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Syllabus documents

- [Course information](#)
- [Class policies](#)
- [University Policies and Resources](#)
- [reading tips](#)
- [discussion tips](#)
- [learning tips](#)

Info, instructions, etc.

- [Contact info, office hours, full availability](#)
- [D2L](#)
- [status update prompt](#)
- [reading response prompts](#)
- [assignment makeups](#)

Final project

[Note that there may be tweaks to the assignment each semester, so this isn't set in stone until we start going over it around midterm.]

- [prompt](#)
- [FAQ 1](#); [FAQ 2](#); [FAQ 3](#); [FAQ 4](#); [FAQ 5](#)
- [this semester's FAQ \[new additions as of 4/11\]](#)
- [rubric](#)
- [analysis tips](#)
- [more tips/example](#)
- [another example](#)
- [citation](#); [citation, formatting, submission style](#)

Course texts

- [“The Dream of the Rood”](#)
- [Beowulf](#)
- [Lanval](#)
- [Sir Gawain and the Green Knight](#) [[Google doc](#)]
- [The Green Knight](#)
- Julian of Norwich, [Revelations of Divine Love](#)
- Margery Kempe, [The Book of Margery Kempe](#)
- [Monty Python and the Holy Grail](#)
- Edmund Spenser, [“Coming to kiss her lips”](#)
- Thomas Campion, [“There is a garden in her face”](#)
- William Shakespeare, [“My mistress' eyes are nothing like the sun”](#) (Sonnet 130)
- Christopher Marlowe, [“The Passionate Shepherd to His Love”](#)
- Walter Raleigh, [“The Nymph's Reply to the Shepherd”](#)
- John Donne, [“The Flea”](#)
- Andrew Marvell, [“To His Coy Mistress”](#)
- Aphra Behn, [“The Disappointment”](#) [adult content!]
- John Wilmot, Earl of Rochester, [“The Imperfect Enjoyment”](#) [adult content and adult language!!!]
- William Congreve, [The Way of the World](#)

Quizzes/keys

- [quiz tips](#)
- [quiz keys by term](#)
- [practice quiz #1](#) / [key](#)
- [practice quiz #2](#) / [key](#) / [key w/highlights](#)
- [quiz #1 key](#)
- [quiz #2 key](#)
- [practice final/key](#)

Reading handouts

- [general terms](#)
- [additional terms](#)
- [early medieval contexts](#)
- [Beowulf](#)
- [Lanval](#)
- [Sir Gawain and the Green Knight](#)
- [Christian mysticism](#)
- [Renaissance blazon](#)
- [estate poetry](#)
- [Marlowe/Raleigh](#)
- [Way of the World](#)

Note: work indicated here will be due on D2L under “Assignments.” Reading responses will be due at 8:00 a.m.¹ the day we’re discussing that reading in class; status updates and other non-reading-response assignments (info response, final projects, etc.) will be due 11:59 p.m on the dates indicated.
This schedule is subject to change, and links to readings/prompts/handouts will be added frequently. Please check back regularly throughout the semester.

WEEK 1

T 1.09

- intro to course
- [general terms](#)

Th 1.11

- [1.1 “Dream of the Rood” reading response](#) due 8:00 a.m. (D2L → Assessments → Assignments)

Before reading “The Dream of the Rood”:

- Review:
 - [general terms](#): poetry, theme, setting, cultural context, imagery, symbolism
 - [additional terms](#): persona, comitatus, kenning, litotes
- Read:
 - [early medieval contexts](#)
- Look at:
 - [early medieval artifacts \(Staffordshire hoard\)](#)
 - [early medieval crucifixes](#)
 - [reconstruction of 10th c Christian Danish runestone](#)

Then read:

- [“The Dream of the Rood”](#)

Discussing in class:

- [“The Dream of the Rood”](#)
- [\[original Old English text\]](#)
- [supplemental/time permitting: James Merrill’s 20th-century concrete (i.e. in the shape of something) poem [“The Christmas Tree”](#)]

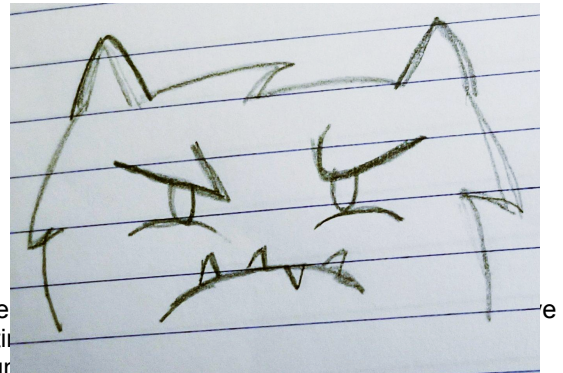
WEEK 2

[\[practice quiz #1 / key\]](#)

T 1.16

UNG closed due to inclement weather

- [info response](#) due (D2L 11:59 p.m.)
- I’ve rescheduled the deadline for the *Beowulf* 1-702 response for Thursday, but **please post it as soon as**



1. “Why aren’t they due later than 8:00 a.m.” because the reading is often answered to their questions properly prepped before class and I need time to
 - “Why aren’t they due at midnight the night before so that I don’t wait up and complain that I’m denying them a college student’s god-given right to do their work at four in the morning
 - “Well why aren’t they due at four in the morning then” because you don’t perceive four in the morning as early Tuesday morning, you perceive it as late Monday night, so if I set a deadline for four a.m. Tuesday your brain will convert it to four p.m. Tuesday whether you like it or not and then you won’t get it submitted on time
 - “Why aren’t they due three days before class which is when I, A Good Student, would have them completed” well bully for you but I prefer to maximize the likelihood that most of the class will actually turn these things in
 - “Why aren’t they due when my other professors have stuff due” I don’t know your other professors and I’m not psychic
- Which is to say: I do understand & sympathize with your arguments for why you’re not crazy about the 8:00 a.m. deadline!!! But believe me when I say that through trial and error I have settled on this as the “least annoying” option for everyone involved :)

you're able! I'll be posting a FAQ document with answers to your questions about the text and adding to it as they come in. That way y'all can look over it before class and we won't need to spend as much class time addressing questions (which will make it easier for us to get caught back up from missing a day).

- I don't know if they'll end up extending the attendance verification period, which means if you're not in class Thursday, you risk getting dropped. Make sure to attend your classes this week; if you're going to miss class, make sure to let your professors know if you'll be absent and that you intend to remain in the class!

Beowulf FAQ (adding to this as reading responses come in; please try to look over it before class Thursday!!!)

Th 1.18

- **2.1 Beowulf lines 1-702 reading response** due (D2L 8:00 a.m.)

Review:

- **general terms:** poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- **additional terms:** comitatus, kenning, litotes, epic hero

Read/look at:

- [Beowulf handout](#)
- [setting images](#)
- [Beowulf](#) lines 1-702

in class:

- [FAQ](#) (work in progress)
- discussion

John Kilfoyle @Johnnobonno4lif · Oct 27

582 lines into reading Beowulf and chill and Beowulf gives you this look



WEEK 3

T 1.23

- [status update](#) due (11:59 p.m.)
- No reading response due, but since today's reading is a pretty small selection, please plemeeeeaaaaase try to use the weekend to **read ahead** so that you're ready to address 1070-1631 for Thursday's response.

Read:

- **general terms:** poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- **additional terms:** comitatus, kenning,

BEOWULF: anyone here who's killed a Grendel raise your hand

[he raises Grendel's torn-off arm]

raise the hand of however many Grendels you've killed

hey Unferth

stop hitting yourself

stop hitting yourself with Grendel's hand

UNFERTH: my lord, I should never have doubted you

and I'm sorry I – please stop doing that

BEOWULF: im not doing anything

im not even touching you

Grendel's touching you

BEOWULF *[skateboarding out of the mead-hall]:* Hwætever

- litotes, epic hero
- [Beowulf handout](#)
- [Beowulf](#) lines 703-862

in class:

- [group discussion/selections](#)
- [FAQ](#) (Wealhtheow, Hildeburh)

Th 1.25

- [3.1 Beowulf lines 1070-1631 reading response due](#) (8:00 a.m.)
 - Note that there are two specific questions on this one! Make sure to read the prompt.



Read:

- [general terms](#): poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- [additional terms](#): comitatus, kenning, litotes, epic hero
- [Beowulf handout](#)
- [Beowulf](#) lines 1070-1631
 - See [here](#) for a little info on the whole Hildeburh thing.
 - Note: you don't need to read the lines before this section (863-1069) or after it (1632-2199). There may be places in these sections that I have us look at together in class. These parts are basically "yay, Beowulf did the thing, let's party and give him lots of treasure as rewards and tell some more stories about our ancestors."
- [FAQ](#)/selections

WEEK 4

T 1.30

- [4.1 Beowulf lines 2200-3182 reading response due](#) (8:00 a.m.)

Read:

- [general terms](#): poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- [additional terms](#): comitatus, kenning, litotes, epic hero
- [Beowulf handout](#)
- [Beowulf](#) lines 2200-3182
- [FAQ](#)/selections



Th 2.01

- **CLASS CANCELED**
- check back for Tuesday's reading response prompt (*Sir Gawain and the Green Knight*)

WEEK 5

[practice quiz #2](#)

[practice quiz #2 w/answers highlighted](#)

[practice quiz #2 w/answers and key phrases highlighted](#)

Quiz #1 now available on D2L. Ten questions, one-hour time limit. Due next Tuesday (2/13) at 11:59 p.m.

T 2.06

- [Sir Gawain and the Green Knight Fitt I-II reading response](#) due (8:00 a.m.)
 - Note: read all of Fitt I (1-490) and the first part of Fitt II (491-669).
- [status update](#) due (11:59 p.m.)

Read:

- [SGGK handout](#)
- [general terms](#): poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- [additional terms](#): Arthurian romance
- [Sir Gawain and the Green Knight](#) Fitt I & first part of Fitt II (through line 669)
- [FAQ](#)

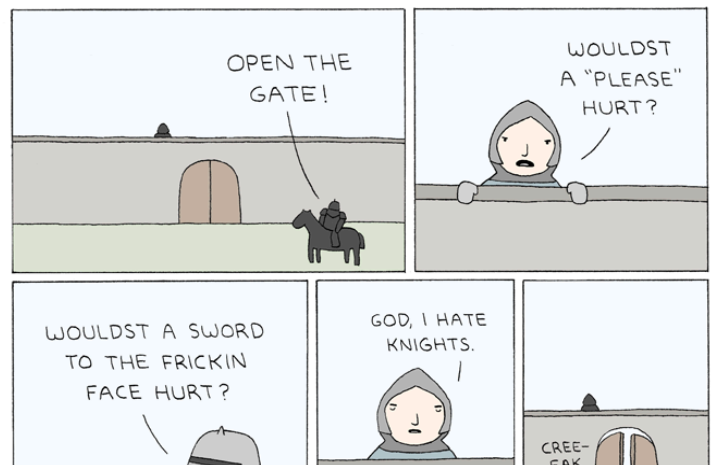


"In reading this first Fitt, the most interesting that stood out to me was this quote "holding the head in his hand by the hair" and how the green knight picked up his head by his hair (10). I don't know why it bothers me, but it does. I feel like if that was my head I would have picked it up by the bottom and been gentle with it, not just pick it up by his hair and have it swing around. I guess if he was trying to not get blood on him or something, but I mean his body must have been already covered in blood for having his head cut off, I mean I don't know. I don't like how he picked his head up by his hair."

-Student response, Fall 2019

Th 2.08

- [5.2 Sir Gawain and the Green Knight Fitt III reading response](#) due (8:00 a.m.)
 - You each have an assigned section, so make sure to read the prompt!
- Read: [Sir Gawain and the Green Knight](#), rest of Fitt II; all of Fitt III if possible, but make sure to read your assigned section (see reading response). [[Google doc](#)]



- [SGGK handout](#)
- [general terms](#): poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- [additional terms](#): Arthurian romance
- [FAQ](#)
- [group work](#) (Fitt III)

[We probably won't have time to do the pentangle activity that I like to do in class for Fitt II, but [here it is](#) if you want to do it on your own bc it can be a fun way to self-reflect]

WEEK 6

T 2.13

- I won't require a reading response for Fitt IV*, but be prepared to lmk in class about what you found interesting/confusing/etc.
 - *pleeeeeeeeeaaaaase read it anyway. A discussion that indicates that people are doing the reading even when they don't have a response due makes me more likely to let y'all have the occasional "day off" in terms of responses.)
- Quiz #1 due (D2L) 11:59 p.m.
- [Sir Gawain and the Green Knight](#) Fitts III-IV [[Google doc](#)]
 - reconvening with [groups](#) to share your observations with the class
- [SGGK handout](#)
- [general terms](#): poetry, narrative poetry, theme, setting, cultural context, allusion, characterization, protagonist, antagonist, dynamic characterization, static characterization, double, foil, conflict, irony, metaphor, simile, imagery, symbolism
- [additional terms](#): Arthurian romance

Th 2.15

- Finishing up SGGK
- starting *The Green Knight*
- [film notes](#)



WEEK 7

T 2.20

- [status update](#) due (11:59 p.m.)

In class:

- *The Green Knight*
- [film notes](#)

Th 2.22

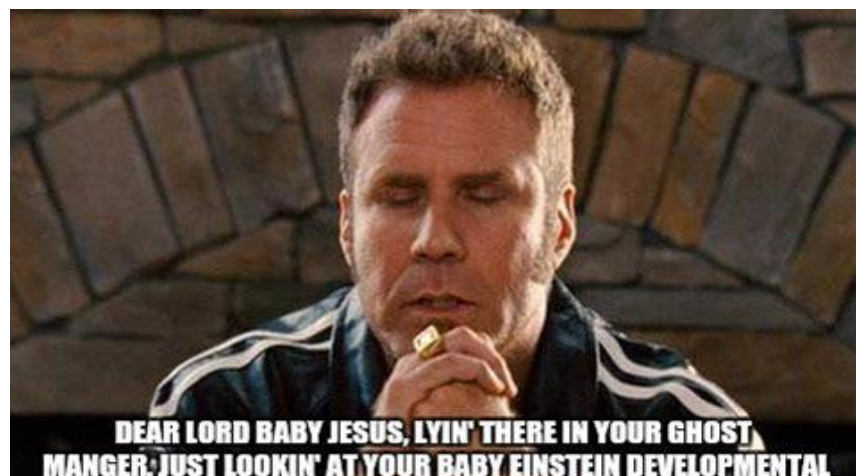
In class:

- *The Green Knight*
- *The Green Knight* discussion

Before end of the day **Saturday**:

- read the final project [prompt](#), including "further relevant documents."
- 7.1 [final project response](#) due **SATURDAY 2.24 11:59 p.m.**

The [anonymous midterm response](#) is available; responses by 75% of class = 100 assignment grade for everyone! Please complete it as soon as you can (and by Saturday 3.02 at the latest).



WEEK 8

[FAQ](#) [still need to add a few answers; will try to have everything on it complete before class Thursday]

This week:

- please complete [anonymous midterm response](#) by Saturday 3.02 [responses by 75% of class = 100 assignment grade for everyone!]
- Quiz #2 will be posted by Tuesday evening 2.27 and will be due Tuesday 3.05 11:59 p.m.

T 2.27

- [8.1 Julian of Norwich reading response](#) due (8:00 a.m.)
(see response prompt for your assigned selection)

Read:

- [Christian mysticism handout](#)
- [Julian of Norwich](#) (see response prompt for your assigned selection)
- terms to review: prose; Christian mysticism; affective piety; imagery; symbolism
- [classwork](#)

Th 2.29

- [8.2 Margery Kempe reading response](#) due (8:00 a.m.)
(see response prompt for your assigned selection)

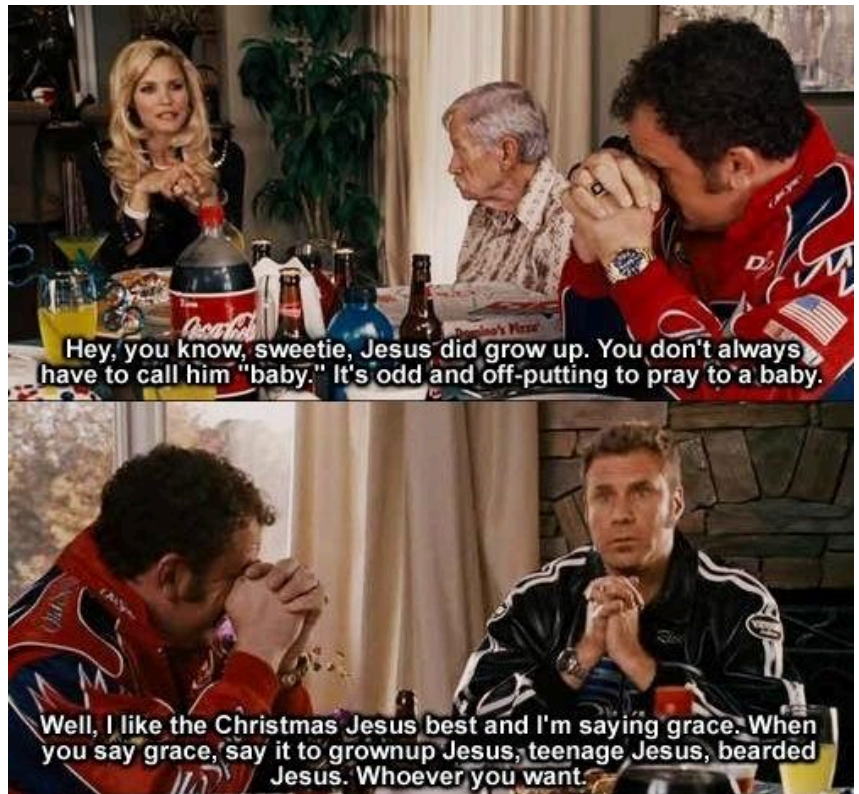
Read:

- [Christian mysticism handout](#)
- Margery Kempe: [\[google doc w/weird formatting issues\]](#) or [\[PDF\]](#) (see response prompt for your assigned selection)
- terms to review: prose; Christian mysticism; affective piety; characterization; dynamic characterization; static characterization
- classwork (might be catching up on Julian, starting Margery)

Saturday 3.02: please complete the [anonymous midterm response](#) by end of the day [responses by 75% of class = 100 assignment grade for everyone!]

[Friday: withdrawal deadline]

Regarding Quiz #2: we've now seen examples of the three major genres, so before you take the quiz, make sure you're clear on the difference between [prose, poetry, and drama](#)!



WEEK 9

T 3.05

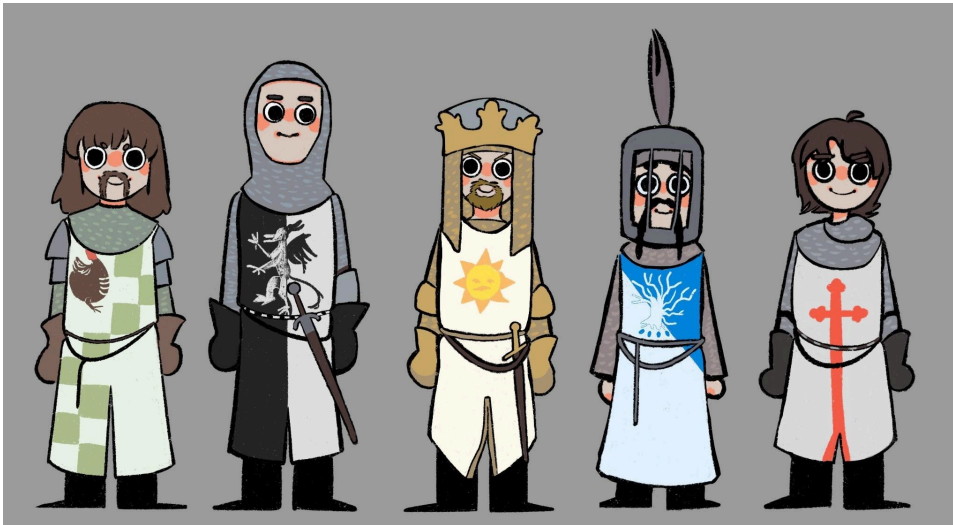
- Quiz #2 due (11:59 p.m.)
- [status update](#) due (11:59 p.m.)

In class:

- (might be finishing up Margery, then starting the film)
- *Monty Python and the Holy Grail*
- [terms to review]
- [film notes](#)

Th 3.07

- *Monty Python and the Holy Grail*
- film notes



Various announcements!

- Please look over this previous version of the [quotation brainstorming assignment](#). I'm currently tweaking the assignment prompt and will have it up soon (I'll update this item when that happens), but this is basically what you'll have due towards the end of week 12. Note that it's 10% of your grade! [This semester's version available here: [quotation brainstorming](#)]
- The [quiz #1 key](#) and [quiz #2 key](#) are now available, and you should now be able to view your answers/the correct answers to the first two quizzes on D2L (lmk if you can't access them).
- The folder for assignment makeups is now available on D2L. They're due week 16. (Please note that unless there's exceptional circumstances, they probably won't be graded until finals week. Asking me when they will be graded will not help me get to them any faster.)
- You'll have a few new terms to look over and three short poems to read for Tuesday when we return from break, with a response due that morning. I recommend getting that out of the way before your break starts. I'll post the prompt/folder soon.

WEEK 10

Spring break

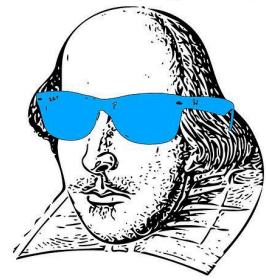
WEEK 11

T 3.19

- [11.1 blazon \(Spenser. Campion. Shakespeare\) reading response](#) due (8:00 a.m.)

- make sure to look at these new terms:
 - [poetry](#) (narrative vs. lyric)
 - [persona](#)
 - [blazon](#) (make sure to look at the “issues to consider” bit at the end before reading the poems)
- [some other relevant terms you may want to review: imagery, symbolism, metaphor, simile, irony]
- poems:
 - Edmund Spenser, “[Coming to kiss her lips](#)”
 - Thomas Campion, “[There is a garden in her face](#)”
 - William Shakespeare, “[My mistress’ eyes are nothing like the sun](#)” (Sonnet 130)
- [blazon responses](#)
- blazon exercise (in class)

I WROTE THAT
WENCH A SONNET



WENCHES LOVE
SONNETS

Th 3.21

- review:
 - [lyric poetry](#)
 - [persona](#)
- read:
 - [carpe diem poetry](#)
 - Christopher Marlowe, “[The Passionate Shepherd to His Love](#)”
 - Walter Raleigh, “[The Nymph’s Reply to the Shepherd](#)”
 - [verb exercise](#)

WEEK 12

[quiz deadline TBA]

[\[quotation brainstorming due Sunday 3.31 11:59 p.m.! 10% of grade!\]](#)

T 3.26

- [status update](#) due (11:59 p.m.)
- Discussing Marlowe/Raleigh [[comparison](#)]
- review (be making note of any terms or previous quiz questions you’d want to go over)
 - [practice quiz #1](#) / [key](#)
 - [practice quiz #2](#) / [key](#) / [key w/highlights](#)
 - [quiz #1 key](#)
 - [quiz #2 key](#)

Th 3.28

- [12.1 Donne, Marvell reading response](#) due (8:00 a.m.) [Note: I pushed this back from Tuesday, but I’d recommend trying to get it done by then since you have more time Thurs-Tues than Tues-Thurs]
- review:
 - [lyric poetry](#), [persona](#), [carpe diem poetry](#)
 - [some other relevant terms you may want to review: imagery, symbolism, metaphor, simile, irony]
- read:
 - John Donne, “[The Flea](#)”
 - Andrew Marvell, “[To His Coy Mistress](#)”
 - Supplementary (not required): Archibald MacLeish, “[You, Andrew Marvell](#)”



Geoffrey Hughes
@geoffhughes

Replying to @kukukadoo

You're in her DMs but in this
flea our two bloods mingled
be--we are not the same.

4:08 AM · 06 Nov 21 · [Twitter for Android](#)



Johanna Winant
@johannawinant

Replying to @kukukadoo

You're in her DMs, I'm with her
in these living walls of jet, we
are not the same

12:52 PM · 05 Nov 21 · [Twitter for iPhone](#)



katie kadue
@kukukadoo

if that's your girl why is her
blood mixed with mine in the
body of this flea

11:26 AM · 05 Nov 21 · [Twitter for iPhone](#)

WEEK 13

[quotation brainstorming due Sunday 3.31 11:59 p.m.! 10% of grade!]

- **If you don't have your quotation brainstorming in yet, get it in by 11:59 tonight (Tues 4.02).**
- Lmk if you want to meet to discuss a draft of your analyses for the final project. Sometime this week, in-person or via Zoom tomorrow (Wednesday) before 4:00 or sometime Friday (Zoom only) would be ideal.

T 4.02

- 13.1 [Behn, Rochester](#) reading response due (8:00 a.m.)
- read:
 - [failed seduction poetry](#) (or: "s*** starts getting weird in 1660")
 - Aphra Behn, "[The Disappointment](#)" [adult content!]
 - John Wilmot, Earl of Rochester, "[The Imperfect Enjoyment](#)" [adult content *and* adult language!!!]
 - [selected reactions](#)

With these poems, think about the kind of thing we've seen w/Shakespeare where things might not be exactly what they seem. In this case, think about what it means for a poem to be "romantic" or "not romantic." Is it the way things are being said, or *what's* being said? How might these poems set us up to think it's going to be one kind of thing when it's actually another?

Th 4.04

- [Practice final](#) [\[key\]](#)
 - [\[info, tips, etc.\]](#)
 - The practice final and the final will have the same format (just like the quizzes).
 - The practice final will have around 70 questions. The actual final will have something in the realm of 35-37 (for 3 pts. each, meaning 33 correct = 99%).
 - Note that due to the 4.11 cancellation, it makes more sense to do review now and then spend the last part of the semester on *Way of the World* (rather than having to pause for a week in the middle of the play). That means that **any questions about terms, etc. need to get worked out this class/next class!**
 - That also means that the practice final will have questions from *Way of the World*, which we haven't read yet. Look up "comedy of manners" on the additional terms, and other than that, rely on reading comprehension/process of elimination.

WEEK 14

T 4.09

- [status update](#) due (11:59 p.m.)
- Clearing up any last questions about the final project
 - [citation/formatting/submission](#)

- [\[FAQ\]](#)
- Reviewing [practice final](#)
 - [\[key\]](#)
 - [\[quiz keys by term\]](#)
 - [come back to: affective piety; blazon]

Th 4.11

[no class; Dr. Walker at conference]

- **final projects:** [citation/formatting/submission](#)

Final project deadline (see details below):

- Tuesday 4.16 11:59 p.m. **AS LONG AS** you've also submitted your reading response/shown up for class that day.
- Otherwise, it's still Sunday 4.14 11:59 p.m.

Regarding quotation brainstorming feedback:

- If there's any **major** issues with your quotation brainstorming (as in "not understanding the basic expectations of the assignment"), I'll try to leave you a comment on D2L, hopefully by the end of the day Wednesday. Make sure to read that feedback.

Regarding final project deadlines:

- I initially chose Sunday as the deadline because we need to be able to discuss *Way of the World* Tuesday and I don't want everyone skipping it because they're finishing up their projects. But I know that I won't be starting to look at your projects Monday due to other commitments, and I want to make sure everyone has time to clear up questions (which is tricky this week because of my conference travel).
- Therefore, a compromise:
 - You get an automatic extension until **Tuesday 4.16 11:59 p.m.** **IF** you also submitted your *Way of the World* response Tuesday morning and are in class to discuss it (barring well-documented emergencies).
 - If you didn't submit your WotW response/aren't in class, I'll expect you to have turned the project in by Sunday 11:59 p.m. and will consider anything after that time late.
 - Note that the "deadline" in D2L is still set for Sunday, but as long as you met the Tuesday expectations, don't worry about it being marked "late."

Regarding late submissions:

- Firstly, note that, yes, the folder will remain open through the entire week; that doesn't mean that you have until Saturday 4.20 to turn it in (it's for cases like "you turned it in but something went wonky with an attachment that we need to fix").
- If you are not going to be able to submit your project by the deadline, make sure you're letting me know as early as possible and staying in touch with me about your projected submission date.
- My policy on all late major work is "I'll get to it when *and if* I get to it"--meaning that late projects go to the bottom of a very large stack of end-of-semester grading, and once I'm done with all the stuff that was submitted on time, I'll grade the stuff that came in late, in the

order received, *if I have time to do so* before the clock runs out on the semester. So if you just read that and thought “oh then it’ll be fine if I just turn it in late,” remember that ten of your classmates just thought the same thing and you’ll all be in a race against each other.

WEEK 15

T 4.16

- 15.1 [WotW I-II reading response](#) due (8:00 a.m.)
- [WotW handout](#)
 - Make sure to read this! Not only does it go over important social contexts (and one of your additional terms), but it also provides a rundown of the characters and plot. This one’s very soap-opera-y, and everyone’s brains are fried at the end of the semester, so refer to this to figure out what’s going on.
- [The Way of the World](#) acts I-II
 - See note at beginning of doc. re what a “scene” means in this kind of drama.
 - As you’re reading, focus on **characterization** and **relationships** (referring to the handout above as needed to keep track of who’s who and what the plot is). See reading response prompt for more.
- group work selections
- [terms to review: **comedy of manners**]

Th 4.18

- [The Way of the World](#) acts II-III
- [terms to review]

WEEK 16

T 4.23

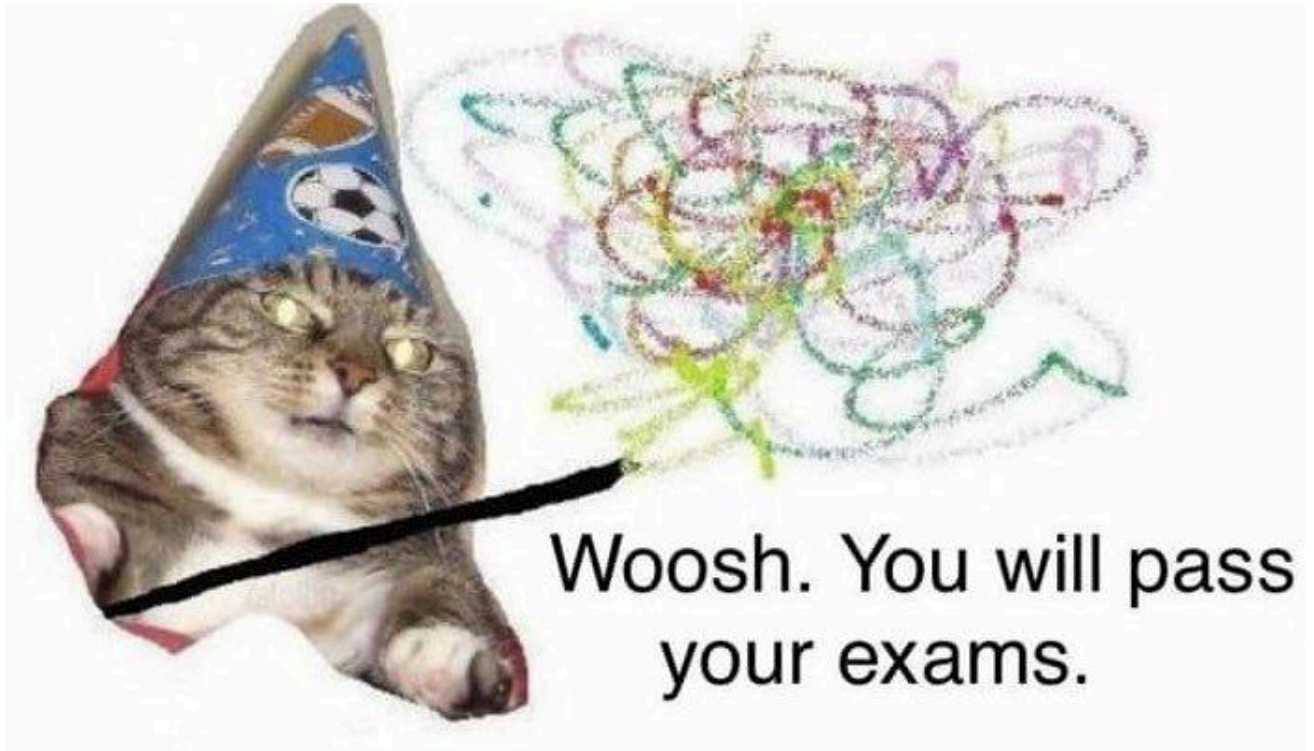
- 16.1 [WotW III-IV reading response](#) due (8:00 a.m.)
- [status update](#) due (11:59 p.m.)
- [The Way of the World](#) acts III-IV
- [terms to review]

Th 4.25

- [The Way of the World](#) act V
- [terms to review]
- makeups due end of day Sunday

FINALS WEEK

Final exam: Th 5.02 12:40-2:40



Woosh. You will pass
your exams.

Will possibly fit this in somewhere if I can find room for it.]

Due 8:00 a.m. (D2L → Assessments → Assignments):

- *Lanval* reading response due (8:00 a.m.)

Read before class:

- [Lanval handout](#)
- [Lanval](#)
- [terms to review]



“Hot Girl? In her tent?”

It's more likely than you think.

FREE PC CHECK!

 **CONTENTwatch™**