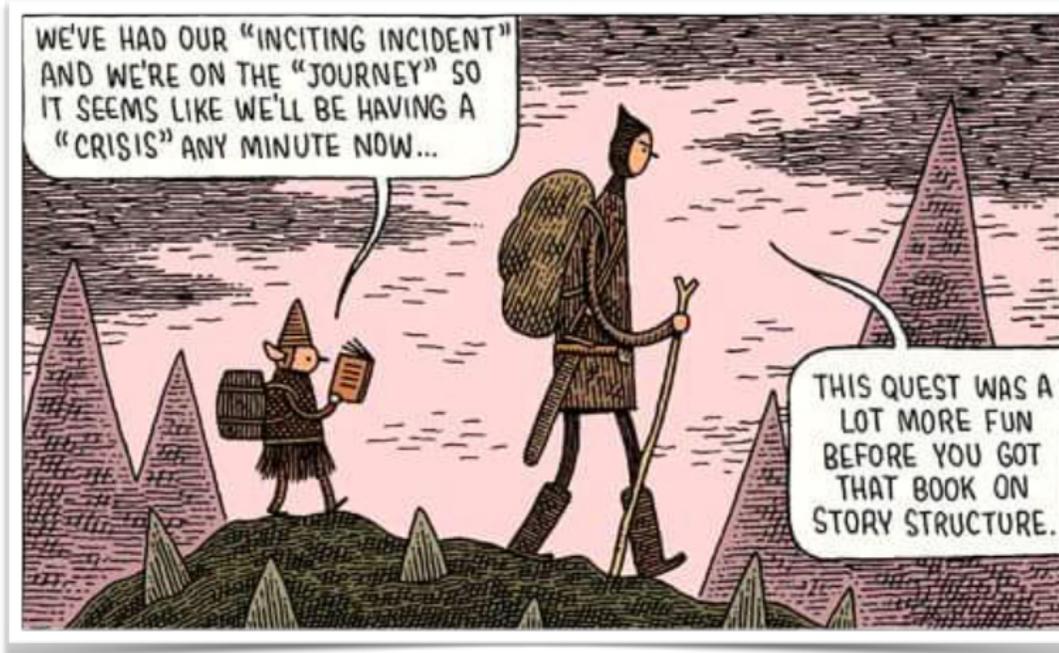


English 2303.01

MWF 8-8:50 | Tremble Hall 204



Welcome To ENGL 2303!

"I wish it need not have happened in my time," said Frodo. "So do I," said Gandalf, "and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us."

Through this exchange found in *The Fellowship of the Ring*, Tolkien offers his reader a definition of heroism: doing the right thing even when it costs everything. This self-sacrificial definition of heroism is one that pops up the most during conversations about the hero. However, we must ask ourselves, does this definition hold true in all situations? Are there other ways to define what it means to be a hero? We will explore these questions and more as we look at stories that span thousands of years. What we will discover is that artists build from previous definitions of the heroic, adapting those ideas and combining them with their own. This is even true of the many films that fill our theaters each year. Get ready for a grand adventure as we attempt to understand the hero and the monster!



Office Hours

MWF 9-10, and others by appt., in Carlisle 423. To schedule a meeting message me in Teams.



Contact

timothy.ponce@uta.edu OR on Teams



Required Materials

See next page for a list of texts

Plagiarism and Academic Dishonesty

<http://library.uta.edu/plagiarism/index.php>

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)

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present



any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

If you have any questions regarding the UTA Honor Code or policy on academic dishonesty or plagiarism, it is your responsibility to reach out to your instructor. For more information, please visit <http://www.uta.edu/conduct/academic-integrity/>.

REQUIRED MATERIALS (BOOKS AND MOVIES)

Most of these books can be purchased off of used book websites for relatively cheap. As for the movies, you can watch them in whatever format you would like (DVD, streaming, etc).

- The Odyssey (Translated by Robert Fitzgerald) ISBN 978-0374525743
- The Divine Comedy, Part 1: Hell (Translated by Dorothy L. Sayers) 978-0140440065
- The Theban Plays (Translated by Robert Fagles) ISBN 978-0140444254
- Medea and Other Plays (Translated by Philip Vellacott) ISBN 978-0140441291
- Doctor Faustus (Norton Critical Edition) ISBN 9780393977547
- O Brother, Where Art Thou? (Film)
- Star Wars: Rogue One (Film)
- The Emperor's New Groove (Film)

ENGL 2303 Catalogue Information and Core Objectives

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. ENGL 2303 focus on a particular genre, theme, or issue, to enable comparison and analysis of several texts; emphasis on critical thinking, reading, and writing. Course topics might include literature of the Cold War, working-class literature, Shakespeare, environmental literature and film, or the Gothic as cultural text. May be repeated for credit when course content changes. The Departmental guidelines for sophomore literature can be found by typing "sophomore literature" in the "Search UT Arlington" box on the University website: <http://www.uta.edu/uta>.

Core Objectives:

- Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.
- Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.
- Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.
- Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly in the Signature Assignment (see below).

ENGL 1301 Expected Learning Outcomes

By the end of ENGL 2303, students should be able to:

- To encourage students to see that literary studies matter and to foster enjoyment of literature
- To help students recognize that literature is in dialogue with complex cultural and historical contexts
- To develop students' ability to read critically
- To develop students' skills of writing and expression, particularly with respect to analysis of literary texts

Major Assignments

Reading Quizzes: For this assignment, you will complete a short reading assignment before you get to class. Then, you will take a short (3-4 question) quiz over the reading. If you complete the reading, you should be fine.

Digital Response Journal: The Digital Response Journal will be a collection of our out of class writings. You will respond to specific prompts that will ask you to think critically about the reading and even incorporate quotes from the text to prove your point.

Unit Exams: The two Exams will cover two literary text and their corresponding movie. They will not be cumulative. The test will consist of both long and short answer questions. A study guide will be provided.

Signature Assignment: The signature assignment is a paper. For more details, see the next section labeled "signature assignment."

Signature Assignment

Overview: The signature assignment addresses all four of the course objectives. Personal responsibility: This essay includes the integration of outside sources; it, therefore, requires students

to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates critical thinking and communication skills. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the social responsibility outcome.

Specific Requirements: Write a well-organized, effectively developed, 3-4-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility (see assignment sent for more detail). Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

Responsible Integration of Sources: Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

Secondary Sources: Students should use their secondary sources to create a context for their main argument (they say/ I say). The following is a list of possible sources. Students interested in using a source that is not on this list should contact their instructor:

- National newspapers (e.g., New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram)
- Print magazines (e.g., The Atlantic, Harper's, New Yorker, Time, Newsweek)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Minimum Requirements: Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style. [*Since there are only two "outside" sources this requirement is not overly burdensome.*]

In order to receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is at least 3 pages long, but no more than 5. [*modifiable*]
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page.

Classroom Behavior

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1301 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Visitors in the Classroom

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has

been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

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). Only those students who have officially documented a need for an accommodation will have their request honored. 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)

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)

The CAPS is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. You can reach CAPS at www.uta.edu/caps/ or calling 817-272-3671.

Electronic Communication

All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their email regularly.** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Student Feedback Surveys

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via

the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Office Hours

I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Syllabus and/ or Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

Marketable Skills

One of our greatest desires as a university is for you to find equitable employment as an alum. You will learn many skills while here that will help you reach this goal, but we often fail as teachers to explain how the skills taught in our class can be marketed to a larger audience. The following are just some of the skills you will gain in ENGL 2303.

- Ability to empathize with people from various cultures through an understanding of multicultural literature
- Skill in seeing an idea or problem from multiple perspectives, which aids in problem solving skills

- Knowledge of how ideas change over time, particularly as they encounter new and diverse cultures.

Institutional Policies

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Grades and Grading Policies

Know I am always available to discuss your progress in the course at any time. Feel free to email me or stop by my office hours.

Final grades in ENGL 2303 are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, D=60-69.99%, F=59.99% and below. Assignments will be weighted in the following way:

GRADE WEIGHTS AND PERCENTAGES

Your final grade for this course will consist of the following components:

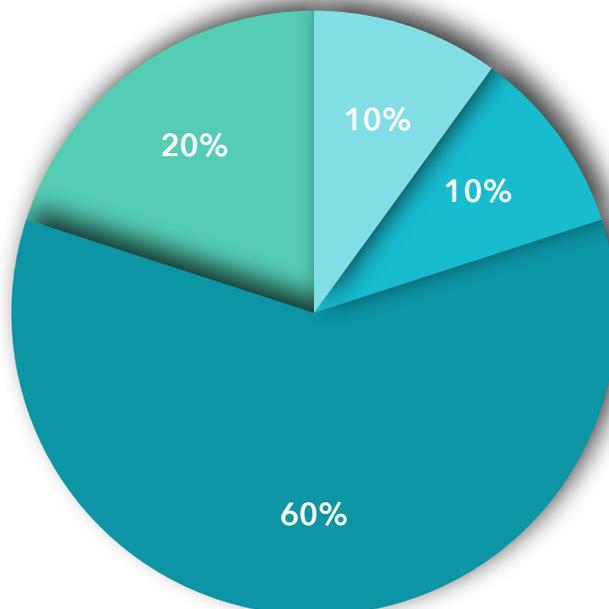
Reading Quizzes: 10%

Digital Response Journal: 10%

Unit Exams: 60%

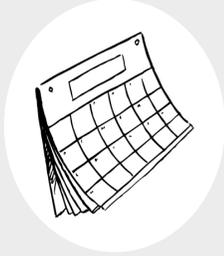
Signature Assignment: 20%

- Reading Quizzes
- Response Journal
- Unit Exams
- Sig. Assignment



General Policies

ATTENDANCE



At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have instituted the following attendance place:

A student may miss five (5) classes before her/his grade begins to be effected. After five absences, a five (5) point penalty will be deducted from the student's final semester grade for each additional class missed.

I (Dr. Ponce) determined this five absence policy based on the typical corporate "personal day" policy (ie one personal day per month). Also, it should be noted that based on the UTA estimated cost of attendance, each MWF class meeting costs the student approximately \$68.50. So, when a student misses a class, it is similar to paying \$68.50 for a ticket and then never attending the event.

It is each student's individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course. Note: Absences incurred due to religious holidays will not be calculated into these totals.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

EXCUSED ABSENCES??



Absences due to causes such as illness, emergency, death in the family, car trouble, etc., are not "excused" absences, even when accompanied by "official" notes from medical professionals, etc.. Additionally, the following actions may also result in a student being counted as officially absent: 1) sleeping during class, 2) misuse of technology during class (checking social media, texting friends, etc. 3) showing up to class more than 10 minutes late, 4) leaving a class before its completion, 5) failing to attend a scheduled conference with the instructor

LATE WORK



As a rule, late work for this course will not be accepted. Any quizzes or in-class exercises missed for any reason cannot be made up for points once missed (except for exams). Because attendance is taken, missed quiz grades will simply be dropped from grade calculations. If you know in advance that you will need to be absent for a class period, make arrangements with your instructor at least two weeks before the scheduled absence.

CAMPUS CARRY



Students should read UTA's policy on concealed handguns on campus. (<http://www.uta.edu/news/info/campus-carry/policy.php>) Please note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of "handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person." Per policy, if a gun is "partially or wholly visible, even if holstered," it's not legal on campus, whether or not it's licensed. I report all illegal activities to the UTA police, regardless of their nature.

PAPER RE-USE



You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. This also means that you cannot post your completed papers to websites for other students to use (Course Hero, etc.) Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

CLASS CONDUCT



In accordance with the UTA code of conduct, I expect each student to conduct themselves in a respectful manner. There will be times when we will discuss pressing issues and not all of us will agree on how to address said issues. This kind of disagreement is what makes classes like ours possible, for if we all agreed there would be no point to persuasion. With that said, I expect all students to respect the opinions of their classmates, even if they don't agree. At no time will I tolerate threats, racial slurs, or intimidation. For more on the university's stance on these topics, see <https://www.uta.edu/conduct/code-of-conduct/index.php>

Course Calendar

****Subject to Change****

WEEK 1

Wednesday, August 21

- Introduction to the class
 - Homework for Next Time: Purchase Books (or at least *Odyssey*)

Friday, August 22

- Introduction to the Heroic Archetypes
- Michelangelo's *David and Slaves*
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Purchase Books (if you have not) and begin reading *Odyssey*

WEEK 2

Monday, August 26

- Introduction to Mycenaean Greek Culture/ Hero
 - Homework for Next Time: Read through *The Odyssey* Book 1 (I)

Wednesday, August 28

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *The Odyssey* Books 2-4 (II, III, IV)

Friday, August 30

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
- Homework for Next Time: Read *The Odyssey* Books 5-8 (V, VI, VII, VIII)

WEEK 3

Monday, September 2

- No Class - University Closed for Labor Day

Wednesday, September 4

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *The Odyssey* Books 9-10 (IX, X)

Friday, September 6

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Read *The Odyssey* Books 11-13 (XI, XII, XIII)

WEEK 4

Monday, September 9

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read through *The Odyssey* 21-23 (XXI, XXII, XXII)

Wednesday, September 11

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Watch *O'Brother Where Art Thou* AND work on Review Sheet

Friday, September 13

- Movie Quiz
- Discuss the Movie
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Work on Review Sheet

WEEK 5

Monday, September 16

- Discuss the Movie from Homework
 - Homework for Next Time: Work on Review Sheet

Wednesday, September 18

- Intro to Classical Greek Culture and the Tragedy
 - Homework for Next Time: Read *Antigone* pgs 59-92

Friday, September 20

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Read *Antigone* pgs 92-128

WEEK 6

Monday, September 23

- **Response Journals 1-5 will lock and be graded**
- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Medea* pgs 17-40

Wednesday, September 25

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Medea* pgs 40-61

Friday, September 27

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Watch Star Wars: Rogue One AND Work on Review Sheet

WEEK 7

Monday, September 30

- Movie Quiz
- Discuss the Movie from Homework
 - Homework for Next Time: Work on Review Sheet

Wednesday, October 2

- Discuss the Movie from Homework
 - Homework for Next Time: Work on Review Sheet

Friday, October 4

- Midterm Review
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Work on Review Sheets

WEEK 8

Monday, October 7

- Midterm Exam
 - Homework for Next Time: Relax Your Brain

Wednesday, October 9

- Introduction to Medieval Italy and Dante
 - Homework for Next Time: Read *Inferno* Cantos 1-3 (I,II,III)

Friday, October 11

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Read *Inferno* Cantos 4-6 (IV,V,VI)

WEEK 9

Monday, October 14

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Inferno* Cantos 7-10 (VII,VIII,IX,X)

Wednesday, October 16

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Inferno* Cantos 11-16 (XI,XII,XIII,XIV,XV,XVI)

Friday, October 18

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Read *Inferno* Cantos 17-22 (XVII,XVIII,XIX,XX,XXI,XXII)

WEEK 10

Monday, October 21

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Inferno* Cantos 23-30 (XXIII,XXIV, XXV,XXVI,XXII, XXIII,XXIX,XXX)

Wednesday, October 23

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read *Inferno* Cantos 31- END (XXXI,XXXII,XXXIII,XXXIV)

Friday, October 25

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Watch *The Emperor's New Groove* AND Work on Review Sheet

WEEK 11

Monday, October 28

- **Response Journals 6-10 will lock and be graded**
- Movie Quiz
- Discuss the Movie from Homework
 - Homework for Next Time: Work on Review Sheet

Wednesday, October 30

- Discuss the Movie from Homework
 - Homework for Next Time: Work on Review Sheet

Friday, November 1

- Discuss the Signature Assignment
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Work on Review Sheet AND Essay

WEEK 12

Monday, November 4

- Introduction to Dr. Faustus
- Introduction to Early Modern England
 - Homework for Next Time: Read Dr. Faustus pages 54-68/ Work on Essay

Wednesday, November 6

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Read Dr. Faustus pages 68-92/ Work on Essay

Friday, November 8

- Reading Quiz
- Discuss the Reading from Homework
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Read Dr. Faustus pages 92-End of Play/ Work on Essay

WEEK 13

Monday, November 11

- Reading Quiz
- Discuss the Reading from Homework
 - Homework for Next Time: Work on Essay and Review Sheet

Wednesday, November 13

- Dr. Ponce at the PAMLA Conference
- Live Review Sheet Help Available in Teams General Chanel Video Chat
 - Homework for Next Time: Work on Essay and Review Sheet

Friday, November 15

- Dr. Ponce at the PAMLA Conference
- Live Review Sheet Help Available in Teams General Chanel Video Chat
 - Homework for Next Time: Work on Essay and Review Sheet

WEEK 14

Monday, November 18

- Dr. Faustus - Globe Theater Production
 - Homework for Next Time: Work on Essay and Review Sheet

Wednesday, November 20

- Dr. Faustus - Globe Theater Production
 - Homework for Next Time: Work on Essay and Review Sheet

Friday, November 22

- Dr. Faustus - Globe Theater Production
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Work on Essay and Review Sheet

WEEK 15

Monday, November 25

- Final Exam Review
 - Homework for Next Time: Work on Essay and Review Sheet

Wednesday, November 27

- University Closed
 - Homework for Next Time: Work on Essay and Review Sheet

Friday, November 29

- University Closed
 - Homework for Next Time: Work on Essay and Review Sheet

WEEK 16

Monday, December 2

- Essay Workshop
 - Homework for Next Time: Work on Essay and Review Sheet

Wednesday, December 4

- Essay Workshop
- New Response Journal prompt will be posted this evening
 - Homework for Next Time: Work on Essay and Review Sheet

University Mandated Final Exam Time

Friday, December 6 @ 8-10:30 (Barkfast will be served)

Final Essay Due by End of Day, December 8

Digital Response Journals 11-15 Due by end of Day, December 8