have the class as a whole respond; you may break the class into groups and assign them questions to answer and then have the whole class discuss them after the groups have worked together for a while; you may create a game related to the book. The questions you choose to use are up to you as well. You may continue with some topics the class has already discussed or you may lead us in a new direction. You may also ask the class to read a short article and focus your discussion on it. (I am happy to distribute copies of the article as long as I get them the Monday before your discussion.). I expect all members of the group to participate in some manner in the discussion. The group-led discussions will be graded on a 20-point scale and each member's participation level will be noted. If your group has any questions, please let me know. All members of the groups will receive the same grade for the assignment unless there are extenuating circumstances.

In addition to the Blackboard posts and group-led discussions, I may occasionally assign additional writings or give reading quizzes if I am dissatisfied with the quality of your discussions. These additional works will count as part of this component of your final grade.

**Participation (20%):** Discussions will form a heavy part of this course, and I expect everyone to be an active and engaged participant. You will be graded, starting on 30 August, on how often and well you participate in class discussions, both full class and small group. The grading will be calculated on a 5-point scale each day as follows:

- 5 points: You were on time for class and participated several times and/or offered an exceptional observation/query.
- 4 points: You were on time for class and participated once, or you were late for class and participated several times and/or offered an exceptional observation/query. If you have an excused absence, you will earn 4 points for the day.
- 3 points: You were on time for class but did not participate, or you were late for class and participated once.
- 2 points: You were late for class and did not participate.
- 0 points: You were absent.

I do not assign 1 point for this grade. I will update you on your participation average several times during the semester, and you may send me a query about your average any time.

**Paper (15%):** Your first out-of-class project requires you to choose a chapter from the list below and to argue using only that chapter as evidence that *The Lightning Thief*, *The Sea of Monsters*, or *The Titan's Curse* is good art. (Alternately, you may argue that it is bad art or that it is neither.) You must choose one of the following chapters:

- *The Lightning Thief*:

---

<sup>1</sup> There will be 5 groups named for 5 of the Greek gods in the Percy Jackson series. You may request to be in a specific group, but I will also be assigning people to groups at random at the start of the second week of classes. There will be 6 people per group, and each group will do 2 group-led discussions.

- Chapter 1: I Accidentally Vaporize My Pre-Algebra Teacher
- Chapter 11: We Visit the Garden Gnome Emporium
- Chapter 13: I Plunge to My Death
- Chapter 21: I Settle My Tab
- *The Sea of Monsters*:
  - Chapter 2: I Play Dodgeball with Cannibals
  - Chapter 7: I Accept Gifts from Strangers
  - Chapter 14: We Meet the Sheep of Doom
  - Chapter 19: The Chariot Race Ends with a Bang
- *The Titan's Curse*:
  - Chapter 1: My Rescue Operation Goes Very Wrong
  - Chapter 7: Everybody Hates Me but the Horse
  - Chapter 15: I Wrestle Santa's Evil Twin
  - Chapter 19: The Gods Vote How to Kill Us

As you work on your paper, you will need to define what you mean by “good art” (or “bad art”): is it how Riordan develops character, plots the story, the theme, the pacing, etc.? Once you have established your definition, you must use specific examples from the chapter to demonstrate how the chapter fulfills the definition. You are focusing *just* on that chapter; the rest of the novel and series should not enter into your discussion.

The paper should be 4-6 pages long. If you want me to look at a rough draft, you must send it to me by 11:59 pm on Friday, 24 September. The final draft is due by 11:59 pm on Friday, 1 October, and should be submitted as a Word or PDF document to the drop box on Blackboard.

**Major Project (25%):** For your major project, you will have several options, and I encourage you to be creative with the project. Here are some possibilities:

- Write a scene/chapter that you would have liked to see in one of the novels (maximum of 20 pages). Then write an explanation of how you developed the ideas.
- Rewrite a scene/chapter from a different character's perspective (maximum of 20 pages). Then write an explanation of how you developed the ideas.
- Illustrate a section/chapter of one of the books (maximum of 20 pages). Then write an explanation of how you developed the ideas.
- Write a research paper analyzing some aspect of the Riordan's work (or Chokshi's). The paper should be argumentative (maximum of 20 pages) and should incorporate at minimum of 5 sources not including Riordan's novels. You can choose to work with a single book or with a series (or to compare series). You may also write about books that we are not reading for this class.

Don't see something you like but have an idea? Come see me, and we'll see if we can work something out. Please note that if you are a fan-fic writer, you should be submitting something new to me. Regardless of what you choose to do for your major project, you must have some analytical element to it. For the creative options, you must discuss how what you've read in the series has led to your creation.



If you want me to look at a rough draft of your project, you must submit it to me by 11:59 pm, Monday, 29 November. The final draft is due by **11:59 pm on Monday, 6 December**. Most of you should be able to submit the assignment to the drop box on Blackboard; however, if you're doing the art option, you may submit it as a hard copy (which means earlier than 11:59 pm as the doors to Netzer will be locked, and I will not be in my office that late).

**Final Exam (20%):** Your final exam is scheduled for Friday, 10 December, from 8:00-10:30. You will write an essay. The exam will be open-note, open-book, and you will be allowed to write it on your laptop or tablet or by hand. The grammar and mechanics policy will not apply to the final exam. I will have more specific information about the exam as it approaches.

**LITR 243: Major Author in Children's and YA Literature: Rick Riordan****Fall 2021**

This syllabus is subject to change, and you are responsible for changes announced in class, on Blackboard, or via e-mail. Note that I may assign additional articles about Riordan and/or children's literature for you to read.

23 Aug—Introduction to class	25 Aug—Read Thompson article (handout)	27 Aug—Read <i>The Lightning Thief</i> Chapters 1-4
30 Aug—Read <i>The Lightning Thief</i> Chapters 5-15	1 Sept—Read <i>The Lightning Thief</i> Chapters 16-19; <b>Blackboard post due</b>	3 Sept—Finish <i>The Lightning Thief</i> ; <b>Blackboard response posts due</b>
6 Sept—No class	8 Sept—Read <i>The Sea of Monsters</i> Chapters 1-10	10 Sept—Read <i>The Sea of Monsters</i> Chapters 11-13; Group-led discussion; <b>Blackboard post due</b>
13 Sept—Finish <i>The Sea of Monsters</i> ; <b>Blackboard response posts due</b>	15 Sept—Read <i>The Titan's Curse</i> Chapters 1-4	17 Sept—Read <i>The Titan's Curse</i> Chapters 5-7; Group-led discussion
20 Sept—Read <i>The Titan's Curse</i> Chapters 8-15; <b>Blackboard post due</b>	22 Sept—Finish <i>The Titan's Curse</i> ; <b>Blackboard response posts due</b>	24 Sept—Read <i>The Battle of the Labyrinth</i> Chapters 1-3; Group-led discussion; Last day to submit rough draft for paper
27 Sept—Read <i>The Battle of the Labyrinth</i> Chapters 4-11	29 Sept—Read <i>The Battle of the Labyrinth</i> Chapters 12-13; <b>Blackboard post due</b>	1 Oct—Read <i>The Battle of the Labyrinth</i> Chapters 14-16; <b>Paper due (Blackboard drop box)</b>
4 Oct—Finish <i>The Battle of the Labyrinth</i> ; <b>Blackboard response posts due</b>	6 Oct—Read <i>The Last Olympian</i> Chapters 1-3	8 Oct—Read <i>The Last Olympian</i> Chapters 4-6; Group-led discussion
11 Oct—No class	13 Oct—Read <i>The Last Olympian</i> Chapters 7-17; <b>Blackboard post due</b>	15 Oct—Finish <i>The Last Olympian</i> ; Group-led discussion; <b>Blackboard response posts due</b>
18 Oct—Read <i>The Lost Hero</i> Chapters I-XVII	20 Oct—Read <i>The Lost Hero</i> Chapters XVIII-XXII	22 Oct—Read <i>The Lost Hero</i> Chapters XXIII-XXVII; Group-led discussion
25 Oct—Read <i>The Lost Hero</i> Chapters XXVIII-XLVIII; <b>Blackboard post due</b>	27 Oct—Finish <i>The Lost Hero</i> ; <b>Blackboard response posts due</b>	29 Oct—Read <i>The Red Pyramid</i> Warning-Chapter 4; Group-led discussion
1 Nov—Read <i>The Red Pyramid</i> Chapters 5-20	3 Nov—Read <i>The Red Pyramid</i> Chapters 21-23	5 Nov—Read <i>The Red Pyramid</i> Chapters 24-27; Group-led discussion; <b>Blackboard post due</b>
8 Nov—Finish <i>The Red Pyramid</i> ; <b>Blackboard response posts due</b>	10 Nov—Read <i>The Sword of Summer</i> Chapters 1-8	12 Nov—Read <i>The Sword of Summer</i> Chapters 9-15; Group-led discussion
15 Nov—Read <i>The Sword of Summer</i> Chapters 16-41	17 Nov—Read <i>The Sword of Summer</i> Chapters 42-48	19 Nov—Read <i>The Sword of Summer</i> Chapters 49-55; Group-led discussion; <b>Blackboard post due</b>
22 Nov—Finish <i>The Sword of Summer</i> ; <b>Blackboard response posts due</b>	24 Nov—no class	26 Nov—no class
29 Nov—Read <i>Aru Shah and the End of Time</i> Chapters 1-30; Last day to submit rough draft of project	1 Dec—Read <i>Aru Shah and the End of Time</i> Chapters 31-36; <b>Blackboard post due</b>	3 Dec—Finish <i>Aru Shah and the End of Time</i> ; <b>Blackboard response posts due</b>
6 Dec—Final Exam Discussion; <b>Project due (Blackboard drop box)</b>	Study Day Tues, 7 Dec; Final exam: Fri, 10 Dec, 8-10:30	