

**Anoka Ramsey Community College – Coon Rapids Campus**  
**English 2202: Introduction to the Study of Literature: Minnesota Writers**  
**Spring 2012 / Section 02**

Professor: Scott Stankey  
Office: Humanities 131  
Phone: (763) 433-1396 (voice mail)  
Fax: (763) 433-1521

Email: [scott.stankey@anokaramsey.edu](mailto:scott.stankey@anokaramsey.edu)  
Web: <http://webs.anokaramsey.edu/stankey>  
Blog: <http://teachingscott.blogspot.com>  
Wiki: <http://writingminnesota.pbworks.com>

**Office Hours:**

- 11:00-11:50 a.m. / TH
- 1:00-1:50 p.m. / M, W, TH, F
- Other times by appointment

**Class Meetings:**

- Section 02      11:00-11:50 a.m.      M, W, F      Humanities 122

**Texts:**

- Avasthi, Swati. *Split*. New York: Knopf, 2010. Print.
- Kysar, Kathryn, ed. *Riding Shotgun: Women Write about Their Mothers*. St. Paul: Borealis-Minnesota Historical Society, 2008. Print.
- Moore, Jim. *Invisible Strings*. Minneapolis: Graywolf, 2011. Print.
- Slager, Daniel, ed. *Fiction on a Stick: Stories by Writers from Minnesota*. Minneapolis: Milkweed Editions, 2008. Print.
- Wilson, August. *The Piano Lesson*. New York: Plume-Penguin, 1990. Print.
- **Other PDF texts** – distributed in class or on D2L.

**Other Necessities:**

- **Your Email Account @ My.AnokaRamsey.Edu**
- **Access to D2L (Desire-to-Learn)**
- **Access to the ARCC Network** (for on-campus computers and off-campus file access)
- ARCC Student I.D. / Library Card
- A class notebook or loose-leaf paper/folder
- A two-pocket folder for submitting essays
- A writing handbook with a guide to MLA style, formatting, and documentation
- A college-level dictionary
- A stapler

**Course Overview:**

According to the English Department, in this course “students will study at least one example of each of the major forms/genres of literature: fiction, poetry, plays, and creative non-fiction. In addition to critical reading and discussion, the elements of literature, and analysis, interpretation, and evaluation, the course will introduce students to major approaches to literary criticism and to literature research resources. The course will also deal with the issues of diversity and may be organized around a particular topic.” (Be sure to also read the **learner outcomes** for this course, which are posted on the [course website](#).)

In my own words, the **primary purpose** of this course is to help you continue to develop as a reader (and perhaps even as a writer), and more specifically, as a **reader of literature** – and we will discuss what “literature” means. **Our emphasis will be on close reading and discussion:** learning how to read carefully, ask good questions, and formulate multiple answers to those questions are important aspects of higher education. You will be asked daily to contribute questions, respond to questions, give opinions, and make assessments of what you are reading and learning. A related goal to all of this is for me is to engage all of you in the **excitement** of reading, studying, and sharing ideas about reading and literature.

To do all of this, we will focus this semester on literature written either **by** Minnesotans or **about** Minnesota and Minnesotans; in other words, this section of the course will introduce you to **the very active literary scene we have in Minnesota**. It is highly likely that some of the writers represented in the selected books for this course will appear on our campus (or in our area) this semester. By the end of the course, you will have encountered a broad range of Minnesota authors, and you will have lists of other writers with whom you will be at least nominally familiar, to guide your future reading and writing purposes.

To satisfy the **writing-intensive** (WI) requirements at other institutions, should you wish to transfer this course, we will spend some time studying how to research and write about literature, and we will draft, receive feedback, revise, edit, and proofread **one critical/research essay**. Because of this, the English Department does **recommend** successful completion of **ENGL 1121** before taking this course. Finally, this course satisfies **goal areas 6 and 7** of the Minnesota Transfer Curriculum.

#### Requirements and Evaluation:

- Pre-class reading and preparation
- Attendance in class
- Participation in class discussions (live and online), including pre-class D2L posts = **10%**
- Daily in-class work = **15%**
- One shorter project (2-3 pp.) about unassigned writers = **15%**
- One research essay (3-4 pp.) about an assigned writer = **20%**
- Midterm exam (in-class) = **15%**
- Final exam – part 1 (in-class) = **15%**
- Final exam – part 2 (take-home) = **10%**

#### Description of Expectations & Requirements:

1. **Pre-Class Reading and Preparation:** Complete **all** assigned readings **before** coming to class. If you haven't read, you won't fully understand what we're talking about, nor will you be able to contribute very well. I have carefully planned the amount of reading for each day so that you will have time to read slowly and closely. The reading load will vary depending on the literary genre, but a general guideline might be **4-6 poems** or **10-50 pages of prose** per class session. I encourage you to make notes, ideally **in** your books, to help you remember key passages, questions, opinions, and ideas for class discussions. Finally, **bring** the assigned book and your notebook with you to **every** class.
2. **Pre-Class D2L Posts:** As indicated on the course schedule, each group of readers will have special responsibility for preparing the class discussion topics, on a cyclical basis. All members of the group are responsible for alerting the rest of us to especially interesting passages, questions, debates, or connections prompted by a day's reading assignment. **In a post, you must provide two (2) items or questions that you think will provoke good discussion in class**—try not to repeat each other—and please point to specific passages, as appropriate, and give page numbers. Your post is **due to the appropriate discussion link in D2L by 11:59 p.m.** of the day before the class meeting.
3. **Attendance in Class:** Plan to attend **every class** and to arrive **on time** so you are not disrespectful to others with the distraction. Each class session will be devoted to discussing the assigned literature, so if

you do not attend, you cannot participate in and learn from the discussions and lectures. **If** you must miss a class when an **exam** is scheduled or when a **paper** is due, **and if** the absence is due to one of the following – a serious illness (verified by an doctor's note), a death in your family, jury duty, military duty, a religious holiday, or a college activity – **and if** you notify me **before** the absence and provide appropriate **documentation** immediately after, **then** I will work with you to arrange a "make up" and to avoid any reduction in your grade. (Absences due to medical or legal appointments, subpoenas or court dates, vacations, transportation problems, employment, or high-school events do **not** qualify for the above accommodation.) If you miss class, contact another student for notes and explanation of assignments, and check D2L for copies of any handouts. **I do take attendance**, for legal and financial-aid reasons, and I will consider attendance in borderline final grades.

4. **Participation in Class Discussions:** Participation automatically increases your investment in and enjoyment of the class—"You won't care if you don't share." In addition, the **best** literature classes have **energy** and **animated discussion**. So listen actively and take notes, but also try to **contribute**: be prepared and willing to share your ideas, opinions, questions, and problems with the rest of us. If you are naturally **quiet**, then participate more actively in small groups and try to respond to "low-risk" questions during full-class discussions. If you are naturally **talkative**, then be sure you also allow time and room for others to contribute. Above all, everyone should be **respectful** of one another's contributions, even if you disagree.
5. **Daily In-Class Work:** To encourage you to keep up with the reading assignments, there will be **at least one unannounced quiz each week**, which will include identification and/or short-answer objective questions. Other in-class work will include informal writing, exercises, and small-group projects. **These things cannot be made up if you are absent (for any reason) or arrive late, and you may not come to class only to take a quiz and then leave.**
6. **Extra Credit:** Not including any writers who come to speak directly to our class during our class time, other writers may appear **on campus** during the semester. Specific events, dates, times, and locations will be announced in class and on D2L. We will decide together how you will receive credit for attending these presentations. **Extra credit points will be applied to the "daily in-class work" grade category.**
7. **One Shorter Project:** You will have a choice among three options, and the paper (or equivalent) will be 2-3 pages long. Specific details and instructions will be provided on the assignment handout, and this project must be your own individual work, written especially for this course. Late final drafts will simply receive a grade, without comments; after one week, the grade will be a zero ("F").
8. **One Research Essay:** This paper will be 3-4 pages long and will incorporate outside sources, so you will need to follow MLA style for documentation/citations. You will write a draft, receive feedback, and then revise and edit your paper before submitting it for a grade. Specific details and instructions will be provided on the assignment handout, and this paper must be your own individual work, written especially for this course. Late first drafts will not be given credit. Late final drafts will simply receive a grade, without comments; after one week, the grade will be a zero ("F").
9. **Participation in the Peer Review Session:** If you do not attend, if you bring an incomplete draft or no draft at all, if you do not bring the required number of copies, or if you do not participate actively, you will **not** receive the points and will **not** be allowed to participate. **The peer review session cannot be rescheduled or made up, and no excuses will be accepted, including illnesses and technology problems.**
10. **Two exams (midterm and final):** The **in-class** exams will be a mix of **identification** (authors, biographical information, titles, quotations, characters, etc.), **application** (definitions and examples of literary terminology), and **short-essay** (one paragraph each) questions. The **take-home** portion of the final exam will be a longer (and "cumulative") essay question. More information will be provided in class before each exam. An exam can be rescheduled only under extraordinary circumstances and **must** be arranged **before** the exam begins; an exam not rescheduled prior to the start time will be lowered one full letter grade; after one week the grade will be a zero ("F").

**A.R.C.C. Grading System:**

- A = Superior achievement
- B = Above average achievement
- C = Average achievement
- D = Below average achievement
- F = Inadequate achievement

**Numerical Grading Scales:**

Grade	GPA	%	D2L	11-point
A	4.00	100 – 93	95	11
A-	3.67	92 – 90	92	10
A-/B+	3.50	90	90	9.5
B+	3.33	89 – 88	88	9
B	3.00	87 – 83	85	8
B-	2.67	82 – 80	82	7
B-/C+	2.50	80	80	6.5
C+	2.33	79 – 78	78	6
C	2.00	77 – 73	75	5
C-	1.67	72 – 70	72	4
C-/D+	1.50	70	70	3.5
D+	1.33	69 – 68	68	3
D	1.00	67 – 63	65	2
D-	0.67	62 – 60	62	1
D-/F	0.50	60	60	0.5
F	0.00	59 – 0	55	0

**Participation Grading Criteria:**

A	I am always fully and clearly prepared for each class. I have carefully and thoughtfully read all the assigned material ahead of time. I bring my book and notebook to class. I offer thoughtful and insightful comments and questions during full-class discussions and small-group work. I do not dominate discussions, I pay attention, and I do not distract others in any way.
B	I am always prepared for each class. I have carefully read all the assigned material ahead of time. I bring my book and notebook to class. I sometimes offer comments and questions during full-class discussions, but I contribute more to small-group work. I pay attention, and I do not distract others in any way.
C	I am mostly prepared for each class. I have usually read the assigned material ahead of time. I usually bring my book and notebook to class. I rarely volunteer a comment or question during full-class discussions, but I do contribute sometimes to small-group work. My attention sometimes drifts, but I do not distract others in any way.
D	I am often unprepared for each class. I do not always read all the assigned material ahead of time. I often forget to bring my book and notebook to class. I don't enter full-class discussions and small-group work at all. My attention often drifts, and I sometimes discourage or disrupt class discussions and small-group work.
F	I am rarely prepared for each class. I do not read all the assigned material ahead of time. I almost always forget to bring my book and notebook to class. I offer nothing to full-class discussions or small-group work. My attention often drifts, and I often say or do things which discourage and disrupt class discussions and small-group work.

## Essay Evaluation Criteria:

- Evaluation criteria are included on each essay assignment, so you will know exactly how each will be graded. In sum, I'll consider not only what you say but how well you say it – organization, logic, and grammar will matter. Please proofread your papers carefully before turning them in.

## Other Policies and Information

**Absences for Religious Observances:** The College allows absences from class for participation in religious observances. Students who plan to miss class for sincerely-held religious beliefs are required to (1) inform me at the beginning of the semester (within the first two weeks) of anticipated absences, (2) meet with me to reschedule any missed quizzes, exams, peer reviews, or paper due dates, and (3) obtain class notes from other students. I am required to assist you in obtaining course materials and assignments distributed during class sessions you miss and to make arrangements for taking missed examinations or making up peer reviews.

**Academic Support Center (ASC):** The College offers free, trained writing tutors who work with writers at any stage in the writing process to improve their writing. Please meet with a tutor for an objective/outside opinion, if you want more extensive help than I can reasonably provide during 10-15 minutes of an office hour, or if I am not available when you need help.

**Accessibility:** My goal is for our classroom and course work to be equally accessible to everyone. I think I have designed the class flexibly to accommodate different learning styles and approaches. I am also eager to make reasonable accommodations to guarantee persons with disabilities access to class sessions, the course materials, and the activities of the class. Let me know as soon as possible if you have a disability for which accommodations will be requested. If you need further information about disabilities and possible accommodations, please contact **Linnea Janus**, Director of Access Services, at 763-433-1903 or at [linnea.janus@anokaramsey.edu](mailto:linnea.janus@anokaramsey.edu).

**Cell Phones, Texting, Laptops, and Other Disruptions:** This is a **college** class, and I expect that we will all behave maturely, responsibly, and respectfully. I also expect that we will all be attentive and focused. Any disruptive behavior – including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, sending or receiving cell phone calls or text messages, using laptops for non-class-related work, bringing friends/siblings/children/pets to class, etc. – will be dealt with immediately, first individually, and then with the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

**Communication:** I prefer email rather than “telephone tag,” and I do not regularly check voice mail. Also, I will use the college email system to contact students; be sure you can receive my emails. When you email me, be sure to clearly identify yourself and the course, and do not be too informal.

**Conferences:** Please come talk to me during my office hours, or schedule an appointment with me, if you have any questions or problems at any time during the semester.

**Credit and Workload Expectations:** For undergraduate courses, 1 credit is defined as equivalent to an average of 3 hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a 3-credit course that meets for 3 hours a week should expect to spend an additional 6 hours a week on coursework outside the classroom.

**Electronic Files / Submitting Work:** Back up your work often, and in more than one place. Computer or printer problems are **not** a valid excuse for late papers. Essays are due in **hard-copy form**, and email attachments are **not** acceptable.

**Incompletes:** Students who have a **documented** medical or family emergency during the last 2-3 weeks of the semester are encouraged to contact me. If you have completed all the other work for the course with an average grade of “C” or better, and if you have no more than 6 other absences, we will arrange for you to complete the

work before the third week of the following semester or summer session. I will submit a final grade for the work you have completed so far, and I will then change the final grade when the other work has been completed.

**Library:** The college library is open 6 days each week. The 3 librarians (Gina, Al, and Barbara) are faculty members who are not assigned classes; they are there primarily to help you with any questions you have and to help you find what you are looking for. At least 1 librarian should be on duty whenever the library is open.

**Pass / No Credit Option:** You may elect to take this course on a "Pass / No Credit" basis instead of receiving a traditional letter grade. An average of "C" (73%) or higher on all of the required work for the course would be considered a "passing" (P) grade. If you desire to take the "Pass / No Credit" option, you must request it in writing (or e-mail) **by March 31, 2012**. Once you elect this option, you may not switch back to the letter grade option later in the semester. Think carefully about the issues surrounding this option, including transferring the course to another institution, before making a final decision.

**Plagiarism and Cheating:** Consult the Code of Student Conduct in the Student Handbook for more information. Plagiarism and cheating include but are not limited to (1) accepting, buying, or downloading a paper or project someone else has written, (2) improperly cutting-and-pasting information from the internet into your paper, (3) failing to enclose borrowed language in quotation marks, (4) failing to put summaries and paraphrases into your own words, (5) failing to clearly and accurately cite quotations and borrowed ideas from any outside sources, even if the borrowed ideas are in your own words, and (6) writing a paper or taking an exam using unauthorized resources or collaboration. **(This definition of plagiarism was derived from the *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> edition, 2009.)** Plagiarism and cheating will result in a zero ("F") for that assignment and notification of the Dean of Educational Services. Further, if you are asked, you must provide an electronic copy of your paper, which will be submitted to **TurnItIn.com** for verification.

**Record Keeping:** Make back-up copies of all your work, and keep all quizzes, exercises, exams, and papers returned to you. If questions about grades arise, you will need to produce the original documents. In addition, keep track of all your notes, drafts, and other materials for each exam and paper; if questions about plagiarism arise, you will need to prove you did your own writing.

**SCHEDULE:** The following schedule is subject to change—any changes will be announced in class and online.

<b>Pre-Class D2L Posts:</b>	<b>Group 1:</b>	_____ - _____
	<b>Group 2:</b>	_____ - _____
	<b>Group 3:</b>	_____ - _____
	<b>Group 4:</b>	_____ - _____
	<b>Group 5:</b>	_____ - _____
	<b>Group 6:</b>	_____ - _____

## Introductions

M 9 Jan.		<b>Introduction to the Course</b> In-class writing and discussion about Minnesota(ns) and "MN Lit" <ul style="list-style-type: none"> <li>• What does it mean to live in Minnesota?</li> <li>• What does it mean to be Minnesotan?</li> <li>• <i>Fargo</i> clip? / YouTube videos? / MPR podcasts?</li> <li>• Other states and their literatures?</li> </ul> Syllabus / Schedule / Participant Information
W 11 Jan.		<b>READ: <i>Fiction on a Stick</i> – Slager – pp. vii-viii</b> <b>Introduction to the Course – continued</b> Introduction to the short project Introduction to MN short fiction, writers, reading series, and bookstores Introduction to fiction Introduction to literary criticism

## MN Short Fiction

F 13 Jan.	Grp 1	<b>READ: <i>Fiction on a Stick</i> – Voedisch – pp. 208-218</b>
<b>M 16 Jan.</b>		<b>NO CLASSES – Martin Luther King, Jr. Day</b>
W 18 Jan.	Grp 2	<b>READ: <i>Fiction on a Stick</i> – Stonich – pp. 40-54</b>
F 20 Jan.	Grp 3	<b>READ: <i>Fiction on a Stick</i> – Reimringer – pp. 145-162</b>
M 23 Jan.	Grp 4	<b>READ: <i>Fiction on a Stick</i> – Wilson – pp. 93-100</b>
W 25 Jan.	Grp 5	<b>READ: <i>Fiction on a Stick</i> – Kolaya – pp. 106-116</b> (guest: SW?)
F 27 Jan.	Grp 6	<b>READ: <i>Fiction on a Stick</i> – Titus – pp. 101-105</b> (HANDOUT: Lee Gutkind essay)

## MN Creative Nonfiction

M 30 Jan.	Grp 1	<b>READ: Lee Gutkind essay (handout)</b> <b>READ: <i>Riding Shotgun</i> – Kysar – pp. ix-x</b> <b>READ: <i>Riding Shotgun</i> – McGhee – pp. 95-102</b> Introduction to MN creative nonfiction, writers, and publishers Introduction to creative nonfiction, reading CNF, theory, and terminology
W 1 Feb.	Grp 2	<b>READ: <i>Riding Shotgun</i> – O'Connor – pp. 103-110</b>
F 3 Feb.	Grp 3	<b>READ: <i>Riding Shotgun</i> – Erdrich – pp. 55-63</b>
M 6 Feb.	Grp 4	<b>READ: <i>Riding Shotgun</i> – Low – pp. 83-94</b> (video?)
W 8 Feb.	Grp 5	<b>READ: <i>Riding Shotgun</i> – Olson – pp. 111-125</b>
F 10 Feb.	Grp 6	<b>READ: <i>Riding Shotgun</i> – Vang – pp. 171-184</b> (guest: KK?)

## MN Novels

M 13 Feb.	Grp 1	<b>READ: <i>Split</i> – pp. 1-58 (58 pages)</b> Introduction to MN novels, novelists, and publications about “MN Lit” Debate “literary” vs. “genre” fiction/novels Introduction to Swati Avasthi
W 15 Feb.	Grp 2	<b>READ: <i>Split</i> – pp. 59-112 (54 pages)</b>
F 17 Feb.	Grp 3	<b>READ: <i>Split</i> – pp. 113-166 (54 pages)</b>
<b>M 20 Feb.</b>		<b>NO CLASSES – Presidents’ Day</b>
W 22 Feb.	Grp 4	<b>READ: <i>Split</i> – pp. 167-228 (62 pages)</b>
<b>F 24 Feb.</b>		<b>NO CLASSES – Faculty Development Day</b>
M 27 Feb.	Grp 5	<b>READ: <i>Split</i> – pp. 229-280 (52 pages)</b> <b>NOTE: We will meet @ 11:00 a.m. in the Legacy Room for a presentation by Swati Avasthi. Since this is during our class time, attendance is required!</b> <b>EXTRA CREDIT – a second presentation @ 12:00 noon in the Legacy Room</b>
W 29 Feb.	Grp 6	Wrap-up discussion for <i>Split</i>

Possible EXTRA CREDIT: ARCC English Faculty Reading in March 2012 on \_\_\_\_\_ @ \_\_\_\_\_

## Midterm Exam, Research Essay, Spring Break

Fri. 2 Mar.		Review for Midterm Exam
<b>Mon. 5 Mar.</b>		<b>MIDTERM EXAM</b>
Tues. 6 Mar.		EXTRA CREDIT – MN poet Todd Boss @ ARCC Cambridge Campus @ 7:00 p.m.
Wed. 7 Mar.		Introduction to Research Essay / Introduction to Research and Databases
Fri. 9 Mar.		Optional Conferences in H 131 to Discuss Research Essay
<b>Mon. 12 Mar.</b> <b>– Fri. 16 Mar.</b>		<b>SPRING BREAK</b>

## MN Drama

M 19 Mar.		<b>BRING: your copy of August Wilson's play, <i>The Piano Lesson</i></b> Introduction to MN drama, playwrights, and theatres Introduction to drama, reading drama, theory, and terminology Introduction to August Wilson in MN and to Penumbra Theatre in St. Paul
W 21 Mar.	Grp 1	<b>READ: <i>The Piano Lesson</i> – from the front cover to page 28 (1.1)</b>
F 23 Mar.	Grp 2	<b>READ: <i>The Piano Lesson</i> – from page 28 to page 54 (1.2)</b>
M 26 Mar.	Grp 3	<b>READ: <i>The Piano Lesson</i> – from page 55 to page 80 (2.1-3)</b>
W 28 Mar.	Grp 4	<b>READ: <i>The Piano Lesson</i> – from page 81 to page 108 (2.4-5)</b>

## F 30 Mar.

### PEER REVIEW DAY

- Bring four (4) copies of a COMPLETE draft of your Research Essay (at least 2-3 full pages).
- You must attend this peer review, be fully prepared, and participate actively to receive full credit for this day (~50 pts).

## MN Poetry

M 2 Apr.		Introduction to MN poetry, poets, and spoken word artists Introduction to poetry, reading poetry, theory, and terminology Introductory poems by Billy Collins, Robert Frost, and others (handouts)
W 4 Apr.	Grp 5	<b>READ: Poems by James Wright</b> (handouts) (guest: PR?)
F 6 Apr.	Grp 6	<b>READ: Poems by Robert Bly</b> (handouts) (guest: KK?)
M 9 Apr.	Grp 1	<b>READ: Poems by Louise Erdrich</b> (handouts) (guest: TYT?)
W 11 Apr.	Grp 2	<b>READ: <i>Invisible Strings</i> – from title page to page 19</b> Introduction to Jim Moore (guest: PR?)
F 13 Apr.	Grp 3	<b>READ: <i>Invisible Strings</i> – from page 21 to page 33</b>
M 16 Apr.	Grp 4	<b>READ: <i>Invisible Strings</i> – from page 35 to page 49</b>
W 18 Apr.	Grp 5	<b>READ: <i>Invisible Strings</i> – from page 51 to page 63</b> EXTRA CREDIT – Jim Moore @ 1:00 p.m. and 2:00 p.m. in the Legacy Room
F 20 Apr.	Grp 6	<b>READ: <i>Invisible Strings</i> – from page 65 to page 87</b> EXTRA CREDIT – MN poet laureate Joyce Sutphen @ ARCC Cambridge Campus @ 7:00 p.m.

## Final Exams, Video, Course Evaluation

M 23 Apr.		Review for Final Exam
<b>W 25 Apr.</b>		<b>FINAL EXAM – part 1</b>
F 27 Apr.		Video
M 30 Apr.		Video
W 2 May		Video
F 4 May		Finish Video / Wrap-up Discussion / Discuss FINAL EXAM – part 2 / Participation Self-Evaluation / Course Evaluation
<b>M 7 May</b>		<b>Our scheduled final exam time is from 11:50 a.m. to 1:50 p.m. You are required to drop off your Final Exam – part 2 during that time to H 131.</b>

**REMINDER:** The course syllabus and schedule are subject to change, and all changes will be announced in class; significant changes will result in a revised schedule being printed, handed out, and posted on D2L. You are responsible for any changes in deadlines or assignments announced during any class you miss.