

# **Life, Memory, and Expression in *The Invisible Life of Addie LaRue***

IDH2930

Tuesday, 3rd Period (9:35am - 10:25am)

Honors Village Classroom 114

Fall 2024

## Instructors

Faculty Instructor: Dr. Alison Reynolds, Ph.D., [ali.reynolds@ufl.edu](mailto:ali.reynolds@ufl.edu)

Office Hours: By appointment

Peer Instructors: Noa Tako, [ntako@ufl.edu](mailto:ntako@ufl.edu); Theresse Racpan, [theresseracpan@ufl.edu](mailto:theresseracpan@ufl.edu)

Office Hours: Virtually on Thursdays, 3rd period (9:35am - 10:25am) by appointment

## Course Description

“A life no one will remember. A story you will never forget.

France, 1714: in a moment of desperation, a young woman makes a Faustian bargain to live forever—and is cursed to be forgotten by everyone she meets.

Thus begins the extraordinary life of Addie LaRue, and a dazzling adventure that will play out across centuries and continents, across history and art, as a young woman learns how far she will go to leave her mark on the world. But everything changes when, after nearly 300 years, Addie stumbles across a young man in a hidden bookstore and he remembers her name.”

*The Invisible Life of Addie LaRue* by V.E. Schwab is one of the most imaginative and unique fantasy novels of recent years. Focusing on themes of life and death, memory, ideas and inspiration, self-expression, and human connections, Schwab explores the beauty and darkness of life and what it means to leave your mark on the world. In this course, through weekly themed discussions based on the reading, we will analyze these themes, how they play out through the novel, what we can learn from them, and the role they play in both Addie’s and our own lives.

## Course Objective

Ultimately a story of perseverance and hope, by taking this course, students will gain an appreciation for our ability to form meaningful connections with people based on shared experience and layers of memories. The novel teaches us the power of ideas and how we can use seemingly small actions to change the world. Each week will focus on a different theme present in the novel, based on the plot in the chapters we would be currently reading, and discussion will be facilitated through in-person discussion and a weekly writing assignment. Students will also gain a greater understanding of how to analyze novels of a genre not usually taught in school (fantasy) and how different literary devices can work together to support a theme. A master of lyrical prose, Schwab’s writing teaches us that we don’t need to sacrifice beauty for content when writing.

## Book

Required: *The Invisible Life of Addie LaRue* by V.E. Schwab – Please attain a physical copy.

## Assignments

### *Class Participation*

Each class will begin with a “favorite sentence” exercise. For this exercise, everyone will select one sentence from the assigned reading. It could be chosen because of how it made you feel, the writing style, content, or any other reason. Everyone will share a brief explanation of why they chose their sentence, and will serve as an opening to class discussion.

### *Leading Discussion*

Discussions will be led by 1-2 students each week. Students are expected to have prepared topics and questions for the class discussion. As long as each student participates in leading part of the discussion, they will get full points. Those not leading discussions are expected to participate.

### *Weekly Writing Assignments*

To assess your understanding of the chapter(s), there will be weekly writing assignments. This will be a Canvas assignment with either a text box or a PDF file submission. Assignments are expected to answer a leading question pertaining to the chapters’ content as well as include your general reactions, thoughts, feelings, etc. on the chapters read that week. Questions you wish to discuss with the class are also welcome. Be creative! **Between 150-250 words.**

### *Final Assignment*

Addie’s story teaches us not to take our ability to communicate our lives and histories for granted. For this assignment, analyze the way Addie tells her story - what parts are important, what she remembers/focuses the most on, how she sets the scenes, etc. Then, choose a chapter of your life that is important to you, a time period or moment you would want people to be able to know. This might be a life-changing trip, when you first moved to college, when you met your best friend, or anything in between. Write a two-page reflection, and make sure you support why you chose this moment and why it had such an impact on you. In addition, include a short multimedia component (drawing, musical piece, video, collage, etc.) to use your self-expression to transform the experience and represent it in another way. This is a creative assignment, so let your personality and history shine through.

### *Annotations*

If you would like to annotate throughout the book, extra credit will be given at the end of the semester. “Make-up” participation credit for a missed class will be given if annotations are done for that week’s chapters; it will not count towards the end-of-semester extra credit.

## Attendance

Attendance is required. If you will not be able to attend class that week, please reach out and let us know. [Click here for more information on UF Attendance Policies.](#)

## Course Schedule

Students are expected to have read what is written in the last column by the date written.

<b>Week 1</b>	Aug. 27	Introduction
<b>Week 2</b>	Sep. 3	(Part 1) Chs. 1-9
<b>Week 3</b>	Sep. 10	Chs. 10-17
<b>Week 4</b>	Sep. 17	(Part 2) Chs. 1-7
<b>Week 5</b>	Sep. 24	Chs. 8-14
<b>Week 6</b>	Oct. 1	(Part 3) Chs. 1-6
<b>Week 7</b>	Oct. 8	Chs. 7-13
<b>Week 8</b>	Oct. 15	(Part 4) Chs. 1-9
<b>Week 9</b>	Oct. 22	Chs. 10-19
<b>Week 10</b>	Oct. 29	(Part 5) Chs. 1-8
<b>Week 11</b>	Nov. 5	Chs. 9-15
<b>Week 12</b>	Nov. 12	(Part 6) Chs. 1-10
<b>Week 13</b>	Nov. 19	Chs. 11-20, (Part 7) Chs. 1-3
<b>Week 14</b>	Nov. 26 (Thanksgiving)	No class
<b>Week 15</b>	Dec. 3	Conclusion

## Grade Evaluation

<b>Assignments</b>	<b>Points</b>
Class Participation - 15 classes	10 points each = 150 points
Leading Discussion - 1 class	30 points
Weekly Writing Assignments - 12 assignments	20 points each = 240 points
Final Assignment - 1 project	80 points
<b>Total</b>	<b>500 points total</b>

## Grading Scale

Percent	Grade	Grade Points
93.0 - 100.0	A	4.00
90.0 - 92.9	A-	3.67
87.0 - 89.9	B+	3.33
83.0 - 86.9	B	3.00
79.0 - 82.9	B-	2.67
75.0 - 78.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 61.9	D-	0.67
0 - 59.9	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Expectations

Students are expected to arrive on time and behave respectfully towards their instructors and peers. Technology is welcome if it is not a distraction to yourself or others and assists in the discussion.

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If you are in the process of working with the DRC, please let me know and we can work on a solution.

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

## University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## Course Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. [Click here to read the In-Class Recording policy.](#)