



EAST TEXAS A&M

— UNIVERSITY —

ENG 2326[CME] – INTRO TO LITERATURE

COURSE SYLLABUS: FALL 2025

INSTRUCTOR INFORMATION

Instructor: Lea Young, M.Ed.

Office Location: Caddo Mills High School

Office Hours: By appointment only on Fridays

Office Phone: NA University **Email Address:** XXXX@etamu.edu **Preferred Form of Communication:** E-mail **Communication Response Time:** 24-48 hours during the week between 8 am-4 pm and no response on weekends and holidays

COURSE INFORMATION

Materials

Software Required

- Google Drive & Docs
- Microsoft Office

Optional Texts and/or Materials

- Personal Laptop, iPad, cellular device, USB plug-in drive, etc.

Course Description

(ENGL 2326) Introduction to Literature. Three semester hours. (1, 2; 3 or 4) An introduction to the three major genres of literature: poetry, drama, and fiction. The course is designed to develop discriminating reading habits, and the student may be required to make analyses and value judgments based on critical thought. Prerequisite: ENG 1302.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Critical Thinking—Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

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2. Communications—In written, oral and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message.
3. Personal Responsibility—Students will understand and practice academic honesty.
4. Social Responsibility—Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Technology Needed

You will need:

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program (assignments must be typed uploaded through D2L in a doc or PDF file)

Instructional Methods

- Instruction will be an “in-person” method in the classroom.
 - If you are unable to attend the “in-person” method, you will be required to participate in an asynchronous classroom via D2L Brightspace Virtual Classroom, check in daily, complete daily formative assessments, and complete all assignments in the same timely manner as the “in-person” students.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, amount of weekly study and participation time expected.

A = 900-1000

B = 800-890

C = 700-790

D = 600-690

F = 590 or Below

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Assessments

Assignment Name & Points of Grade
Writing Assignments 1-3: 700 points
Quizzes and Online Discussions: 150 points
Final Exam: WA4 & Presentation: 150 points
Extra Credit: Extra Quizzes over Grammar or Readings: 100 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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, a TAMUC campus open computer lab, etc.

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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 Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Interaction with Instructor Statement

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Charles Woods, the Director of Writing** (charles.woods@etamu.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

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

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

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

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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 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.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI Use Policy

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. 13.99.99.R0.03 Undergraduate Academic Dishonesty.

RESOURCES

East Texas A&M Supports Students' Mental Health

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Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.etamu.edu/writing-center>

Library

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

- **Chat with a Librarian!** Get immediate assistance with our [chat service](#) on the main Library page: <https://www.etamu.edu/library/>
- **Email** ask@etamu.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us!** We'd love to meet you in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@etamu.edu or go online by clicking [schedule an appointment](#).

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE OUTLINE / CALENDAR

Instructions for Writing Assignments

WA1: Newspaper Article

Newspaper articles require a different style of writing from what is used when writing a story. The newspaper **article** has all of the important information in the opening paragraph. This information includes **who, what, when, where, and how**. **Why** is not always known or available, and using it is optional. It is written this way because most

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people do not read an entire newspaper **article** all the way through. So, newspaper writers put the most important information at the beginning followed by a more detailed explanation and additional information.

A typical newspaper **article** contains five (5) parts:

Headline: This is a short, attention-getting statement about the event.

Byline: This tells who wrote the story.

Lead paragraph: This has ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

Explanation: After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

Additional Information:

This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.

Writing Prompt:

Directions: Write a newspaper article about an event or scene from one of the reading assignments in covered previous to this project. Your article should be 300-500 words. You may do additional research, but it is not required. Make sure to include a Works Cited page in MLA format for all sources used (including course assignments).

Use the guidelines below to help you plan the information you will include for your article.

Paragraph 1:

Headline:

Byline: By:

Lead Paragraph:

Who:

What:

When:

Where:

How:

Why (if possible):

Paragraph 2:

Explanation: Brainstorm a list of 3 additional facts details or questions the reader might have/need after reading then lead paragraph.

- 1.
- 2.
- 3.

Select two quotes from the source material or create two fictional quotes you will use in your newspaper article.

- 1.
- 2.

Paragraph 3: Brainstorm information about a similar event in history.

Here is an example of an article:

High flying escape ends in death

By Jane Smith

Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.

Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

Daedalus, sobbing from the distant shore where he had landed safely, said, "My last words to Icarus before we left the island was to stay close and not fly too high! He just didn't listen! Why didn't he listen to me?" Daedalus and Icarus had been held prisoner by King Minos on the island of Crete, and had been forced to build a labyrinth at the palace of Knossos. It was known to be the most difficult maze in the world to navigate successfully.

WA2: Short Fiction, Non-Fiction, or Poetry Review

For this assignment, you'll conduct review of a selected text (similar to a book review). In order to keep this project manageable, limit your choice of literature to ones we have covered between WA1 and now.

Task: You will write a short fiction or poetry review, discussing one of the texts/authors listed above. The review is an interesting form; it is not a summary of the text or an academic argument about a text. Instead, think of a review as *your stance or point of view* on the ideas/topics presented by the text you are reviewing. It's a critical evaluation, written with potential readers in mind.

Specs: Your review should be between 500-1,000 words. It can strike an informal, but professional, tone.

Format: MLA format, including a Works Cited page; double-spaced, 12-point font, minimum 4 pages (including references).

An exemplary book review will:

1. **Make an argument** about the text that extends beyond a gut reaction.

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2. Summarize the text in relationship to your particular angle or take; evaluate the ideas the author has presented.
3. Provide good examples to the reader.
4. Adopt a distinct writerly voice.
5. Demonstrate a thorough knowledge of the text.

You will be graded on these five criteria, as well as on the quality of the writing. *Reviews are not summaries*, and you do not need to address each component of the text.

Helpful Hints:

- Reviews **must make an argument**. This is the most important component of a review.
- **Read some** good book reviews! Publications like the *LA Review of Books*, *Public Books*, *The New York Review of Books* and *The New York Times Sunday Book Review* publish fantastic book reviews. Get a sense of the form via these good examples.
- You can **have fun** with this assignment! While a review is *not* written in academic prose, it does need to be professional and knowledgeable in tone. You can quote other reviews but avoid restating the opinions of others. Feel free to write in the first person, tell some jokes, add some sass or snark.
- Have a clear **audience** in mind as you write your review. That audience might look a lot like you (a college student in the US, between the ages of 18-24); it might be a more general audience. Regardless, imagine a person or group of people that you're writing to; imagine their tastes and their interests, and review the text with them in mind as potential readers.
- Take a look at [this page](#) put together by the Writing Center at UNC-Chapel Hill. They have great advice about the form of the book review, questions that you should consider before you write, and examples of book review language.

Note: Reviews that are simply summary of the text will receive a grade no higher than C.

WA3: Character Analysis

For this assignment, you'll conduct character analysis on a selected text from WA 2 to now.

Your task is to write a six-paragraph character analysis essay about a character from one of the selections. Once you have chosen a character to analyze, choose three adjectives or descriptive phrases which you can apply to the character – these are traits that the character possesses. You will organize the body of your essay around these three traits.

Format: Standard MLA format (including a Works Cited page) and a creative title. Essay should include in-text citations for quotation, paraphrase, and summary. If you have questions or concerns, use resources available to you from your instructor, Purdue OWL, and the Learning Commons.

Introduction: In this first paragraph, you will introduce your character and the title of the story. Use an anecdote, a telling quote or incident from the story, or a summary of how

the character changes throughout the story to engage your reader. Remember: your first line must be interesting! Your intro should be roughly 5-6 good sentences.

Thesis Statement: This sentence will inform the reader what he or she will read in your essay. The thesis should include the character's name and the 3 adjectives.

- **MODEL THESIS:** Throughout the movie *School Ties*, Sally Wheeler presents herself as coquettish, pretentious, and disloyal. This is a good thesis because the reader knows the first body paragraph will show how Sally is coquettish (flirtatious; behaving in a light-hearted manner), the second will demonstrate how she is pretentious (snobby), and the third disloyal. Also, the descriptors are vivid and apt for the character.
- **BAD THESIS:** In this essay, you will see how Sally is nice, young, and a liar. Remember, never write "in this essay" or "you" in formal compositions. Not to mention, these adjectives are weak – you can do better!

Body Paragraph #1: Your topic sentence includes the first adjective listed in your thesis statement to describe your character. You will support that topic sentence with 3 examples from the story. Make sure you explain the connection between the examples and the adjective. This paragraph should be 6-8 good sentences in length.

Body Paragraph #2: Your topic sentence includes the second adjective listed in your thesis statement to describe your character. You will support that topic sentence with 3 examples from the story. Make sure you explain the connection between the examples and the adjective. This paragraph should be 6-8 good sentences in length.

Body Paragraph #3: Your topic sentence includes the third adjective listed in your thesis statement to describe your character. You will support that topic sentence with 3 examples from the story. Make sure you explain the connection between the examples and the adjective. This paragraph should be 6-8 good sentences in length.

Body Paragraph #4: Your topic sentence will mention the lesson your character learned throughout the story. You will support this change by BRIEFLY explaining the events that occurred leading to the change. If there was no change, explain why your character remained a static character using specific examples from the story.

Conclusion: Restate your thesis statement, but make sure you reword it. Provide some final thoughts about the character. Explain the lesson learned and what one can learn from them. This is the last paragraph your teacher reads, so make it good (5-6 sentences). Be sure to end with a clincher statement.

Guidelines:

- You need an introduction, four body paragraphs, and a conclusion.
- Use an MLA page format
- The paper should be at least 4 typed pages long (including title page and references)
- The paper must be typed; 12-point font; Times New Roman; one-inch margins; double-spaced.
- You must have a Creative Title. "David" or something to that effect does not work. Use "A Universal Truth"

Writing Tips You Must Follow (or lose points):

- Check and double-check your paper.

- Avoid contractions (can't, won't, etc) unless in a quotation
- Don't use slang or common words (thing, stuff, etc), unless in a quotation
- Write only in third person. Don't use "you" or "I."
- Do not underline or put your title in quotations
- Use sentence variety (simple, compound, complex)
- Use specific, vivid, and detailed incidents and examples to support your thesis
- Fix all comma splice errors, run-ons, and sentence fragments.
- Run spell check, but remember that it won't catch the wrong use of words (hear/here)
- Write in all present tense. Books never "end" – they continue on for a new reader.
- Fix all typing errors.
- Make sure all paragraphs are indented.
- Do not use "get" or "got." Use stronger verbs!

WA4: Creative Assignment (Final Exam)

Task: If you've spent any time on the internet (haha), you know that several new and creative forms have developed: fanfiction, the McSweeney's satire, the BuzzFeed quiz, the Twitter bot, the YouTube review, the podcast, TikTok. I am certain you can think of many others. Some of these forms might be especially good at helping you respond to or consider our texts in new ways. Using a creative outlet or format of your choosing, you will develop a creative response to one of the texts that we have read throughout the duration of the course. You can choose whatever outlet you like (see instructions below about pitching to me), but your piece must take a *stance or point of view* on the ideas/topics presented by the text you choose.

Pitch: You must get your idea approved by me (via email) so that we can determine the specifications of your project together. This will include length (words, minutes, etc.), tone, technology, and grading criteria.

Each creative piece must:

1. Be a creative form: artwork, musical piece, writing, thread/yarn work, collages, paper mâché, etc that has thrived in the art world (you are not restricted to the examples above);
2. **Summarize or make a point** about the text that extends beyond a gut reaction;
3. Make good use of the form that you have chosen, and be well-executed;
4. Demonstrate a thorough knowledge of the text.

You will be graded on these criteria, as well as the quality of the work and additional criteria developed in consultation with me.

Artist's Statement: Each creative piece must be accompanied by an artist's statement, in a verbal presentation format lasting 2-3 minutes, that addresses the following questions:

- What was your argument or stance on the text, and how did you attempt to make that clear in your piece?
- Why did you choose this format? What did you hope this format would reveal about the text?
- Who is your ideal audience for this piece? Why did you choose them? How does your creative piece successfully address your audience?
- What materials did you use? Why did you choose this modality?
- How do art and literature come together to inspire/make a point?

Online Discussions and/or Quizzes—Weekly, you will be required to log into your ETAMU accounts and participate in online discussions and/or quizzes that pertain to the weekly reading strategies.

Proposed Schedule for English 2326:

<p>Week 1 – August 25-29:</p>	<ul style="list-style-type: none"> • Review Syllabus • Poetry and its characteristics (imagination, emotion, meaning, sound, and appearance) • Epic Poem (Hero, legendary significance, deeds of courage, supernatural antitheses) • Begin <i>Beowulf</i> • Assign WA1 • Weekly Online and Login <p>Requirements: Online quizzes due 8/31 before 11:59 pm OR in class</p>
<p>Week 2 – September 1-5: Monday: Labor Day Holiday- No F2F Class, Virtual Class resumes on Wednesday</p>	<ul style="list-style-type: none"> • Academic Conversations and response to Epic Poetry • Narrative Poetry • Rhyming Couplets and Iambic pentameter • Finish <i>Beowulf</i> if needed • Selected <i>Canterbury Tales</i> • Weekly Online and Login <p>Requirements: Online quizzes due 9/7 before 11:59 pm OR in class</p>

Week 3 – September 8-12:	<ul style="list-style-type: none"> ● WA1 Due 9/14 before 11:59 pm ● Narrative Poetry/<i>Canterbury Tales</i> - continued ● Assign WA2 ● Weekly Online and Login <p>Requirements: Online quizzes due 9/14 before 11:59 pm OR in class</p>
Week 4 – September 15-19:	<ul style="list-style-type: none"> ● Alliterative Poem ● <i>Sir Gawain and the Green Knight</i> OR Continue <i>Canterbury Tales</i> ● Weekly Online and Login <p>Requirements: Online quizzes due 9/21 before 11:59 pm OR in class</p>
Week 5 – September 22-26:	<ul style="list-style-type: none"> ● Drama
	<ul style="list-style-type: none"> ● Blank Verse Poetry ● Aristotle Elements of Tragedy ● Begin Shakespeare's <i>Hamlet</i> ● Weekly Online and Login <p>Requirements: Online quizzes due 9/28 before 11:59 pm OR in class</p>
Week 6 – September 29-October 3:	<ul style="list-style-type: none"> ● Begin Shakespeare's <i>Hamlet</i> ● Weekly Online and Login <p>Requirements: Online quizzes due 10/5 before 11:59 pm OR in class</p> <ul style="list-style-type: none"> ● WA2 Due 10/5 before 11:59 pm
Week 7 – October 6-10:	<ul style="list-style-type: none"> ● Continue <i>Hamlet</i> ● Employ elements of Aristotle Tragedy ● Compare with Epic/Narrative Poetry ● Weekly Online and Login <p>Requirements: Online quizzes due 10/12 before 11:59 pm OR in class</p>

<p>Week 8 – October 13-17:</p>	<ul style="list-style-type: none"> ● Elizabethan Sonnet Structure ● Rhyme Scheme; Iambic pentameter; Rhyming Couplet ● Shakespeare's Sonnets: #18, 97, 130, & 138 OR Continue <i>Hamlet</i> as needed ● Weekly Online and Login Requirements: Online quizzes due 10/19 before 11:59 pm OR in class
<p>Week 9 – October 20-24:</p>	<ul style="list-style-type: none"> ● Assign WA3 ● Work on WA3 ● Weekly Online and Login Requirements: Online quizzes due 10/26 before 11:59 pm OR in class
<p>Week 10 – October 27-31:</p>	<ul style="list-style-type: none"> ● Poetry Characteristics Continued ● Explication and survey of poetic elements from selections by:
	<p>Anna Letitia Barbauld: "The Caterpillar", William Blake: "A Poison Tree", Robert Burns "To a Mouse", William Wordsworth: "I wandered lonely as a cloud" George Gordon, Lord Byron, "She Walks in Beauty", John Keats: "To Autumn"</p> <ul style="list-style-type: none"> ● Weekly Online and Login Requirements: Online quizzes due 11/2 before 11:59 pm OR in class

<p>Week 11 – November 3-7:</p>	<ul style="list-style-type: none"> ● Fiction and Novel Elements ● Survey of prose/fiction elements from selections by James Joyce: “A Modest Proposal”, Sherlock Holmes: “The Speckled Band” ● Weekly Online and Login Requirements: Online quizzes due 11/9 before 11:59 pm OR in class
<p>Week 12 – November 10-14:</p>	<ul style="list-style-type: none"> ● Fiction and Novel Elements ● Survey of prose/fiction elements ● Begin <i>Dr. Jekyll and Mr. Hyde</i> ● Weekly Online and Login Requirements: Online quizzes due 11/16 before 11:59 pm OR in class
<p>Week 13 – November 17-21:</p>	<ul style="list-style-type: none"> ● Students will work independently reading <i>Dr. Jekyll and Mr. Hyde</i>
<p>Week 14 – November 24-28:</p>	<ul style="list-style-type: none"> ● WA3 Due 11/30 before 11:59 pm ● Prose/fiction elements from <i>Dr. Jekyll and Mr. Hyde</i> ● Weekly Online and Login Requirements: Online quizzes due 11/30 before 11:59 pm OR in class
<p>Week 15 – December 1-5:</p>	<ul style="list-style-type: none"> ● Complete Fiction Unit and <i>Dr. Jekyll and Mr. Hyde</i> ● Work on WA4.
<p>Week 16 - December 8-12:</p>	<ul style="list-style-type: none"> ● ETAMU Final Exams: WA4