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ENG 697.02W: Special Topics: Early Modern Revenge Tragedies

(CRN 51600)

COURSE SYLLABUS: SUMMER II 2022

M-R 5:00 – 7:00 PM

Synchronous Online Option

This course will be synchronous M-Th from 5:00 PM to 7:00 PM through Zoom links in D2L. Students who miss the synchronous portion will need to watch the recording of the meeting and then submit work within 24 hours to acknowledge the content addressed in the live class. Additionally, students unable to meet synchronously will need to provide a recording of their oral presentations and set of discussion questions in D2L using VoiceThread by no later than 5:00 PM on the day/time assigned on the schedule.

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD (She/Her)

Office Location: 227 David A. Talbot Hall

Virtual Office Hours: MTWR 4:00-5:00 PM or by appointment

University Email Address: deborah.scaggs@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Modern Language Association of America. *MLA Handbook*. 9th ed. MLA, 2021. ISBN: 978-1603293518
2. Seneca, Lucius Annaeus. *Thyestes: A Tragedy*. 62 CE?. London, 1674. *EEBO*, <https://www.proquest.com/eebo/docview/2248531497/11765689/B8BA218D8A00436/EQ/1?accountid=7083> or Project Gutenberg: <https://www.gutenberg.org/files/57999/57999-h/57999-h.htm#THYESTES>
3. Smith, Emma, editor. *Five Revenge Tragedies*. Penguin, 2012. ISBN: 978-0141192277

Software Required

The syllabus/schedule are subject to change.

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
 - Students using GoogleDocs or Open Office are responsible for ensuring that their submissions are fully compatible with *TurnItIn*.
2. Adobe Reader for PDF files.
3. Microsoft PowerPoint or its equivalent.
4. Webcam and microphone.

Other Texts and/or Materials

1. All students *must* have a working TAMUC e-mail address.
2. Access to a computer and the internet for writing, saving, and submitting assignments electronically.
3. Familiarity with [VoiceThread](#) (VT) for submitting responses to discussion questions.
4. Familiarity with [Panopto](#) for submitting recordings if unable to meet the 5-7 PM synchronous session.
5. The instructor will provide recommended articles in PDF format for students to use as needed.

Important Dates:

July 11: First class day

August 4: Last day to drop (no refund)

August 10: Last Class Day

Final Exam Date: **Thursday, August 11: 5:00 – 7:00 PM**

Course Description

ENG 697 - Special Topics. (Hours: 3)

Organized class. May be repeated when topics vary.

In this section of ENG 697, the special topic is “Early Modern Revenge Tragedies.” Participants will examine a number of *revenge* plays, a designation provided by A(shley) H(orace) Thorndike, a late 19th- early-20th American scholar and expert on Shakespeare, who identified a subgenre of tragedy characterized by a protagonist who seeks revenge for an imagined or real offense. Participants will read revenge plays that are representative—not exhaustive—of the Elizabethan and Jacobean eras. To start, participants will read Seneca’s *Thyestes* (circa first century) as this is the inherited text epitomizing revenge. This will be followed with Thomas Kyd’s *The Spanish Tragedy* (1587?), John Marston’s *Antonio’s Revenge* (1600?), William Shakespeare’s *Hamlet* (Q1 1603), Henry Chettle’s *The Tragedy of Hoffman* (1602?), and Thomas Middleton’s *The Revenger’s Tragedy* (1606?).

The methodological approach will be [cultural materialism](#), requiring readers to contextualize the texts within the time period they were composed and consumed. Students should avail themselves of the new [Research Methods Primary Sources](#) database to learn about primary text research.

Course Primers

1. Why was revenge something that captured the early modern audience?
2. What social anxieties gave rise to—or an outlet for—this subgenre of tragedy?

3. How does theater allow for exploration of this theme that other genres do not?
4. How do the playwrights deal with this matter differently? Similarly?
5. What kinds of subjectivity and power are addressed in the plays? Why?
6. What kinds of “residual,” “dominant,” and “emergent” elements exist in each of the plays?
7. What kinds of primary, contemporaneous texts would be useful for examining the topic and the plays?

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. formulate a viable line of questioning, using a specified critical theory or methodology;
2. select sources appropriate to the critical theory or methodology;
3. synthesize primary and secondary texts effectively into texts;
4. critique the cultural, social, and historical contexts of texts; and
5. create texts that effectively address purpose, style, and content.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be able to use a computer for accessing content, completing and submitting assignments (e.g., using Word), and engaging in online sources. Additionally, students are expected to use [VoiceThread](#) (VT) for submitting responses to questions posed in class oral presentations that will require moderate expertise in using PowerPoint (PPT). In the case of students being unable to attend the 5:00-7:00 PM synchronous class meeting, students are expected to use [Panopto](#) to record their assigned oral presentations.

Instructional Methods

This course relies on class lecture and discussion, PowerPoints, out-of-class research, and in-depth, close reading of texts. There will also be handouts made available to enhance instruction.

Student Responsibilities or Tips for Success in the Course

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. Students in this graduate level course should expect to spend approximately 3 hours a day outside of class time for reading, writing, researching, and thinking.

GRADING

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

A = 90%-100%

The syllabus/schedule are subject to change.

- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assignments and Evaluation

The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to achieve control of Standard Academic American English.

Evaluation breakdown of assignments is as follows:

1. 25 % -- Oral Presentations with Annotated Bibliographies using PowerPoint (200 pts. total)
 - 10% Oral Presentation 1: 3 sources; 400-word annotation per source (100 pts.)
 - 15% Oral Presentation 2: 3 sources; 400-word annotation per source (100 pts.)
2. 30 % -- Research Annotated Bibliography (200 pts. total)
 - 15% Annotated Bibliography 1: 10 sources; 400-word annotation per source (100 pts.)
 - 15% Annotated Bibliography 2: 10 sources; 400-word annotation per source (100 pts.)
3. 30 % -- Research Proposal (100 pts.)
4. 15 % -- Online Responses through VoiceThread (≈26 x 10 pts. each = 260 pts.)

100 % ≈ 760 pts total possible (weighted by category)

Required Coursework

In order to meet the course objectives, students will have the following opportunities:

● **Oral Presentations with Annotated Bibliography using PowerPoint (PPT)** (25% of course grade):

In consultation with the instructor, students will conduct research addressing various aspects of assigned readings. Each class period will have assigned students who will provide and present an annotated bibliography with one (1) primary, contemporaneous text and two (2) secondary, scholarly sources that relates to the assigned text for the week and meets the methodology of cultural poetics. Additionally, the presenter will develop a set of discussion questions that emerge from that research and will lead class discussion based on those sources. They will then deliver an oral presentation using PPT to the class. Detailed parameters will be provided in class. (SLOs addressed: 1, 2)

- a. Oral Presentation 1 is worth 10% of the course grade; Oral Presentation 2 is worth 15% of the course grade. Students are expected to improve upon oral presentation 1 by receiving critique and implementing revisions for oral presentation 2.
- b. Students will provide the instructor with the annotated bibliography and prepared questions for discussion **at least 24 hours prior to the class meeting.**
- c. Students will provide the class participants with the annotated bibliographies and questions by 5:00 PM via email on the day of their assigned presentation.

- d. The sources and class discussion may serve as part of the research for the research project.

NOTE: Students must present once between presentations **1-13** and once between presentations **14-26**. See schedule for exact dates.

Students who are unable to meet during the 5:00-7:00 PM synchronous sessions will have to use Panopto to record and submit their oral presentations IN ADVANCE of the class meeting. These recordings will be viewed by the class during the 5:00-7:00 PM time period, and students are expected to respond to questions posed with the normal 24-hour time frame. Late submissions will receive a dock in scores.

● **Research Annotated Bibliographies** (30% of the course grade): Students will submit a total of twenty (20) annotated bibliography entries of the academic journal articles and book chapters (not already assigned on the syllabus) related to the materials under study so that they have submitted ten (10) of their total sources by **Monday, July 25** and ten (10) by **Friday, August 5**. These will serve as the basis for their Research Proposal. Detailed parameters will be provided in class. (SLOs addressed: 2, 5.)

10 sources DUE Monday, July 25 by 11:59 PM to TurnItIn drop-box in D2L (under Week 3)
10 sources DUE Friday, August 5 by 11:59 PM to TurnItIn drop-box in D2L (under Week 4)

● **Research Proposal** (30% of the course grade): Students will develop a viable research question that stems from the research annotated bibliographies. The proposal will include a “review of literature” that frames the question, and students will propose further inquiry needed and research required to develop a possible Master’s thesis, Dissertation chapter, or a future journal article. Detailed parameters will be provided in class. (SLOs addressed: 1, 3, 5.)

Research Proposal DUE on Thursday, August 11 between 5:00-7:00 PM to TurnItIn drop-box in D2L (under Week 5).

● **Online Responses using VoiceThread (VT) in D2L Brightspace** (worth 15%): Students will participate in Discussions in D2L Brightspace using [VoiceThread](#) (VT). The topics will vary. The instructor will make every effort to evaluate these within seventy-two (72) hours after the deadline. Detailed parameters will be provided for discussion forums. (SLO addressed: 4)

Note on Written Coursework

- **No “recycled” essays**, essays written in other classes, in other sections of this course, or at other institutions are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.
- **TurnItIn**: This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.

- ❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.
- ❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct *TurnItIn* drop box on time. Work that is **not submitted to TurnItIn will not be accepted** for grading. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
- ❖ Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.

● **Format:** All compositions must be word-processed and electronically submitted. If students are using a Macintosh computer, they should save work as an “RTF” document (.rtf) (to ensure computer software compatibility). Students will use discipline-specific document design and citation format for English, which is MLA. Students using GoogleDocs or Open Office are responsible for ensuring that their essays are fully compatible with *TurnItIn*.

● **Late Papers:** Regardless of the assignment, deadlines are deadlines. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may **request** an extension by communicating with the instructor, in person or via e-mail, a **MINIMUM of 48 hours in advance**, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior, approved negotiation, the essay will be lowered a letter grade for each weekday’s delay, and a student has up to three (3) days (including weekends) to present the late work. Thereafter, the work will earn a zero (0).

TECHNOLOGY REQUIREMENTS

LMS, Zoom, and Other Tools

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Visit D2L Brightspace webpages for the [LMS requirements](#) and for [LMS Browser Support](#).

The university is [retiring the use of YouSeeU Virtual Classroom](#) and switching to [Zoom](#). Users will need to prepare for the use of Zoom by verifying [Zoom System Requirements](#) beginning spring 2022. Additionally, students should avail themselves of training videos and handouts so that they can use [VoiceThread](#) (VT) and [Panopto](#).

ACCESS AND NAVIGATION

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

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit [D2L Brightspace's support page](#).

Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final drafts and on discussions. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors or to receive academic advising.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance and Tardiness

Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student's responsibility to communicate absences with his/her professor.

Tardiness: If a student is more than 10 minutes late to class or if a student leaves class early, this will count toward attendance. Three (3) "tardies" or leaving early equals one (1) absence.

Absences: If students have excessive, unexcused absences from class, they will fail this course. "Excessive, unexcused absences" are determined as follows: four (4) or more in a MW or TR course, five (5) or more in a MWF course, and three (3) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant

acceptance. Acceptable reasons for an absence, which cannot affect a student's grade, include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student's immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student's presence;
5. Religious holy days;
6. Illness that is too severe or contagious for the student to attend class;
7. Required participation in military duties;
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
9. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (i.e., physician note, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence. If an off-campus licensed physician provides evidence of a student's illness, the written excuse, orders or documentation must contain:

- the date and time of the doctor's appointment,
- the prognosis of illness,
- the doctor's opinion and recommendations for the individual student, and
- the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

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

1. Using the "silent" mode on cell phones for the duration of class.
2. Removing headphones or earphones for the duration of class.
3. Not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking).
4. Arriving to class on time.
5. Not speaking while others are speaking.
6. Not bringing children to class.

The syllabus/schedule are subject to change.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it.

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

TAMUC Attendance

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

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. Visit the [Counseling Center website](#) for events and confidential services.

Course Content Disclaimer: Students may find that readings, class discussions, or assignments address issues that are unfamiliar, uncomfortable, or controversial. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course readings and activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. The policy of "Student Conduct" applies to course content as well as the participants in the classroom.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMUC but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal threats may be reported to the appropriate authorities.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

Schedule of Activities

The following is our tentative schedule of activities and due dates for this course. Any changes that are made will be given well in advance in class. The assigned readings for each class period should be done **before** coming to class. **Note:** Discussions to VoiceThread are due to D2L Brightspace under the corresponding week/day **by 11:59 PM by no later than 24 hours after an oral presentation.** This means that discussion questions may be due on Fridays. VT = VoiceThread

Week 1			
<i>Introduction and Foundations</i>			
Date	Day	Reading Assignment DUE	Writing Assignment DUE
7/11	M	Syllabus Overview Methodology Approach (PDFs in D2L) 1. Charles Bressler, "Cultural Poetics" 2. Michel Foucault, "The Subject and Power" 3. Raymond Williams, "Dominant, Residual, Emergent"	NONE
7/12	T	Theory (PDFs in D2L) 1. Francis Bacon, Excerpts 2. James Condon, "Setting the Stage for Revenge" 3. Janet Clare, "Revenge and Revenge Tragedy"	VoiceThread (VT): Cultural Poetics Activity Research Methods Primary Sources
7/13	W	Seneca, <i>Thyestes</i> MLA Handbook: p. 186, entries 5.81-5.82; p. 172-3, entry 5.67	NONE
7/14	R	Seneca, <i>Thyestes</i> MLA Handbook: p. 207, entry 5.104	VT: Dr. Scaggs' Question Set
		Oral Presentation 1: Oral Presentation 2:	
7/15	F		VT: Question set 1 or 2: Seneca

Week 2			
<i>Thomas Kyd's The Spanish Tragedy (1587?)</i>			
Date	Day	Reading Assignment	Writing Assignment
7/18	M	Thomas Kyd's <i>The Spanish Tragedy</i> (1587?) MLA Handbook: p. 178, entry 5.73; p. 211, entry 5.111; p. 207, entry 5.104.	NONE
		Oral Presentation 3: Oral Presentation 4:	
7/19	T	cont., Kyd MLA Handbook: p. 221, entry 5.126; p. 223, entry 5.129	VT: Question Set 3 or 4: Kyd
		Oral Presentation 5: Oral Presentation 6:	
7/20	W	cont., Kyd MLA Handbook: p. 222-3, entries 5.127 and 5.128	VT: Question Set 5 or 6: Kyd
		Oral Presentation 7:	

		Oral Presentation 8:	
<i>John Marston's Antonio's Revenge (1600?)</i>			
7/21	R	John Marston's <i>Antonio's Revenge</i> (1600?) MLA Handbook: p. 225, entry 5.131	VT: Question Set 7 or 8: Kyd
		Oral Presentation 9: Oral Presentation 10:	
7/22	F		VT: Question Set 9 or 10: Marston

Week 3			
<i>John Marston's Antonio's Revenge (1600?)</i>			
Date	Day	Reading Assignment	Writing Assignment
7/25	M	cont., Marston MLA Handbook: p. 242-3, entries 6.18 and 6.19.	Annotated Bib 1 DUE
		Oral Presentation 11: Oral Presentation 12:	
7/26	T	cont., Marston MLA Handbook: p. 244-6, entries 6.20, 6.21, 6.22, and 6.23.	VT: Question Set 11 or 12: Marston
		Oral Presentation 13: Oral Presentation 14:	
<i>William Shakespeare's Hamlet (Q1 1603)</i>			
7/27	W	William Shakespeare's <i>Hamlet</i> (Q1 1603) MLA Handbook: p. 254-5, entry 6.35; p. 258-9, entry 6.40.	VT: Question Set 13 or 14: Marston
		Oral Presentation 15: Oral Presentation 16:	
7/28	R	cont., Shakespeare MLA Handbook: p. 260-1, entry 6.43	VT: Question Set 15 or 16: Shakespeare
		Oral Presentation 17: Oral Presentation 18:	
7/29	F		VT: Question Set 17 or 18: Shakespeare

Week 4			
<i>William Shakespeare's Hamlet (Q1 1603)</i>			
Date	Day	Reading Assignment	Writing Assignment
8/1	M	cont., Shakespeare MLA Handbook: p. 261-4, entries 6.44, 6.45, 6.46, and 6.47.	None
		Oral Presentation 19: Oral Presentation 20:	
<i>Henry Chettle's The Tragedy of Hoffman (1602?)</i>			
8/2	T	Henry Chettle's <i>The Tragedy of Hoffman</i> (1602?) MLA Handbook: 272-4, entries 6.59 and 6.60; p. 275-9, entries 6.62, 6.64, 6.65, 6.66, 6.67.	VT: Question Set 19 or 20: Shakespeare
		Oral Presentation 21: Oral Presentation 22:	

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8/3	W	cont., Chettle MLA Handbook: p. 284-5, entry 6.77	VT: Question Set 21 or 22: Chettle
		Oral Presentation 23: Oral Presentation 24:	
8/4	R	cont., Chettle MLA Handbook: p. 287-91, entries 7.1, 7.2, 7.3, and 7.4.	VT: Question Set 23 or 24: Chettle
		Oral Presentation 25: Oral Presentation 26:	
8/5	F		VT: Question Set 25 or 26: Chettle Annotated Bib 2 DUE

Week 5			
Thomas Middleton's <i>The Revenger's Tragedy</i> (1606?)			
Date	Day	Reading Assignment	Writing Assignment
8/8	M	Thomas Middleton's <i>The Revenger's Tragedy</i> (1606?)	
		Oral Presentation 27: Oral Presentation 28: MLA Handbook: p. 1-6; 295-301	
8/9	T	cont., Middleton	VT: Question Set 27 or 28: Middleton
		Oral Presentation 29: Oral Presentation 30:	
8/10	W	cont., Middleton	VT: Question Set 29 or 30: Middleton
8/11	R	Final Exam Day	Proposals DUE