



EAST TEXAS A&M

UNIVERSITY

ENG 471.01E: Advanced Survey of English Literature

(CRN 80959)

COURSE SYLLABUS: Fall 2025

TR 2:00 PM – 3:15 PM

201 David A. Talbot Hall

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD

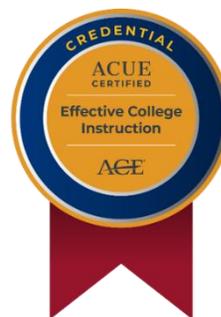
Office Location: 227 David A. Talbot Hall

Office Hours: TR 12:30 PM – 1:30 PM or by appointment

University Email Address: deborah.scaggs@etamu.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours

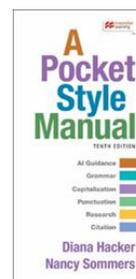
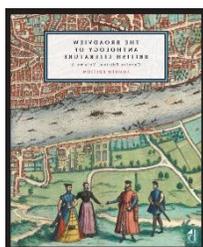


COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Black, Joseph, et. al., editors. *The Broadview Anthology of British Literature*. 4th ed., Concise ed., Broadview P, 2024. ISBN: 9781554816699
2. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 10th ed., ebook, [Bedford/St. Martin's](#), 2025. ISBN: 9781319563172



The syllabus/schedule are subject to change.

A word on editions: There are a number of editions out there that are similar but not identical. Therefore, these editions are the required versions.

Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
 - I do not accept links, so **do NOT use links** for submitting work.
 - Students using [GoogleDocs](#) or [Open Office](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and *TurnItIn*. (The hyperlinks direct you to instructions for converting to .doc files.)
 - Get [FREE Office 365](#) through ETAMU. Be sure to download the programs and install them.
2. Adobe Reader for PDF files.

Other Texts and/or Materials

1. Two (2) Bluebooks for exams. (NOTE: If I can secure a computer lab for the midterm and final exam, then bluebooks will not be needed.)
2. 3x5 notecards.
3. Dictionary (hardcopy or mobile app) is recommended.
4. All students must have a working ETAMU e-mail address.
5. Access to a computer and the internet for writing, saving, and submitting assignments electronically.



Important Dates:

August 25: First day of classes

September 10: Last day to drop (100% refund)

October 30: Last day to drop (no refund)

November 27-28: Thanksgiving Break

December 5: Last Class Day

Final Exam Date: Tuesday, December 9 from 1:15 PM – 3:15 PM

Final Grades Due: Monday, December 15 by 5:00 PM

Course Description

ENG 471 - Advanced Survey of English Literature I (Hours: 3)

This course examines a thousand years of British literature (800-1800) that includes a range of genres (e.g., poetry, drama, novella). The readings include literature and authors across several periods: the Medieval period, the Renaissance/Early Modern period, and the eighteenth century. Attention is paid to the historical and cultural frameworks surrounding the texts so that students learn how literature both produces and is produced by the culture in which it is situated. Prerequisites: [ENG 1302](#).

Course Primers

The syllabus/schedule are subject to change.

For our study of British literature from its earliest conception to about 1800, we can use these questions to guide our exploration. These are not exhaustive, yet they give us some footing to stand on.

- ❖ We will examine these 5 themes to varying degrees:
 - ✚ Identity and “codes of conduct”
 - ✚ The “hero” and the prevailing framework for it during different literary periods
 - ✚ Gender and the ways in which literature represents the expectations and the critiques of male and female identity
 - ✚ The nature of good and evil
 - ✚ Monsters and what defines them across time
- ❖ How do those themes change, evolve, and adapt to the period of time in which we find them and why?
- ❖ What other themes prevail in the literature? Why are these themes the most prevalent?
- ❖ What motifs exist? What does their existence tell us about human nature?
- ❖ Why do we study British literature from its inception to 1800?

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

1. identify major and minor works in the various periods by title and author;
 - a. Evaluation Midterm
 - b. Evaluation: Final Exam
2. explain literary elements in, and historical contexts of, texts;
 - a. Evaluation: Literary Analyses 1 and 2
3. perform close readings of the various texts;
 - a. Evaluation: Literary Analyses 1 and 2
4. develop interpretations of literary texts, using appropriate secondary sources;
 - a. Evaluation: Literary Analyses 1 and 2
5. integrate GenAI into their writing process to improve structure, clarity, and argumentation while preserving their unique academic voice, purpose, style, and content; and
 - a. Evaluation: Literary Analyses 1 and 2
 - b. Evaluation: Discussion Forums (DFs)
6. explain the ethical and responsible uses of GenAI in an academic setting.
 - a. Evaluation: Discussion Forums (DFs)



COURSE REQUIREMENTS

Minimal Technical Skills Needed

East Texas A&M University uses [D2L Brightspace](#)[®] (D2L) as its Course Management System (CMS). Students are expected to be able to use a computer (with high-speed internet) for accessing content, completing and submitting assignments, and being able to evaluate and engage with authentic, usable, and reliable online sources through the [Waters Library System](#). Ability to use Microsoft Word[®] and PowerPoint[®] (available through your [FREE Office 365](#)[®])

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provided by ETAMU), Adobe® Reader, a webcam and microphone, and [D2L Brightspace®](#) (D2L) are needed. Students are expected to know how to use D2L's Discussion Forums ([DFs](#)) for [submitting responses to discussion questions](#). Students should also know how to navigate and use [Adobe® Creative Campus](#) content.

If you have issues with your browser, then you should try [clearing cache, cookies, and history](#) and try again. If that still does not fix the issue, then you need to call the Center for IT Excellence (CITE) at 903.468.6000 or email them at helpdesk@ETAMU.edu.

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 and 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. On occasion, there may be in-class activities or assigned homework meant to help students engage with the learning in the class. Students should expect to spend **about 5-6 hours outside of class per week** for thinking, reading, writing, researching, and studying for this course. Some weeks will have more; some weeks will have less. Part of your responsibility is to navigate both your academic life and your personal life and responsibilities and balance them.

GRADING

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

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assignments and Evaluation

The most important consideration for all writing is content (argument, structure, research ethics); 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, 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively, and 3) as English majors, your ability to control language is one of strengths you

should hone. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

1. 20 % – On-demand (pts. TBA)
2. 20 % – Comparative Literary Analysis #1 (120 pts. possible)
3. 20 % – Comparative Literary Analysis #2 (120 pts. possible)
4. 20 % – Mid-term Exam (100 pts. possible)
5. 20 % – Final Exam (100 pts. possible)

100 % \approx 440 pts. total possible (weighted by category)

● **Grading Timetable:** The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks*, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.

REQUIRED COURSEWORK

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

● **On-demand (20%):** Students are expected to read the assigned readings as outlined on the course schedule; therefore, there will be unannounced reading quizzes throughout the semester. The total for the semester is dependent upon the number of quizzes, which will NOT be announced in advanced. Students can NOT make up for missed quizzes as these are on-demand. However, students with excused absences who provide acceptable documentation (see p. 8-9) may have a reading quiz exempted. Other assignments may be included in “on-demand” that will ask students to engage with the reading material in ways meant to stimulate thinking, engage in research and analysis, or engage in groupwork. This also could include such things as annotated bibliographies, concepts maps, notetaking, and reflection. (SLOs addressed: 2, 3, 4, 6)

● **Comparative Literary Analyses (40%):** Students are required to compose **two (2) medium length, comparative literary analyses (\approx 1800 words or about six [6], full pages)** based upon the assigned reading materials. Comparative Literary Analysis #1 will focus on a set of texts from the Medieval period, and Comparative Literary Analysis #2 will focus on a set of texts from the Renaissance/Early Modern period and the Restoration/18th Century period. Drafting and peer reviewing will be incorporated into development of each of these essays. In this course, we will utilize GenAI to facilitate the construction of these essays in very specific ways. Detailed parameters will be provided in class. (SLOs addressed: 2, 3, 4, 5)

● **Exams (40%):** There will be a mid-term exam, covering all assigned readings up to mid-term; there will be a *comprehensive* final exam. If the exams do not take place in a computer lab, then students must provide their own computers in class for the mid-term and final exams. The instructor reserves the right to examine the computer and surrounding environment prior to administering the exams. (SLOs addressed: 1, 2, 3)

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Mid-term Exam: Tuesday, October 7 (regular class time)
and
Final Exam: Tuesday, December 9 from 1:15 to 3:15 PM

Mid-term and Final Exam Etiquette

1. Arrive to class on time.
2. No children or visitors are allowed.
3. Students should not converse with each other once the exam period starts.
4. Turn-off and store all electronic equipment, including but not limited to MP3 players, smart watches, and cell-phones.
5. Backpacks, purses, and other bags **must** be stored at the front of the classroom.
6. No hats, berets, or other head coverings are allowed (except for religious purposes).
7. While food and drink will be permitted during the exam period, the instructor reserves the right to examine containers prior to, during, or after the exam period.

Note on Written Coursework

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 (SAAE).

● **Breakdown of Writing Assignments:** Since this course emphasizes and encourages the *writing process*, 20% of a writing assignment's score is derived from preliminary drafts and peer reviewing, and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays. Points are earned based on **completion of minimum requirements, on-time submission, quality, and rubric**. For example, below is the breakdown of an essay that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

10 pts. – Draft #1* (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

10 pts. – Peer Review on Draft #1** (points earned from percentage of completion, quality, and rubric)

100 pts. – Final Draft ***(points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

120 pts. possible per project

***NOTE:** All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

****NOTE:** Drafts will be peer-reviewed and/or commented on by the instructor. Failure to submit a draft on time will result in a student being unable to participate in peer-review, thus, earning 0 out of a possible 10 possible points, not receiving feedback for improvement, and jeopardizing success in this course.

*****NOTE:** Final drafts will be graded solely by the instructor. Feedback on final drafts should be used to improve writing for the subsequent literary analyses.

● **Grammar/Usage:** Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

● **Format/Mechanics:** All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as a “rich text format” (.rtf) document, Word (.doc or .docx) for Mac file, or as a “portable document format” or PDF (.pdf) file to ensure computer software compatibility. Students will use the most common discipline-specific document design and citation format for English, which is MLA 9th edition. Older editions will not be accepted and points will be deducted for inaccurate MLA citation and mechanics.

Students must ensure that their essays are fully compatible with the submission dropboxes in D2L (including TurnItIn) and in Discussion Forums (DFs). Students will need to use [FREE Office 365](#)[®] (free with your enrollment at ETAMU!) for its Word program rather than [Open Office](#) or [GoogleDocs](#). (The hyperlinks direct you to instructions for converting to .doc files.) When students save [GoogleDocs](#) or [Open Office](#) files as PDF or Word files, the formatting does not transfer to meet MLA document design. Therefore, students are responsible for ensuring that their submissions meet MLA guidelines.

Academic Integrity and Responsibility

● **Writing Ethics:** Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material. Writers **must** learn to use source material ethically.



- With direct quotes, any missing open or close quotes = Plagiarism.
- With paraphrases or summaries, any missing citations = Plagiarism.
- Missing in-text citations = Plagiarism.
- Using sources, quoting them, but not including them in a bibliography = Plagiarism.
- Using GenAI without citing it as a source = Plagiarism.
- Using GenAI without permission from the instructor = Academic Dishonesty.
- Intentionally misrepresenting a source’s ideas by saying it says something it does not say = Academic Dishonesty.

- Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you are attempting to obfuscate the fact that you have not used the required sources).

Unintentional plagiarism is still plagiarism.

- **No “recycled” essays**, essays written in other classes, in other sections of this course, or at other institutions or venues are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.
- **All drafts** must be completed in order for students to have a final draft graded.
 - ❖ Students should save all digital receipts generated by D2L to verify that assignments were submitted on time.
- **Drafting**: First drafts, although not polished, should be developed and focused enough so that peer-reviews can be fruitful. Incomplete drafts or drafts that show shoddy or careless writing will not earn points. Peer-reviewers should provide feedback that is substantive, moving beyond simple judgments of “this is good” or “fix spelling.” Final drafts must show significant revision.
- **Revising** means that students will not only change the grammatical and usage errors (“editing”), but they will develop their paper by adding more examples, removing poor examples, or unnecessary sentences, or the student might supply a more focused thesis, clearer topic sentences, or better organization throughout the assigned piece of writing.
- **TurnItIn**: This is web-based anti-plagiarism software that is incorporated in the assignment dropboxes in D2L. Students have access to the originality report it generates shortly after submission, and students have up to three (3) times to resubmit any changes needed.
 - ❖ 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 assignment drop box on time. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
- **Generative Artificial Intelligence (GenAI)**: The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write. As GenAI becomes more powerful and ubiquitous, we all need to learn to use it in ethical and critical ways.



Tools like GenAI are exciting and have great potential, yet they are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

In this course, there will be specific assignments that will require the use of GenAI with citation (i.e., which GenAI tool was used and the date used). **Generally speaking, however, the work students turn in for this course should be composed by the individual student alone unless the instructor gives explicit permission.** If students use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. This includes which GenAI tool was used, what model or version, and when it was used. The audience needs to be able to distinguish between what are writers' original ideas and thinking and what is not, just like any time source material is used. Plus, if students are merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

- **Late Work:** Regardless of the assignment, deadlines are deadlines. Since the writing in this course will be submitted online, there really is no excuse for late or missing work. Late work will lose points. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **at least 48 hours in advance of a deadline**, but the granting of an extension is dependent upon the circumstances and is at the sole discretion of the instructor. **If** a student has an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting deadlines, then they should **communicate with the instructor as soon as possible** so that a solution to the problem can be found.

NOTE: Some assignments—like drafts and peer reviews—are highly dependent upon timely submission in order to receive feedback for revision. Other assignments—like brainstorming or reading activities—are solely for the individual learner to maintain progress in learning. If work is turned in late without prior approval, students should expect to lose points, earn a zero (0), or be lowered a letter grade for each day's delay, and a student has up to three (3) days (including weekends) to present the late work, after which no credit is possible.

- **Recommendation:** While it is not required, students are strongly encouraged to use the Writing Center to receive extra attention and help on writing assignments. The Writing Center is a wonderful resource at ETAMU and is located in 103 David A. Talbot Hall. The Writing Center

also has virtual writing sessions. For further information, please visit the [Writing Center's Website](#).

TECHNOLOGY REQUIREMENTS

Learning Management System (LMS)

All course sections offered by East Texas A&M University 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](#). Users will need to prepare for the use of Zoom by verifying [Zoom System Requirements](#) for any office hours needed.

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@ETAMU.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, an ETAMU 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. The textbooks, assignment sheets, rubrics, and other assignments within D2L can be addressed by the 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 versions of submitted work. Third, the instructor has office hours

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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

In an online course, missing work or lack of engagement in the course materials constitutes “absence.” In face-to-face (F2F) classes, not being physically present constitutes absence. 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 their instructors. In the online environment, daily engagement is needed to count for attendance.



Tardiness in F2F: If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) “tardies” or leaving early equals one (1) absence.

Absence in F2F: 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, six (6) or more in a MWF course, and two (2) 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 will not 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. Routine, short-term support of infant and parent health care matters;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require a student’s presence;
6. Religious holy days;
7. Illness that is too severe or contagious for the student to attend class;
8. Required participation in military duties;
9. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
10. Doctor visits that can not be rescheduled or that require travel.

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Students are responsible for providing satisfactory evidence (e.g., physician's note, military orders, 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; and
6. not bringing children to class.

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](#) (and the "Golden Rules for Netiquette," a PDF file in D2L) for more information regarding how to interact in an online forum.

ETAMU Attendance

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

Academic Integrity

Students at East Texas A&M University 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](#)

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@ETAMU.edu

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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](#)

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document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty, and staff. Connect with a librarian, explore research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with their [chat service](#) on the main Library page: <https://www.ETAMU.edu/library/>
- **Email** ask@ETAMU.libanswers.com. They will respond to emails within 24 hours, often much sooner.
- **Text** questions to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 to discuss research needs.
- **Meet with Them!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with a librarian.
- **Visit Them!** They'd love to meet in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - ETAMU at Mesquite Metroplex Center: Second Floor, Study Room



Student Career Preparedness Office: Meet with career advisors who can help with the resources and tools needed to prepare for a career and opportunities post-graduation. To schedule an appointment, call 903.468.3223, email hirealion@ETAMU.edu, or go online by clicking [schedule an appointment](#).

ETAMU Supports Students' Mental Health

Counseling Center: The Counseling Center at ETAMU, 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.





The Lion Food Pantry: Now located in Performing Arts Center (PAC) in room 122, the [Lion Food Pantry](#) supports students who struggle with food security. Without good food, it is difficult to sleep or to keep up with your academics or engage in social activities. This service also provides personal care items and other necessities. If you need help, then reach out to them: LionPantry@ETAMU.edu! They are open Tuesdays and Wednesdays, 11:00 AM-4:00 PM.



Land Acknowledgement: The land we are meeting on today is within the historic homelands of the Wichita, Caddo, Kiikaapoi, and Tawakoni nations. We acknowledge the painful history of genocide and forced removal from this territory. We honor and respect the many diverse indigenous peoples who are connected to this land on which we gather.

Course Content Disclaimer: Students may find that readings, class discussions, or assignments address issues that are unfamiliar, controversial, or uncomfortable. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. Civil disagreement is fine. Bullying, name-calling, yelling, or other acts of aggression will not be tolerated. The policy of “Student Conduct” applies to the examination of course content as well as to participant interaction in, and out of, 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 ETAMU 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](#).

Note: 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.*

BABL: *Broadview Anthology of British Literature* PSM: *Pocket Style Manual*
 T = Tuesday R = Thursday F = Friday Sa = Saturday

Week 1: Introduction to the Course			
Introduction and Elegies			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
8/26	T	Discuss Course and Syllabus; How to Read, Take Notes, and Study	
The Medieval Period			
8/28	R	Access: START HERE module in D2L	Watch: Video on “How to Set Browsers to Open PDFs in Adobe Reader”
			Set-up: Your browser (e.g., Firefox; Chrome) to open PDFs in Adobe Reader
			Access: “First Things First!” and Complete the tasks.
		Read: Assignment Directions for Literary Analysis 1 with GenAI Enhanced Collaboration	
		Watch: Instructor Video on Literary Analysis	
		PDF in D2L: “Literary and Rhetorical Terminology”	
		Read: BABL: Joseph Black et al., “The Medieval Period” (p. 1-5); “Exeter Book Elegies” (p. 66-7); “The Wanderer” (p. 67-69); “The Seafarer” (p. 69-71); “The Wife’s Lament” (p. 71-2)	What were the Middle Ages like as presented in the elegies?

The syllabus/schedule are subject to change.

Week 2: Anglo-Saxon England			
Epic and Narrative Poetry			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
9/2	T	PSM: p. 169-71, entries 23a, 24, 29; p. 73, entry 20b	DF 2.1: Generate Works Cited entries for “The Wanderer,” “The Seafarer,” and “The Wife’s Lament.” (DUE by 2:00 PM)
		Watch: Instructor Video	
		BABL: Joseph Black, et al., “The Medieval Period” (p. 5-15, up to “After the Norman Conquest”); Introduction to <i>Beowulf</i> (p. 83-5); <i>Beowulf</i> (p. 87-104: lines 1-1250)	
9/4	R	PSM: p. 171, entries 26, 27, 28; p. 86, entry 23c	DF 2.2: Generate Works Cited entries for “The Wanderer,” <i>Beowulf</i> , and the introduction to the Exeter book elegies. (DUE by 2:00 PM)
		BABL: <i>Beowulf</i> (p. 104-117, lines 1251-2220)	

Week 3: Anglo-Norman England			
<i>Lai(s)</i> and French Influence			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
9/9	T	PSM: p. 137-9, entries 32a, 32b, 32c (up to “Plays”); p. 105-6, entry 27c	
		BABL: <i>Beowulf</i> (p. 117-31, lines 2221-3182)	DF 3.1: How is Beowulf’s final battle different from either the battle with Grendel or Grendel’s mother? (DUE by 2:00 PM)
9/11	R	PSM: p. 78-9, entries 21f, 21g, 21h; p. 129-31, entry 31c (up to “Introducing summaries and paraphrases”)	
		Watch: Instructor Video	Take notes on the video and bring to class.
		BABL: Joseph Black, et al., “The Medieval Period” (p. 15-23, up to “The Thirteenth Century”); Marie de France (p. 160-1), <i>Bisclavret</i> (p. 161-9, right column)	

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On Your Own: Locate one (1) secondary source using our online library database that helps you to understand the medieval period or culture or a source about the work you want to write about for Literary Analysis 1. You will submit this next week with a 150-175-word annotation and a Work Cited entry. Review PSM readings as needed.

Week 4: The 14 th - 15 th Centuries			
Late Medieval Romance in Prose			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
9/16	T	PSM: p. 163, entry 12c for database; p. 164, 13c for article in a journal from a database	
		Watch: Instructor Video	
		BABL: Joseph Black, et al., "The Medieval Period" (p. 23-31, up to "Fifteenth Century Transitions"); "Sir Thomas Malory" (p. 480-2); Sir Thomas Malory, "From <i>Morte Darthur</i> ," Book 1 (p. 493-500, up to "Book 8: The Death of King Arthur");	DF 4.1: Locate one secondary source that you find related to the topic for the Literary Analysis 1. Upload it with a 150-175-word annotation and a Work Cited entry. (DUE by 2:00 PM)
9/18	R	PSM: p. 131-4, entry 31c (start with "Introducing summaries and paraphrases"); p. 124-6, section 31a	
		BABL: Joseph Black, et al., "The Medieval Period" (p. 31-40); Malory, "From <i>Morte Darthur</i> ," Book 8 (p. 500-14, stop at "But when Sir Bors de Ganis. . ." and then skip to p. 533 (start second column, very bottom with "Then Sir Bedivere wept for the death of his brother") up to p. 535 (end second column at "Now more of the death of King Arthur. . .")	DF 4.2: What did you know about the King Arthur myth before reading Malory's text? What new information do you have about this myth? (DUE by 2:00 PM)

Week 5: The 16 th Century			
The Renaissance / Early Modern Period			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
9/23	T	PSM: p. 81-83, section 22 on “Capitalization”; p. 179, entry 48: “Lecture or public address”; p. 184-193, section 34	DUE to Assignment Dropbox AND Discussion Forum by 11:59 PM: Literary Analysis #1: Draft
		Watch: Instructor Video	
		BABL: Joseph Black, et al., “The Renaissance and Early Seventeenth Century” (p. 553-64, up to “Wales, Scotland, Ireland”; p. 566, start at “Edward VI, Mary I, and Elizabeth I and end on p. 570 at “Homoeroticism and Cross-Dressing”); Queen Elizabeth Tudor (p. 745-6), “Written on a Wall at Woodstock” (p. 746); “The Doubt of Future foes” (p. 747); “On Monsieur’s Departure” (p. 400); “Speech to the Troops at Tilbury” (p. 758)	
9/25	R	PSM: p. 72-5, section 20 on “Quotation Marks”	DUE by 11:59 PM: Peer-Review of Literary Analysis #1
		Watch: Instructor Video BABL: Joseph Black, et al., “The Renaissance and Early Seventeenth Century” (p. 564-6; 596-9, “Poetry”); Sir Philip Sidney (p. 715-6), from <i>Astrophil and Stella</i> , sonnets 1, 20, 39, 40; William Shakespeare (p. 880-5), sonnets 18, 116, 129, 130; Lady Mary Wroth (p. 943-4), from <i>Pamphilia to Amphilanthus</i> , sonnet 35 and “Song [Love, a Child, Is Ever Crying]” (p. 946); from <i>A Crown of Sonnets Dedicated to Love</i> , sonnet 77, 78, 79 (p. 946-7)	
9/26	F		Submit: Post to Discussion Forum: GenAI Reflection on LA1 <i>DUE</i> by 11:59 PM
9/27	Sa		DUE to D2L drop-box by 11:59 pm: Literary Analysis #1: Final Product
			Submit: Replies to DF: GenAI Reflection on LA1 <i>DUE</i> by 11:59 PM

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Week 6: The Late 16 th Century			
Elizabethan Drama: Freytag's Structure			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
9/30	T	PSM: p. 139, entry 32c on "Plays"	
		Watch: Instructor Video	
		BABL: Joseph Black, et al., "The Renaissance and Early Seventeenth Century" (p. 570-83 up to "The Stuarts and the Civil War"); Christopher Marlow (p. 841-2), <i>Doctor Faustus</i> (p. 844+)	DF 6.1: Complete handout for Acts 1-2 of the play. (DUE by 2:00 PM)
10/2	R	PSM: p. 23-5, entries 10a, 10b, and 10c	
		BABL: cont.; Joseph Black, et al., "The Renaissance and Early Seventeenth Century" (p. 583-96); Marlowe, <i>Doctor Faustus</i> (cont.)	DF 6.2: Complete handout for Act 3 of the play. (DUE by 2:00 PM)

Week 7: The Late 16 th Century			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
10/7	T	MID-TERM EXAM	
10/9	R	Midterm Review	
		BABL: Marlowe, <i>Doctor Faustus</i> (cont.)	

Week 8:			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
10/14	T	PSM: p. 173, entry 31; p. 168, entry 21	
		BABL: Marlowe, <i>Doctor Faustus</i> (cont.)	DF 8.1: Complete handout for Acts 4-5 of the play.

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			(DUE by 2:00 PM)
10/16	R	PSM: p. 176, entry 40; p. 177, entries 42 and 45	
		BABL: Joseph Black, et al., “The Renaissance and Early Seventeenth Century” (p. 596-605) and “Morality and the Theater” (p. 778); Stephen Gosson, from <i>Plays Confuted in Five Actions, Proving That They Are Not to Be Suffered in a Christian Commonwealth</i> (p. 778-9); Philip Stubbes, “Of Stage-Plays and Interludes, with Their Wickedness” from <i>The Anatomy of Abuses in Aligna</i> (p. 779-80)	DF 8.2: Choose either Gosson’s or Stubbes’ work and respond the questions in D2L. (DUE by 2:00 PM)

Week 9: The Early 17 th Century			
Metaphysical Poetry			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
10/21	T	PSM: p. 178: “HOW TO: Cite a source reposted from another source”	
		BABL: John Donne (p. 913-4): “The Sun Rising” (p. 916), “The Flea” (p. 920), “The Ecstasy” (p. 922-3); Robert Herrick (p. 956-7): “Corrina’s Going A-Maying” (p. 959-60), “Upon Julia’s Clothes” (p. 961)	Poetry Worksheet (in class activity)
10/23	R	PSM: p. 181, entry 55	
		BABL: Andrew Marvell (p. 973-4): “Bermudas” (p. 975), “A Dialogue between the Soul and Body” (p. 975-6), “To His Coy Mistress” (p. 978-9); George Herbert (p. 962-3): “The Altar” (p. 963), “Easter Wings” (p. 964), “Virtue” (p. 967), “Man” (p. 968-9)	Poetry Worksheet (in class activity)

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Week 10: The 17 th Century			
Women's Voices			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
10/28	T	PSM: p. 20-1, entry 9d	
		BABL: Amelia Lanyer (p. 787-8), from <i>Salve Deus Rex Judaeorum</i> "Eve's Apology in Defense of Women" (p. 789-91); "The Description of Cooke-ham" (p. 791-4)	
10/30	R	PSM: p. 19, entry 9a, 9b, 9c	
		BABL: Katherine Philips (p. 986-7), "A Married State" (p. 987), "To My Excellent Lucasia, on Our Friendship" (p. 989), and "Friendship in Emblem, or the Seal, to My Dearest Lucasia" (p. 990)	DF 10.1: What roles do women have/take up in the literature? (DUE by 2:00 PM)

Week 11: The Restoration in Late 17 th Century			
The Return of Monarchy			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
For Thursday, you will have a better time understanding the political allegory by reading Chapters 13-18 in 2 Samuel in the King James Version of the Bible. Here's a link: King James Bible Online			
11/4	T	PSM: p. 18-19, entry 8b	
		BABL: Joseph Black, et al., "The Restoration and the Eighteenth Century" (p. 1110-7, up to "The Enlightenment / 'The Age of Reason'"); Margaret Cavendish (p. 1154-6): "All Things Are Governed by Atoms" (p. 1156), "Of Many Worlds in This World" (p. 1157), and "A Dialogue Between an Oak, and a Man Cutting Him Down" (p. 1159-1161)	
11/6	R	PSM: p. 173, entry 33	
		BABL: Joseph Black, et al., "The Restoration and the Eighteenth Century" (p.1117-36, up to "Poetry"); John	DF 11.1: Using GenAI, develop a prompt/output that presents the allegorical binaries mentioned in the

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	Dryden (p. 1171-1174): <i>Absalom and Achitophel: A Poem</i> (p. 174-88)	introduction to the poem (p. 1173-4): Charles II / David, Absalom / Monmouth, England / Israel.
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Week 12: The Eighteenth-Century			
Gender and Sexuality			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
11/11	T	PSM: p. 43-5, entries 14a and 14b	DF 12.1: Identify the 4 different disguises “Fantomina” adopts. What does each provide the character the ability to learn/see/know?
		Watch: Instructor Video BABL: cont.; Joseph Black, et al., “The Restoration and the Eighteenth Century” (p. 1136-52); Eliza Haywood (p. 1533-5): <i>Fantomina: or, Love in a Maze</i> (p. 1535-1550)	
11/13	R	PSM: p. 45-8, section 15 (a-d)	
		BABL: Haywood, <i>Fantomina: or, Love in a Maze</i> (cont.)	

Week 13: The Eighteenth Century			
The Enlightenment			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
11/18	T	PSM: p. 69-70, entry 19a and 19c	DUE to Assignment Dropbox AND Discussion Forum by 11:59 PM: Literary Analysis #2: Draft
		BABL: Joseph Black, et al., “The Enlightenment” (p. 1440-1); Baron de Lahontan, from <i>Interviews or Dialogues between a Savage and the Baron de Lanontan</i> (p. 1442-4); David Hume, from <i>A Treatise on Human Nature</i> (p. 1444-5); from Jean-Jacques Rousseau, from <i>On the Social Contract or The Principles of Political Right</i> (p. 1448-50)	

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11/20	R	BABL: Joseph Black et al., “Women’s Rights and Reason” (p. 1466-7); Eliza Haywood, from <i>The Female Spectator</i> , “No.10” (p. 1467-8); Mary Wollstonecraft, from <i>A Vindication of the Rights of Women</i> (p. 1468-71)	DUE to D2L dropbox by 11:59 PM: Peer Review of Literary Analysis #2
11/21	F		Submit: Post to Discussion Forum: GenAI Reflection on LA2 <i>DUE by 11:59 PM</i>
11/22	Sa		DUE to D2L drop-box by 11:59 pm: Literary Analysis #2: Final Product Submit: Replies to DF: GenAI Reflection on LA2 <i>DUE by 11:59 PM</i>

Week 14			
Thanksgiving Week!			
Date	Day	Reading Assignments DUE	Writing Assignments DUE
11/25	T	Flex Day	
11/27	R	No Class—Thanksgiving!	

Week 15			
Satire			
Date	Day	Reading/Viewing Assignments DUE	Writing/Thinking Assignments DUE
12/2	T	PSM: p. 180, entry 51 BABL: Joseph Black et al., “Sympathy for Humans, and for Other Animals” (p. 1471); William Hogarth’s <i>The Four Stages of Cruelty</i> (p. 1472—see links in D2L to the whole work)	Plate 1: First Stage of Cruelty Plate 2: Second Stage of Cruelty Plate 3: Third Stage of Cruelty : Cruelty in Perfection Plate 4: Fourth Stage of Cruelty : The Reward of Cruelty (Murder Act 1752)
12/4	R	BABL: Jonathan Swift (p. 1307-9), “The Progress of Beauty” (p. 130-1310) and “The Lady’s Dressing Room”	

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	(p. 1313-15); Lady Mary Wortley Montagu (p. 1525-6): “The Reasons That Induced Dr. S. to Write a Poem Called ‘The Lady’s Dressing Room’” (p. 1526-7)	
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