**INSTRUCTOR:** Mrs. Cindie Miller

**OFFICE:** the best way to contact me is to E-mail me at cindie.miller@clarendoncollege.edu.

**CALENDAR OF IMPORTANT DATES:**

| | |
|---|---|
| Classes Begin | Wednesday, May 29 |
| Census Day | Monday, June 3 |
| Last Day to Drop with a "W" | Tuesday, June 18 |
| Final Exams | Tuesday, July 2 |
| Final grades due at 2pm | Thursday, July 3 |

**COURSE DESCRIPTION:** A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Since this is a dual-credit class, students will get credit for English IV and English 2332. This class serves to meet the requirements for both of these classes.
Prerequisite: ENGL 1301 (Composition I)

**COURSE OBJECTIVES:** English 2332 is a survey of World Literature from the beginnings of the written word to the 16th century. In this course we will be reading, discussing, and analyzing literature in the context of the historical/social/religious settings it was birthed in. This small representation of the literature from this time period will be studied with the understanding that it represents the shifting thoughts, values, and beliefs of human beings and illustrates the need and gift of humans to express a wide variety of emotions and experiences through the written word.

The textbook for this class is a digital copy accessed through the following link: https://columbusstate.libguides.com/openworldlit

**CHANGES TO THE COURSE:** If I have to make changes to the course, or if there is news that I need to let the class know, students will see this information in a MESSAGE or an EMAIL to alert students to changes or notifications they need to be aware of. Students, be sure to use your Bulldogs email!

**Online Course Website:** This online course uses LMS/Moodle as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed in the "Course Schedule" at the course website. Most communication between you, me and fellow classmates will be handled in LMS/Moodle through the "Messages" feature and discussion forums. You will

be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

The information explaining how to log into your course website can be obtained by going to Clarendon College's home page, and clicking on the **Login to Online Classes** button. If you have any difficulty logging in, email our help desk at: administrator@clarendoncollege.edu

## ATTENDANCE:

Weekly attendance is mandatory in all online courses. Students are expected to log into their online course(s) at least twice a week. Assignments submitted by due dates are used to ascertain attendance. Progress toward satisfactory completion of weekly assignments is expected on a weekly basis. No progress could jeopardize good standing and financial aid.

My Policy: **For this course, I will submit an attendance report each Monday with the previous week's attendance**. Attendance will be determined by completing a designated assignment from the unit. Students who are following the online attendance policy are marked "present." Students can be placed on academic probation or lose financial aid for chronic non-attendance.

## REQUIRED ENROLLMENT VERIFICATION ACTIVITY
Students who fail to complete the **Syllabus Agreement EVA** activity (located in the Class Orientation section of the online course) by the official census date (June 3) cannot continue in the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a refund. If you are receiving financial aid you may also be required to reimburse tuition and fees.

The census date for this term can be found on the syllabus and the Academic Calendar located at the "Inside CC" link on Clarendon College's home page

## ONLINE ETIQUETTE:

As you may be aware if you do much work in an online environment, it can be difficult to convey tone in this digital environment. A section in the Course Overview gives you some more detail on this, but I wanted to remind you in the syllabus as well that you need to **be extra conscious of being respectful in your writing, both to myself as the instructor and to other students.** I expect to be treated respectfully by my students, both in person and in this digital world, and I will in turn always give you the respect every student deserves. I also expect your work to be academically acceptable in tone and language.

There are certain expectations about the quality of writing you should be presenting in this class, as **this is college coursework. MLA format will be required** for all assignments and you need to strive to eliminate errors and poor organization or clarity of thought from your work. (This includes discussions.) You will receive detailed comments on the first couple of journals, as I try to point out errors and problems with MLA format, but a student who does not correct these errors shows the instructor an unwillingness to improve his or her writing. Working hard on assignments can certainly help you achieve a higher grade, but effort alone is not enough in higher education. There is a standard that is expected in your written work.

## GRADING POLICIES:

Test #1...................................................................................... 15%
Test #2...................................................................................... 15%
Test #3...................................................................................... 15%
Test #4...................................................................................... 15%
Analytical Paper......................................................................... 20%
Discussions and journals ........................................................... 20%

The final semester grades will be figured as set in the current catalog:
    90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D Below 59 = F

**STUDENT REQUIREMENTS;**

**PLEASE COMPLETE THE LMS/MOODLE ORIENTATION STUDENT TRAINING COURSE!** This is found by clicking on "My Courses" in the upper right-hand corner of the webpage. This course will only take you up to 2 hours to complete and will make it so much easier for you to be successful in this course.

**COMPUTER/TECHNOLOGY REQUIREMENTS:**
During your orientation course, you will learn of the following LMS/Moodle requirements:

- Compatible internet browsers and special browser settings
- Adobe Reader
- Flash Player

In addition, I would like you to consider the following items. I am assuming that you probably have as many or more computer skills than I do; however, if this is your *first online course*, there are some questions you need to consider before beginning this or any online course:

- Are you self-motivated? Can you get assignments finished and submitted on time?
- Do you understand what you read? Can you follow written directions?
- Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you fairly proficient at navigating the world of computers, including software and digital environments?

- Is your internet service fairly reliable?

If the answer is **no** to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be right one for you. If, on the other hand, you believe an online course is for you, here a few tips:

- Be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate *as if they are in a classroom*, but in an online environment. Students are expected to **read the assigned text** and be prepared to **contribute** to the class discussion in the online format as well as turn work in on time.
- Make the most of your time and try not to fall behind—it's difficult to catch up on readings. Moreover, no assignments shall be accepted late, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams into your schedule. **There aren't going to be any make-up exams.**
- **If you have a problem, let me know as soon as you can.** Don't wait or just do nothing. Remember that I am not a computer teacher but an English one. *The excuse "my computer crashed" or "my internet went down" is very like the old excuse "the dog ate my homework." The dog MAY have eaten your homework, and your computer may have crashed, but these excuses will not be accepted.*
- Don't wait until the last minute to complete a test or submit material. Things can and do go wrong!
- One more thing and this is so very important. **You must save your documents in a Microsoft Word compatible format (such as .doc, .docx, or .rtf).** This is especially true if you have an Apple computer because much of **Apple's software is not compatible** with what we use on the PCs. Safari is not compatible with our PCs. Google Docs is not compatible with MS Word. Again, I cannot grade work that I cannot open. **If I receive a document that is not compatible, you will receive a zero on that assignment. Do not expect me to spend extra time trying to find a program that will open your document.**

**Students' Rights and Responsibilities (It is your responsibility to familiarize yourself with these):** Student Rights and Responsibilities are listed on the College website at:

http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf

**TEACHING PHILOSOPHY:** YOU CANNOT LEARN IF YOU DO NOT APPLY YOURSELF: Absorbing information is not learning. Learning—really learning—takes action: an active mind and an active body. That means that when you read, you do so with pen in hand. Reinforce what goes into your brain by writing, taking notes, highlighting, annotating. Your success, especially in an online course, depends on both of us being involved in the process. I

have high expectations of myself and my students. I do believe that education opens doors for us. I have seen this in my own life. I will treat you as I want you to treat me, with respect and kindness.

### Learning Outcomes

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. (Assess CT through essay exams)
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Assess CT, COM, PR, and SR through in-class writing and an analytical literary research paper)
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. (Assess CT through essay exams and PR and SR through a group presentation of a literary period and/or author)
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. (Assess through essay exams)
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Assess CT, COM, PR, and SR through an analytical literary research paper)

## CORE OBJECTIVES:

- Critical Thinking Skills
    - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
    - to include effective development, interpretation and expression of ideas through written, oral and visual communication

- Personal Responsibility
    - To include the ability to connect choices, actions, and consequences to ethical decision making

- Social Responsibility
    - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## SCHOOL COURSE POLICIES:

### Academic Integrity

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

**Academic dishonesty violations** include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of

an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. **This includes, but is not limited to, turning in a paper purchased or acquired from any source, (such as AI) written by someone other than the student claiming credit, or stolen from another student.**)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so.

Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

## Withdrawing from (Dropping) the Course

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) **Withdrawal from a course is a formal procedure that you must initiate.** If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

## Accommodations Statement

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Dean of Student Services. We will work with you to make whatever accommodations we need to make.

## PERSONAL COURSE POLICIES

**LATE WORK:** I may choose to allow **one assignment** to be turned in late if there are extenuating circumstances or computer mishaps, but in any event, if I allow you one late assignment, no further late work will be accepted from you. Finally, you only get one week past the due date to complete your one late assignment. After that one week has passed, your grade will be entered as a zero if you have not turned in the work.

**PLAGIARISM:** Read the following explanations carefully and be sure that you understand them.

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. A general rule of thumb is that if you borrow MORE THAN TWO WORDS IN A ROW, you must use quotation marks!

2. <u>Paraphrased plagiarism:</u> The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.

3. <u>Improper citations:</u> If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.

4. <u>Improper use of ideas:</u> Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her words, the student plagiarizes if he or she does not cite the source of the idea.

5. <u>Internet use:</u> Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism. Copying and running a "rewrite" program is the same as plagiarism. Furthermore, these programs do not take into consideration the context of the synonyms used and often do not make sense.

6. <u>Student sharing:</u> While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. If a student has another student write a paper, that is plagiarism. If two students collaborate on an individual assignment and turn in the same work, that is plagiarism.

7. <u>Use of any program that uses AI</u> (Artificial Intelligence) to "edit" and "correct" your work is against my plagiarism policy. This includes Grammarly and others that check your work for grammar and spelling. MS Word has a spellchecker and grammar program—use it. Any assignment showing use of AI as a "help" will be given a zero.

**Plagiarism is a serious academic offense**. It involves legal issues about improper use of materials that do not belong to the student. Plagiarism is also unethical. A student must do his or her own work; otherwise, the learning process is compromised. Plagiarism is unfair to fellow students who take the time and make the effort to do their own work. Essentially, plagiarism is cheating and will not be tolerated.

**My Policy**: Anyone who is dishonest in any way (including but not limited to plagiarism and the following examples), will receive a zero for that assignment, with no opportunity to make up the zero. It doesn't matter if the offense is a major writing assignment or something as simple as an extra credit assignment. You WILL receive a grade of F in the course for more than one violation. In addition, *this instructor reserves the right to give the student an F for the class if there is any one cheating violation which is a deliberate, not accidental, infraction.*

In addition to the above, I invoke my own requirements:

- You are guilty of cheating on an assignment by letting someone else complete part or all of your work; by using unauthorized electronic devices for in-class assignments or tests; using someone else's electronic files; letting someone else use your electronic files.**

**\*\* It is your responsibility to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work but it is work that you completed, I will have to assume that you allowed it to happen, and both of you will suffer the same consequences.** Therefore, make sure your saved files are kept in a place where others cannot get them. DON'T SHARE DISKS!!!

It is also unacceptable if you use work that you have turned in for another instructor *if you don't get my permission first*. ALWAYS ASK!

- Students are responsible for ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course, some assignments may be submitted to TURN-IT-In to ensure academic integrity. This program will give you a reading of percentages of work that is used in another text, whether that be an online text, a source (such as your textbook), a paper that was submitted to another college, or any string of words that have been used in another context. You will have the opportunity to revise your essay if the percentage of material taken from any source other than yourself is above 20%. We will discuss this further when the essay assignment is made.

**WORLD LITERATURE I: TENTATIVE SCHEDULE: SUMMER I 2024**

**NOTE: This is a full semester compressed into five weeks**. Please be very aware of the dates on each unit! You must turn things in when they are due. This course does not allow everything to be turned in at the end. Also, only ONE late assignment is allowed for extenuating circumstances; (see the syllabus for my late work policy!!) When the date ends, the unit will close. Most units will run Monday to Sunday at 11:55 p.m. The first week will end on Monday June 3, Census day. The tests will only be open two days, (except the final which is only until 9:00 p.m.); it is your responsibility to keep up with these dates!

**WEEK 1: (May 29 - June 3 )** All assignments in this section are due by 11:55 p.m. June 3

Complete all items in the **Class Orientation** section, including but not limited to the **Course Overview,** taking the **syllabus quiz,** and accepting the terms of the syllabus in the **Syllabus EVA.** Then, be sure to post on the **Ice Breaker** discussion forum. Please note: **Attendance** will be taken the first Friday (May 31) based on students logging in.

Begin reading assigned texts. Every week you will have discussion postings and tests assigned based on that week's readings.

The weeks below list your reading assignments. You will need to view the power-points and lecture notes that correspond to these readings, as well as occasionally viewing YouTube videos that relate to the content of that unit. This information can also be viewed in detail under "Unit Overviews and Learning Outcomes" under each unit heading. **PLEASE NOTE**: I have mentioned this several places in Moodle and also in the syllabus but I want to mention it again here…CC has moved from printed textbooks to OER (Open Educational Readings). The links for readings are in each unit overview/lesson as well as in the syllabus and at the beginning of the course.

## ALSO WEEK I: The Beginnings of Literature: Ancient Mediterranean Cultures

• **READ** PowerPoint and Lecture Notes (Learning Outcome #1)

- **Read** *The Epic of Gilgamesh* (the link is in Open LMS/Moodle)
- **DISCUSS** Gilgamesh (Learning Outcome #2)
- **Write** a Journal entry reflecting on the role of women in society, then and now.
- 
- **HEBREW LITERATURE:**
    - o 1.    READ/View "Hebrew Literature", both power-point and lecture notes (Learning outcome #1)
    - o 2. Read Hebrew Literature Genesis, Exodus, Job, Psalms, and Song of Songs
    - o link to "**Job**"
        https://www.biblegateway.com/passage/?search=Job+1&version=NIV

    - o **DISCUSS**     Thoughts on Hebrew Literature
    - o **ANALYZE** o Test #1 (The test will cover PowerPoints, lecture notes, and literature we have studied so far. This will be a true/false,    multiple choice, and matching test in addition to an essay question worth 20 points. You may use your notes to quote from the text. You will have ninety minutes to take this test—It is open June 2-3 only) (Learning Outcome #2) This activity will be used to monitor attendance.
    - o Student Feedback: this is an anonymous survey which will help me improve this class. Please be honest!


**WEEK 2: (June 3-9)** All assignments in this section are due by June 9ʰ at 11:55 p.m.

## INTRO TO WESTERN LITERATURE: PART 1: Ancient Greece

• **READ** o View Ancient Greece and the Formation of the Western Mind both PowerPoint and Lecture Notes (Learning Outcome #1)

**Read** Greek literature

▪ Sophocles' *Oedipus the King*

**View** "Aristotle," both PowerPoint and Lecture Notes (Learning Outcome #1)

• **Read** Aristotle's *Poetics* (You can read it online at http://www.gutenberg.org/files/1974/1974-h/1974-h.htm)

• **DISCUSS** The Lesson Oedipus Learned

**Journal #2.** Reflect on the definition of tragedy as expressed by Aristotle.


**PART II: Rome**

• **READ** o View "Ovid," both PowerPoint and Lecture Notes (LO #1)

- **Read** about the Roman Empire (PPT and Lecture Notes) (LO#1)
- **Read** Ovid's *Metamorphoses*
- **DISCUSS** & ANALYZE Fate vs Free Will and Comparing Creation        Stories- "Genesis" and *Metamorphoses*


**Week 3 June 10-16. Everything in this unit is due by 11:55 p.m. on June 16**

**CHINA—CULTURE AND VALUES:**

• **READ** o View "China", both power-point and lecture notes (Learning Outcome #1)

o **View** "Confucianism" power-point (Learning Outcome #1)

- **Read** Chinese literature: ▪ *Classic of Poetry*
- Confucius, from *Analects*
- **DISCUSS**        o Chinese Literature- "The Classic of Poetry" o Confucius-Hope
- • **ANALYZE** o Test #2: Greek, Roman, and Chinese Literature (Open June 15-16)
        (Learning Outcome #3) This activity will be used to monitor attendance.


**WEEK 4: (June 17-23): Everything in this unit is due by 11:55 p.m. on June 23**

**INDIA – CULTURE AND VALUES**

- **READ**        Introduction to Ancient India
- **View** "India" (PowerPoint) (Learning Outcome #1)
- **View** "The Bhagavad-Gita" (PowerPoint) (Learning Outcome #1)
- **View** "The Ramayana" (PowerPoint) (Learning Outcome #1)

o **Read** handouts "Upanishads" and "Definitions o Read Indian Literature (Learning Outcomes #1 and #2) ▪ The Ramayana ▪ the Bhagavad-Gita

**Analyze:** Write a journal entry reflecting on Rama's Dharma and its affect on the belief system of this culture.

• **DISCUSS** o To Fight or Not to Fight-Dharma (The Bhagavad-Gita) •

**Also Week 4: The Rise of Islam**

• **READ** o The Rise of Islam and Islamic Literature : Circling the Mediterranean: Europe and the Islamic World

o **Read** various readings from The Koran • From 4. Women . Please view the text at this link: http://www.aaiil.org/text/hq/trans/ch4.shtml • 5. The Table 12. Joseph

• **DISCUSS**: Shared Ancestry

• **ANALYZE: TEST #3 (Open June 22-23 only)** (Learning Outcome #3) This activity will be used to monitor attendance.


**WEEK 5: (June 24-30) All due by 11:55 p.m. on June 30**

• **READ** "From Roman Empire to Christian Europe ", "The Christian Bible—The New Testament Gospels" (Learning Outcome #1) o New Testaments readings . To read the full texts students can visit the following site: biblegateway.com) • Luke 2 • Matthew 5-7 • Luke 15 • Matthew 13 • Matthew 26 • Matthew 27 • Matthew 28

o **DISCUSS** AND **ANALYZE** The Parables (Learning Outcomes #1-3) This activity will be used to monitor attendance.

• **READ** o Read lecture notes and view PowerPoint on "The Formation of a Western Literature". (Learning Outcome #1) o Read lecture notes and view Chaucer ppt. (Learning Outcome #1)

o Overview of Chaucer's *Canterbury Tales*-readings

o **Reading**: *The Canterbury Tales in Middle English*—fun link

• **DISCUSS** Chaucer's Pilgrims and Christianity (Learning Outcomes #2-3)

This unit will fulfill Learning Outcomes #1-5, from 1. Identifying key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. #2 Analyzing literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods, #3 demonstrating knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions, #4 articulating the aesthetic principles that guide the scope and variety of works in the arts and humanities, and #5 writing research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

**Also due June 30:**

o **Read** Shakespeare's *Hamlet*

• **DISCUSS** o *Hamlet*—there will be multiple postings for you to respond to. ▪ To Act or Not to Act ▪ Theme of Poison ▪

Analytical Research Paper due June 30

**Final**: **July 2nd** only! This test will cover all the Power Points, Lecture Notes, and readings since Test #3. This will fulfill Learning Outcomes #1-3. NOTE: This final will close at 9:00 p.m. on the 2nd, so please be aware of the difference between this and other tests! This activity will be used to monitor attendance.