1: MY PERSPECTIVE ON TEACHING AS A BROTHER

For me as a Brother, teaching is first and foremost a vocation, a calling, a mission. Only then is it a job, or a career, or a profession. As a Brother, I’m part of a more than 300-year tradition of education among the Brothers worldwide – a tradition in which students have such a special place that they literally represent the face of God for us! St. John Baptist De La Salle, the Founder of the Brothers, tells us Brothers that when we die and see God face to face, God will first ask us to give an account of our students, now whether we “converted” them, but how we taught and cared for them. Only afterward will he ask us to account for ourselves. This insight places our entire educational mission with students in a different light. What we do has eternal consequences. Education is not simply a matter of teaching and learning, but also a way of being.

My philosophy of teaching goes something like this: I want you to succeed. I'll open for you as many doors to knowledge and ideas as I can, and then I'll get out of the way. You won't have to “climb over me” to get to the knowledge, and I won't make it impossible for you to succeed. On the other hand, you do have to go through those doors!

Education is a life-long adventure. You have already had many teachers – hopefully, most of them have been good. I am only one of many teachers along the road of your life.

2: TEACHING SCHEDULE & REACHING ME

I teach two classes in a row on Mondays, Wednesdays, and Fridays from 8:00am-10:10am.
I have a faculty office upstairs on the 3rd floor of Dante Hall (#327). My formal office hours there are very short: Tuesdays and Thursdays from 9:00am - 10:00am. However, I also have an office in the Brothers’ Residence behind the Chapel. This is where you can almost always find me – I’m in this office most of the time during the day. The telephone number to this office is 631-4340; call me and we can set up an appointment immediately, or for a time that works for you. I’m at your service whether during my formal office hours or not. Please don’t hesitate to contact me at one of the two telephone numbers (usually x4340), or chat with me before or after class to set up an appointment.

I am also the Brother Resident Director for the second floor of Ferdinand and Camille Ageno Hall – Ageno C (toward the top of the canyon on the road to the Cross), Room 210. One way or the other, don’t hesitate to track me down if I can be of any service to you. I'm always happy to talk with you about the readings, the class discussions, or your own work.

You can also e-mail me at mmeister@stmarys-ca.edu.

3: ATTENDANCE

Given the high cost of your tuition, you know that this course, along with your others, is costing you a considerable amount. You can do the math to figure out how much each course and then each class meeting is costing you. I expect you to fulfill your responsibility to attend each and every class, on time, with your text(s) and/or other materials, having read and pondered the assignment for that day listed in the calendar, being prepared to contribute and participate in the class. After your second absence from this class I will take five points off your final grade. After your
This class is designed to take you on an in-depth exploration of one of the greatest works of world literature. Some scholars claim that Dante is simply the Western world’s greatest poet – I’m excited to be one of them! I hope that as a result of this class you will also have a greater appreciation and affection for him. During the last 700 years, it’s virtually impossible to accurately account for the amount of international scholarship this poem has generated – and continues to generate. Dante is a kind of comet that illuminates the “sky” of human experience, a cultural phenomenon, an icon that will never lose meaning and significance.

In this course, we will want to pay careful attention to Dante's text, to discover for ourselves the world he opens up for us, and to think about the deep questions of life and existence his poem raises. That’s why this course is offered in this Department. Dante made no excuses for his Comedy, and said that its purpose is “To remove those living in this life from the state of misery and lead them to the state of happiness.” One of the central questions of the Divine Comedy is “Where am I going?” This is a question we will want wrestle with for ourselves because it is one of the key questions of our own life's journey – and that's what Dante presents us with in his work, a remarkable journey of his own that he invites us to share.

It is also important to bear in mind that Dante was the epitome of the liberally educated (that is, Liberal Arts) person in his day, and his great poem is filled with references to the Bible, to ancient literature, to astronomy, history, mathematics, theology, philosophy, geography, physics, politics, astrology, mythology, and meteorology to name but a few. He had an astounding grasp on an amazing amount of knowledge! But, the world was smaller in 1300, and very different from our own world of the 21st century. Dante’s poem is almost 700 years old, and some of its references are obscure, if not incomprehensible, to the casual reader. However, we will not be casual readers! One of the benefits of this course will be to explore as many of the references Dante makes as we can so that his poem will be clear to us, and its message will be accessible. Then we will be able to understand how Dante's voice still addresses us today with a timeless theme. We will listen carefully, and fashion an appropriate response.

This kind of course will require a different kind of reading than you may have been accustomed to up to this point in your education. Primary and secondary educators often teach students to read by what I call the “autopsy method.” This involves “cutting up” the text into its component parts and exploring the parts. The problem is, the chief requirement for an autopsy is a dead body! If we have a “dead text,” or if we kill a text in the process of attempting to discover its meaning, it will never be able to speak to us. If we are simply interested in dominating, manipulating, and mastering a text, it will hide its significance from us. To take this image further, if we think we can piece together an interpretation of a text from the mangled parts of a body, as it were, we will end up with a monster – a Frankenstein – that may well kill us!

Remember this: a book is like a person! It must be treated as such. It has a life of its own and, like a person, it will open up to you only in the context of a relationship. We will discuss more about this kind of reading in class. (See also the section on reading below.)

The reading assignments for this class are very manageable. I expect you to read the assigned texts for each class session beforehand and to come to class making a thousand observations and asking a thousand questions! My style of teaching is to explore and open the texts we read, to provide as much explanation as possible for you, to offer interpretive information, to answer questions, to ask you questions, and to insure your understanding as much as possible. All this as a way of enjoying this grand poem as it unfolds before us.

I expect you to participate with your own perspectives and interpretations (especially for the price you’re paying to go to school here!). Your questions and points of view are valuable and will always be welcome at any time in the
course of the discussions. REMEMBER: There is no such thing as a dumb question! Don’t hesitate to interrupt me.

Let me also say that it is not necessary to be a Roman Catholic or even a Christian to take this course, although it helps! The courses in the Department of Theology & Religious Studies at St. Mary’s are not designed to convert or proselytize you. However, bear in mind that since this is a Roman Catholic College, and it is conducted by the Christian Brothers, you can be sure that in a course in this department you’re going to encounter a focus and context which is quite specifically Christian. However, you will not be graded on your faith. Instead, you will be graded on your grasp of the material we’ll be covering throughout the course.

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<th>5: WHAT WILL YOU GET OUT OF THIS COURSE?</th>
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Formal learning outcomes for this course include the following:

1. By the end of the course, students will clearly understand the three-part structure of the *Comedy*, see the relationships among the parts, be able to converse intelligently about the poem’s symmetry, how it is organized, and explain how it operates simultaneously on literal, spiritual, and symbolic planes (among others).

2. Students will be able to discuss the significant historical circumstances in the Church and the Empire (Roman and Holy Roman) that underlie the creation of the poem and recognize the numerous references to these circumstances (historical and literary) in the poem.

3. Students will demonstrate an understanding of how a poem (as a work of literature) can convey and open for deeper appreciation significant themes of morality, philosophy and theology as they are en-worded in real characters: the problem of choice and will, the nature of good and evil, of virtue, love, forgiveness, mercy, and salvation.

4. Students will explore and discuss how the text of Dante’s poem has been artistically represented through the centuries.

Additional benefits – Students will:

1. have the opportunity to read the entire *Divine Comedy* of Dante (some 14,000+ lines!) In a translation of the poem that is faithful to Dante's Italian yet clearly accessible to modern readers;
2. be able to follow Dante's own personal journey and understand why he needed to travel to the bottom of Hell in order to reach the top of Heaven;
3. understand why Dante entitled his poem a “Comedy”;
4. have clear notes, commentary, and explanation on virtually every part of the *Comedy* to assist them in comprehending the breadth and complexity, and yet the simplicity and appeal of Dante's masterwork;
5. learn and absorb a great deal of context about the world of Dante's time and the way it was constructed;
6. be invited to consider the journey – the pilgrimage – of their own lives along with Dante the pilgrim, and think about its path, its goal, and its meaning and significance;
7. have auxiliary materials to help them further explore Dante’s poem;
8. be able to discuss and ask as many questions as you wish about what we will read;
9. go away from the course with a deeper appreciation for the significance of Dante's work, its general structure, its meaning, and its major characters;
10. have a set of resources and experiences that will enable you to converse with others about Dante's journey;
11. engage and be engaged by Dante himself as you read, experiencing him both as the poet and as the main character of the poem;
12. have several opportunities to reflect in writing on various themes that arise out of the poem – themes of their own choosing and those chosen by the instructor;
13. be able to engage in an intelligent conversation about Dante and his poem and exchange ideas with others who have either read the poem, like themselves, or who may not have had this experience yet.

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You can expect to spend a *minimum* of two hours of out-of-class-preparation for each hour in class. The Calendar of Assignments will list for you everything you need to know about dates for all assignments, quizzes, reflections, and papers, etc. You can expect that we will follow that calendar “religiously” throughout the course.
7: OFFICIAL...

Please remember that your e-mail address, “yourname@stmarys-ca.edu,” is your official conduit for information from the College and from all your professors – including me. You may well have a different and preferred address, but you are responsible for anything that comes to you via your SMC address. Make sure you check it frequently.

8: QUIZZES

During the course of this semester, there will be several (almost weekly) quizzes based on the material/assignments covered since the last quiz. In other words, quizzes will not be cumulative. The quizzes are almost always based on facts from the text (I generally don’t give essay questions), and they’re designed to keep you up to date in your reading. Read with a sharp eye for key points. Be precise in your answers. Say what you mean. Stick to the point. Avoid fertilizer! No quiz grades are dropped. Quizzes will count for 40% of your final grade.

9: PAPERS & REFLECTIONS

During the course of the semester, you will be assigned several short written reflections and two short formal papers. Check the Calendar of Assignments for the dates. Paper topics will be assigned by me and they will be focused and meant to challenge you to think in a disciplined way, within a specific context. Paper assignments will generally include a series of parameters (ideas, possible directions to consider, etc.) within which you are expected to approach the topic. I am fond of calling my paper topics “recipes.” Follow the recipe and you'll come out with a good cake! In the papers, I will want to “hear” (in this case, read) whether or not you've grasped the subject we've been reading about and discussing, whether you're able to think and reflect about it in a given context and in a disciplined way, and whether your ideas are organized and presented clearly, etc. You will generally have 7-10 days to write a paper. At the beginning of each class session between the time a paper is assigned and when it's due, we'll take time to go over the topic again to allow anyone who has questions of clarification about the topic to raise them. No drafts are required (and no drafty thinking....). Reflections (two pages at the most) are intended to be more spontaneous reactions to texts and stories based on a question or topic I will give you or that you will choose.

10: GRADES

You will receive grades (number and/or letter) on all assignments (papers, quizzes, reflections). Quizzes will count for 40% of your final grade, the two papers will count for 40% of your final grade, reflection papers will count for 20% of your final grade. Your quizzes will usually have a box at the top showing your most up-to-date grade so that you will know exactly where you stand throughout the progress of the course.

Keep in mind the College's letter grade classifications: A=Excellent, B=Very Good, C=Satisfactory, D=Barely Passing, F=Failing.

The Quizzes are graded numerically, on the basis of the total number of points possible for each quiz (which will vary). The Reflections will be graded on a scale of 1-10 (10 being high). Papers will be graded on a standard scale of 100. I do not give extra credit work in this course.

I use the following grade scale for papers and also for report card grades:

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<tr>
<th>100-96 = A</th>
<th>95-91 = A-</th>
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<td>90-86 = B+</td>
<td>85-81 = B</td>
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<td>80-76 = B-</td>
<td>75-71 = C+</td>
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<tr>
<td>70-66 = C</td>
<td>65-61 = C-</td>
</tr>
<tr>
<td>60-56 = D+</td>
<td>55-51 = D</td>
</tr>
<tr>
<td>50-46 = D-</td>
<td>45-0 = F</td>
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NOTE: I will not be pressured, negotiated with, or otherwise persuaded about your grades, the grade scale, changing grades, arguing about quiz answers, etc. I am not interested in talk like, "I've always gotten A's in my classes," or "I have to maintain my GPA," or "I can't afford to get a ___ in this class," or "I don't see why I should have to work so hard for a 'religion' class," or "I'm paying to go to school here," etc. ON THE OTHER HAND, if I have made an error in computing your grade, or mis-read an answer, or misunderstood what was plainly there, I will be happy to discuss this.
with you privately in my office. At the same time, let me say that I am not personally offended by you if you get a bad grade(s). I want you to succeed, I want you to do the best you can, and I’m available to help you.

I do believe, however, that you have no "right" to an education that simply hands you answers or knowledge on a platter, as it were – no matter how much you're paying for it! But you do have a "right" to an education that challenges you, that makes you think, and that acquaints you with significant issues, questions, and problems with which YOU must wrestle and resolve – as uncomfortable as that might be. In the former case, you will find little of value or worth. In the latter case, what you have struggled with and worked for will be yours forever!

I don’t drop “bad” quizzes/assignments, etc. The grade scale is broad enough that if you do poorly on a gradable item it won’t have a “huge” effect on your overall grade. But, do well on everything :) Also, I don’t give extra credit assignments. As you can see from the Calendar of Assignments, there’s already plenty of work to do. Focus on doing that well.

11: SPECIAL ACCOMMODATIONS

If you have a physical or learning disability/challenge that might have a bearing, on your performance or participation in this class, please let me know about this privately so that I can make whatever accommodations I can to assist you and insure your success in this course. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website:
http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html

12: COURSE TEXT

You must have The Portable Dante, edited by Mark Musa, which is available in the College Bookstore. I will insist that you use this edition of Dante because it is one of the clearest and most readable editions, and it has a fine set of notes and commentary for you. Other readings and materials will be provided for you in sections. NOTE: I do not allow laptops, notebooks, iPads, tablet computers, etc. out/open/used during class. They are a distraction to me and to other students. I require that you have the paper/book version of the text(s) for this course, including those items I upload to GaelLearn/Moodle.

13: ENVIRONMENT

I like a bright, cool classroom (even when it’s cold or rainy outside or it’s an 8:00am class!). Please wear a jacket or other warm clothing if you need to be warmer than average.

NOTE: I will appreciate your coming to class reasonably dressed and not wearing hats/hoods, etc. in the classroom.

NOTE: Cell phones, pagers, etc., must be turned off and put away out of sight during class. God help you if I even see them!!!

NOTE: Computers, etc. are distracting to me and other students. Please do not use them during class.

NOTE: Out of politeness, during class I expect you to give your undivided attention to THIS class. Doing other reading, homework, filling out forms, playing with your calendar/planner or a calculator or your cell phone, carrying on a conversation with your neighbor – these are some examples of unacceptable behavior. Fair warning: If you do these things, you can expect me to stop the class until you rejoin us!

NOTE: If you start nodding off or falling asleep in this class you can expect a significant reawakening!

NOTE: Leaving during class to go to the bathroom or get water, etc., is very annoying and distracting! Please take care of your needs before you come to class. If you cannot sit through a one-hour class under these conditions, perhaps you need to consider taking a different class.

NOTE: Classrooms are not restaurants and I do not allow eating and drinking during class. Please eat or drink before or after class.
14: SOME WAYS TO UNDERSTAND PARTICIPATION

NOTE THAT I DO NOT GIVE A GRADE FOR PARTICIPATION. However, here are some points that will give you a good perspective on it.

Participation means that you're willing to enter actively into the dynamic of the class by asking questions, answering questions, or otherwise responding to points of view offered by the teacher or other students.

Participation can mean agreeing with a point of view and re-stating it differently or adding something of your own to it.

Participation might also mean politely disagreeing with or challenging a point of view and explaining why.

Participation means you have something to say, no matter how small or large. Since there's no such thing as a dumb question in this class, the floor is open for anything that will help us learn.

Participation also means that when you don't understand a point of view, when you don't understand a question, when you don't understand what the teacher or another student is talking about – you speak up and ask about it. There are many ways to do this. Among other things, you might say:

a. “Could you repeat that?” or
b. “I'm not sure I understand that.” or
c. “I'm confused on this point.” or
d. “Could you say that in a different way?” or
e. “Can you make it clear how this fits in with what we're doing?” or
f. “What do I/we really need to grasp here in order to understand the point we're talking about?”

Keep in mind that I am not offended if you don't understand what I say, or if you don't agree.

Some action words that come to mind when we think about participation are: respect, associate, combine, consolidate, contribute, help, cooperate, share, engage, merge, synthesize, connect, relate, link, blend, integrate, separate, divide, expand, etc.

I will often ask if you're following me or understanding what I'm saying.

1. PLEASE: if you do not understand a particular point or subject under discussion or explanation, don't hesitate to stop me and have me explain more clearly or thoroughly.
2. I appreciate this kind of interruption because it's an opportunity for further learning on everyone's part.
3. Don't be shy. There's no such thing as a “dumb question.” I want you to succeed, and I want you to learn as much as you can about the material we'll be exploring, but I can't read your mind to know whether you're comprehending or not. Don't complain later that I don't know whether you're understanding me or not if you haven't stopped me!

I expect your participation throughout the course. I do not give a grade for it.

15: DISCUSSION

A related issue is “discussion.” I'm all for it, and I want to encourage as much of it as possible. What are some points to consider when we think about discussion? Here are some ideas:

1. Discussion in class involves students in general activities like conversation, exchange, dialogue, questioning, active listening, and asking.
2. Discussion also means students ponder, reflect, and think about the topic at hand.
3. Discussion requires that we address the issue at hand and explore it from different perspectives.
4. Discussion calls for us to inquire, analyze, assess, and evaluate ideas as clearly and precisely as we can.
5. Discussion is built on a foundation of mutual trust and respect.
6. Discussion implies a purpose or goal toward which the parties involved move.

An additional related topic is “opinion,” (a synonym is sometimes “interpretation”). One will sometime hear students claim “That's my opinion,” or “I'm entitled to my own opinion,” or other similar statements which imply the end of the discussion on their part. Let me be clear about this: You are certainly free to have your opinions (interpretations) in this class. BUT, they are worthless and unacceptable unless they are presented in an open spirit and accompanied by intelligent reasons and explanation to back them up.

Many times, individual students will be assigned the responsibility for “opening up” particular sections of the readings. This means that when I call on you for an “opening” I want you to briefly take us through the major ideas of that section with a short summary.
At times, before class starts, I may ask you to talk to the person next to you to find out the most important thing that person learned from the homework. When class starts, I'll go around the room and ask you to tell everyone what that person told you.

16: ABOUT PAPERS

I encourage you to write your papers and reflections in the first person. In other words, the use of the word “I” is acceptable for this class because I will always be asking you to present your reflections and observations on the particular topic assigned. I encourage women students to use feminine pronouns instead of masculine ones in your papers if you so choose.

I will indicate the format parameters for the papers on the assignment page. Papers are to be thoroughly proof-read for correct spelling, grammar, and punctuation. If you compose your paper on a computer, always keep a copy (save your file frequently, and frequently print what you have worked on) until you get the original back from me. It is not necessary to turn in a draft of the paper first. What you give me on the due date will be your final version. I am happy to discuss your ideas with you before you write the paper, but I do not read the papers before the final version is turned in. I'm also happy to discuss the paper after it's returned to you.

Late papers are unacceptable except for extremely good reasons and with advance notice. Start your paper as soon as you get the topic. Please don't wait till the last minute! Because of the nature of our investigations together, your papers will be read, judged, and graded on how you have handled the subject matter of the paper in the context of the topic and our reading and discussions in class. Facts are important, but just as important is the manner in which you present your insights and reflections, how you transition from one point to the next, how well you stick to the topic, etc. Remember, I am not a mind-reader, so it is important to be as clear as possible in everything you state in your paper. Don't “assume” anything. When in doubt, explain!

17: SOME TIPS ON READING

1. Reading is a discipline and an art. But anyone can acquire and master it.

2. Think of reading, not in terms of “mastering” a certain amount of data or knowledge, but as a conversation or a relationship where the text/book is like a person who speaks to you, who has something to say, and who – if you read carefully – will reward you generously with information and knowledge.

3. As you read, think about discovery. First, is there actually something you have in mind that you are hoping to discover by this reading? (Obviously, the reading assignment has a purpose connected to the class you’re reading it for. What is that purpose and what do you might discover by reading this material?) Or, as you read, what are you discovering? What’s new that you didn’t know before? Oftentimes, there’s actually quite a bit. Can you write this information down in a concise and simple way that makes sense to you? Perhaps you want to create a page or a paragraph or a section of your notes entitled “Discoveries.”

4. Take stock of your assignments and plan to set aside a good portion (perhaps several portions) of time to do them.

5. Sit at a desk or table where you can write, have access to pens, pencils, markers dictionary (Yes! Look up words you don’t know!), notebook, etc.

6. You need to have as few distractions as possible: no TV on, no music playing (iPod, etc.), no noise. Don't read in bed.

7. Read out loud if you can, or read softly to yourself. The more senses (and parts of the body) you employ when studying, the more likely you are to retain what you study.

8. Read slowly and deliberately.

9. Is there (could there be, should there be, will there be) any connection or impact or meaning between what you’re reading/studying and your own life? Seeing and/or discovering these connections can make what you’re studying more significant and more memorable. Can you connect what you’re reading to what you already know? This is another way to build.
10. Keep focused so that you always know where you are at any given moment.

11. Are you awake, are you getting enough sleep? Let’s face it: if you’re “burning the candle at both ends” or up till all hours of the night, you’re quite liable to fall asleep when you’re reading or studying. If this is the case, then at least try to do your reading and studying when you’re most alert. Drink some coffee or tea to help you stay awake.

12. Try to visualize what you’re reading. Use your imagination, give the reading a context, put yourself into the picture somewhere, be one or more of the characters, say the words they say or think their thoughts. What do you see, smell, taste, touch, hear, feel? We’re visualizing and imagining all day long anyway (and probably all night, too!), so why not do it while you’re reading/studying.

13. Another “trick” to remembering what you read is to think about teaching it or passing it on to someone else. What is important for them to know? How do you want to pass this on to them? How do you want to put it into words for them to understand it?

14. Don't highlight everything! This just defeats the purpose of highlighting. Highlight only what you think is most significant: “landmarks” in the text, important facts, significant ideas, useful images, etc. Use post-it notes, flags, stick-ons, tabs, etc., besides markers to give you quick access to what you think is important to remember. Write facts on index cards and keep a set for each assignment.

15. Write in the margins of your book, note page numbers so you can refer back to the text.

16. Stop frequently, even every paragraph or so – and ask yourself, “What's been going on here?” You might be tempted to think this is too simple, but this is really effective when you read. What you're really doing is reinforcing what you've just done with your eyes and what's just gone into your head. This helps you to remember.

17. What do you already know about what you’re reading that this next/present reading assignment can build on? What foundation is already there from your previous reading, or from what you’ve already learned or discovered in class. Make the connection between what you’ve previously learned and what you’re presently learning as you read and study. Think of a building that you’re constructing. Each level upward has to be connected in some way to the level below so that everything will hold together.

18. If what you’re reading simply doesn’t make sense to you in general, please don’t give up. Go back a bit to a previous assignment that may or will shed light on this one. Be patient with yourself. Or try to make a list of what particular items confuse you and raise these in class, confer with other classmates or friends, or ask your professor (call, e-mail, make a quick appointment, whatever works for you...). No professor wants you to not understand the material. I certainly welcome questions in class or otherwise that will make the material more clear and understandable to you. At the same time, professors aren’t mind-readers. But please don’t be afraid to talk with us about your assignment(s). Think of the cost of your education: you can’t afford to be reluctant to ask for help! And please get over thinking that you’ve got to do everything on your own, and that if you ask for help you’re a __________! (fill in your own blank....) It’s just not so, and this kind of thinking gets you nowhere but in trouble!

19. What distracts you, or what/who is worrying you or causing you anxiety or occupying your thoughts? These can get in the way of studying. Try to put these matters on the shelf temporarily while you’re studying. And if you’re hungry, please eat! Take a short break once in a while.

20. Stop frequently and turn important ideas or statements into questions. For example: The text might say: “She wore a green dress.” You could write: “What was she wearing?” or “How was she dressed?” or “What did she have on?” etc. Write these questions down and mark the spot in the text where the answer is. This way you've manipulated the information in a new way and taught yourself something. You've reinforced what you've learned, and you've also created for yourself a little study sheet for the next quiz.

21. Another angle is to keep a “record” of every section of the homework assignment for a particular date. In other words, if there are 10 or 15 sections (readings or chapters, etc), then keep a short summary in a notebook of what the passage is about, what's going on there, why you think it's important, who are the major persons named
there or who is the passage about, and what event or events are noted there, or what events are the passages
about....etc..... Things like this will help you review when you get ready for the quizzes. Having written these
things down and made your own summary, you are more likely to remember the material.

22. Think good thoughts about yourself as you're reading/studying. Be positive. You're a good person; you can do
it; you can grasp it; you're intelligent, smart, perceptive; you're developing good skills of your mind; you're
broadening your horizons; you're making good use of your education; and any other good and boosting thoughts
you can think of.
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<th>Assignment</th>
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<td>#1</td>
<td>Mon 8-27-12</td>
<td>General Introduction and Background Information</td>
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<tr>
<td>#2</td>
<td>Wed 8-29-12</td>
<td>Life of Dante – Part 1 (Recording &amp; PowerPoint)</td>
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<tr>
<td>#3</td>
<td>Fri 8-31-12</td>
<td>Life of Dante – Part 2 (Recording &amp; PowerPoint)</td>
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<tr>
<td>#4</td>
<td>Wed 9-5-12</td>
<td><em>Inferno</em>: Cantos 1-4</td>
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<tr>
<td>#5</td>
<td>Fri 9-7-12</td>
<td><em>Inferno</em>: Cantos 5-8</td>
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<td>#6</td>
<td>Mon 9-10-12</td>
<td><em>Inferno</em>: Cantos 9-12; [Quiz #1 on Cantos 1-8]</td>
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<td>#7</td>
<td>Wed 9-12-12</td>
<td><em>Inferno</em>: Cantos 13-16; [Reflection #1 Due]</td>
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<td>#8</td>
<td>Fri 9-14-12</td>
<td><em>Inferno</em>: Cantos 17-20 (+Anniversary of Dante’s Death in 1321)</td>
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<td>#9</td>
<td>Mon 9-17-12</td>
<td><em>Inferno</em>: Cantos 21-24; [Quiz #2 on Cantos 9-20]</td>
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<td><em>Inferno</em>: Cantos 25-28</td>
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<td><em>Inferno</em>: Cantos 29-32</td>
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<td><em>Inferno</em>: Cantos 33-34; [Quiz #3 on Cantos 21-32]</td>
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<td>#13</td>
<td>Wed 9-26-12</td>
<td><em>Inferno</em>: Canticle Sum-Up and Review</td>
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<td>#14</td>
<td>Fri 9-28-12</td>
<td>Summary Lecture on the <em>Inferno</em>; [Reflection #2 Due]</td>
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<td>Mon 10-1-12</td>
<td><em>Inferno</em> Art (PowerPoint)</td>
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<td><em>Purgatorio</em>: Cantos 1-4; [Quiz #4 on <em>Inferno</em> Cantos 33-34]</td>
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<td><em>Purgatorio</em>: Cantos 5-8; [1st Paper Assigned]</td>
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