**THE UNIVERSITY OF TEXAS AT ARLINGTON**  
**ENGL 2329:  American Literature     Fall 2016**  
Instructors should update these policies in accordance with new template information provided by the Provost's Office. Each instructor should fill in the top portion of the syllabus to reflect name, email, office hours.

**Professor:   Michael Brittain                                                             Email:  brittain@uta.edu (email returned within 24 hours after I receive them from students)**Office: Carlisle Hall 517 **Office Hours: MWF Noon-1pm  
  
Texts and Materials:**Course material will be available online and accessed through Blackboard.

* You should have access to Power Point, MS WORD, AdobeReader, and other software necessary to view all aspects of the ENGL 2329 Distance Education course.

**Course Description:**Concentration on works of American literature with focus on how cultural, geographic, and political issues shape and reflect literature in a particular culture.  Examines at least three genres and six authors. Emphasis on critical thinking, reading, and writing**. This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these core courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility.**

**Core Objectives:**Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.  
Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  
Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.  
 **Course Goals:**

* To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond English classes.
* To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts.
* To develop students' ability to read critically by studying a variety of literary elements.

**Student Learning Outcomes:**

* Students should be able to demonstrate their understanding of and their ability to analyze literary texts both in writing and in online written discussion.
* Students should be able to demonstrate their knowledge of a variety of literary terms and elements.
* Students should be able to identify a variety of literary elements within literary texts.
* Students should be able to conduct research using the internet and UTA Library resources.
* Students should be able to demonstrate ability to utilize technology in a variety of forms.

**Assignments and Grade Calculation:**

|  |  |
| --- | --- |
| **Categories of Assignments** | **Percentage of Final Grade** |
| **Daily Assignments:** | **25%** |
| **Quizzes:** These brief quizzes are objective and serve to check your reading. These are timed and are to be taken independently without assistance from a book, online information, notes, or other people. The Research Report  also counts as a quiz grade. |  |
| **Discussion posts:** in order to receive  points, your discussion post should address the lesson prompt. Your comments must be thoughtful and based on your careful analysis of the text, but also demonstrate that you are aware of what others on the discussion board have written. |  |
| **Essays and Projects** | **45%** |
| Artistic Response to War Project | 15% |
| Poetry Essay | 15% |
| Final Essay (Social Issue/Short Story) | 15% |
| **Exams:** | **30%** |
| Short Story Exam | 15% |
| Poetry Exam | 15% |
| **TOTAL** | **100%** |

**Scale for final course grades:**A   90 to 100 percent  (90 to 100)      
B   80 to 89 percent (80 to 89.9)       
C   70 to 79 percent   (70 to .79.9)         
D   60 to 69 percent  (60 to 69.9)         
F    0 to 59 percent      (0 to 59.9)       **Course Policies:**You must complete all assignments and quizzes by the due dates. **No late work is accepted**.Computer malfunctions do not constitute excuses for missing work or turning in work late. All due dates for the assignments and quizzes are listed in the course schedule. College students are expected to work independently and to complete assignments on time. It is important to look ahead in order to understand when major assignments are due. Most successful students mark due dates on a planner or calendar.  
All course information, videos, web links, and audios are required “readings” for all students. Most lessons include a quiz that not only assesses understanding and comprehension of the literary texts, but also poses questions found in the historical context readings and the video/audio selections. Quiz questions have been tested in several previous classes. Before questioning the viability of an answer, please review course material for that quiz. Then contact your instructor if you have a question.  
Your instructor will make every effort to respond to emails within 24 hours.  Course work will be graded and returned in a timely manner. Assignments and discussion will generally be evaluated within 10 days after due date. Major essays and exams will be evaluated within two weeks after due date. Your instructor will notify you if unexpected delays in grading do occur.

**Please read the entire syllabus content area for information on communication, interaction with classmates and professor, and policies about electronic or internet issues.  
  
Participation:**You should read/watch all assigned material and complete all assignments carefully and thoughtfully. As you read, think critically about the material in order to generate ideas and questions from your analysis. It is expected that students in this course will actively and appropriately engage in online discussions and participate online in collaborative learning situations.**You are expected to participate in all course activities. Failure to do so results in a lowered grade.**

**Discussion Board Posts:**

In order to earn a PASSING grade,the  initial discussion post (where you answer the prompt) should be at least 200 words. However, to earn higher grades, the post must do more than merely fulfill a word count.

Aside from the first discussion forum post, each post (unless otherwise stated) has two parts: your original post and your responses. For your original post, you will want to use the prompt provided in the description to develop an argument over the reading(s) for that lesson. Make sure that you use the reading/texts as evidence to help develop your argument (meaning you include details or a direct quote). Each argument should contain a thesis statement, which makes a claim and supports it with at least one reason. Your responses to fellow students on the other hand, should attempt to engage the student in a conversation. This means more than simply saying that you "agree" or "disagree" with their argument. It means talking to the other student and providing your own evidence from the story/poem to develop your responses. A full response engages the other student in a discussion around the student's argument, providing points and claims from your own reading of the story.

Remember: an A discussion is exceptional, will include direct quotes which are properly cited using in-text citation (no Works Cited necessary), is thorough, and has a thesis that is adequately supported.  Your peer responses are engaging, thoughtful, and thorough.  A "B" is good, will include details from the text but not necessarily a direct quote, and attempt to support a basic thesis.  Your peer responses go beyond agreeing or disagreeing.  A "C" is answering the prompt without going above and beyond.  Meaning, you've responded to the prompt and given your peers a brief response that basically agrees or disagrees on a rudimentary level.  The grades you earn on the initial discussion forum should not be an indication of how you'll do on future posts. ​

As per the Honor Code, your discussion posts are to be your original ideas not copied or influenced by analysis you read on the internet, in study help sites, or any other sources.

**E-Culture Policy:**The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success.  In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email.  New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses.  There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington.  Students are responsible for checking their email regularly. Keep in mind that tone is often lost in an email. Please be professional and courteous in all correspondence and in all discussions.You must be proficient in MS Word, MS Power Point and other basic personal computing skills to be successful in this course. We do not provide training on basic computer use or internet access issues.**You are required to check your UTA email and course announcements daily as this is the means by which I communicate with all students.**

**Academic Integrity:**

Students enrolled in  all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. It is also inappropriate to hand in a paper or portions of a paper written for another class--including high school and college courses you have taken or in which you are currently enrolled. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, someone else doing your work, etc.) is unacceptable even if you do it accidentally. All instances of academic dishonesty will be dealt with according to UTA policy and procedures, and I will send a copy of questionable work to the Office of Student Conduct to be kept on file. I also reserve the right to award zeros on assignments and/or an F in the entire course to any student who engages in any type of academic dishonesty. 

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Disability Accommodations:**UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD).  Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

                The Office for Students with Disabilities, (OSD)  [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

                Counseling and Psychological Services, (CAPS)   [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:**The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](https://elearn.uta.edu/webapps/blackboard/execute/jmhood@uta.edu).

**Campus Carry:**  Effective August 1, 2016, the Campus Carry law  (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Support Services:**

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may visit the reception desk at University College (Ransom hall), contact the Maverick Resource Hotline at 817-272-6107, send a message at [resources@uta.edu](mailto:resources@uta.edu), or visit [www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php)for more information.

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. **The Writing Center:**[Click here for Writing Center Web Page](http://www.uta.edu/owl/)

For Quick Hits real time help go to Writing Center Facebook Page  
<https://www.facebook.com/WritingCenteratUTArlington>

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

**Library & Research Assistance:** University-level research requires university-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and credible news magazines and newspapers. The UTA Library <http://library.uta.edu/> offers a plethora of resources and subject specialists to help you select and locate appropriate sources. Find library staff at the Service Zone on the first floor of the UTA Central Library, by phone at (817) 272-3395, by text at (817) 727-8395, email at [AskUs@uta.edu](mailto:AskUs@uta.edu), or the chat widget on the library’s homepage, <http://library.uta.edu/>. For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>.

Your librarian is **Diane Shepelwich**, [dianec@uta.edu](mailto:dianec@uta.edu). Diane is available through email, individual or group meetings, or phone appointments. If you need help getting started with your research or course assignment or have questions along the way, please contact Diane for personalized research assistance.**Drop Policy:**If you choose to withdraw from the course for any reason, you must follow University procedures.  I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

**So, Is an Interpretation Just What I Think About What I Have Read?**  
  
You may not be aware that readers approach reading in different ways depending on why they are reading, what they are reading, and the intended outcome of their reading. When I read a novel while I am on vacation, I am not using post-it notes to mark pages or using a highlighter to mark passages. Why not? Well, I know that I am not going to be tested on my vacation reading, nor will I need to refer back to the material in order to discuss it with a group or to use it in writing an essay.  
  
Even though in an informal setting with friends or family you might talk about how a piece of literature makes you feel or how it reminds you of a family situation you once experienced, in a formal class setting, these kinds of responses would only be a beginning place for you. In English Studies, students are asked to go beyond these basic reader responses to examine the characteristics and attributes of the literature and consider ways the writing  might evoke certain responses. In this course, you will be introduced to some new ways of “reading” and thinking about literature. The discussion questions and essay prompts ask you to think and interpret literature in a variety of ways.  
Some students become confused when we ask them to give their interpretations of literature. Many assume that to interpret  means  to respond off  the top of their heads with whatever they might be thinking. However, interpretation requires careful reading and critical thinking. While there are several valid interpretations of any  piece of literature, not all interpretations are correct. Sometimes there are mis-readings of a piece of literature because students haven’t closely read the material or because they do not understand the language or syntax.  
  
So, what is the test of an interpretation? Think of your interpretation as an argument. Now we know that all arguments must have evidence or support. In a literary argument, the support/evidence is always the literary text. So, if you can support an idea by using the text to show how your idea is valid, then the interpretation meets the test.  
I once read a paper where a student asserted that Robert Penn Warren’s poem “Evening Hawk”was about an airplane. While the poem does mention a “plane” and a “honed steel-edged wing,”  the poem is clearly about a bird, not a plane and not Superman! The student who argued that the poem was about a plane was clearly misreading the poem. By looking at the whole poem and reading carefully, the student would have seen that this argument was not supported by the text of the poem.  
  
Is English Grading Subjective and Influenced By the Mood of the Teacher?  
The grading scale and high standards in this course are based on the standard practices in English Studies, not your coach’s mood. Students who are not familiar with English studies often talk about the "subjective" nature of grading. However, nothing could be further from the truth. We are professionals with many years of experience in our field. We don't grade by whim, but by clear standards set forth by our areas of expertise. To say our grading is subjective would be similar to telling a medical professional that a diagnoses of “strep throat” is based on "feeling" or "mood" rather than clear knowledge of symptoms (fever, sore throat, enlarged lymph nodes) and lab results of a throat culture.  
Students who are more comfortable with “points” from objective tests, may feel a bit uneasy with evaluations in an English course. Just remember, that no instructor is out to penalize students with grades.  Use feedback and rubrics to examine your own work and to help improve your writing and discussions responses as you move through the course work.  
Please use the resources found  throughout this course (announcements, videos, emails and course content) to assist you as you read and respond to literature.

Communication Guidelines for   
Student Interaction with Classmates and Instructors

* Please send your email queries to a specific person --your professor. Address your professor by correct title and name. Also, when contacting your professor, make sure to put your course and section number in the subject line.
* Respect the model of communication used in educational settings. Your professor is your guide and mentor; your professor is not a customer service representative who processes complaints. Your professor wants to work with you in a collaborative manner. Demanding “ service” or “action” from him/her is not in keeping with the educational model and will not foster a spirit of cooperation.  Please review the following Power Point about students and email
* Also, when contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with other students and faculty should be courteous and professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course.   All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct.  Students violating these codes will be referred to the Office of Student Conduct.
* As important course announcements and additional class resources will often be sent to your UTA email address, please make sure to check your email twice a day.
* Finally, be aware that emailed assignments are NOT accepted. It is your responsibility to familiarize yourself with the course software and how to submit assignments.
* Check course announcements regularly

**Let's Begin with Humor:** Sometimes things just go wrong. We may have to follow the lead of those who have gathered a "Murphy's Law on Technology List" at NetLingo.com

* To err is human, but to really foul things up requires a computer.
* A failure will not appear till a unit has passed final inspection.
* Computers are unreliable, but humans are even more unreliable. Any system, which depends on a human’s reliability, is unreliable.
* It is probably a PICNIC. (Translation: Problem In Chair Not In Computer)
* When all else fails, read the instructions.
* If there is a possibility of several things going wrong the one that will cause the most damage will be the one to go wrong.

**Response to Problems:** Yes, there will be a problem, a typo, or a broken link. You should not get stressed out. If an issue occurs that is OUR problem (Blackboard, course design, UTA tech issue) we will fix it and will never penalize students. Even if it is an issue with your own computer or you just simply can't get some assignment completed, you should remain calm. Send a clear, respectful email to your instructor alerting your instructor of the issue. Then trust your instructor, because s/he is a highly qualified and experienced educator, to address the issue. S/he might not be awake and responding to email at 2:00am. You may be asleep when s/he does respond at 10:00am. Most issues are resolved within 24 hours. But don't expect instant answers. If you miss work, then communicate with your instructor about your overall progress in the course. He/she will give you the best advice on how to proceed. Communication is key; make important issues known. However, don't email questions until you have reviewed the syllabus, course material, and resources. You may find out that the answer is close at hand. Make sure you have read all the syllabus material and guidelines.

**Broken Links:**  The dynamic nature of the Internet means that a course link that worked on Monday morning may not work by Monday afternoon. If you have tried a link in two browsers and can't get it to display, email your instructor who will work on getting it fixed.

**Videos Removed:** Sometimes YouTube videos are removed without any warning. If you have tried to watch an assigned video with no success, contact the instructor who will make a decision on either replacing the video or substituting some other element.

**Assignment, Quiz, or Test Not Available:** If a course item you are assigned is not available take the following steps. First, check the due dates to make sure you have not missed the time period for availability. Second, check the course schedule to make sure you are working in the current week and not working  ahead in the course. If all these check out correctly, notify your instructor who will work on making the item available.  We do drop your lowest quiz grade and this usually takes care of computer glitches.

**Computer Crashes, Page Closes, Electricity Goes Out, etc.:** The course policy states that if a technical issue is not a global one affecting the Blackboard system or the electrical grid where you live and work, then we do not accept these as excuses for missing work. If you believe your situation is unusual, please contact your instructor. He/she will investigate and make a decision about the issue. However, if the problem is a system issue, we will not penalize students and will make course content available to them when the Blackboard or electrical issues are resolved. We drop one quiz grade, so this usually takes care of those "one time" computer crashes that might occur while you are working in the course. Remember that quizzes and exams are timed and will often shut down if there is no activity in the quiz. If you open another window or move out of the test environment, this may cause your quiz/exam to close. If you hit the back button or the re-load arrow, you will also cause the quiz/exam to close. Your quiz will not be re-set because of these issues.

**Technical Support:** Need technical assistance related to course access issues?  Click to email:  cdesupport@uta.edu or 817-272-5727.  If students need technical assistance related to Net ID issues, contact the help desk at helpdesk@uta.edu or 817-272-2208.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Schedule and Due Dates: English 2329 Fall 2016**  **(All times listed are Central Time)** | | | |
| **Dates** | **Lesson** | **Topics/Lessons** | **Assignments Due** |
| Aug. 25 to 28 | 1 | Introduction to American Literature Course | * Read all assigned material * Begin defining and memorizing literary terms for future exams * Post to discussion forum by Fri., 8/26, 11:55 p.m. * Syllabus quiz due by Sun.,8/28, 11:55 p.m. * Plagiarism quiz due by Sun.,8/28. 11:55 p.m. |
| Aug 29 to Sept. 4 | 2 | Overview of Short Fiction | * Read all assigned material * Continue defining and memorizing literary terms for future exams * Take Lesson 2 Quiz by Wed.,8/31, 11:55 p.m. * Post to discussion forum by Fri.,Sept. 2, 11:55 p.m. |
| Sept. 5 to Sept. 11 | 3 | "Young Goodman Brown" | * Read assigned material * Take Lesson 3 Quiz by Wed.,9/7, 11:55 p.m. * Post to discussion forum by Fri., 9/9 11:55 p.m. |
| Sept. 12 to Sept. 18 | 4 | "A Worn Path" and  "The Jilting of Granny Weatherall" | * Read all assigned material * Take Lesson 4 Quiz by Wed.,9/14, 11:55 p.m. * Post discussion forum by Fri.,9/16, 11:55 p.m. |
| Sept. 19 to 25 | 5 | "The Yellow Wallpaper" | * Read all assigned material * Take Lesson 5 Quiz by Wed.,9/21, 11:55 p.m. * Post to discussion forum by Fri. 9/23, 11:55 p.m. * You may want to begin work on the Essay due in the next week's lesson. |
| Sept. 26 to Oct. 2 | 6 | "The Things They Carried" | * Read all assigned material * Take Lesson 6 Quiz by Wed.9/28, 11:55 p.m. * Complete Artistic Response to War Essay & post to discussion by Fri.,9/30, 11:55 p.m. * Post discussion forum responses by Sun., 10/2, 11:55 p.m. |
| Oct. 3 to Oct. 9 | 7 | "Everyday Use" and "Two Kinds" | * Read/watch all assigned material * Take Lesson 7 Quiz by Wed., 10/5., 11:55 p.m. * Post to discussion forums by Fri.10/7,11:55 p.m. |
| Oct. 10 to 16 | 8 | "What you Pawn I Will Redeem" | * Read/watch/listen to all assigned material * Take Lesson 8 Quiz by Wed., 10/12, 11:55 p.m. * Post to discussion forum by Fri.,10/14, 11:55 p.m. * Take SHORT STORY EXAM by Sun.,10/16, 11:55 p.m. |
| Oct. 17 to 23 | 9 | Introduction to Poetry and  Writing about Poetry | * Read/watch/listen to all assigned material * Take Lesson 9 Quiz by Wed.,10/19, 11:55 p.m. * Complete Poetry Essay Assignment by Sun.,10/23, 11:55 p.m. |
| Oct. 24 to Oct. 30 | 10 | Poetry: Emily Dickinson | * Read/watch/listen to all assigned material * Take Lesson 10 Quiz by Wed., 10/26, 11:55 p.m. * Post discussion forum comments by Fri.,10/27, 11:55 p.m. |
| Oct. 31 to Nov. 6 | 11 | Poetry: Langston Hughes | * Read/watch/listen to all assigned material * Take Lesson 11 Quiz by Wed.,11/2, 11:55 p.m. * Post discussion forum comments by Fri., 11/4, 11:55 p.m. * Take POETRY EXAM by Sun.,11/6, 11:55 p.m. |
| Nov. 7 to 13 | 12 | Introduction to Novella:  *The Awakening* | * Read/watch all assigned material * Take Lesson 12 Quiz by Wed.,11/9, 11:55 p.m. * Post discussion forum comments by Fri.,11/11, 11:55 p.m. |
| Nov. 14 to 27 | 13 & 14 | *The Awakening*  (Note the extended dates and two quizzes due during this time.) | * Read/watch all assigned material * Take Lesson 13 Quiz by Wed., 11/16 11: 55 p.m. * Post Lesson 13 discussion forum comments by Sun.,11/20, 11:55 p.m. * Take Lesson 14 Quiz by Wed., 11/23, 11:55 p.m. * Work on the Final Essay * Submit Final Essay Research Report by Sun., 11/27, 11:55 p.m |
| Nov. 28 to Dec. 7 | 15 | Final Essay Preparation | * Post Lesson 15 Farewell discussion comment by Wed., Dec. 7 |
| Dec. 9 | 15 | Final Essay Due | * Submit Final Essay by Friday., Dec. 9, 11:55 p.m. |