



English 406 Adolescent Literature

COURSE SYLLABUS: SPRING 2018

INSTRUCTOR INFORMATION

Instructor: Dr. Michelle Tvette

Office Location: Talbot Hall 214

Office Hours: 11-12 MWF

Office Phone: 903-886-5260 (Lit & Lang main office)

Office Fax: 903-886-5980

University Email Address: Michelle.Tvette@tamuc.edu

Class Web Site: AdolescentLiterature406.wikispaces.com

Preferred Form of Communication: Email

Communication Response Time: 24 hours (weekday) & 48 hours (weekend)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Sherman Alexie, *The Absolutely True Diary of a Part-time Indian* (Little, Brown Books for Young Reader, ISBN 9780316013697)

Brian Michael Bendis, *Ultimate Comics Spider-Man, Vol. 1* (Marvel, ISBN 0785157131)

Deborah Ellis, *The Breadwinner* (Groundwood, ISBN 1554987652)

Madeline L'Engle, *A Wrinkle in Time* (Square Fish, ISBN 1250004675)

Ransom Riggs, *Miss Peregrine's Home for Peculiar Children* (Quirk, ISBN 9781594746031)

J. K. Rowling, *Harry Potter and the Sorcerer's Stone* (Scholastic, ISBN 0439708184)

J. D. Salinger, *The Catcher in the Rye* (Little, Brown and Company, ISBN 0316769487)

Marjane Satrapi, *Persepolis: The Story of a Childhood* (Pantheon, ISBN 037571457X)

Plus some additional readings which you will download from our website

The syllabus/schedule are subject to change.

Software Required

Word processing, presentation software

Course Description

Adolescent literature often depicts the transformation of its young characters; after all, adolescence is a period of significant change for young people. Since 2001, the stories themselves have been regularly transformed, as well, from one medium to another. Many popular book series have been adapted into film series, and recently, comic book adaptations have broken box office records. Because adolescents consume various versions of these texts, each one deserves critical attention that goes beyond the simple question of fidelity. This course will focus on transformations in adolescent literature, in both form and content. As we read these novels, graphic novels, and films, we will consider how the characters transform in the stories, and how those stories change when they are transformed for another medium. Such scholarly examination requires close reading, and for film, comics, and graphic novels, this includes visual interpretation. As a result, we will devote some time to study of visual rhetoric and use it to transform our own stories to the page.

Generally, this is a course that introduces parents and prospective teachers of middle, junior high, and senior high schools to the major authors and genres of adolescent, or "young adult," literature. Classroom applications are discussed, but the emphasis is on the interpretation and evaluation of the literature itself from an adult, literary perspective. Prerequisites: ENG 1302.

Student Learning Outcomes

1. Students will demonstrate effective visual analysis through the production of a graphic novel or comic book.
2. Students will demonstrate improved understanding of adaptation, as measured through a survey administered at the conclusion of the course.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must be able to use Microsoft Word and a presentation program like PowerPoint or Prezi.

Instructional Methods

This is a face-to-face class that meets every scheduled day in our classroom or a screening room (Talbot 133 on film days). Students may submit coursework through email or online in a learning management system.

Student Responsibilities or Tips for Success in the Course

Check your email daily, as I often use this method of communication for timely matters. You should also email me if you have questions or concerns. We can often resolve issues (and reduce anxiety) by communicating as soon as a situation arises.

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Complete all readings and assignments before class. As you are reading, make annotations and take notes. This will improve your analysis and retention of the material. It will make it easier to craft your Talking Points and Responses, as well.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assignment	Weight of Grade:
Writing Assignment #1—Graphic Novel/Comic	20%
Writing Assignment #1—Graphic Novel/Comic Rough Draft (Peer Edit)	10%
Writing Assignment #2—Final Essay	30%
Talking Points / Responses	20%
Note cards/ Quizzes/ Participation	20%

Assessments

Writing Assignment 1—Graphic Novel/Comic (30%)

Don't worry if you are not an artist! This assignment requires you to consider and experiment with expressing a narrative visually, not to make art. You will have the option of constructing a creative narrative for your work or a memoir depicting a transformational personal experience.

You will bring a rough draft of your Graphic Novel/Comic to class to workshop, and that draft and your participation in workshopping will be 10% of your final grade. The final draft and your class presentation of that draft will count 20%.

Writing Assignment 2—Final Essay (30%)

As we make our way through our readings, films, and discussions, you will choose one text (novel, film, or novel/film adaptation) and one “way in” to that text (an aspect, issue, theoretical lens, etc.) to develop into a longer research paper. You will need to use at least three peer-reviewed scholarly sources that you find on your own in addition to any of the sources we use in

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class. A paper of this length (6-8 pages) requires a tight focus and detailed analysis to avoid broad generalizations.

Talking Points/ Responses (20%)

As scheduled on our calendar, you are required to respond to some of our readings and films through a list of Talking Points and more formal written Responses. Talking Points must include at least one direct quote for readings (including page number for written texts) and for films, the detailed description of one scene. They should also include three (3) questions or discussion starters (1 or 2 sentences for each). At least one of the questions or discussion starters should refer to the quote or scene. Seven (7) Talking Points assignments are included on the schedule, but you only have to write six (6); however, if you complete all seven, I will drop the lowest grade.

Responses should be constructed in paragraph form. For readings, they should include at least one quote and for films, they should refer to at least one specific scene using detail. The rest of the response should “unpack” the quote or scene and then analyze it, making connections to our class discussions, other readings, other films, or topics of interest to adolescent literature or adaptation scholars. I may provide topics for some of the film responses based on previous Talking Points. Responses should be approximately 500 words in length.

Note cards/ Quizzes/ Participation (20%)

This category includes in-class writing assignments, informal writing assignments, notecards, group work, and class discussion. Make sure to complete all reading assignments before class, because we will discuss each reading as a group. I believe knowledge is created through such group collaboration—the unique intersection of all of our perspectives, ideas, and experiences. So for our class to be successful, each of you needs to come to class ready to ask your questions and share your insights. I will typically ask you to prepare for our discussion by writing an in-class response at the beginning of class (note cards). If I notice that our discussion is not fruitful (due to a lack of preparation), I will give pop quizzes, as well. Since you are college scholars, I do not expect this to happen.

Late work / Extensions

I grant extensions on papers and assignments only under exceptional circumstances, so you will need to make explicit prior arrangements with me before being allowed to turn in late work.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred

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- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

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ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

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availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
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	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I prefer email communication (michelle.tvete@tamuc.edu). I will return emails within 24 hours during the week and 48 hours during the weekend.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Absences and Tardies

Your attendance in class is crucial, and you cannot expect to do well in this course if you do not attend each class meeting. I take attendance using the note cards which you fill out at the beginning of class, so if you come in late, you need to turn in a note card with your name and a brief explanation (if it is not too personal). I understand that absences are sometimes unavoidable, so you may miss up to three (3) times without penalty. After the **fourth** absence, your final grade may be affected, particularly since daily notecards and participation are a significant part of your final grade (20%).

Three tardies=one absence. Please arrive for our class on time. Coming in late not only means that you are missing your daily notecard and important information, but you are also disrespecting everyone who made the effort to be on time.

The university has no policy for “excused absences” except for university sanctioned events and military events/requirements; however, students will also be permitted to make up work for absences from a verified severe illness or a death in the immediate family.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Schedule subject to change (probably *will* change)

DATE	Complete before class	In class	DUE in class
W Jan 17		Icebreaker; Introduction to course	
F Jan 19	Read Syllabus	Discuss syllabus	
M Jan 22	“What Novels Can Do That Films Can’t (and Vice Versa)” Seymour Chatman	Discuss Chatman article	Talking Points #1
W Jan 24	<i>The Catcher in the Rye</i> chapters 1-7	Discuss reading	
F Jan 26	<i>The Catcher in the Rye</i> chapters 8-14	Discuss reading	
M Jan 29	<i>The Catcher in the Rye</i> chapters 15-20	Discuss reading & talking points	Talking Points #2
W Jan 31	<i>The Catcher in the Rye</i> chapters 21-26	Discuss reading	
F Feb 2	<i>The Absolutely True Diary of a Part-time Indian</i> chapters 1-10	Introduce Graphic Novel/Comic; Discuss Sherman Alexie & reading	
M Feb 5	<i>Absolutely True Diary</i> chapters 11-20	Discuss reading	Talking Points #3
W Feb 7	<i>Absolutely True Diary</i> chapters 21-30	Discuss reading	

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F Feb 9	“Graphic Writing: Visual Rhetoric, Student Production, and Graphic Novels” Moe Folk (website)	Discuss “Graphic Writing” and <i>Understanding Comics</i> and work on Graphic Novel/Comic	Response to “Graphic Writing”
M Feb 12	<i>Persepolis: The Story of a Childhood</i> pp. 1-79	Discuss memoir & reading	
W Feb 14	<i>Persepolis</i> pp. 80-153	Discuss reading	
F Feb 16	<i>Miss Peregrine’s Home for Peculiar Children</i> chapters 1-3	Discuss use of photos & reading	
M Feb 19	<i>Miss Peregrine’s Home</i> chapters 4-6	Discuss reading; What makes photos intriguing?	
W Feb 21	<i>Miss Peregrine’s Home</i> chapters 7-9	Discuss reading	Proposal for Graphic Novel/Comic
F Feb 23	<i>Miss Peregrine’s Home</i> chapters 10-11 & Acknowledgments; Bring intriguing photos to class	Discuss reading & shared photos: In-class activity (create a narrative “inspired by” your photos)	
M Feb 26	“Adaptation Studies at a Crossroads” Thomas Leitch (website)	Discuss article	
W Feb 28	<i>A Wrinkle in Time</i> chapters 1-4	Discuss reading	
F Mar 2	<i>Wrinkle in Time</i> chapters 5-8 ; Craft rough draft of Graphic Novel	Workshop Graphic Novel/Comic	Rough draft of Graphic Novel/Comic
M Mar 5	<i>Wrinkle in Time</i> chapters 9-12	Discuss reading	
W Mar 7	Complete Graphic Novel/Comic	Share Graphic Novel/Comic in class	Graphic Novel/Comic DUE
F Mar 9		NO CLASS Extra credit: See <i>A Wrinkle in Time</i> in theater & write one page response.	
M Mar 12		SPRING BREAK	
W Mar 14		SPRING BREAK	
F Mar 16		SPRING BREAK	
M Mar 19	<i>Harry Potter and the Sorcerer’s Stone</i> chapters 1-5	Discuss reading	
W Mar 21	<i>Harry Potter</i> chapters 6-9	Discuss reading & talking points	Talking Points #4
F Mar 23	<i>Harry Potter</i> chapters 10-13	Discuss reading	
M Mar 26	<i>Harry Potter</i> chapters 14-17	Discuss reading	
W Mar 28	Study “Film Terms” (website)	Discuss films terms & adaptation	

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F Mar 30		Watch <i>Harry Potter and the Sorcerer's Stone</i>	
M Apr 2		Watch <i>Harry Potter and the Sorcerer's Stone</i> Talbot 133	
W Apr 4		Watch <i>Harry Potter and the Sorcerer's Stone</i> Talbot 133	Talking Points #5
F Apr 6		Discuss <i>Harry Potter and the Sorcerer's Stone</i> Talbot 133	
M Apr 9	<i>The Breadwinner</i> (first half)	Introduce Final Paper; Discuss (novel) <i>The Breadwinner</i>	Response to <i>Harry Potter</i> (film)
W Apr 11	<i>The Breadwinner</i> (second half)	Discuss (novel) <i>The Breadwinner</i>	
F Apr 13		Watch <i>The Breadwinner</i> Talbot 133	
M Apr 16		Watch <i>The Breadwinner</i> Talbot 133	Talking Points #6
W Apr 18		Discuss <i>The Breadwinner</i> film & novel	Response to adaptation of <i>The Breadwinner</i>
F Apr 20		Discuss Spider-Man's transformations & Final Paper topics	
M Apr 23		Watch: <i>Spider-Man: Homecoming</i> Talbot 133	
W Apr 25		Watch: <i>Spider-Man: Homecoming</i> Talbot 133	Talking Points #7
F Apr 27		Watch: <i>Spider-Man: Homecoming</i> Talbot 133	
M Apr 30	Craft response & start reading <i>Ultimate Comics Spider-man</i>	Discuss <i>Spider-Man: Homecoming</i>	Response to <i>Spider Man: Homecoming</i>
W May 2	Finish reading <i>Ultimate Comics Spider-Man</i>	Discuss reading & adaptation of the Spider-Man character	
F May 4		NO CLASS	Final Paper DUE (email)
M May 7		NO CLASS	
W May 9		NO CLASS	
F May 11		NO CLASS	

FINAL PAPER DUE
Friday, May 4
By 10:00 p.m. through email
Michelle.Tvete@tamuc.edu

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