



EAST TEXAS A&M UNIVERSITY

ENG 311.01E: SHAKESPEARE

(CRN 20261)

COURSE SYLLABUS: SPRING 2026

MFW 12:00 PM – 12:50 PM

David A. Talbot Hall 208

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs (she/her), PhD

Office Location: 227 David A. Talbot Hall

Office Hours: MW 1:00 -- 2:00 PM or by appointment

University Email Address: deborah.scaggs@etamu.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours

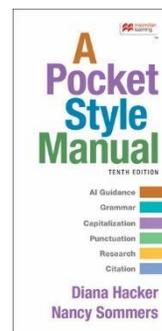
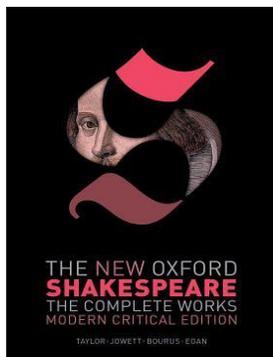


COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Taylor, Gary, et al., editors. *The New Oxford Shakespeare*. Oxford UP, 2016. ISBN: 978-0-19-959115-2
2. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 10th ed., ebook, [Bedford/St. Martin's](#), 2025. ISBN: 9781319563172



NOTE: There are many, many versions of Shakespeare's works out there; however, this edition has been chosen because of the editor's approach to reading Shakespeare's works. Thus, this is

The syllabus/schedule are subject to change.

the required text and must be used. You should be able to find good, used copies on any online seller (e.g., Amazon) for around \$60. Feel free to buy, rent, borrow, or share hardcopy, digital, or ebook versions.

Software Required

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 dropboxes in D2L and *TurnItIn*. **Do NOT use links.** (The hyperlinks direct you to instructions for converting to .doc files.)
 - Get [FREE Office 365](#) through ETAMU.
2. Adobe Reader for PDF files.
3. Printer for printing PDF files for annotating.

Other Texts and/or Materials

1. [Adobe Creative Cloud](#), provided by ETAMU. (Includes Adobe Reader.)
2. 3x5 notecards.
3. Highlighters or colored pens.
4. Dictionary (hardcopy or mobile app).
5. All students *must* have a working ETAMU e-mail address.
6. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for accessing online resources.



Important Dates:

January 12: First day of classes

January 28: Last day to drop with 100% refund

March 9-13: Spring Break

March 27: Last day to drop with no refund

May 1: Last Class Day

Final Grades Due: Monday, May 11 by 5:00 PM

Final Exam Date: Friday, May 8 from 8:00 AM – 10:00 AM
in **Education South 122**

COURSE REQUIREMENTS

Course Description

ENG 311 - Shakespeare (3 SCH)

This course examines Shakespeare's dramatic works, including a selection of tragedies, comedies, histories, and romances. Students learn how to read drama, negotiate Shakespearean poetic conventions, and explain the literary elements and devices used in his works. Students who are pre-service teachers will also learn how to approach the teaching of Shakespeare for a high-school curriculum. Prerequisite: [ENG 1302](#).

In this section of ENG 311, the plays under examination will be *Romeo and Juliet*; *The Taming of the Shrew*; *The Two Noble Kinsmen*; *Julius Caesar*; *Macbeth*; *As You Like It*; *Titus Andronicus*.

Course Primers

For our study Shakespearean drama in the Early Modern British period, we will use the following themes and questions as guides. These are not exhaustive, yet they give us some places with which to start.

- ✚ **Love and Relationships:** What are the differences and similarities between romantic, familial, and platonic relationships? How does Shakespeare reveal human complexities and consequences of actions within relationships? (*Romeo and Juliet*, *The Taming of the Shrew*, *As You Like It*, *The Two Noble Kinsmen*)
- ✚ **Power and Authority:** Who has power, under what conditions, and what issues arise when power and authority meet resistance? How does Shakespeare reinforce or critique political power? Personal power? (*Romeo and Juliet*, *King Lear*, *Julius Caesar*, *As You Like It*, *The Taming of the Shrew*, *Titus Andronicus*)
- ✚ **Gender Roles and Identity:** What are the early modern expectations of gender and gender roles? To what extent is gendered identity performed, and for what purposes? (*The Taming of the Shrew*, *As You Like It*, *Romeo and Juliet*, *King Lear*)
- ✚ **Revenge and Justice:** What are the dynamics between revenge, justice, and law (both natural law and human law)? Who is responsible for unjust action, and when the law fails, what courses of action are just? (*Titus Andronicus*, *As You Like It*, *Romeo and Juliet*, *King Lear*)
- ✚ **Deception and Truth:** How does disguise, deception, and lies work in Shakespeare's plays? Under what conditions are humans willing and able to deceive? To see/hear the truth? How does performance figure into this? (*As You Like It*, *The Taming of the Shrew*, *Julius Caesar*, *King Lear*).
- ✚ **Curriculum Concerns:** What are the best practices for teaching Shakespeare for a middle- or high-school curriculum? How might you make Shakespeare relevant for your future students?

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

1. identify key concepts, terms, and facts in or about the texts under study;
2. perform close readings of texts, using literary elements and devices;
3. compare literary elements among different texts, using selective passages from sources;
4. develop interpretations of texts, using primary and secondary sources;
5. use MLA mechanics for document design and documentation style;
6. integrate GenAI into their writing process to improve structure, clarity, and argumentation while preserving their unique academic voice, purpose, style, and content; and
7. generate an ethical and responsible framework for using GenAI in an academic setting.



Required Coursework

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

1. 20 % – On-demand Activities (pts. TBA)
2. 20 % – Critical Reading and Explication (4 x 120 pts. possible)
3. 20 % – Comparative Literary Analysis 1 (120 pts. possible)
4. 20 % – Comparative Literary Analysis 2 (120 pts. possible)
5. 20 % – Final Exam (100 pts. possible)

100 % ≈ 820 pts. total possible (weighted by category)

● **On-demand Activities:** Students will complete in-class activities and submit homework that may include reflections on learning, unannounced quizzes, annotated bibliographies, concept maps, and brainstorming activities, all of which will support engagement with the course to achieve student learning outcomes. These are “on-demand” and can not be made-up; however, students with excused absences who provide acceptable documentation (see p. 11-12) will have an opportunity to make up the work. (SLOs addressed: 1, 2, 4, 5, 7)

● **Critical Reading and Explications (CREs):** These assignments require students to perform textual analysis of soliloquies (≈ **600 words; ≈ 2 pages**) and scenes (≈ **750 words; ≈ 2 ½ pages**), with attention to literary elements and devices used, for overall understanding of a character or theme. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 4, 5)

● **Comparative Literary Analyses (CLAs):** Students are required to compose **two (2), medium-length comparative literary analyses (≈ 1800 words; ≈ 6 pages)** that analyze at least two (2) plays, utilizing secondary research materials. In this course, students will use a writing process that will utilize GenAI to facilitate the construction of a comparative analysis in very specific ways. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 4, 5, 6)

● **Exams:** There will be a comprehensive final exam, covering **all** assigned readings for the entire course. (SLOs addressed: 1, 2, 3)

Final Exam: Friday, May 8 from 8:00 AM – 10:00 AM
in **Education South 122**

Final Exam Etiquette

1. Arrive to class on time.
2. Food and drinks will be permitted during the exam period. The instructor, however, reserves the right to examine packages, bags, and containers prior to, during, or after the exam period. (If the final exam is administered in a computer lab, then the lab rules override this item number.)
3. Backpacks, purses, and other bags **MUST** be stored at the front of the classroom.
4. No children or visitors are allowed.

5. Turn-off and store ALL electronic equipment, including but not limited to MP3 players, smart watches, and cellphones.
6. Students should not converse with each other once the exam period starts.
7. No hats, berets, or other head coverings are allowed (except for religious purposes).
8. In the case of hardcopy exams, only the exam itself and blank “bluebooks,” pencils, pens, and erasers will be allowed on the desk area once the exam has begun, in addition to food/drink items that have passed inspection.

Minimum 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](#) 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 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. 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, and studying for this course.

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 (SAAE).

NOTE: 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.

Academic Integrity

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 you use in research and writing. Writers **must** learn to use source material ethically, including the use of GenAI.

- 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.

● **Grading Timetable:** The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks* and feedback on “on-demand activities” *within one*

(1) week, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.

Note on 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.
- **Project Score Breakdown**: Since this course emphasizes and encourages the *writing process*, 20% of a writing project’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 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 products will be graded solely by the instructor. Feedback on final products should be used to improve writing for subsequent assignments.

- **TurnItIn**: This is web-based anti-plagiarism software incorporated into the submission process for all essays. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions. Students also have access to these reports in advance of deadlines so that they can review their citation practices and make revisions/edits to their work before formal evaluation begins.

- ❖ 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 drop box on time. Work that is **not submitted** to appropriate dropboxes **will not be accepted** for grading.
- ❖ Students should save all digital receipts generated by *D2L* to verify that assignments were submitted on time.

● **Generative Artificial Intelligence (GenAI):** The development and wide availability of GenAI (e.g., ChatGPT, Claude) 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 shows 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 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 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 according to MLA guidelines. **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, providing full transparency for using it. 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. If students are merely relying on a tool to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions, contributions, or modifications, and I will review the GenAI report for any possible academic infringements. You will need to document your work as original, and if *TurnItIn* flags your work as likely generated or modified by GenAI, penalties will include, but are not limited to, a grade of zero (0) and possible review by the Vice President of Academic Affairs and the Honors Council.

● **Format:** 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) 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 citations and mechanics.

Students must ensure that their essays are fully compatible with the submission dropboxes in D2L and in Discussion Forums (DFs). Students will need to use their [FREE Office 365](#) (free with your enrollment at ETAMU!) for its Word program rather than [Open Office](#), and for those who use [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.

- **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 (which is actually called “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 controlling idea, clearer topic sentences, or better organization throughout the assigned piece of writing.

- **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 provide and 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](#).

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

The syllabus/schedule are subject to change.

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 their professor.

Tardiness: 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: 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, three (3) or more in a MTWR summer course, and two (2) or more 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.

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 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](#)

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, 10:00 AM-5:00 PM.



Land Acknowledgement: East Texas A&M University acknowledges that 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](#).

Week 2		
Topic: Romeo and Juliet		
Date	Day	Reading Assignments
1/19	M	NO CLASS: MLK DAY!
		<i>Romeo and Juliet</i> , Acts 1-2
1/21	W	PSM: p. 193, model “Works Cited” page; p. 117-119, section 30b: “Understanding how the MLA system works”
		<i>Romeo and Juliet</i> , Acts 2-3
1/23	F	PSM: p. 157-159, “The works cited list at-a-glance”; p. 171, entry #27: “One selection from an anthology or collection”; p. 150, entry #15
		D2L Assignment: Works Cited (<i>DUE</i> by 12:00 PM to D2L)
		Complete: Tutorial on “Reading a Research Article: Arts and Humanities” (Submit “certificate” with a 100% score to D2L dropbox by 11:59 PM)
Writing Assignments		

Week 3		
Topic: Romeo and Juliet		
Date	Day	Reading Assignments
		<i>Romeo and Juliet</i> , Acts 3-4
1/26	M	PSM: p. 139-140, “Plays”; p. 129-131, section 31c up to “Establishing authority”
		<i>Romeo and Juliet</i> , Acts 4-5
1/28	W	Submit: Draft of CRE 1 to Assignment Dropbox AND Discussion Forum (<i>DUE</i> by 11:59 PM)
		Submit: Peer Review of CRE 1 (<i>DUE</i> by 11:59 PM)
1/30	F	<i>Flex Day: Catch-up</i>
Writing Assignments		

The syllabus/schedule are subject to change.

		PSM: p. 169, entry #24: “Parts of a book (foreword, introduction, preface, or afterword)” PDF: Helen Hackett’s “How Plays Were Made”	
1/31	Sa		D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>) Submit: Final Product of CRE 1 (<i>DUE by 11:59 PM</i>)

Week 4

Topic: *The Taming of the Shrew*

Date	Day	Reading Assignments	Writing Assignments
2/2	M	<i>The Taming of the Shrew</i> , Induction and Act 1 PSM: p. 171, entry #28: Two or more selections from an anthology or collection; p. 160-161, entry #6: Two or more works by the same author or group of authors	D2L Assignment: Works Cited (<i>DUE by 12:00 PM to D2L</i>)
2/4	W	<i>The Taming of the Shrew</i> , Act 2 PSM: p. 137-138, entries 32a, b	
2/6	F	<i>The Taming of the Shrew</i> , Act 3 PSM: p. 173, entry #31: “Sacred text”; p. 154, entry #26: “Sacred text” (in-text)	

Week 5

Topic: *The Taming of the Shrew*

Date	Day	Reading Assignments	Writing Assignments
2/9	M	<i>The Taming of the Shrew</i> , Act 4 PSM: p. 169, entry #23a, b, c: “Basic format for a book”	
2/11	W	<i>The Taming of the Shrew</i> , Act 5	

The syllabus/schedule are subject to change.

		PSM: p. 146-147, entries # 1, 2, 3: Author named in a signal phrase," "Author named in parentheses," and "Author unknown"
		<i>Flex Day: Catch-up</i>
2/13	F	p. 163, entry #12c PDF: Michael Hattaway's "Performances" D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>)

Week 6		
Topic: <i>The Two Noble Kinsmen</i>		
Date	Day	Reading Assignments
2/16	M	<i>The Two Noble Kinsmen</i> , Act 1 PSM: p. 127-129, section 31b: "Using quotations effectively" <i>The Two Noble Kinsmen</i> , Act 2 PSM: p. 62-63, entry #17f <i>The Two Noble Kinsmen</i> , Act 3
2/18	W	Submit: Draft of CRE 2 to Assignment Dropbox AND Discussion Forum (<i>DUE by 11:59 PM</i>)
2/20	F	Submit: Peer Review of CRE 2 (<i>DUE by 11:59 PM</i>)
2/21	Sa	Submit: Final Product of CRE 2 (<i>DUE by 11:59 PM</i>)

Week 7		
Topic: <i>The Two Noble Kinsmen</i>		
Date	Day	Reading Assignments
2/23	M	<i>The Two Noble Kinsmen</i> , Act 4
		Writing Assignments

The syllabus/schedule are subject to change.

		PDF: “MLA Abbreviations for William Shakespeare’s Works”
		PDF: Assignment Directions for CLA 1
		Watch: Instructor Video
2/25	W	<i>The Two Noble Kinsmen</i> , Act 5
		PSM: p.149, entry #10;
		<i>Flex Day: Catch-up</i>
2/27	F	PDF: Jan H. Blits’ “Rome and the Spirit of Caesar”
		D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>)

Week 8

Topic: *Julius Caesar*

Date	Day	Reading Assignments	Writing Assignments
3/2	M	<i>Julius Caesar</i> , Act 1	Submit: Comparative Literary Analysis #1: Draft to Assignment Dropbox AND Discussion Forum (<i>DUE by 11:59 PM</i>)
3/4	W	PSM: p. 155, entry #13a, b, and c <i>Julius Caesar</i> , Act 2	Submit: Peer-Review of Comparative Literary Analysis #1 (<i>DUE by 11:59 PM</i>)
3/6	F	PSM: p. 162, entries #26a and #26b <i>Julius Caesar</i> , Act 3	Submit: Post to Discussion Forum: GenAI Reflection on CLA1 (<i>DUE by 11:59 PM</i>)
3/7	Sa		Submit: Comparative Literary Analysis #1: Final Product (<i>DUE by 11:59 PM</i>) Submit: Replies to DF: GenAI Reflection on CA1 (<i>DUE by 11:59 PM</i>)

The syllabus/schedule are subject to change.

Week 9	
March 9-13	
SPRING BREAK NO CLASSES	

Week 10			
Topic: <i>Julius Caesar</i>			
Date	Day	Reading Assignments	Writing Assignments
3/16	M	<i>Julius Caesar</i> , Act 4 PSM: p. 72-75, entries #20a, b, c, d	
3/18	W	<i>Julius Caesar</i> , Act 5 <i>Flex Day: Catch-up</i>	
3/20	F	PDF: Richard Dutton's "Theatrical License and Censorship"	D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>)

Week 11			
Topic: <i>Macbeth</i>			
Date	Day	Reading Assignments	Writing Assignments
3/23	M	<i>Macbeth</i> , Acts 1-2 PSM: p. 63-64, entries #17g, h, i	Submit: Draft of CRE 3 to Assignment Dropbox AND Discussion Forum (<i>DUE by 11:59 PM</i>)
3/25	W	<i>Macbeth</i> , Act 2-3	Submit: Peer Review of CRE 3 (<i>DUE by 11:59 PM</i>)
3/27	F	<i>Macbeth</i> , Act 3-4	
3/28	Sa		Submit: Final Product of CRE 3

The syllabus/schedule are subject to change.

		(DUE by 11:59 PM)
--	--	-------------------

Week 12		
Topic: Macbeth		
Date	Day	Reading Assignments
3/30	M	<i>Macbeth</i> , Acts 4-5 PSM: p. 12-13, entries #5a, b <i>Flex Day: Catch-up</i>
4/1	W	PDF: Ryan Curtis Friesen's "Early Modern England's Belief in Fictional Witchcraft"
4/3	F	D2L Assignment: Annotated Bibliography (DUE by 12:00 PM to D2L)
NO CLASSES: EASTER FRIDAY		

Week 13		
Topic: As You Like It		
Date	Day	Reading Assignments
4/6	M	<i>As You Like It</i> , Act 1 PSM: p. 13-14, entries #6a, b, c
4/8	W	<i>As You Like It</i> , Act 2
4/10	F	PSM: p. 14-16, entries #7a, b, c <i>As You Like It</i> , Act 3
4/11	Sa	Submit: Final Product of CRE 4 (DUE by 11:59 PM)

The syllabus/schedule are subject to change.

Week 14		
Topic: <i>As You Like It</i>		
Date	Day	Reading Assignments
4/13	M	<i>As You Like It</i> , Act 4 PSM: p. 90-92, Section #26
4/15	W	<i>As You Like It</i> , Act 5 <i>Flex Day: Catch-up</i>
4/17	F	PDF: Andrew Gurr's "Social Composition" D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>)

Week 15		
Topic: <i>Titus Andronicus</i>		
Date	Day	Reading Assignments
4/20	M	<i>Titus Andronicus</i> , Act 1 PSM: p. 99, Section #28
4/22	W	<i>Titus Andronicus</i> , Act 2
4/24	F	<i>Titus Andronicus</i> , Act 3
4/25	Sa	Writing Assignments Submit: Comparative Literary Analysis #2: Draft to Assignment Dropbox AND Discussion Forum (<i>DUE by 11:59 PM</i>) Submit: Peer-Review of Comparative Literary Analysis #2 (<i>DUE by 11:59 PM</i>) Submit: Post to Discussion Forum: GenAI Reflection on CA2 (<i>DUE by 11:59 PM</i>) Submit: Comparative Literary Analysis #2: Final Product (<i>DUE by 11:59 PM</i>) Submit: Replies to DF: GenAI Reflection on CA2 (<i>DUE by 11:59 PM</i>)

The syllabus/schedule are subject to change.

Week 16		
Topic: <i>Titus Andronicus</i>		
Date	Day	Reading Assignments
4/27	M	<i>Titus Andronicus</i> , Act 4
4/29	W	<i>Titus Andronicus</i> , Act 5 PDF: Lucy Munro's "They eat each other's arms": Stage Blood and Body Parts"
5/1	F	<i>Flex Day: Catch-up</i>
		D2L Assignment: Annotated Bibliography (<i>DUE by 12:00 PM to D2L</i>)
		Writing Assignments