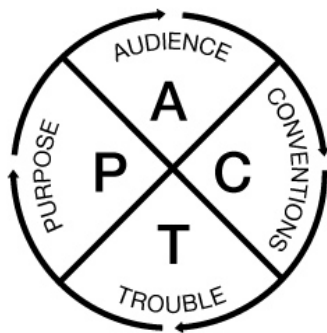


<b>English 131: Poetry and Drama</b> <b>Section 001 (CRN 82007)</b>	
Fall 2021 Building: Hodges Hall, Room 307	
Instructor: Catherine (Wenyu) Kong	
Email: <a href="mailto:wk0024@mix.wvu.edu">wk0024@mix.wvu.edu</a>	Phone: 304-293-3107
Office: Zoom <a href="#">here</a>	Office Hours: W 9:30-11:30 and by appointment via Zoom



**Purpose:** What exactly do I want to happen?

**Audience:** Who is reading, listening, or viewing?

**Conventions:** What is expected in this context?

**Trouble:** What could get in the way of my goals?

## REQUIRED TEXTS

- Introductory Textbooks
  1. *The Art of Poetry: How to Read a Poem* by Shia Wolosky Weiss  
PRINT ISBN: 9780195371185, EBOOK ISBN: 9780199707836, ebook version also [available at WVU Libraries](#).
  2. *How to See a Play* by Richard Burton  
ISBN 9781775418337, ebook version also available at [WVU Libraries](#).
- Reading Materials
  1. Poetry: All materials will be found at: <https://www.poetryfoundation.org/> <https://poets.org/> or other websites.
  2. Drama: Scripts will be provided at eCampus.

## INTRODUCTION

English 131 is an introductory literature course that serves as a guide for you to understand the basic genre conventions of poetry and drama. We will learn to decipher the meanings and cultural values behind the works by practicing close reading and interpretations. In particular, we will set our learning parameters basically in Britain and Ireland to closely identify the genre transitions and historical information within the texts. By identifying iconic authors such as William Wordsworth, John Keats, Oscar Wilde, T. S. Eliot, W.B. Yeats, Samuel Becket etc., we are going to learn to appreciate the linguistic aesthetics within the texts and explore how poetry and drama initiate/continue literary conversations with on-going historical trends. In addition to discussing poems and dramatic works and their implicatures, we will also look into how those literary genres interpret us and our lives.

## Class Goals Description

1. Understand the basic features of poetry and drama, learn to appreciate the artistic forms and get familiar with the general transitions of poetry and drama over years.
2. Encourage students to write creative pieces to express themselves with the knowledge they learn about genre conventions.
3. Learn primary skills to appreciate literature and acquire the analytical ability to use literary examples to support your arguments. Be able to make appropriate use of secondary sources in individual research, measured through the final research paper, and follow the basic guidelines for MLA format to compose analytical essays.
4. Explore how poetry and drama shaped the world as well as our perception and how they still influence our contemporary life.

### Grade Components

• Participation (Attendance Policy explained as below)	10 pts	10%
• Discussion Board Posts (10 posts, 2 points each)	20 pts	20%
• Creative Writing (original creation + reflection)	20 pts	20%
• Public Facing Essay (around 500 words)	20 pts	20%
• Final Project Proposal (tentative thesis + bibliography)	5 pts	5%
• Final Research Paper+Course Reflection (around 500 words each)	25 pts	25%
<hr/>		
Total	100 pts	100%

### Grade Scale

**A: 90 -100 Excellent Work.** The assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized where the student chooses compelling evidence to substantiate analysis, and deeply engage with the subject at hand in a thought-provoking manner. The student's writing requires no or nearly no substantive or stylistic revisions. The student attends most of the classes throughout the semester. The student is well-prepared for each section, and contributes meaningful, engaging conversations to the class discussions.

**B: 80 – 89 Good Work.** The assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the literary analysis is either partially incomplete, invoking weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones. The student is well prepared for the class, understands the class conversations, and occasionally contributes to the class discussions.

**C: 70 – 79 Average Work.** The assignments for this course have been completed, but not necessarily in a timely or professional manner. The written assignments show some effort from the student, but the analysis is incomplete; evidence is inappropriate, unrelated, or there is a lack of evidence, or there is significant difficulty with organization. Written works require significant substantive or stylistic revisions. The student attends classes regularly but has a certain number of absences. The student participates in class discussions but could perform better if they read the class materials more thoroughly.

**D: 60 – 69 Less than average work.** The assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment and the target texts. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. The student doesn't read materials most of the time, and the assignments are far from what was required in the rubrics.

**F: 0 – 59 Inadequate work.** The assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. The student basically never shows up in the classroom, and is never prepared for the class. There is no engagement with the course materials and most of the assignments are missing.

### **Midterm Grade**

Typically, we don't set any exams for a literature class. Your mid-term grade will be based on current assignments you finished and your overall performance during the class by midterm.

### **Participation Policy**

Attendance and grades are highly correlated. Students' high-quality performance and achievement in class is related to their strong participation. **In this course, to gain full participation points, you are expected to be prepared, to participate in discussion, and to engage meaningfully with your classmates' work. You should be able complete all assignments on time, attend class, and participate regularly to ensure a passing grade.**

**Under the situation of the Covid pandemic, I understand that emergencies may happen. When you need accommodations at any point, please let me know before the class starts. If you cannot meet the deadline, we can discuss other special arrangements via emails/zoom. If you have any other questions in this course, please contact me immediately.**

Remember: The attendance policy is not meant for punishment, but for encouraging you to learn more from the course.

### **Assignment Descriptions**

#### **1. Discussion Board Posts (DB posts) (10 posts, 2 pts each, 20 pts in total)**

The Discussion Board is a place for you to share thoughtful words after you finish the assigned reading. It is the place to reflect how much you engage with the assigned texts. Your posts will help you communicate with your classmates and instructor. For some difficult texts (such as modern plays), I'll provide some open-ended questions on the discussion board to help you navigate your thoughts when you compose your post. Most of the DB posts will be due before Wednesday's class (i.e. 12:30 pm).

For each DB post, you are expected to:

1) Express what your opinions might be. In other words, answer the question, "What do you think?"

- 2) State *why* you think what you think. Examine your own experiences, beliefs, or knowledge. It is also a good place to provide references, textual quotations, and/or links to materials that reinforce your opinion.
- 3) (If you wish) State what you wish you knew or directly solicit the opinion of classmates (in other words, ask a question!).
- 4) Reply to one of your classmates' posts. (I encourage communication.)
- 5) Each post should be at least 60 words, typically posted before Wednesday's class (i.e. before 12:30 pm). Make sure your words are concise, substantial, and readable.

### \*Tips

- 1) Work to bring up new, interesting comments. You might not want to reiterate a comment that has already been made. You should always try to facilitate the discussion—be provocative! Even if you have a similar opinion as the previous respondent, you are always welcome to bring up an additional example or resource.
- 2) Try to compose a DB post somewhere else first, then copy and paste your thread into eCampus. In this way, you can back up your documents and also give yourself a chance prior to posting to check for errors in spelling and grammar.
- 3) Always be professional and respectful to your classmates and avoid ad hominem attacks (criticism against the person, not their comments.) **Hate speech will not be tolerated!**

## 2. Public-Facing Essay (around 500 words, 20 pts)

Writing a Public-Facing Essay is an opportunity for you to communicate your thoughts with a bigger audience beyond academia. For this assignment, you are expected to explore how poetry/drama is related to your personal life. For example, you can talk about why we need to revisit certain classical literature; you can also share your personal viewing/reading experience of a certain play/poem and explain why the experience is meaningful for you; you can explore how a classic work is still influencing our contemporary literature.

Of course, your potentiality in this assignment is not limited to my suggestions. The literary texts you will discuss for this essay can be different from our reading in class. If you have any questions, please discuss them with me.

The writing style for this assignment will be rather casual, similar to how you write a magazine essay for a broad public audience. No bibliography is required. However, if you want to quote anything from any texts, make sure the quotation is accurate.

Some references that might be helpful for this assignment:

- [“Why Feel Bad about Beauty”](#) by Gillian White
- [“The Thousand Darkneses of Murderous Speech”](#) by Becca Rothfeld

<b>Rubric for Public-Facing Essay Assignment</b>	<b>Missing or Poor 0-2</b>	<b>Good 2-4</b>	<b>Excellent 4-5</b>
<b>Thesis Statement &amp; Introduction</b> Do you have a thesis statement? Is your argument appealing to			

the readers of the publication you're targeting?			
<p><b>Development</b></p> <p>Is the text or author you are discussing here relatively familiar?—i.e. something your readers might have heard of or maybe even encountered in the past but forgotten about? If not, can you make your argument more familiar and appealing to your audience?</p> <p>Is your argument persuasive? Did you directly quote from the text to present your opinions?</p>			
<p><b>Structure</b></p> <p>Is your writing thesis-driven? Are there topic sentence?</p> <p>Are the transitions smooth?</p> <p>Is there a clear conclusion? By the end of the essay, did you achieve what you wanted your readers to hear from you?</p>			
<p><b>Writing Styles</b></p> <p>Is the style of your essay commensurate with the style of the publication you're targeting?—i.e. not “academic” but not oversimplified or condescending either.</p> <p>Are citations—and you may not want to cite anything beyond the text you're promoting—clear and simple in the text itself? Are there any hyperlinks in your essay?</p>			
<b>TOTAL:</b>			<b>/20</b>

### 3. Creative Writing (20 pts)

This project provides an opportunity for students to discover and explore their creativity of writing a poem. This project requires students to turn in a one-page reflection along with their creative work. The minimal length is not required. Please feel free to elaborate.

- 1) Your reflection should explain:
  - a. how you are inspired by poems/plays we learned in class
  - b. what are the main concepts you explored in the creation and your major aim in your writing

- c. what you did and what your creative process was
- 2) Your creative work should follow the rubric:
  - a. Reveal originality and creativity in the chosen genre and manner of execution.
  - b. Clearly refer to a certain theme that is meaningful to you
  - c. For advanced students, crafts are encouraged. You are expected to practice characterization and description, imagery, poetic structure, proper tone, and other techniques to create your work.

#### 4. Research Proposal (5 pts)

Before you jump into the final project, we need to have a preliminary step. You need to write a proposal as the first step of your project. This assignment is about 100-150 words.

Your proposal should express:

1. Your research question
2. Your interests in this topic
3. Your reference
4. Tentative hypothesis if there is any

#### 5. Final Project (Research Paper + Reflection) (25 pts)

##### 1). Research paper:

**Following the proposal you turned in, please keep exploring your research topic (you can choose an author, a text, or a cultural topic relating to the work we have been doing in class), and develop a research paper that demonstrates the knowledge you have learned in this semester. The minimum is 500w.**

You will need to include a thesis statement and use evidence from both primary texts and at least one peer-reviewed, academic source to support your claims. This paper should demonstrate your ability to read, analyze, organize, and synthesize primary and secondary sources in order to craft an argumentative essay about the subjects we have been discussing throughout the semester. This paper might also be an extension/substantive revision of one of your previous short writing assignments.

<b>Rubric for Final Research Paper</b>	<b>Poor 0-5</b>	<b>Satisfactory 6-8</b>	<b>Good 9-11</b>	<b>Excellent 12-15</b>
<b>Argumentative Thesis</b>				
<b>Close Reading of Text(s)</b>				
<b>Use of Secondary Source</b>				
<b>Synthesis of Ideas</b>				
<b>Consideration of Audience/Conventions</b>				
<b>TOTAL: _____ / 15</b>				

##### 2). Reflection/Reflective Essay

Along with the research paper you turn in, please write down a reflection that reveals your learning in this course during the semester. The minimal length of the reflection is 500w.

In this reflection, please answer two major questions.

For the first half of your final reflection, you will explain what you have learned in this course. What is your new understanding of poetry and drama? Please use terms and examples we learned in this course to demonstrate your learning. How can you apply the course goals listed in our syllabus to other areas of your life outside of this class? Please use specific examples to support your points.

For the second half of your final reflection, you will explain the final letter grade (A, B, C, D, F) that you think you should be assigned for this course. According to the syllabus, your final grade will be composed of your participation, writing assignments, and discussion board posts. Please refer to the syllabus, grading scale, and the assignment rubrics to explain your reasoning. The grade that you assign for yourself in this reflection does not guarantee that you will receive that final grade at the end of the semester.

If your reflection is too vague or superficial, you will fail the assignment.

### **OFFICE HOURS & E-MAIL**

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

For everyone's safety, I will hold office hours via Zoom in this semester. The link is included at the very beginning of our syllabus as well as on eCampus. I am looking forward to meeting you.

### **SOCIAL JUSTICE**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700), which is part of [West Virginia University's Division of Diversity, Equity, and Inclusion](#).

### **ACADEMIC INTEGRITY**

You are responsible for the integrity of your work. This means that all your work must be your own and must be created specifically for this course. Review the [WVU Policy on Student Academic Standards](#) and consider taking this [tutorial](#) on plagiarism avoidance. If you have questions about using proper documentation and avoiding unintentional plagiarism, talk with your instructor, a librarian, or a consultant in the Eberly Writing Studio (room G02 of Colson Hall).

Failing to maintain the integrity of your work will have serious consequences. We will continue to discuss academic integrity, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

### **WVU COVID-19 SYLLABUS STATEMENT**

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

COVID related absences fall under the University attendance policy found here: [attendance](#). As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.

### **RESOURCES**

#### [The Eberly Writing Studio](#)

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in Go2 Colson Hall, and you can sign up for one-on-one consultations in person or online.

MLA format:

- MLA format introduction  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)
- MLA sample paper  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html)
- MLA style center (You can search questions about the format and get answers.)  
[http://style.mla.org/?gclid=CjoKQCQiA6Or\\_BRC\\_ARIsAPzuer9TwjREqcvP4TZxjo6gLEpQymeOR3hhvYiQo45IndtUMPvpsL8OjoMaArJvEALw\\_wcB](http://style.mla.org/?gclid=CjoKQCQiA6Or_BRC_ARIsAPzuer9TwjREqcvP4TZxjo6gLEpQymeOR3hhvYiQo45IndtUMPvpsL8OjoMaArJvEALw_wcB)

#### Mental Health

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU's [Carruth Center for Psychological and Psychiatric Services \(CCPPS\)](#) offers a broad range of confidential mental health services to assist you in addressing these and other concerns that you may be experiencing. If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

#### WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.



## SCHEDULE OF WORK

This course will meet regularly meet in M/W/F at 12:30 PM . Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress.

Final Portfolios will be returned during our course's scheduled final exam time unless otherwise noted. The final exam schedule can be found here:

[http://registrar.wvu.edu/current\\_students/finals](http://registrar.wvu.edu/current_students/finals).

**NOTE: All of your works in this course will be submitted to eCampus, preferably in DOC, DOCX, or Google Doc. Weekly DB posts are usually due before Wednesday classes. Major projects usually due by Fridays before 11:59 pm.**

Weeks	Topics and Activities	Assignments and Readings
<b>Week 1</b> August 16 - 20  *August 18th is the first day of classes	<b>Monday:</b> NO CLASS	
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Introduce the course</li> <li>Get familiar with the class assignments</li> </ul>	<b>DB Post #1</b> "Introduce Yourself" Due: Thursday 11:59 pm.
	<b>Friday:</b> <ul style="list-style-type: none"> <li>"Introduction to Poetry" by Billy Collins</li> <li>Make a checklist of reading poetry; What makes a poem a poem?</li> </ul>	Read <i>AP</i> "Individual Words" Ch1 (3-16)
<b>Week 2</b> August 23 - 27  *August 24th is the last day to add/drop classes without a "W"	<b>Monday:</b> <ul style="list-style-type: none"> <li>Review "Individual Words": Diction</li> <li>Poems: William Wordsworth "I Wandered Lonely as a Cloud," "The Solidary Reaper"</li> </ul>	Read <i>AP</i> "Syntax and Poetic Line" Ch2 (17-28)
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Learn Syntax</li> <li>Poems: William Blake "The Tyger" &amp; "The Lamb"</li> </ul>	<b>DB Post #2</b> Respond to <i>AP</i> Ch 2 Due: 12:30 pm  Read <i>AP</i> "Simile & Metaphor" Ch3 (29-33)
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Introduce Images</li> <li>Explore <a href="#">William Blake Archive</a></li> </ul>	Finish reading <i>AP</i> Ch3 (34-40)  *Optional reading <i>AP</i> Ch4

	<ul style="list-style-type: none"> <li>Other poems from William Blake: "Spring" &amp; "The Garden of Love"</li> </ul>	
<b>Week 3</b> <b>August 30 - September 3</b>	<b>Monday:</b> <ul style="list-style-type: none"> <li>Wrap up AP Ch3</li> <li>Introduce Sonnet</li> <li>Poems: William Shakespeare "Sonnet 18" ("Shall I compare thee to a summer's day?"), &amp; Sonnet 116 "Let me not to the marriage of true minds"</li> </ul>	Read AP Ch5-Ch6 (53-80)
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Poetic Conventions</li> <li>Poetic themes "Carpe Diem": Robert Herrick "To the Virgins, to Make Much of Time," &amp; Andrew Marvell "To His Coy Mistress"</li> </ul>	<b>DB Post #3</b> <b>Respond to AP Ch5-Ch6</b> Due: 12:30 pm  Read AP Ch8 (94-104)
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Personification</li> <li>Poem: John Keats "Ode to a Nightingale"</li> </ul>	Read AP Ch9 (105-118)
<b>Week 4</b> <b>September 6 – 10</b>  <b>Sept. 6th is Labor Day: NO CLASS</b>	<b>Monday: NO CLASS</b>	
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Poetic Voice</li> <li>Poems: W. B. Yeats "When You are Old" &amp; "A Dialogue of Self and Soul"</li> </ul>	<b>DB Post #4</b> <b>Respond to AP Ch9</b> Due: 12:30 pm  Read AP Ch10 (119-133)
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Gender and Voice</li> <li>Poems: Ann Radcliffe "<a href="#">Superstition-An Ode</a>" &amp; Emily Brontë "Silent is the House"</li> </ul>	Read AP Ch11
<b>Week 5</b> <b>September 13 - 17</b>	<b>Monday:</b> <ul style="list-style-type: none"> <li>Introduce Public-Facing Essay</li> <li>Sample reading</li> </ul>	Compose your public-facing essay

	<p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• Guided Workshop</li> <li>• Brainstorming</li> </ul>	
	<p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>• Introduce Meter</li> <li>• Poem: Dylan Thomas "<a href="#">Do not Go into that Gentle Good Night</a>" (<a href="#">Enjoy the poet's reading here.</a>)</li> </ul>	<p><b>Due: Project #1 Public-Facing Essay 11: 59 pm</b></p> <p>Read AP Ch12</p>
<p><b>Week 6</b> September 20 - 24</p>	<p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• Sound and Rhythm</li> <li>• Poems: Gerard Manley Hopkins "The Startlight Night"</li> </ul>	Read AP Ch13
	<p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• Rhetoric: More Trope (Organization Sound, Pattern etc.)</li> <li>• Poem: T.S. Eliot "The Love Song of J. Alfred Prufrock"</li> </ul>	<p><b>DB Post #5 Respond to AP Ch 13</b> Due: 12:30 pm</p>
	<p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>• Wrap up AP Ch13</li> <li>• Introduce graphology &amp; Stylistic Study</li> <li>• Poem: T.S. Eliot "<a href="#">The Hollow Men</a>"</li> </ul>	Read AP Ch14
<p><b>Week 7</b> September 27 - October 1</p>	<p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• Poetic structure: Ambivalence, incomplete meanings</li> <li>• Introduce Haiku</li> </ul>	
	<p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• Explore creative topics</li> <li>• Imagism, painting and poetry: <a href="#">Appreciating some</a></li> </ul>	<p><b>DB Post #6 Brainstorm your creative project</b> Due: 11:59 pm</p>

	<a href="#">modern poetry and arts</a>	
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Review basic elements in poetry</li> <li>Reading poems critically: How many ways can a poem be interpreted? (Sample reading: “Kubla Khan” by S.T. Coleridge)</li> </ul>	
<b>Week 8</b> October 4 - 8  *Mid-semester reports due by noon on October 7th  *October 7-8 Fall Break (No Classes)	<b>Monday:</b> <ul style="list-style-type: none"> <li>Composing a poem: A Writer’s Experience (Guest Speaker: Ola ElWassify)</li> </ul>	Compose your Project #2
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Guided Workshop</li> </ul>	<b>Due: Project #2 Creative Writing</b> <b>11:59 pm</b>
	<b>Friday: NO CLASS</b>	
<b>Week 9</b> <b>October 11 - 15</b>	<b>Monday:</b> <ul style="list-style-type: none"> <li>Introduce drama</li> <li>Basic elements in drama</li> </ul>	Read <i>SP</i> Ch1 (8-20)  Read Oscar Wilde: <i>Importance of being Earnest</i> Act I
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Discuss story telling in drama</li> <li>Oscar Wilde: <i>Importance of being Earnest</i> Act I</li> </ul>	<b>DB Post #7</b> <b>Respond to Ch1/IBE</b> Due: 12:30 pm  Read <i>Importance of being Earnest</i> Act II  Optional reading: <i>SP</i> Ch2
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Drama: Cultural Opportunity</li> <li>Oscar Wilde: <i>Importance of being Earnest</i> Act II</li> </ul>	Read <i>Importance of being Earnest</i> Act III  View the show
<b>Week 10</b> <b>October 18 - 22</b>	<b>Monday:</b> <ul style="list-style-type: none"> <li>Oscar Wilde: <i>Importance of being Earnest</i> Act III</li> <li>Discuss the live performance</li> </ul>	Read <i>SP</i> Ch6 “Theme and Personal View”
	<b>Wednesday:</b>	Read <i>SP</i> Ch7 “Method and Structure”

	<ul style="list-style-type: none"> <li>Understanding a Play: from an Actor's Perspective (Guest Speech: Cynthia Ulrich)</li> </ul>	
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Wrap up <i>SP</i> Ch6 &amp;7</li> <li>Introduce Modern School &amp; Modernism</li> </ul>	Read <i>Waiting for Godot</i> Act I
<b>Week 11</b> October 25 - 29	<b>Monday:</b> <ul style="list-style-type: none"> <li>Introduce Theatre of Absurdity</li> <li>Samuel Beckett <i>Waiting for Godot</i> Act I</li> </ul>	Read <i>Waiting for Godot</i> Act I & Act II
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Continue discuss: Samuel Beckett <i>Waiting for Godot</i> Act I</li> <li>Introduce development in plays</li> </ul>	<b>DB Post #8</b> <b>Respond to <i>Waiting for Godot</i> Act I</b> Due: 12:30 pm  Finish reading <i>Waiting for Godot</i> Act II  *Optional reading <i>SP</i> Ch8 "Development"
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Samuel Beckett <i>Waiting for Godot</i> Act II</li> <li>Discuss "What's Climax &amp; Anti-Climax?"</li> </ul>	View the show of <i>Waiting for Godot</i> Act I  *Optional reading <i>SP</i> Ch9 "Climax"
<b>Week 12</b> November 1 - 5	<b>Monday:</b> <ul style="list-style-type: none"> <li>Discuss the performance of <i>Waiting for Godot</i> Act I</li> </ul>	Read <i>SP</i> Ch10 "Ending the Play"  View the show of <i>Waiting for Godot</i> Act II
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Discuss the performance of <i>Waiting for Godot</i> Act II</li> </ul>	<b>DB Post #9</b> <b>Respond to the performance of <i>Waiting for Godot</i> Act II</b> Due: 12:30 pm
	<b>Friday:</b> <ul style="list-style-type: none"> <li>What's an Ending?</li> </ul>	Read <i>SP</i> Ch11

	<ul style="list-style-type: none"> <li>Compare and classify endings in different plays</li> </ul>	
<b>Week 13</b> November 8 - 12	<b>Monday:</b> <ul style="list-style-type: none"> <li>Caryl Churchill: <i>Top Girls</i> Act I</li> </ul>	Read <i>Top Girls</i> Act I
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>Carly Churchill: <i>Top Girls</i> Act II</li> </ul>	<b>DB Post #10</b> <b>Respond to Top Girls Act I</b> Due: 12:30 pm  Read <i>Top Girls</i> Acts II & III
	<b>Friday:</b> <ul style="list-style-type: none"> <li>Carly Churchill <i>Top Girls</i> Act III</li> </ul>	<b>View <i>Top Girls</i> produced by BBC</b>
<b>Week 14</b> November 15 - 19  *November 16th is the last day to withdraw from University	<b>Monday:</b> <ul style="list-style-type: none"> <li>Introduce literary research &amp; Research Project</li> <li>Research guide</li> </ul>	Brainstorm your research topic.
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li><i>Conference 1</i></li> </ul> <i>Please come to the class and discuss your research topic with me.</i>	
	<b>Friday:</b> <ul style="list-style-type: none"> <li><i>Conference 2</i></li> </ul> <i>Please come to the class and discuss your research topic with me.</i>	<b>Due: Project #3</b> <b>Research Proposal</b> <b>11:59 pm</b>
<b>Week 15</b> <b>November 22 - 26</b>  *November 20-28th Fall Recess (No Classes) *November 24-26 University Closed	<b>Fall Recess: NO CLASSES</b>  <b>Happy Thanksgiving!</b>	
<b>Week 16</b> November 29 - December 3	<b>Monday:</b> <ul style="list-style-type: none"> <li>Feedback to your proposal</li> <li>Poetry and Psychoanalysis</li> <li>Sample reading</li> </ul>	
	<b>Wednesday:</b>	

	<ul style="list-style-type: none"> <li>• Dramas from another perspective: Theatre of Cruelty</li> <li>• Genre Debate: Why poetry and drama?</li> </ul>	
	<b>Friday:</b> <ul style="list-style-type: none"> <li>• Introduce/Review MLA format</li> <li>• Brainstorm your final project</li> </ul>	<b>Continue composing your final research paper based on the feedback you received.</b>
<b>Week 17</b> December 6 - 10  *December 9 is the last day of classes *December 13-17: Final Exam Period	<b>Monday:</b> <ul style="list-style-type: none"> <li>• Review genre conventions of poetry and drama</li> <li>• Final thoughts about the class: Sharing your experience about poetry and drama</li> </ul>	
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>• Guided workshop</li> </ul>	<b>Due: Project #4 Research Paper 11:59 pm</b>
	Friday: NO CLASS	

**Final grades are due in STAR by noon on December 20th.**

**Fall Commencement is December 18th.**