English 200:
Introduction to Literature

Section 590
Fall 2018

Instructor: Ms. Laura Osborne
Department: English
Office: Steen Library, 218A
Office phone: (936) 468-5832
Email: Use Brightspace (D2L) email

Class meeting time and place: Online

Office Hours

Available for appointments (in person or online).

Prerequisite

Six hours of Freshman English, completed with a grade of C or better.

Official Course Description

This is the official course description that appears in the SFA course catalog:

Readings in literary genres, such as poetry, drama, short story, novel.

Course Overview

This course will introduce you to the sublime stuff known as literature, including short stories, poetry, a novel, and a selection of plays. You will learn, together, how to become better readers of literature, understanding how the process of reading works. You will, through the employment of attentive reading and the application of critical thinking skills, learn to delve beyond the surfaces of literary texts – to appreciate and understand them in ways more complex than “what
happens in it" or "what it means." We will begin to explore the complex sets of interactions that go into the composition and the consumption of a literary work.

You will also gain an understanding of literary techniques, structures, and terminology, and hone the necessary skills of communication to talk and write intelligently and coherently about what you read. If all goes well, we will all become better readers, better writers, and better thinkers.

**Required Books**

There are three required books for the course. The campus bookstore should carry them, but of course you can order them from various places online as well. You will need the first book in the list by no later than the 2nd week of classes.

**The Art of the Short Story**  
Edited by Dana Gioia and R.S. Gwynn  
Published by Pearson Longman  

**The Seagull Reader: Poems, 3rd edition** *(be certain to get this specific edition)*  
Edited by Joseph Kelly  
Published by Norton  
ISBN 978-0393938227

**The Dinner**  
By Herman Koch  
Published by Hogarth  
ISBN 978-0385346856

**Official Course Outcomes and Objectives**

**Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course. English majors or minors seeking to fulfill sophomore-level literature requirements should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.

**General Education Core Curriculum Objectives**

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

1. **Critical Thinking**: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills**: Effective development, interpretation and expression of ideas through written, oral and visual communication.

3. **Social Responsibility**: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4. **Personal Responsibility**: The ability to connect choices, actions and consequences to ethical decision-making.

**Student Learning Outcomes for English 200**

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);

2. Students will demonstrate an understanding of periodization, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses a spectrum of thematic, genre, and literary considerations. Thus, students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

**General Education Core Curriculum**

**Note**: The following information is a university-required inclusion on this syllabus.

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in English 200 Section 590 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills-Written requirement. You will see this course in your Brightspace (D2L) list.
At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.)

Please note that this only applies to the specified assignment listed in the matrix below. All other assignments should be submitted according to regular class operations. If you have any questions, please see your instructor or contact the Office of Student Learning and Institutional Assessment at (936) 468-1130.

When you complete the assignment mentioned above, you will upload the assignment to both the ENG-200-590 Course Capstone Essay dropbox and the Communication Skills-Written dropbox.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the Brightspace Communication Skills-Written dropbox this semester, as well as the date on which the assignment is due. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the Brightspace Communication Skills-Written dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Not currently collected for Core Curriculum assessment.</td>
<td>n/a</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Course Capstone Essay</td>
<td>Saturday, December 8th by 11:59 PM.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Not currently collected for Core Curriculum assessment.</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Not currently collected for Core Curriculum assessment.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Communication, Attendance, and Zoom Meetings**

Course communication will occur primarily through Brightspace email, course news, discussions, and Zoom meetings. I will check my Brightspace email at least once a day, Monday through Friday. Course content will be delivered both in the content modules and in the Zoom meetings.
Some modules will include scheduled online Zoom meetings with pre-announced topics, designed to allow students to actively discuss the assigned readings with each other and with the instructor. See the Course Timeline for the schedule; there will be 3 Zoom meetings during the semester, and students are required to attend any 1 of them (not all 3).

**Attendance**

As this is an online course, there is no standard attendance policy. However, students are expected to log into Brightspace at least once a day, Monday through Friday, to check their course email, to check for any recent news announcements, and to stay on top of upcoming due dates.

**Deadlines and Late Work**

This is not a self-paced course. You are expected to turn in all assignments on time.

- Quizzes must be completed by the due dates and times; they cannot be taken late, and they will not be re-opened.
- Discussion posts and reading journal posts will be accepted no more than 24 hours late, and will earn no more than 1/2 credit if posted late. After 24 hours, they will not earn any credit.
- Writing assignments (i.e. dropbox assignments) include a 24-hour grace period during which the assignment will be accepted late (past the due date) with no grade penalty. If a writing assignment is submitted late (past the 24-hour grace period), it will be subject to a grade deduction of 10 percentage points per day. Writing assignments will not be accepted more than 4 days late.

All assignments must be completed in the order in which they are given. No work or assignments will be accepted after Midnight on Sunday, December 9. (Fall classes end on December 7). If you experience extenuating circumstances at any point and are unable to meet a deadline, please contact your instructor before the due date to explain the problem and ask for a short extension (which will under many circumstances be granted).

**Writing Assignments**

All writing assignments must be typed and submitted as a Microsoft Word document online through Brightspace. All assignments will be graded for proper format, soundness of content, organization, smooth and effective use of source material, writing style, grammar, and mechanics.

Assignments submitted in an incorrect file type will be counted as late (and a grade deduction made accordingly) until an acceptable file type is submitted. After submitting an assignment, it is the student's responsibility to double-check and verify that the correct file was submitted.
There will be 4 writing assignments of varying lengths in this course, as follows:

- A medium-length response paper in Module 3, worth 75 points
- A short, creative "found poem" assignment in Module 4, worth 20 points
- A medium-length response paper in Module 5, worth 75 points
- A capstone essay in Module 8, due on the last day of classes, worth 85 points

Be aware that your instructor will be running your writing assignments through Turnitin, a plagiarism detection service.

**Paper Format**

All papers should be in MLA format, with one inch margins, and—if specified by the instructions—a Works Cited page. Text should be either Cambria or Times New Roman 12 point and uniformly double-spaced. Pages should not be right or full justified.

Pages should be numbered at the top right-hand side of all pages, along with your last name. Papers that don't adhere to the formatting requirements will be subject to grade deductions.

**Grading Standards**

All work submitted in this course, including discussions and reading journal posts, should be carefully proofread to catch mistakes in spelling, punctuation, capitalization, syntax, and grammar. Sloppy proofreading will negatively affect your score on any discussion or assignment.

For the writing assignments, you will be given specific instructions and a grading rubric ahead of time, so that you will know in advance what your instructor is expecting and how your assignment will be evaluated.

**Discussions and Reading Journals**

In each module, students will be required to participate in discussions (via the Brightspace discussion topics) about some of the assigned readings and related concepts. These discussions will be open to the whole class. Students are encouraged to participate in each discussion not only by starting a thread, but also by replying to their classmates and responding to questions from their instructor.

In addition to the class-wide discussions, each module will also include a specified number of reading journal posts which are private to each student and can be read only by the individual student and their instructor.
**Quizzes and Final Exam**

Each module will include one or more quizzes, which can be taken online from any location. All quizzes will be "open book" in that students are welcome to use their textbooks while completing the quizzes.

The final exam will be available for a limited, pre-determined period during Finals Week and can be taken online from any location. It will be timed to two hours, and will draw on material from the quizzes, discussions, and readings from the entire semester. Part of the exam will be objective, and part may consist of long answer or short essay questions.

**Grade Determination**

(If changes become necessary due to unforeseen circumstances, an announcement will be posted in the course.)

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 writing assignments (point values vary)</td>
<td>255 points</td>
</tr>
<tr>
<td>9 quizzes (20 points each)</td>
<td>180 points</td>
</tr>
<tr>
<td>Discussion posts (7 posts @ 10 points each)</td>
<td>70 points</td>
</tr>
<tr>
<td>Reading journal posts (18 posts @ 10 points each)</td>
<td>180 points</td>
</tr>
<tr>
<td>Learning agreement</td>
<td>6 points</td>
</tr>
<tr>
<td>Introductory post</td>
<td>5 points</td>
</tr>
<tr>
<td>Zoom meeting (attend any 1 of the 3)</td>
<td>4 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>800 points</strong></td>
</tr>
</tbody>
</table>

Minimum points required for an A........720

Minimum points required for a B........640

Minimum points required for a C........560

Minimum points required for a D........480

*Any score below 480 points will result in an F for the course; scores will not be "rounded up" or curved.*
Extra Credit

There will be two opportunities to earn extra credit, available to everyone equally, as follows:

- **Attend a second Zoom meeting (2 pts)** – Attending one Zoom meeting is required, but if you also attend a second meeting, you’ll earn 2 points of extra credit. You must be present and participating for the full duration of the meeting to earn the extra credit.
- **Complete the official course evaluation (1 pts)** - Complete the official course evaluation in mySFA and you will earn 1 point of extra credit.

Other extra credit opportunities may be announced during the semester.

Phone Messages and Email

During regular "work day hours" (8 to 5, Monday through Friday), I am employed full-time in the Center for Teaching & Learning. While you may reach me by phone during those hours if you have a quick question, be aware that I am sometimes conducting faculty workshops, helping faculty with Brightspace, and otherwise away from my desk, so it is possible that an assistant will answer when you call. (Which is no problem at all -- they can take a message for me.)

Also, don’t be surprised if you call and I answer with “Center for Teaching & Learning, this is Laura…” Since the majority of calls I receive are from faculty, I usually introduce myself by first name when I answer the phone.

When in doubt, try contacting me by email. You are encouraged to email me in Brightspace rather than through Jacks/campus email. If you send me email from your Jacks account, please include "ENG 200" somewhere in the subject line. Otherwise, your message may be easily lost amongst the large volume of email I receive each day.

Technical Difficulties

If at any point during the course you experience technical difficulties in Brightspace, please let me know immediately. Keep in mind that a technical glitch in Brightspace does not excuse you from completing and submitting assignments on time. If you ever find yourself unable to submit an assignment through Brightspace, for example, you should submit it as an email attachment instead. And if the email tool in Brightspace isn't working, then send me your assignment through regular Jacks/campus email (my address is osbornel@sfasu.edu).

Another option is to contact Andra Floyd, the Student Support Specialist for online courses, by email at afloyd@sfasu.edu or phone (936-468-1919) for help. Andra is expert at helping students solve technical difficulties in Brightspace.
Using the Steen Library’s Resources
(on-campus and from a distance)

Whether you live on or off-campus, and regardless of whether you are able to visit the Steen Library in person, there’s a wide range of full-text materials (including articles, e-books, and more) that you can access online. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The research librarian for students in English classes is:

Janie Richardson
936-468-1896
richardsjl3@sfasu.edu

(Have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here: http://libguides.sfasu.edu.)

Other Course Policies

Academic integrity and policy on recycled work

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Cheating and plagiarism are not tolerated in this course. Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, and usually also a failing grade in the course. Rewrites and second chances are seldom permitted. All assignments you submit will be checked for plagiarism via Turnitin.

In addition, all work submitted in this course must be 1) written by YOU and 2) written THIS semester, for THIS specific section of this course (not recycled from any other course you’ve taken, here or elsewhere, and not recycled from any previous time you may have attempted this course). If it is discovered that you have turned in a "recycled" assignment, you will receive an F (zero) for that assignment.

The following is taken from the University Policy and Procedures Manual (online), Section 4.1 of Academic Affairs:

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a
better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld grades

A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFA policy on withheld grades:

**Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with disabilities

Most of the course material is text based and easily accessible. There may be some material in this course that requires listening to audio files or watching videos. Any students having difficulties accessing, viewing, or reading any materials in the course should contact Ms. Osborne for assistance.

Here is the official SFA policy regarding students with disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Course Timeline and Due Dates

For a complete timeline of assignments and due dates, see the Course Timeline located in the Getting Started module of the course.
# English 200 Course Timeline
## Fall 2018

All due dates/times are in United States Central Standard Time
Timeline last updated on August 26, 2018

**Note:** All due times are 11:59 PM unless otherwise specified.

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>Week 1</th>
<th>Monday, August 27</th>
<th>Begin the Getting Started module.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Saturday, September 1</strong></td>
<td>Due date for completing all Getting Started activities (including the Introduce Yourself discussion, “Now That’s What I Call Literature” discussion, and Learning Agreement quiz).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Week 2</th>
<th>Monday, September 3</th>
<th>Begin Module 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Start reading the module material and assigned readings.</td>
<td>Quiz #1 (Responding to Literature) becomes available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday, September 8</th>
<th>Due date for completing the following:</th>
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<tbody>
<tr>
<td></td>
<td>• All Module 1 reading journal posts (#1-3)</td>
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<tr>
<td></td>
<td>• Quiz #1</td>
</tr>
<tr>
<td></td>
<td>• Module 1 discussion</td>
</tr>
<tr>
<td>Module 2</td>
<td>Short Stories, Part 1</td>
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<tr>
<td><strong>Week Three</strong></td>
<td><strong>Monday, September 10</strong></td>
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<td></td>
<td><strong>Saturday, September 15</strong></td>
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<tr>
<td><strong>Week Four</strong></td>
<td><strong>Monday, September 17</strong></td>
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<td></td>
<td><strong>Saturday, September 22</strong></td>
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<td></td>
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<tr>
<td><strong>Module 3</strong></td>
<td><strong>Week Five</strong></td>
</tr>
<tr>
<td><strong>Monday, September 24</strong></td>
<td></td>
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<tr>
<td><strong>Tuesday, September 25</strong></td>
<td></td>
</tr>
<tr>
<td>Module 3, continued</td>
<td>Short Stories, Part 2</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
|                     | **Saturday, September 29** | Due date for completing the following:  
• Module 3 discussion post  
• Quiz #4 |
|                     | **Monday, October 1** | Continue working on completing the assigned readings and activities. |
|                     | **Wednesday, October 3** | Strongly suggested -- finish your reading journal posts by this date, to allow yourself a couple of days to focus on the response paper. |
|                     | **Saturday, October 6** | Due date for completing the following:  
• Module 3 response paper  
• All Module 3 reading journal posts (#7-9) |
|                     | **Sunday, October 7** | **Window of time for submitting the Module 3 response paper without late penalty closes at 11:59 PM** |
| Module 4            | Poetry, Part 1       | Week Seven |
|                     | **Monday, October 8** | **Begin Module 4**  
Start reading the module material and assigned poems in the textbook.  
Quiz #5 (Poetry terminology) becomes available. |
|                     | **Saturday, October 13** | Due date for completing the following:  
• Module 4 discussion post  
• Quiz #5 |
<table>
<thead>
<tr>
<th>Module 4, continued</th>
<th>Week Eight</th>
<th>Monday, October 15</th>
<th>Continue working on completing assigned readings and activities. Quiz #6 (Module 4 readings) becomes available</th>
</tr>
</thead>
</table>
| Poetry, Part 1 | Saturday, October 20 | Due date for completing the following:  
- All Module 4 reading journal posts (#10-12)  
- Quiz #6  
- Found Poem writing assignment |
| | Sunday, October 21 | Window of time for submitting the Found Poem assignment without late penalty closes at 11:59 PM |
| Module 5 | Week Nine | Monday, October 22 | Begin Module 5  
Start reading the module material and assigned poems in the textbook. Quiz #7 (Module 5 readings) becomes available |
| Poetry, Part 2 | Thursday, October 25 | Zoom Meeting #2: 7:30-8:15 PM (Remember, there are 3 Zoom meetings during the semester, and each student must attend any 1 of them.) |
| | Saturday, October 27 | Due date for completing the following:  
- Module 5 discussion post  
- Quiz #7 |
| | Monday, October 29 | Continue working on completing the assigned readings and activities. |
### Module 5, continued

#### Poetry, Part 2

**Week Ten**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, October 31</td>
<td>Strongly suggested -- finish your reading journal posts by this date, to allow yourself a couple of days to focus on the response paper.</td>
</tr>
<tr>
<td>Saturday, November 3</td>
<td>Due date for completing the following:</td>
</tr>
<tr>
<td></td>
<td>- Module 5 response paper</td>
</tr>
<tr>
<td></td>
<td>- All Module 5 reading journal posts (#13-15)</td>
</tr>
<tr>
<td>Sunday, November 4</td>
<td><em>Window of time for submitting the Module 5 response paper without late penalty closes at 11:59 PM</em></td>
</tr>
</tbody>
</table>

### Module 6

#### Novel: *The Dinner*

**Week Eleven**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, November 5</td>
<td>Begin Module 6</td>
</tr>
<tr>
<td></td>
<td>Start reading the module material and <em>The Dinner</em>.</td>
</tr>
<tr>
<td>Wednesday, November 7</td>
<td><a href="#">Zoom Meeting #3: 7-7:45 PM</a> <em>(This is the last Zoom meeting of the semester.)</em></td>
</tr>
<tr>
<td>Saturday, November 10</td>
<td>Due date for completing the Module 6 discussion post.</td>
</tr>
</tbody>
</table>

**Week Twelve**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, November 12</td>
<td>Continue working on completing assigned reading and reading journal posts. Take Quiz #8 this week.</td>
</tr>
<tr>
<td></td>
<td>Quiz #8 <em>(The Dinner)</em> becomes available.</td>
</tr>
<tr>
<td>Saturday, November 17</td>
<td>Due date for completing the following:</td>
</tr>
<tr>
<td></td>
<td>- All Module 6 reading journal posts (#16-17)</td>
</tr>
<tr>
<td></td>
<td>- Quiz #8</td>
</tr>
</tbody>
</table>
### Week Thirteen

**Monday, Nov. 19 through Friday, Nov. 23**

**Thanksgiving Week holidays** -- classes do not meet during this week, and no work is due in this course. Ms. Osborne will not be available for online office hours or appointments this week.

### Module 7

**Drama**

(readings available online)

**Week Fourteen**

**Monday, November 26**

**Begin Module 7**

Start reading the module material and assigned readings.

Quiz #9 (Module 7 readings and terminology) becomes available.

**Saturday, December 1**

Due date for completing the following:

- Module 7 reading journal post (post #18)
- Quiz #9

### Module 8

**Writing the Capstone Essay**

(no new readings assigned)

**Week Fifteen**

**Monday, December 3**

**Begin Module 8**

Start reading the module material and writing a rough draft of your Capstone Essay.

There's no quiz or discussion in this module.

**Thursday, December 6**

Consider this a priority date by which to email Ms. Osborne with questions about the assignment. Don’t wait until the last day.

**Saturday, December 8**

**The Capstone Essay is due by 11:59 PM.** Remember, this assignment must be turned in to 2 separate dropboxes in Brightspace (specific directions will be provided in Module 8).

**Sunday, December 9**

*Window of time for submitting the Capstone Essay without late penalty closes at 11:59 PM*

*ABSOLUTE CUT-OFF DATE -- No late work accepted past 11:59 PM on this date*
<table>
<thead>
<tr>
<th>Final Exam</th>
<th>Week Sixteen</th>
<th>Monday, Dec. 10 - Wednesday, Dec. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Comprehensive final exam opens at 8:00 AM on Monday, Dec. 10th and remains available through 8:00 PM on Wednesday, Dec. 12th. Timed to 2 hours. Required of all students -- no exceptions.</td>
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<thead>
<tr>
<th>End of Semester</th>
<th>Wednesday, December 19</th>
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<td></td>
<td>Your instructor will post official semester grades by Noon, both here in the course as well as in the mySFA system.</td>
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