

COURSE SYLLABUS

COURSE: ENGL 190

TITLE: INTERMEDIATE ACADEMIC READING

GLENDALE COMMUNITY COLLEGE DISTRICT

UNIT VALUE: 3 Units (Lecture) + 1 Hour Lab Outside of Lecture

ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES:

Placement is based on a composite of test scores and academic background. ENGL 190 must be taken prior to or concurrently with ENGL 191.

TERM: Fall 2008

CONTACT INFO:

Professor X

Office Hours:

Email:

Ph:

CLASS HOURS:

A. CATALOG COURSE DESCRIPTION

English 190 is a reading course designed for students who wish to improve their college reading skills. Various textbook study methods are covered, as are memory improvement, vocabulary building through the study of prefixes and roots, and the use of context clues. Some basic word attack skills are reviewed, but the emphasis of the course is on strengthening the higher level reading comprehension as well as improving critical reading. Methods to improve literal and inferential comprehension are covered.

B. COURSE OBJECTIVES

- Study skills and text reading strategies
 - Memory improvement
 - SQ3R
 - Note-taking
 - Listening skills
 - How to study
- Word attack skills
 - Phonics and syllabication review
 - Advanced prefixes, roots, suffixes
 - Use of context clues
- Comprehension building
 - Distinguishing general and specific
 - Determining the topic in paragraphs
 - Finding main ideas
 - Using analogies
 - Following sequences
- Critical reading
 - Fact vs. opinion
 - Bias, Propaganda and advertising
 - Drawing conclusions

This syllabus is subject to alteration upon notification by the instructor

Student Learning Outcomes English 190

Reading:

Apply knowledge of textbook strategies to preview and scan texts for main ideas. Discriminate between primary and subordinate statements in a paragraph and create and follow an outline. Discriminate between fact and opinion statements and recognize and determine the mode of propaganda in a text.

Assessment Method:

Standardized pre and post test.

Core Competencies: 1a, 1b, 4a, 4b

Exit Level: Reading 5+; Writing 5+, Listening/Speaking 5+; Math 1

Reading:

Define and use at least 100 Greek or Latin roots and over 300 words based on those roots.

Assessment Method:

A series of standardized common questions written by reading faculty either in a single quiz or embedded within a longer exam.

Core Competencies: 1a, 1b,

Exit Level: Reading 5+; Writing 5+, Listening/Speaking 5+; Math 1

Writing:

Write a book review which shows ability to analyze, synthesize, and think critically about a text.

Assessment Method:

Book reviews written in English 190 assessed by a common rubric focused on students' ability to analyze and synthesize the book they have reviewed

Core Competencies: 1a, 1b, 4a, 4b

Exit Level: Reading 5+; Writing 5+, Listening/Speaking 5+; Math 1

C. REQUIRED TEXTS AND MATERIALS

1. "The Effective Reader" with MyReadingLab by D.J. Henry, 2008, ISBN-10: 0205606709
- **You MUST buy the book new in order to receive the CD Access Kit**
2. The Novel, "The Color Purple" by Alice Walker – ISBN: 0671727796
3. Three Scantrons – For Mid-Term, Final Exam and Book Quiz

D. REQUIRED ASSIGNMENTS OUTSIDE OF CLASS

Over a 15-week presentation of the course, three hours per week are required for each unit of credit. Two hours of independent work done out of class are required for each hour of lecture. Students will be required to complete the following types of assignments outside of the regular class time: Study, solve problems, use the computer, read required materials, practice skills, answer questions, participate in activities related to course content and observe activities related to course content.

This syllabus is subject to alteration upon notification by the instructor

E. GRADING PLAN:

This course is for a grade of A-F. In order to receive a grade of A-F, the student must earn enough points to earn the grade below. Assignments are as follows:

1. Mid-Term:	100 Points – 100 Question Mid-Term
2. Final Exam:	100 Points – 100 Question Final Exam
3. Book Quiz:	100 Points – 1 Book Quiz (50 Questions)
4. Book Questions	50 Points – 5 Submissions (10 Unique Questions)
5. Homework:	240 Points – 12 Assignments (20 Points Each) Note: Must Receive 50% Correct to Earn Points
6. Chapter Quizzes:	240 Points – 12 Chapter Quizzes (20 Points Each)
7. MyReadingLab:	120 Points – 1 Online Level (Complete Study Plan)

TOTAL: 950 Points

A = 950-825

B = 824-700

C = 699-575

D = 574-450

F = 449-000

- ALL HOMEWORK MUST BE TURNED IN WITHIN THE FIRST FIVE (5) MINUTES OF CLASS. NO LATE WORK IS ACCEPTED.
- THERE ARE NO MAKE-UP EXAMS/TESTS/QUIZZES GIVEN.
- YOU MUST HAVE YOUR TEXTBOOK WITH YOU FOR EACH CLASS OR YOU WILL BE DEEMED UNPREPARED AND COUNTED AS 'ABSENT' FROM THAT DAY'S CLASS.
- YOU MUST CONTRIBUTE TO ALL BOOK DISCUSSIONS BY HANDING IN QUESTIONS AND PARTICIPATING IN THE DISCUSSIONS TO TAKE THE BOOK QUIZ AT TERM'S END.

This syllabus is subject to alteration upon notification by the instructor

You can earn **Extra Credit** by attending a free workshop in the Library. There are eight workshops available and each attended will give you “**10**” Extra Credit Points towards your overall grade in the class. Please refer to:

<http://www.glendale.edu/library/instruction/workshops.html>
for a current list of the workshop names, dates and times offered.

NOTE: To pass this course, students need to have an overall written proficiency of 70%. Completing extra credit will not take you from a fail to a pass in this course, it will only enhance your passing grade.

F. ACADEMIC HONESTY

It is expected that all work submitted for grading is original, not copied from others, and that the work being graded is indeed done by the student who is receiving the grade. Cheating and plagiarism are serious violations of the student conduct code. Cheating or plagiarizing will result in a zero on the assignment or test and may result in suspension, failure in the course, and/or other disciplinary action taken by the College. All incidents of cheating or plagiarizing are reported to the Dean of Students.

G. ATTENDANCE

Students are expected to attend class regularly. Excessive absences as well as tardiness or leaving class early with no excuse will affect your grade and may result in your being dropped from the course. Students who are absent from the first day of the class may be dropped by the instructor. Students absent two consecutive days in the first two weeks of instruction may be dropped by the instructor. **Students absent from the equivalent to two weeks of classes during the complete semester cannot pass this class no matter what other credit has been earned by he/she during the term, and is subject to be dropped. If a student misses more than two weeks of classes and the day to drop with a “W” has passed, than the student’s grade will be lowered by one full letter.** In addition, any **three** late arrivals equal one absence. Attendance is of vital importance for success in this course.

H. STUDENTS WITH DISABILITIES

If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DSP&S office. Please discuss your accommodations with me during office hours or after class and be sure to allow at least one week to arrange appropriate classroom or testing accommodations.

If you would like to see the
PowerPoint Presentations
used in this course, please visit

www.ablongman.com/henry

- Click on “The Effective Reader”.
- Click on “Instructor Resources”
- Click on “PowerPoint Presentations”

This syllabus is subject to alteration upon notification by the instructor

Student Outline

SEPT. 3

- Introduction of class
- Introduction of myself
- Introduction of the syllabus
 - Expectations
 - Assignments/Grading
 - No Late HW or Assignments
 - No Make-Ups for Mid/Final/Quiz
 - Attendance/Participation
 - Extra Credit Option
 - Book Quiz/Discussions
 - Chapter Quizzes
 - MyReadingLab
- Henry book review
- Introduction of students
- Open question/answer about class

NOTES:

SEPT. 5

- Attendance Call
- Henry Chapter 1
- MyReadingLab Student Video

SEPT. 8

- Attendance Call
- Chapter 1/Application 1
- The Color Purple Trailer
<http://www.youtube.com/watch?v=d83NnLL83mc>
<http://www.youtube.com/watch?v=jlqEDS83rlk>
- Pre-Read on The Color Purple
- “How to Write a Novel Question”
- Extra Credit: Writing on the Novel
- HW: All Mastery Tests for Ch. 1

SEPT. 10

- Attendance Call/Accept HW 1
- **Take Quiz on Chapter 1**
- Henry Chapter 2
- **HW: MRL Pre-Diagnostic Test**

SEPT. 12

- **English Computer Lab**
- Intro to MyReadingLab
- Watch Demo of MyReadingLab

Signal Words to Locate the Main Idea:

Several kinds (or ways) or, Three advantages of,
Various reasons for, Several causes of, Five steps,
A number of effects, Some factors in,
Among the results, A series of, and Various causes.

Signal Words to Locate Supporting Details:

First, second, third, finally, next, also, for example,
for instance, to illustrate, furthermore, in addition,
however, moreover, nevertheless, but, yet, on the
other hand, conversely, etc.

MyReadingLab:

There are two progress checks during the semester for MyReadingLab - once during the Midterm and again during the Final Exam. You **MUST** complete at least **HALF** of your “Study Plan” by Midterm and **ALL** of your “Study Plan” by the Final Exam.

This syllabus is subject to alteration upon notification by the instructor

SEPT. 15

- Attendance Call
- Henry Chapter 2 Exercises
- “How to Write a Novel Question”
- HW: All Mastery Tests for Ch. 2
- HW: Read Novel – Letters 1-21
- HW: Write two Novel Question

SEPT. 17

- Attendance Call
- Journal on Novel
- **Book Discussion #1**

SEPT. 19

- Attendance Call/Accept HW 2
- **Take Quiz on Chapter 2**
- Henry Chapter 3

SEPT. 22

- **English Computer Lab**
- Henry Companion Website
- MyReadingLab Study Plan

SEPT. 24

- Attendance Call
- Vocabulary 1 (Half)

SEPT. 26

- Attendance Call
- Henry Chapter 3 Exercises
- HW: All Mastery Tests for Ch. 3

SEPT 29

- Attendance Call/Accept HW 3
- **Take Quiz on Chapter 3**
- Henry Chapter 4

OCT. 1

- Attendance Call
- Henry Chapter 4 Exercises
- HW: All Mastery Tests for Ch. 4

OCT. 3

- **English Computer Lab**
- Henry Companion Website
- MyReadingLab Study Plan

OCT. 6

- Attendance Call/Accept HW 4
- **Take Quiz on Chapter 4**
- Henry Chapter 5

OCT. 8

- Attendance Call
- Henry Chapter 5 Exercise
- HW: All Mastery Tests for Ch. 5

OCT. 10

- **English Computer Lab**
- Henry Companion Website
- MyReadingLab Study Plan
- HW: Read Novel – Letters 22-63
- HW: Write **four** Novel Question

OCT. 13

- Attendance Call
- Journal on Novel
- **Book Discussion #2**

OCT. 15

- Attendance Call/Accept HW 5
- **Take Quiz on Chapter 5**
- Henry Chapter 6

OCT. 17

- Attendance Call
- Henry Chapter 6 Exercises
- HW: All Mastery Tests for Ch. 6

OCT. 20

- Attendance Call/Accept HW 6
- **Take Quiz on Chapter 6**
- Vocabulary 1 (Half)

OCT. 22

- Attendance Call
- **Midterm Exam (Part 1)**

OCT. 24

- Attendance Call
- **Midterm Exam (Part 2)**

This syllabus is subject to alteration upon notification by the instructor

OCT. 27

- Attendance Call
- Henry Chapter 7 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 7

OCT. 29

- **English Computer Lab**
- Henry Lab Manual
- MyReadingLab Study Plan
- HW: Read Novel – Letters 64-77
- HW: Write two Novel Question

OCT. 31

- Attendance Call
- Vocabulary 2
- Journal on Novel
- **Book Discussion #3**

NOV. 3

- Attendance Call/Accept HW 7
- **Take Quiz on Chapter 7**
- Henry Chapter 8 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 8

NOV. 5

- Attendance Call/Accept HW 8
- **Take Quiz on Chapter 8**
- Henry Chapter 9 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 9

NOV. 7

- Attendance Call/Accept HW 9
- **Take Quiz on Chapter 9**
- Henry Chapter 10 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 10

NOV. 10

- Attendance Call/Accept HW 10
- **Take Quiz on Chapter 10**
- Henry Chapter 11 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 11

NOV. 12

- Attendance Call/Accept HW 11
- **Take Quiz on Chapter 11**
- Henry Chapter 12 (Do Some Exercises)
- HW: All Mastery Tests for Ch. 12
- HW: Read Novel – Letters 78-90
- HW: Write two Novel Question

NOV. 14

- Attendance Call/Accept HW 12
- **Take Quiz on Chapter 12**
- Journal on Novel
- **Book Discussion #4**

NOV. 17

- **English Computer Lab (Last!)**
- Henry Companion Website
- MyReadingLab Study Plan
- **Vocabulary 1 + 2 Review**

NOV. 19

- Attendance call
- **Final Exam (Part 1)**

NOV. 21

- Attendance call
- **Final Exam (Part 2)**

NOV. 24 – Class Cancelled

NOV. 26 – Class Cancelled

NOV. 28 – Class Cancelled

DEC. 1

- Attendance call
- **Watch “The Color Purple” DVD**

DEC. 3

- Attendance call
- **Watch “The Color Purple” DVD**

DEC. 5

- Attendance call
- **Watch “The Color Purple” DVD**
- **Take “The Color Purple” Quiz**
- **Accept Novel Book Report**
- **Review MyReadingLab**

DEC. 8

- **No Class**

DEC. 10

- **No Class**

DEC. 12

- **No Class**

Extra: Test 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Pages, 742-772

A Note About the Midterm and Final Exams:

The Midterm is comprised of 50 questions that are taken from Chapters 1-6 in your Textbook.

- To study, review the PowerPoints, Homework, and Quizzes given in this class.
- This exam is worth 100 Points – i.e., 10% of your total overall grade in this class.
- **To Study:** Visit the Website www.ablongman.com/henry, Click on “Effective Reader”, Click on “Student Resources”, Click on “Tests” for exercises that will prepare you.

The Final is comprised of 50 questions that are taken from ALL Chapters in your Textbook.

- To study, review the PowerPoints, Homework, and Quizzes given in this class.
- This exam is worth 100 Points – i.e., 10% of your total overall grade in this class.
- **To Study:** Visit the Website www.ablongman.com/henry, Click on “Effective Reader”, Click on “Student Resources”, Click on “Tests” for exercises that will prepare you.

SQ3R - A READING/STUDY SYSTEM

SURVEY - gather the information necessary to focus and formulate goals.

1. Read the title - help your mind prepare to receive the subject at hand.
2. Read the introduction and/or summary - orient yourself to how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics/charts, maps, diagrams, etc. are there to make a point.
5. Notice reading aids - italics, bold face print, chapter objective, end-of - chapter questions are all included to help you sort, comprehend, and remember.

QUESTION - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ - fill in the information around the structures you have been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

RECITE - retrain your mind to concentrate and learn as it reads.

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite.

REVIEW - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

MyReadingLab

What is the new MyReadingLab?

Specifically created for developmental reading students, MyReadingLab is the first online application that combines diagnostics, practice exercises, tests and powerful assessment to help improve student reading skills and reading level.

Instructions:

Please follow the registration instructions below and take your Pre-Diagnostic Test. This Test will develop your Study Plan. The better you do on the Test, the smaller your Study Plan. So, take your time with this Test! After the Test, if you have a green “check mark” next to a category on your Study Plan, then you have “mastered” that category and do not need to complete any more within that category. If you do not have a check mark next to a category, then you have NOT mastered the material and need to pass one “test” within that category with a **80% or higher**. You are responsible for earning a check mark next to each category in your Study Plan and taking the Post Diagnostic Test at the end. Failure to do this will result in loss of overall points from your MyReadingLab grade.

- **There are two Grade Checks: One in Week #8 and the other in Week #15.**

One Time Registration:

1. Use your web browser to go to: **www.MyReadingLab.com**
2. Click on “First-time STUDENT Registration”
3. Click on “I already have an access card”
4. Click “I Accept” to the License Agreement and Privacy Policy
5. Enter your Access Code (inside your registration card) – **This is CASE SENSITIVE – Make sure you use ALL CAPS and the “No, I Am a New User” is selected on the screen.**
6. Enter any zip code and the country “United States”
7. Follow the screen instructions to set up a personal account using your email address
8. **WRITE DOWN THE USERNAME AND PASSWORD YOU CREATED (Case Sensitive)**
Username: _____ **Password:** _____
9. Click on “Login Now” and enter your username and password
10. Click on “Join your instructor’s course”
11. Enter the “**COURSE ID**” with **Schumacher349579R**– This is CASE SENSITIVE
12. Your instructor’s class will appear – click “continue”
13. You are now Registered!
14. **Take your Pre-Diagnostic Test to determine your “Study Plan”**
15. **This “Study Plan” is what you are supposed to complete by the end of the semester**

To log into your *MyReadingLab* account after you have registered:

1. Use your web browser to go to: **www.MyReadingLab.com**
2. Click on “Log In” under Returning Users
3. Enter your Username and Password that you created earlier.
4. Your “Study Plan” will appear - Click on “**To Do List**” to see what needs to be done.

This syllabus is subject to alteration upon notification by the instructor

Asking Questions About a Novel

Effective English classrooms are full of interesting questions posed by teachers and students. Questions arise most often around texts being studied. English teachers, through their knowledge of texts, their familiarity with the valued discourses and activities of the English learning area, and their awareness of competing perspectives and ideas within this field, ask many different types of questions.

A "good" question possesses three features:

1. it requires more than recall or reproduction of a skill;
2. it has an educative component; that is, the student will learn from attempting to answer it and the teacher will learn about the student from the attempt;
3. it is, to some extent, open; that is, there may be several acceptable answers.

Questions from a personal growth perspective

In your opinion, what is the main character's problem?
If faced with the main character's difficulties, how differently might you have acted?
What are the funniest and saddest parts of the novel?
Which character in the novel do you believe had most to forgive?
At the end of the novel, what questions are important for you?
To what extent do you think the novel accurately describes the life depicted?

Questions from a cultural heritage perspective

What are the main ideas and values expressed in the novel?
How do you judge the author's use of style, form, tone and point of view?
What is the purpose of the symbols found in the title, places, animals in the novel?
What is the connection between the main character's in the novel?
How does the author's creation of setting contribute to the development of the novel's themes? How do you compare the effectiveness of the novel with other books you have read that express similar ideas?

Questions from a functional perspective

What are the main features of the narrative genre as evident in the novel?
How does the structure of the novel contribute to your understanding of it?
What structures and features would you need to incorporate into a postscript of the novel?
If you were making a film of the novel, what would you need to adapt to meet the requirements of the film genre?

Questions from a critical literacy perspective

How are we positioned to respond to the different characters in the novel?
How are different social groups represented in the novel?
From this text, what do you think are the author's beliefs ?
If this novel were set in the sixties, how different would it be?
If the main character were of different sex, how differently might the story be told?

This syllabus is subject to alteration upon notification by the instructor

The Color Purple – Pre Reading by Alice Walker Literary Discussion Guide

Plot Overview

CELIE, THE PROTAGONIST AND NARRATOR of *The Color Purple*, is a poor, uneducated, fourteen-year-old black girl living in rural Georgia. Celie starts writing letters to God because her father, Alphonso, beats and rapes her. Alphonso has already impregnated Celie once. Celie gave birth to a girl, whom her father stole and presumably killed in the woods. Celie has a second child, a boy, whom her father also steals. Celie's mother becomes seriously ill and dies. Alphonso brings home a new wife but continues to abuse Celie.

Celie and her bright, pretty younger sister, Nettie, learn that a man known only as Mr. _____ wants to marry Nettie. Mr. _____ has a lover named Shug Avery, a sultry lounge singer whose photograph fascinates Celie. Alphonso refuses to let Nettie marry, and instead offers Mr. _____ the “ugly” Celie as a bride. Mr. _____ eventually accepts the offer, and takes Celie into a difficult and joyless married life. Nettie runs away from Alphonso and takes refuge at Celie's house. Mr. _____ still desires Nettie, and when he advances on her she flees for her own safety. Never hearing from Nettie again, Celie assumes she is dead.

Mr. _____'s sister Kate feels sorry for Celie, and tells her to fight back against Mr. _____ rather than submit to his abuses. Harpo, Mr. _____'s son, falls in love with a large, spunky girl named Sofia. Shug Avery comes to town to sing at a local bar, but Celie is not allowed to go see her. Sofia becomes pregnant and marries Harpo. Celie is amazed by Sofia's defiance in the face of Harpo's and Mr. _____'s attempts to treat Sofia as an inferior. Harpo's attempts to beat Sofia into submission consistently fail, as Sofia is by far the physically stronger of the two.

Shug falls ill and Mr. _____ takes her into his house. Shug is initially rude to Celie, but the two women become friends as Celie takes charge of nursing Shug. Celie finds herself infatuated with Shug and attracted to her sexually. Frustrated with Harpo's consistent attempts to subordinate her, Sofia moves out, taking her children. Several months later, Harpo opens a juke joint where Shug sings nightly. Celie grows confused over her feelings toward Shug.

Shug decides to stay when she learns that Mr. _____ beats Celie when Shug is away. Shug and Celie's relationship grows intimate, and Shug begins to ask Celie questions about sex. Sofia returns for a visit and promptly gets in a fight with Harpo's new girlfriend, Squeak. In town one day, the mayor's wife, Miss Millie, asks Sofia to work as her maid. Sofia answers with a sassy “Hell no.” When the mayor slaps Sofia for her insubordination, she returns the blow, knocking the mayor down. Sofia is sent to jail. Squeak's attempts to get Sofia freed are futile. Sofia is sentenced to work for twelve years as the mayor's maid.

Shug returns with a new husband, Grady. Despite her marriage, Shug instigates a sexual relationship with Celie, and the two frequently share the same bed. One night Shug asks Celie about her sister. Celie assumes Nettie is dead because she had promised to write to Celie but never did. Shug says she has seen Mr. _____ hide away numerous mysterious letters that have arrived in the mail. Shug manages to get her hands on one of these letters, and they find it is from Nettie. Searching through Mr. _____'s trunk, Celie and Shug find dozens of letters that Nettie has sent to Celie over the years. Overcome with emotion, Celie reads the letters in order, wondering how to keep herself from killing Mr. _____.

The letters indicate that Nettie befriended a missionary couple, Samuel and Corrine, and traveled with them to Africa to do ministry work. Samuel and Corrine have two adopted children, Olivia and Adam. Nettie and Corrine become close friends, but Corrine, noticing that her adopted children resemble Nettie, wonders if Nettie and Samuel have a secret past. Increasingly suspicious, Corrine tries to limit Nettie's role within her family.

Nettie becomes disillusioned with her missionary experience, as she finds the Africans self-centered and obstinate. Corrine becomes ill with a fever. Nettie asks Samuel to tell her how he adopted Olivia and Adam. Based on Samuel's story, Nettie realizes that the two children are actually Celie's biological children, alive after all. Nettie also learns that Alphonso is really only Nettie and Celie's step-father, not their real father. Their real father was a storeowner whom white men lynched because they resented his success. Alphonso told Celie and Nettie he was their real father because he wanted to inherit the house and property that was once their mother's.

Nettie confesses to Samuel and Corrine that she is in fact their children's biological aunt. The gravely ill Corrine refuses to believe Nettie. Corrine dies, but accepts Nettie's story and feels reconciled just before her death. Meanwhile, Celie visits Alphonso, who -confirms Nettie's story, admitting that he is only the women's stepfather. Celie begins to lose some of her faith in God, but Shug tries to get her to reimagine God in her own way, rather than in the traditional image of the old, bearded white man.

The mayor releases Sofia from her servitude six months early. At dinner one night, Celie finally releases her pent-up rage, angrily cursing Mr. _____ for his years of abuse. Shug announces that she and Celie are moving to Tennessee, and Squeak decides to go with them. In Tennessee, Celie spends her time designing and sewing individually tailored pairs of pants, eventually turning her hobby into a business. Celie returns to Georgia for a visit, and finds that Mr. _____ has reformed his ways and that Alphonso has died. Alphonso's house and land are now hers, so she moves there.

Meanwhile, Nettie and Samuel marry and prepare to return to America. Before they leave, Samuel's son, Adam, marries Tashi, a native African girl. Following African tradition, Tashi undergoes the painful rituals of female circumcision and facial scarring. In solidarity, Adam undergoes the same facial scarring ritual.

Celie and Mr. _____ reconcile and begin to genuinely enjoy each other's company. Now independent financially, spiritually, and emotionally, Celie is no longer bothered by Shug's passing flings with younger men. Sofia remarries Harpo and now works in Celie's clothing store. Nettie finally returns to America with Samuel and the children. Emotionally drained but exhilarated by the reunion with her sister, Celie notes that though she and Nettie are now old, she has never in her life felt younger.

The Color Purple - Character List

Celie - The protagonist and narrator of *The Color Purple*. Celie is a poor, uneducated black woman with a sad personal history. She survives a stepfather who rapes her and steals her babies and also survives an abusive husband. As an adult, Celie befriends and finds intimacy with a blues singer, Shug Avery, who gradually helps Celie find her voice. By the end of the novel, Celie is a happy, independent, and self-confident woman.

Nettie - Celie's younger sister, whom Mr. _____ initially wanted to marry. Nettie runs from Alphonso to Mr. _____, and later runs away from Mr. _____. She meets a husband-and-wife pair of missionaries, Samuel and Corrine. With them, she moves to Africa to preach. Nettie becomes the caretaker of Samuel and Corrine's adopted children (who, Nettie later learns, are Celie's biological children, whom Celie and Nettie's stepfather stole and subsequently sold) and faithfully writes letters to Celie for decades. Nettie's experiences in Africa broaden the novel's scope, introducing issues of imperialism and pan-African struggles.

Mr. _____ - Celie's husband, who abuses her for years. Mr. _____, whose first name is Albert, pines away for Shug during his marriage to Celie and hides Nettie's letters to Celie in his trunk for decades. After Celie finally defies Mr. _____, denouncing him for his abuse, he undergoes a deep personal transformation, reassessing his life and eventually becoming friends with Celie.

Shug Avery - A sultry blues singer who first appears as Mr. _____'s mistress. Shug becomes Celie's friend and eventually her lover, all the while remaining a gentle mentor who helps Celie evolve into an independent and assertive woman. Shug does not at first appear to be the mothering kind, yet she nurtures Celie physically, spiritually, and emotionally. Shug gives Celie the idea of sewing pants for a living.

Harpo - Mr. _____'s eldest son. Many of Harpo's actions overturn stereotypical gender roles. He confesses to Celie about his love for Sofia, cries in her arms, enjoys cooking and housework, kisses his children, and marries an independent woman, Sofia. However, Mr. _____'s expectations of stereotypical male dominance convince Harpo that he needs to beat Sofia. His efforts at abusing Sofia fail, since she is much stronger than he is. At the end of the novel, Harpo reforms his ways, and he and Sofia reconcile and save their marriage.

Sofia - A large, fiercely independent woman who befriends Celie and marries Harpo. Sofia refuses to submit to whites, men, or anyone else who tries to dominate her. After defying the town's mayor, Sophia is sentenced to twelve years in jail, but the sentence is later commuted to twelve years labor as the mayor's maid. The hardship Sofia endures serves as a reminder of the costs of resistance and the difficulties of combating cultural and institutional racism.

Squeak - Harpo's lover after Sofia leaves him. As a mulatto, a person of mixed black and white ancestry, Squeak highlights the complex nature of racial identification. Although abused like many of the women in the novel, Squeak eventually undergoes a transformation much like Celie's. She demands to be called by her real name, Mary Agnes, and she pursues a singing career.

Alphonso - Celie and Nettie's stepfather, who the sisters think is their real father until Nettie learns the truth years later. When Celie is young, Alphonso rapes and abuses her until she moves out of the house. Unlike Mr. _____ and Harpo, who are transformed, Alphonso remains an abuser until his death. Celie inherits her house and property after Alphonso dies.

Samuel - A minister who, along with his wife, Corrine, adopts Celie's biological children, Olivia and Adam. A wise, spiritually mature black intellectual committed to "the uplift of black people everywhere," Samuel takes Corrine, Nettie, and the children to Africa for missionary work. He tells Nettie the story that makes her realize Alphonso is her stepfather rather than her biological father. After Corrine's death, Samuel marries Nettie.

Corrine - Samuel's wife. After moving to Africa, Corrine grows increasingly suspicious and jealous of Nettie's role in her family, convinced that Nettie and Samuel have had an affair. While still in Africa, Corrine dies from a fever, opening the opportunity for Nettie and Samuel to marry.

Olivia - Celie and Alphonso's biological daughter, who is adopted by Samuel and Corrine. Olivia develops a close sisterly relationship with Tashi, an Olinka village girl. This friendship, which crosses cultural boundaries, serves as an example of the strength of relationships between women.

Adam - Celie and Alphonso's biological son, who, like Olivia, is adopted by Samuel and Corrine. Adam falls in love with Tashi, a young Olinka girl. By marrying Tashi, Adam symbolically bridges Africa and America, and his respect for and deference to her subverts patriarchal notions that women are subordinate to men.

Tashi - An Olinka village girl who befriends Olivia and marries Adam. Tashi defies white imperialist culture and embodies the struggle of traditional cultural values against colonization. She chooses to undergo two painful African traditions—facial scarring and genital mutilation—as a way to physically differentiate her culture from imperialist culture.

Miss Millie - The wife of the mayor of the town where Celie lives. Miss Millie is racist and condescending, but she admires the cleanliness and good manners of Sofia's children, so she asks Sofia to be her maid. Sofia replies, "Hell no," and is sent first to jail, then to Miss Millie's, where she ends up working as her maid after all.

Eleanor Jane - The mayor's daughter. Eleanor Jane develops a strong attachment to Sofia and turns to her for emotional support. However, Sofia does not reciprocate Eleanor Jane's feelings because of the years of mistreatment she suffered at the hands of Eleanor Jane's parents. Toward the end of the novel, Eleanor Jane finally begins to understand the injustices Sofia and other blacks have suffered. She attempts to atone for her part in the unjust treatment of Sofia by caring for Sofia's daughter Henrietta.

Grady - Shug's husband. Grady is a loving and sweet man, but also a womanizer. He spends Shug's money flamboyantly and frequently smokes marijuana. When Grady and Squeak begin an affair, Shug seems relieved to be rid of any responsibility to her relationship with Grady.

This syllabus is subject to alteration upon notification by the instructor

How to Write a Compare/Contrast Essay – Option #1

Compare and contrast essays are the other big essay types in academic writing. These essays will follow a specific question and are fairly easy to complete. There are several ways to write this type of essay. The most important thing to remember is structure. Many wonderful essays fall victim to the woes of bad structure, making any ingenuity to fall by the wayside. Go over the rules on how to write a general essay, and then structure your compare/contrast essay in one of the following two formats:

1. Introduction

Your introduction — like the five-paragraph-essay, should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. Topic 1

This next portion of your essay (which may consist of one paragraph or several) should cover only the first topic of the comparison and contrast. Compare/Contrast essays take two topics and illustrate how they are similar and dissimilar. Do not mention topic 2 in this first portion.

3. Topic 2

This next portion of your essay (which may also consist of one or more paragraphs) should cover the second of the two topics. Do not discuss Topic 1 in this section. Since you have already gone into great detail about it, you may allude to Topic 1 briefly; however, do not analyze Topic 1 in this section. This portion of the paper is to discuss Topic 2 in great detail.

4. Topics 1 and 2 Together

Now that you have analyzed both Topic 1 and Topic 2 independently, now it is time to analyze them together. This section may also be one or several paragraphs.

5. Conclusion

The conclusion — like the introduction — should be a generalization of the thesis. This paragraph should express your certainty and absolute knowledge on the subject matter. You should reaffirm your thesis (essentially restate it in new words) and show how you've proven it.

How to Write a Compare/Contrast Essay – Option #2

1. Introduction

Your introduction — like the five-paragraph-essay, should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. All Comparisons (Topics 1 and 2)

This section — which should consist of several paragraphs — should go through all similarities you find in the two topics on which you are writing. There should be at least three comparisons (essentially three short body paragraphs) in which you give an example from both topics of comparisons in each.

3. All Contrasts (Topics 1 and 2)

This section — which should consist of several paragraphs — should go through all differences you find in the two topics on which you are writing. There should be at least three contrasts (essentially three short body paragraphs) in which you give an example from both topics of comparisons in each.

4. Conclusion

This conclusion is wrapping up everything you have just proven in your paper. It should restate the thesis in a new, more official way, and you should feel quite confident in your writing.

Here is a quick breakdown on how the Compare-Contrast Essay should appear:

Type A:

1. Paragraph 1: Introduction (with Thesis)
2. Paragraph 2: Topic 1 (Comparison a)
3. Paragraph 3: Topic 1 (Comparison b)
4. Paragraph 4: Topic 1 (Comparison c)
5. Paragraph 5: Topic 2 (Contrast a)
6. Paragraph 6: Topic 2 (Contrast b)
7. Paragraph 7: Topic 2 (Contrast c)
8. Paragraph 8: (Optional) — Comparisons/Contrasts together (any topic)
9. Paragraph 8: Conclusion

Type B:

0. Paragraph 1: Introduction (with Thesis)
1. Paragraph 2: Comparison a (Topic 1&2)
2. Paragraph 3: Comparison b (Topic 1&2)
3. Paragraph 4: Comparison c (Topic 1&2)
4. Paragraph 5: Contrast a (Topic 1&2)
5. Paragraph 6: Contrast b (Topic 1&2)
6. Paragraph 7: Contrast c (Topic 1&2)
7. Paragraph 8: Conclusion

This syllabus is subject to alteration upon notification by the instructor