

**Wayland Baptist University
Virtual Campus
English CMP 1302.VC02 and VC 04: Composition and Reading
Fall 2008, Wayland Baptist University**

**WAYLAND BAPTIST UNIVERSITY
Virtual Campus/Online Distance Education
School of Languages and Literature**

Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Course Name: ENGL 1302.VC02 & VC04 – Composition and Reading

Term and Year: Fall 2008

Instructor Information

Professor: Schahara Winter-Hudelson, Assistant Professor English, BA English,
MA Education

Office & Office Hours: Virtual Hours 7:30AM-11AM T/TH; 7:30-8AM M/W
South Plains College, Library: RM 332

Email & Phone: schahara.hudelson@wayland.wbu.edu 806-894-9611 X2178

Unless my absence is suggested in the course outline below, I will make every attempt to respond to emails within 24-hours. Weekends: I am not online as much on weekends as I am during the week. So if your questions are urgent, please make every effort to ask them Monday-Thursday. I answer on weekends, too, but I do not check my email as frequently. Regardless, if you do not hear from me within these time frames, assume I have not received your info. Contact me through Blackboard first. That is where I will check emails from you. The listed email above is just for emergency contact.

Class Meeting Time and Location: Online (students should check in no less than 3 times a week).

Catalog/Course Description: Readings from imaginative literature; the research paper and shorter critical, and interpretive essays.

Prerequisite: ENGL 1301 or the equivalent.

Required Textbook and Resources: **Required text:** *The Norton Introduction to Literature*, shorter 9th ed. Beaty, et al.

Required text's companion website: *LitWeb*
<http://www.wwnorton.com/litweb/instructors.asp>

Suggested Text: *MLA Handbook*, 6th ed.

Internet Access: Regular, reliable access to the Internet is a required for this course. It is the student's responsibility to line up alternate computer access in the event of technology difficulties. Suggestions: library, Internet cafes, friend or family computers. Unless the Internet is unavailable in your city/town due to some broken line, students are required to go to their alternate sources and complete the assignments.

1. All course components (lectures, lessons, assignments, discussions, exams, etc.) are accessible via Blackboard.
2. Assignments require access to WBU's online Learning Resources Center at www.wbu.edu/lrc . John Elliott, distance services librarian, is also available for consultation: elliottj@wbu.edu Another online contact for this center:
Mabee Learning Resources Center: 1900 West 7th ST / Plainview, TX 79072
email: lrcref@wbu.edu / phone: 806-291-3700

Optional Materials: see above listed materials

Course outcome competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Comprehend the importance of imaginative literature as it relates to other disciplines, the University's liberal arts mission, and the world at large.
2. Discuss three major literary genres: short fiction, poetry, and drama.
3. Identify and analyze basic elements of literature.
4. Use and refine reading, research, and writing skills to support a clear point of view in regard to a piece of literature.
5. Demonstrate the ability to read critically and communicate persuasively. The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements: As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more of the regularly scheduled class meetings will receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Attendance in an online course is judged by each student's participation that week. Failure to participate for 2 ½ weeks will result in being dropped from the course (not necessarily in consecutive order).

Disability Statement: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting. (Documentation of disability may be required.)

Course Requirements and Grading Criteria:

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| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |

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| Research Paper | 25% |
| Discussion Board & Assignments | 25% |
| Exams | 25% |
| Midterm/Final | 25% |

Absences or non-participation is never an excuse for turning in a late assignment in a college course. Think ahead. Contact your instructor when you know you will be gone. Make sure you get your assignment turned in before a planned absence with the following:

1. Use of the conventions of standard grammar
2. Use of the appropriate method of development
3. Use of the principles of unity, coherence, and completeness
4. Use of logical, factual arguments to advance the thesis of the assignment

Course Requirements and Assessment of Competencies

◆ 25% Discussion Board, Written Assignments

- Attendance will be based on the regular and timely submission of your discussion board posts and responses. DB (Discussion Board) is in lieu of a face-to-face classroom participation.
 - (1) Post to my initial question or comment by Thursday midnight of each week, and then:
 - (2) Respond to other students' comments by the Monday midnight deadline.

Each week a discussion board item is posted by me; you must post a 250 word coherent and meaningful post to at least one of my discussion board questions/comments; then, you must respond with a 250 word coherent and meaningful response to at least one of your fellow students' comments. Posting and responding must be completed on a weekly basis; late (after that week/session is over) posts and responses will not receive credit. **Response only: receives no credit. So you must post and respond to receive credit.**

In addition, rude online behavior will not be tolerated—demonstrate respect for one another by exhibiting patience and courtesy in all exchanges. Remember the deadline for the initial posting by you is Thursday by midnight. If you miss that deadline, your post will be considered late and receive no credit for either the post or the response. Be responsible and give the rest of the class the opportunity to have a post from which to respond. Just follow each guideline and topic that is listed weekly in the DB (discussion board). **All DB posts/responses must be of an original nature; students who copy and paste material from other sources will be dropped from the course for plagiarism.** Additionally, quoted material is not considered part of the word requirement, nor is

repeating the question considered part of the word requirement.

- All other assignments, which are posted on the DB, must be submitted by the Monday evening (12:00 midnight central-standard-time) of the week in which they are due. Some of the DB posts will be formal essays. Watch for instructions when these occur.
 - An electronic copy of writing/paper assignments must be submitted to Blackboard as a Safe Assignment where indicated
 - **All other papers will be submitted via Bb DB**
 - Or submit to me via BB Email when indicated
 - Late assignments are not accepted
 - Plan ahead
 - (If unforeseen technological difficulties arise, contact me immediately.)
 - Written assignments must be electronically formatted in the following manner:
 - Do NOT SEND AS ATTACHMENT unless indicated. Use the DB window and HTML formatting.
 - Title, and use a Heading
 - Double-spaced in 12-point font with one-inch margins
 - MLA style should be followed
 - Further explanation of these written assignments will be given under Blackboard's "Assignments" tab or "How to Build an Essay" PPT
 - You may select a topic and begin your research at any time.
 - See course outline below for specific due dates.
 - REMEMBER: when you send an attachment, it takes me longer to open and grade. Also, you run the risk of formatting incorrectly with a format I cannot open. Follow the directions for a smooth outcome.
- ◆ **25% Research Assignment**
 - 20% Research and Analysis Paper Your 5-8 page research paper should be a study of one of the works assigned this term. Prove a point about one—or perhaps two in the case of poetry—of these literary work(s). If you choose an informative topic, you will fail this section. You are writing to PROVE A POINT—your sources will help validate that point. The primary literary source for this paper will be one of the works listed in the course outline. In addition to this primary source (like O'Connor's "A Good Man is . . ."), you will need to find and use secondary sources (books or journal articles that analyze the work). All 8 + sources must be of an academic or scholarly nature—**NO summaries, Cliff Notes, Wikipedia, eNotes, Sparknotes, Ragnotes, Monkey notes, etc. sources will be allowed.** Only one interview is allowed. Interview must be a reputable source, scholarly in nature. All the remaining sources should be from either text based sources or Internet literary magazines, scholarly prints, and reputable

books. Identify all sources properly (with author, date, etc) in the Works Cited, and credit your materials in the paper with in-text citations. A research guide PPT will be provided under Blackboard's "Assignments" tab. There are examples and resources listed in the PPT. Do not use any of the sources I provide in the course URL's. This Research Paper will be turned in through the Safe Assignment link provided in the Blackboard course. Safe Assignment will evaluate your paper for plagiarism and extent of quoted materials. If the quoted materials are more than 20% of the paper, a harsh penalty will be imposed or possibly a failure for that paper will be imposed. BE CAREFUL HERE!!! An excellent paper can result in failure for not following the imposed guidelines.

- 5% Prospectus and Annotated Bibliography: The prospectus and annotated bibliography is due approximately two weeks *before* the research paper. The prospectus will include one paragraph that introduces your idea and thesis statement (what you intend to argue or prove) for the upcoming research paper, and the annotated bibliography will list your sources and provide a two- to three-sentence assessment of each source. Submit your Prospectus and Bibliography to the proper DB topic: Research Paper Info.

♦ **25% Midterm & Final: Each exam counts 12.5% of the course grade.**

- ♦ **25% Exams** In addition to the midterm and final, exams will be given during the term. Exams may consist of matching, multiple choice, T/F, identification of passages (author, title, and significance), and short essay. These exams will be available in the online companion site:

<http://www.wwnorton.com/college/english/litweb05/writing/welcome.asp>

Click the QUIZZES option at the top of the page. Take the exams on the dates listed in the syllabus/assignments/calendar of this course; choose the maximum number of questions option for each exam, and begin the quiz. Be sure to fill out the correct fields with your name and my email address in order for me to get your grades. If you fail to fill that information in correctly, I will not receive your grade, and you will have to retake the quiz. As a backup plan, copy the exam before you submit it, copy the results after you submit it, and send BOTH me in an email: subject line should indicate the exam you took with your last name. Use this email address for your quizzes:

shudelson@southplainscollege.edu Spell it exactly right or I will not receive it. If you take the exam correctly, it will be stored on the Norton server. If you do not, the email will preserve your effort.

Notice that our weeks go from Monday through the following Monday midnight. This gives students 8 day weeks to accomplish the tasks. There is an extra day built in. Do not ask for extensions. The extension is already built in.

Tentative Schedule: see below

Course Outcome Competencies/Objectives

Students actively engaged in learning will:

1. Understand and describe the importance of imaginative literature.
2. Understand and describe the differences between short fiction, drama, and poetry.
3. Understand and analyze basic elements of literature.
4. Consider and discuss how literature is directly connected to other disciplines, the liberal arts, and the world at large.
5. Use and refine reading, research, and writing skills to support a clear point of view in regard to a piece of literature.

Academic Honesty

University students are expected to conduct themselves according to the highest standards of academic honesty; no form of cheating will be tolerated. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism—copying another's words or ideas and presenting them as your own—is not only a form of cheating, but a serious academic offense. In the very least, plagiarism or other cheating will result in an F on the work in question. In addition, an official report will also be filed with the Vice President for Academic Services. See the Wayland catalog for further information on the penalties of plagiarism.

Statement

It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting. (Documentation of the disability may also be required.)

Course Outline and Tentative Schedule: Page numbers refer to *Norton* text. This schedule is subject to revision. *Unless my absence is suggested in the course outline below, I will make every attempt to respond to email within 24 hours. A separate WEEKS calendar will be provided on the Blackboard Course Menu: it is located on the left side of the homepage/screen. You can always look at the calendar to make sure you are in the right week.

IMPORTANT: While I incorporate the use of sites such as eNotes and Wikipedia in this schedule, they are simply tools to help you understand the material. They are NOT considered reliable sources for a Research Paper. We all ready many different sources to get to truths; however, it does not mean that we would use them in a scholarly paper. I also include them to help you “Learn to discern the difference in reliable and informative sites.” Notice the 1st, 2nd, and 3rd columns. This means: do the 1st column FIRST; then do the 2nd column NEXT; finally, do the 3rd column LAST. Do not skip around.

COURSE CALENDAR

| <p>WEEKS OR SESSIONS</p> <p>(Mon-Mon, except for breaks and final week of course)</p> | <p>1ST - READ:</p> <p>FROM NORTON/TEXTBOOK</p> | <p>2ND - REVIEW:</p> <p>LECTURES & OTHER NOTES, ETC:</p> <p>SEE BLACKBOARD LECTURE NOTES MENU</p> | <p>3RD - COMPLETE:</p> <p>ASSIGNMENTS, DISCUSSIONS, QUIZZES, & EXAMS</p> <p>(Click on "Assignments" in Blackboard for all Assignments, Discussion items, etc. All due dates are before Monday 12:00 midnight central time. The POST of the DB is due by Thursday midnight; the response by Monday midnight unless otherwise stated. Midterm and Final have separate due dates. See below.</p> |
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| <p>1 Week 1</p> | <p>Unit I: Short Fiction Introduction: Why Literature Matters, pp 1-12 "Reading Fiction" pp. 2-4 & "The Elephant in the Village of the Blind" pp. 13-15</p> <p>Read several of the stories in this introduction to get the feel for story telling and fiction <u>Understanding the Text</u></p> <p>I. Plot CH 1: pp. 66-70 & Baldwin's "Sonny's Blues" pp. 88-110</p> <p>II. Narration & Point of View CH2: pp. 120-123 & Moore's "How" pp132-139</p> <p>III. Character CH 3: pp. 140-145 & Welty's "Why I Live at the PO" pp. 145-153</p> | <p>Syllabus & course requirements (Click on "Syllabus" to view and print.)</p> <p>Week One Lecture Notes Lecture Notes Week One:</p> <p>Lecture: Plot & "Sonny's Blues" http://www.enotes.com/sonnys-blues/ http://cai.ucdavis.edu/uccp/sblecture.html</p> <p>Lecture: POV & "How" http://fictionwriting.about.com/od/writingexercise1/ht/ptofview.htm http://findarticles.com/p/articles/mi_m2342/is_n3_v28/ai_16988704/pg_13</p> <p>Lecture: Character & "Why I Live at the PO" http://www.enotes.com/why-live http://www.associatedcontent.com/article/248688/themes_of_family_effects_on_selfworth.html http://www.bookreporter.com/authors/au-welty-eudora.asp</p> | <p>Discussion Board: Introduce yourselves. See DB and ASSIGNMENTS: Week one for more instruction on how to introduce yourself.</p> <p>Discussion Board (WK 1A Discussion Board; notice there is a 1A and 1B due this week): What do we learn from literature? See Week One "A" Discussion Board (DB)</p> <p>Assignment: Plot & Chronological Order (Review the Lecture notes section.</p> <p>Assignment: POV and Character: Go to websites listed in Lecture Notes. Review the sites in the Lecture Notes section. Then, go to Assignments and complete what is listed there.</p> <p>Discussion Board (WK1B): Plot & Character & Point of View (POV) in Welty's story, which do you consider to be more valuable: the plot or point of view or the characters, and why? Use the lecture notes URL resources to come to your conclusions. Do not write what others have written. Write what YOU think.</p> |

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| 2 | Week 2 | <p>IV. Setting CH 4: pp. 196-197 & Tan’s “A Pair of Tickets” pp. 204-218</p> <p>V. Symbols CH 5: pp. 230-232 & Hawthorne’s “Young Goodman Brown” pp. 232-241</p> <p>VI.Theme CH6: pp. 264-266 & Carter’s “A Souvenir of Japan” pp. 266-272</p> <p>VII. The Whole Text CH7 pp.320-322 & Crane’s “The Open Boat” pp343-361</p> <p>VIII-IX. Author’s Work: CH 8-9 A Good Man is Hard to Find” pp. 320-334 Studying Flannery O’Connor</p> | <p>Week Two Lecture Notes: starting this week, the links will only be listed in the Lecture notes. If a link does not work, simply look up one of the others.</p> <p>Lecture: Setting & “Pair of Tickets”</p> <p>Lecture: Symbols & “Young Goodman Brown “</p> <p>Lecture: Theme & “A Souvenir of Japan”</p> <p>Lecture: The Whole Text & “The Open Boat”</p> <p>Lecture: An Author’s Work</p> <p>Lecture: “A Good Man...Find”</p> | <p>Discussion Board: Week 2: Discuss how the setting, symbols, and themes, in all five stories, affect the outcome of the stories. Write a paragraph about each story. The paragraphs do not need to be lengthy, but should get to the point and focus on some area of setting and symbols and themes from each story and how each plays a role in the outcome of the story. Make use of each word you write and avoid fill in material to take up space. Let’s get to the heart of the material quickly. There is no right or wrong answer as long as you use critical thinking skills.</p> <p>Assignment: See this week’s assignment.</p> |
| 3 | Week 3 | <p>X.The Short Short Story CH10: pp. 448-449 & Chopin’s “The Story of an Hour” pp. 449-451, & Kincaid’s “Girl” pp. 456-457, & Guin’s “She Unnames Them”</p> <p>Unit III: Drama and Research Reading, Responding, Writing pp.1044-1046</p> <p>XXV: Elements of Drama CH 25 Glaspell’s “Trifles” pp. 1046-1058; read the afterward of “Trifles” too, inclusive in page numbers.</p> | <p>Week Three Lecture Notes</p> <p>Lecture: Short Short Story— Chopin’s “The Story of an Hour” & Kincaid’s “Girl” & Guin’s “She Unnames Them”</p> <p>Lecture: Review Elements of Fiction</p> <p>Lecture: Intro. to Drama & Glaspell’s “Trifles”</p> | <p>Discussion Board: Week 3 Short-short story postings and responses</p> <p>Exam I Fiction– Monday midnight.</p> <p>No Assignment for Drama intro or Shakespeare intro! Just read dramas and review lecture notes <i>carefully</i>.</p> |
| 4 | Week 4 | <p>XXVI: Exploring Contexts CH 26: pp1265-1271: A Midsummer Night’s Dream, pp. 1272-1324 .</p> | <p>Week Four Lecture Notes</p> <p>Lecture: Intro. to Shakespeare’s <i>A Midsummer Night’s Dream</i></p> <p>Lecture Notes: <i>A Midsummer Night’s Dream</i></p> <p>Lecture: Review & consider Writing Assignments (Prospectus & Annotated Bibliography; Research & Analysis Paper).</p> | <p>Discussion Board: Week 4 Difficulty Postings and Responses</p> <p>Refer to any of the scenes or passages listed from A Midsummer Night’s Dream with which you have had difficulty understanding. Via the DB, ask your classmates to help you with any passages that you have the most trouble interpreting on your own. Explain the difficulty you are having in literary language. Following the posts: The responses to these postings should be no less than 250 words. Students should each answer TWO “difficulty postings.” Use at least THREE literary terms in your post and three in your response.</p> |

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| | | | | No real Assignment for Acts I-II, other than perhaps viewing the version of the film. |
| 5 | Week 5 | <p>Reading More Drama: Ibsen's <i>A Doll House</i> Act I -II, pp. 1508-1556 (whole play page numbers)</p> <p>LAST CHAPTER OF NORTON: RESEARCH PAPERS DOCUMENTATION pp1685-1775 + Glossary which follows the chapter. It is from this portion of the text that you will pull all the materials together and formulate your research paper based on your discussion board posts, your lecture notes, and your readings. Get started and pace yourself on this section as it must be read before you can construct your research paper.</p> | <p>Week Five and Six Lecture Notes Lecture: <i>Doll</i> Act I-II</p> <p>Lecture: Study Norton's Research Guide, last chapter of Norton; use it to begin your research →</p> | <p>Assignment: Select your <u>primary source</u> (story, drama, or poem) for your two writing assignments, and then begin looking for <u>secondary sources</u> (scholarly journal articles or books) about this primary source.</p> <p>Discussion Board Week 5. You will only need to post and not respond this week. Post your primary sources and your writing topic. No graded "Assignment"—just answer any questions in the "Lecture" notes for yourself; no submission required. Ask your peers to help you with problem areas. This is a good time to use the DB for your own questions and answers.</p> <p>*MIDTERM: complete before Monday midnight.</p> |
| 6 | Week 6 | Finish <i>A Doll House</i> Act III | <p>Week Six Lecture Notes listed above Lecture: Review MLA Style, etc. from pp 1685-1775 sample document. included</p> <p>Lecture: <i>Doll</i> Act III</p> | <p>Assignment: Finalize the selection of your secondary sources for your writing assignments; the Prospectus and Annotated Bibliography, is due next week!</p> <p>DB Week 6: Who is deserving of all the blame?</p> |
| 7 | Week 7 | CH 25: Williams' <i>A Streetcar Named Desire</i> pp. 1140-1205 | <p>Week Seven Lecture Notes Lecture: Intro. to <i>Streetcar</i></p> <p>Lecture: <i>Streetcar</i> Scenes 3-6</p> <p>As necessary, review previous documents related to Prospectus & Annotated Bibliography.</p> | <p>Assignment: Make a concerted effort to locate/rent and watch the Marlon Brando version of <i>A Streetcar Named Desire</i>.</p> <p>DB Week 7 A Streetcar discussion</p> <p>Submit Prospectus & Annotated Bibliography Monday midnight CST; submit to DB Research Paper topic.</p> |
| 8 | Week 8 | <p><u>Unit II. Poetry (Tone, Speaker, Situation & Setting, Language, Tradition & Context, the Sonnet)</u></p> <p>Intro. to Poetry, pp. 600-604, Evaluating Poetry pp. 956-962, & Elements of Poetry (I-V)</p> | <p>Week Eight Lecture Notes Lecture: Intro. to Poetry, etc.</p> <p>Lecture: Review Reminders about Research Paper.</p> | <p>Exam II Drama– Monday midnight midnight</p> <p>DB: Week 8 Discuss your favorite element in poetry and why. No response is due with this one although you may respond for fun if you like.</p> <p>Assignment: Work on Research Paper.</p> |

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| 9 | Week 9 | <p><u>I. Understanding the Text:</u> Tone CH 12:p619 Read explanatory material pp. 594-595; focus on Piercy’s “Barbie Doll” pp. 619-620, Knight’s “Hard Rock” p. 624, Rich’s “Aunt Jennifer’s Tigers” pp. 628, & Cherry’s “Alzheimer’s” p. 635-636; also review MLA Style’s parenthetical documentation CH 32 pp 1727+.</p> <p><u>II. Speaker:</u> Read explanatory material pp. 639; focus on Hardy’s “The Ruined Maid” pp. 639-640, Wordsworth’s “She Dwelt Among the Untrodden Ways” p. 649, Lorde’s “Hanging Fire” p. 650, Brooks’ “We Real Cool” p. 655, & Whitman’s [I celebrate myself, and sing myself] p. 656</p> | <p>Week Nine Lecture Notes</p> <p>Lecture: Tone Poems</p> <p>Lecture: Speaker Poems</p> | <p>DB Week 9: Read the assigned Tone material and be able to post Discussion Board posts and responses.</p> <p>No other assignments due as you should be working on the Research paper.</p> |
| 10 | Week 10 | <p><u>III. Situation and Setting Ch 24:</u> <i>We will not cover Situation and Setting, but you will need to be able to list or recognize it as one of our 5 Elements of Poetry.</i></p> <p><u>IV. Language Ch 15:</u> Read explanatory material pp. 682; focus on Roethke’s “My Papa’s Waltz” pp. 691, Hopkin’s “Pied Beauty” p. 695, Burn’s “A Red, Red Rose” p. 707, “The Twenty-third Psalm” p. 711, & Old’s “Leningrad Cemetery . . .” pp. 717+</p> <p><u>V. Literary Tradition as Context, & Cultural & Historical Contexts:</u> skim pp. 868-923; focus on Marlowe’s “The Passionate Shepherd to His Love” p. 876; Raleigh’s “The Nymph’s Reply to the Shepherd” pp. 883-884; skim the haiku pp. 878-882, focus on Buson’s “Coolness”; Angelou’s “Africa” p. 894, & Randall’s “Ballad of Birmingham” pp. 912</p> | <p>Week Ten Lecture Notes:</p> <p>Lecture: Language Poems</p> <p>Lecture: Literary Tradition, etc. Poems</p> | <p>DB Week 10: What was your favorite poem and why?</p> <p>Assignment: Matching Language Terms</p> <p>Assignment: Use the textbook’s CDs to listen to the poems suggested in the Literary Tradition Lecture notes.</p> <p>Submit Research and Analysis Paper by Date listed on calendar. 12:00 midnight USA CST; assignment <u>must</u> be submitted as a Safe Assignment.</p> <p>Exam III Poetry: Due Monday midnight</p> |
| 11 | Week 11 | <p><u>The Sonnet:</u> skim text; focus on three of Shakespeare’s</p> | <p>Week Eleven Lecture Notes:</p> <p>Lecture: Sonnets</p> | |

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| | <p>Sonnets -[Let me not to the marriage . . .] p. 611 [That time of year thou mayst in me behold] p. 704 [My mistress' eyes are nothing like the sun] (Not available in text—link to online copy: http://www.poets.org/viewmedia.php/prmMID/15557)</p> | <p>Lecture: Overview of the Final and Exam III</p> | <p><u>*Final Exam: Complete before TUESDAY Week 11 midnight, CST. See Assignments for instructions.</u></p> |
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