

English 251: Fundamentals of Literary Interpretation

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Welcome

In this class, you'll be exposed to all kinds of literature from several different sources. Reading is a way to go places you've never been, meet people you've never met, and have experiences you may otherwise never have. All of these opportunities can be yours without ever leaving the comfort of your own computer. Reading is a way to transmit the knowledge of humanity. As with any literature class you can receive the benefit of your own personal growth, but you can doubly grow if you find someone who loves you enough to talk to you about the ideas and concepts you find in literature.

This is an interactive online course. That means you will write group papers and summaries and respond to questions posed by your classmates. We'll become good friends along the way, talking about the works we've read. This course will encourage you to make connections between the literature and your life. You will learn and benefit in direct proportion to the mental energy you expend.

I am confident we'll have a good time!

Important to Know

The only thing you should know before you take this course is how to read. The reading you'll be doing in this class comes on two different levels.

The first level is simply reading and following instructions. Each of the lessons has a series of instructions that, when followed, will help you gain access to the information you need to succeed in the class.

The second level of reading is the part where you read the literature assigned for the lesson. This reading is a little different. In the discussion part of the class, we'll talk about the "jargon"

used to discuss literature--the literary terms that are the specialized language of literature--and then we'll apply it. Another way we'll talk about literature is to ask questions. I encourage you to read [Elder Bednar's CES talk from February 2007, "Reservoirs of Living Water."](#) This talk presents three levels of reading, and the inspiration he shares will help guide the reading you will do for this class.

So, while the basic requirement of the class is that you know how to read, one of the benefits at the end of the class is that you will know how to read like an English major or minor!

Textbooks

Benitez, Sandra. [A Place Where the Sea Remembers](#). New York: Scribner, 1994.

Bressler, Charles E. [Literary Criticism: An Introduction to Theory and Practice](#). 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Gibaldi, Joseph. [The MLA Handbook](#). 6th ed. New York: Modern Language Association, 2003.

Kennedy, X.J. and Dana Gioia. [Backpack Literature: An Introduction to Fiction, Poetry, and Drama](#). 2nd ed. New York: Longman, 2008.

PLEASE NOTE: IF YOU BUY A DIFFERENT EDITION THE PAGE NUMBERS IN THE BOOK WON'T MATCH WITH THE ASSIGNED PAGES IN THE SYLLABUS!

Grade Breakdown

Category Breakdown*

Assignments and Quizzes	30%
Discussion Board & Wiki Summaries	10%
Journal Blog & Final Reflective Paper	20%
T-Analysis Paper / Poetry Portfolio	20%
Final Exam & Literary Terms	20%

*For more information about each category see "Class Categories."

Final Grade Breakdown

A	=	94 - 100%
A-	=	90 - 93%
B+	=	87 - 89%
B	=	84 - 86%
B-	=	80 - 83%

C+	=	77 - 79%
C	=	74 - 76%
C-	=	70 - 73%
D+	=	67 - 69%
D	=	64 - 66%
D-	=	60 - 63%
E (fail)	=	below 60%

Helpful Hints

While we can't guarantee you an A in this class, we can provide some helpful hints:

1. Think on a different level.

It's not merely enough that you give a plot summary, but what does it mean?

For example, we know what happens in *Snow White and the Seven Dwarves*, but we want to know what some of it *means*. This class involves these kinds of questions: What does it mean that the apple is red? Why is it an apple Snow White eats and not a banana? Why does Snow White feel obligated to come in and clean and cook for the dwarves? What does it say about the society of the time that the dwarves live away from a settled town? While all of these questions are not necessarily those you ask of a fairy tale, they're asking a reader to think beyond the surface of the work. That's one of the main purposes of this class, and it's also fun as you discover new ideas and concepts.

2. Read the assigned material.

Three of us worked on putting this class together, and we have included those pieces of literature we like. All three of us are different in our approaches and our tastes, and we want you to experience literature as we do, something wonderful, growth-promoting, and fun.

3. Think about what you're reading.

If you just read casually and never think about some of the questions we pose, you may not find the reading fun or even relevant. What wonderful or tragic or new idea did you discover in this reading? How do those ideas affect how you see your life? The lives of others? Life in the twenty-first century? Only by asking yourself some of these questions and answering other questions the lessons pose can you experience this class in the fullest.

4. Talk about what you're reading.

Take advantage of the weekly class discussions. Discuss and argue about the literature. What textual evidence supports your arguments? What evidence supports your classmates' arguments? What about different viewpoints? Can you both be right? Some of my favorite conversations are with English teachers as we compare what we have read, and consider how it compares to something else. Sometimes, often, we disagree on meanings of literature and how to approach works and share them with our classes, yet we grow through considering each others' viewpoints. It is our hope some of these kinds of discussions happen for you.

For more hints, visit: <http://www.byui.edu/insttech/OnlineCourses/Orientation/succeed.htm>.

Class Categories

Assignments and Quizzes

Each lesson, except Lessons 1, 11, and 27, contains a quiz at the end, and lessons 3, 9, 13, 18, 22 discuss critical theories contains and quiz at the end (Lesson 1 is introductory, and Lessons 11 and 27 deal with your analysis papers). There are 10 questions on every quiz, with the exceptions of Lessons 10, 17, 20, and 26. Those lessons mark the end of units and contain 15 questions.

Sample questions can be found in Course Resources; I suggest you take a look at these before and during your reading to guide you.

Your quizzes may be open book, referring directly to the literature in question as you apply what you've learned. I should warn you, however, that some students have learned the hard way that you can't "page back" directly into the lessons while taking your quiz, so if you want to refer to lesson material as well as your text, print off a copy of the lesson before you take your quiz or open the lesson material in another window.

Remember that quiz questions are designed to improve your critical thinking skills. On any given question, more than one response may have a degree of truth to it, but your job is to consider each option thoughtfully and *choose the one* that represents the **best, most true and complete understanding of the literature**.

All of the quizzes together are weighted at 30% of your grade. The end-of-unit quizzes are weighted slightly higher than the other quizzes.

Discussion Boards and Wiki Summaries

Most weeks you'll be responsible to lead a discussion OR participate in at least three other discussions led by other students in the class. The class is divided into two discussion groups. Each week half of your group will post a question and facilitate that discussion, responding to every thread posted to their question. The other half of the class will participate on at least three of the posted questions. One week you will post and facilitate the discussion, the next week you will just respond to others' questions. As an active participant in one-three discussions per week, you'll have the opportunity to more deeply engage the literature we're reading and explore questions and perspectives that you might not consider on your own. These new insights will help you better prepare for lesson quizzes and course writing assignments. They're also a wonderful way to get to know others in the class. You'll find detailed guidelines for discussions in the Course Information section.

After lessons on critical theory (four in all), I'll ask you to demonstrate a grasp of that critical lens by writing a group Wiki summary. You will write a group Wiki paper rather than participate in a weekly discussion.

To learn more about weekly discussions, see the Weekly Discussions section of this paper.

Journal Blog and Final Reflective Paper

You must write a one-page triple-entry journal response for each lesson. For how to write your journal responses see the materials on the main menu under the Reflective Journal button.

In each weekly lesson you will find topic suggestions at its conclusion; you may wish to glance over these suggested topics before you begin the lesson so that you can be thinking about them as you read and study. You will post your journal entry in your own Blog. Only you and I can read the entries. I will be able to see that you posted your entry on time and provide comments to help you reach the level of critical reflection.

Don't be afraid to be honest and to take some risks in your writing; it's nearly impossible to offend me through your content, and I will respect your candor. Journals will be graded according to completion, the level of critical reflection, and grammatical correctness. ***I encourage you to use specific references to the literary work/works you are discussing in each entry.*** Sample journal entries can be viewed in Course Resources and can also be found at the top of the Blog: "Resources for Triple-Entry Journals." Journals are due by 5 pm on Friday, the last day of the week.

T-Analysis Paper / Poetry Portfolio = 20%

You will write two 2-3 page analysis papers for this class. The first paper will come from the short fiction/novel unit while the second paper will come from the drama units. You will choose a literary work and then a literary lens. As a pre-writing activity you will create a T-Analysis. The T-Analysis will generate your thesis statement. You must use two academic sources and proper MLA documentation. Submit your T-Analysis with your paper. A sample essay can be viewed in Course Resources. For the Poetry Unit you will create a Poetry Explication Portfolio. The two formal analysis papers and the Poetry Explication Portfolio will count for 20% of your grade.

In Week Three you will write a T-Analysis. A T-Analysis is a pre-writing technique. The T-Analysis for Week Three will give you practice writing your two analysis papers for the Fiction and Drama units. To create a T-Analysis first choose a literary lens. Then ask a question that a critic might ask using that lens. Now divide your paper in half. On the left side of the paper, we want you to put quotations from whatever work you have chosen that a certain kind of critic would pick to enhance or support his or her reading of that work. On the right side of the paper, you explain why and how this particular quotation reflects that critical perspective and answers your question. See Course Resources for template and further instructions.

Weekly Discussions

One of the primary teaching and learning activities in this class is active participation in student led discussions. One week you'll be responsible to facilitate a discussion, posting a question and responding to every comment to your question. The next week you will actively participate in at least three other discussions led by other students in the class. As an active participant in 1-3 discussions per week, you'll have the opportunity to more deeply engage the literature we're reading and explore questions and perspectives that you might not consider on your own. These new insights will help you better prepare for lesson quizzes and course writing assignments. They're also a wonderful way to get to know your classmates.


Discussion Evaluation

You can only receive credit for participation if you facilitate a discussion and/or participate in others' discussions. Your peers and I will evaluate your participation using the following criteria:

1. Are your comments accurate?
2. Are they relevant to the issue under discussion?
3. Do your comments introduce a relevant, new insight?
4. Are the comments well written? (spelling, grammar, mechanics count--be considerate of your audience and craft your comments with care)

Important notes

It is fine to respond with non-informative comments. In fact, sometimes it is a good idea to thank others for their help or simply to let them know that you agree with what they have said. These types of comments are helpful. However, only comments that add knowledge and insights to the discussion will be graded.

The discussion board does have a spell-checking tool. Just click on this button  in the tool bar.

I-Learn has a new feature which allows readers to rate discussion board comments. Each discussion post you make may be rated by the instructor and your classmates according to the following guidelines:

Discussion Rating Guide		
Points	Interpretation	Grading Criteria
5 stars	Excellent (A)	The comment is accurate, relevant, teaches us something new, and is well written. Five star comments make a significant contribution to the course and stimulate additional thought about the issue under discussion.
4 stars	Above Average (B)	The comment lacks at least one of the above qualities, but is above average quality. A three star comment makes a significant contribution to our understanding of the issue under discussion.
3 stars	Average (C)	The comment lacks two or three of the required qualities. Comments which are based solely on personal opinion or personal experience often fall within this category.
2 stars	Minimal (D)	The comment presents little or no new information. However, one star comments may provide important social presence and contribute to a collegial atmosphere.
1 star	Unacceptable (F)	The comment does not contribute to the discussion.

Your discussion grade for the week will be determined by the average number of stars you receive for your contributions to the week's discussions.

(Used and adapted by permission - William Pelz - "(My) Three Principles of Effective Online Pedagogy")

How This Course Works

(PLEASE NOTE: all italicized words in blue come directly from the BYU-I Learning Model)

The class has been divided into twenty-seven lessons, each of which has assigned reading. Discussion material is included in each lesson. Because you will write a triple-entry journal for most lessons, writing prompts, called "Journal Response Starting Points," are often included. We've also included "Let's Check Your Mastery" questions to help you formulate thoughts and ideas about the works you've read. The "Let's Check Your Mastery" questions are not graded, but the feedback you receive upon answering these questions will help you prepare for the assignments.

The graded part of this course comes from your journals, T-Analysis paper, weekly class discussions, and the lesson quizzes. There are ten quiz questions at the end of every lesson, and at the end of each of the four units there are fifteen quiz questions. These are submitted and graded at the end of every lesson.

We do expect several things from you. First, we expect that you try to have good time. We've tried very hard to pick enjoyable, worthwhile works for you to read, so do your best to set aside any preconceived ideas you may have about literature and let yourself have some fun.

The second thing we expect is that you do your own work. While we can't be there to check on you, please approach this class with the Honor Code in mind. Let your integrity and your sincere desire to learn guide your studies in this class.

Finally, don't give up. We're not saying this class is easy, but pursuing learning with an honest heart and an open mind can bring you great rewards. If a reward is too easily reached, somehow its intrinsic value seems less than a reward which comes at the end of a struggle. *The BYU-I Learning Model says that as part of Ongoing Spiritual Preparation students should: Trust in the Lord, be worthy and obedient, pray, lay hold on the word of God, and cultivate a positive attitude.*

The final thing we expect of you is self-discipline. One of the advantages of taking this course on the Internet is that you determine the hours during the day you work on the course. However, that also becomes one of the disadvantages. Because you can set your own hours, you need to maintain strong discipline and give yourself daily deadlines. Just because it's easy to put off this course does not mean that it is a good idea to do so. Discussions are due weekly. Journal entries are required for most lessons. Quizzes close on Thursday and Discussion Boards close on Friday. The course does have due dates. Pay attention to those.

THE BYU-I LEARNING MODEL and MANAGING YOUR TIME

<http://www.byui.edu/learningmodel>

If this class met on campus, 3 days a week, in 14 weeks it would meet 36 times. Each lesson is the equivalent of 1 day in class. There are 27 lessons, so that allows for a few of the 'class' meetings for group work and project preparation. For every hour a class meets, the homework expectation is 2-3 hours. According to that formula students should allow 3 hours of class time +

6-9 hours for homework = 9-12 hours per week. This online class is designed with that formula in mind.

According to the BYU-I Learning Model, students have responsibilities in three areas: *Preparation* (before class), to *Teach One Another* (the expectation to participate in class), and *Ponder/Prove* (after class). How does the Learning Model transfer to online classes

PREPARATION: Before Class (3-6 hours)

If we'll think of the lessons and discussion board as "class time" then "before class" you should:

1. *Be Organized, Read and Study, Complete Assignments:* do the assigned reading in your course anthology and critical theory text
2. *To Learn—Be thorough, Develop and answer questions, and Know and love other teachers and learners:* write your journal entry on one of the literary works in the assigned reading. It is not required that you update your blog, but doing so is a way to stay connected with your teacher and classmates. We want to know how you are doing and what is happening in your life.
3. *Small Group Preparation Online—Participate in group discussion:* Contact your summary group or discussion board group and *Try Out Ideas and Test Understanding*

TEACH ONE ANOTHER: During Class (3 hours per week per week)

If the lessons, discussion boards, and Wiki Summary papers are "class time" then "during class" you should:

1. *Read and Study: Begin with prayer,* then read the lesson
2. *Be actively engaged: Listen and respond to the teacher and other students.* Participate in the discussion board by posting a question and facilitating that question or responding to at least three posted questions. *Treat other students with respect, Listen carefully to the Spirit, note insights, and Apply what you are learning* in your responses on the Discussion Board and in your group papers.

PONDER/PROVE: After Class (3-6 hours per week)

Once you have completed the assigned reading, read the lessons, and participated in the discussion board, then after class you should:

1. *Reflect after each learning experience individually and with your group.* At the end of the semester you will write a Final Reflective Paper.
2. *Participate in assessment activities:* take the quizzes, MLA Quiz, and Final Exam
3. *Participate in assessment activities:* write group summary papers, which is one way to *Teach other students individually and in groups.* Complete other assignments: T-Analysis for one critical theory, Poetry Explication Portfolio, and group Wiki summaries.

4. *Note outstanding questions*: contact your teacher and let him/her know what is going well, share lingering questions, and report difficulties with the course (both curriculum and technology)

5. *Seek additional learning opportunities; go beyond what is required*

System Requirements

- A PC running at least Windows XP or a Mac
- An updated Internet Browser -- Internet Explorer 7, Firefox, or Safari
- Plug-Ins (You probably have these)
 - Latest version of Adobe Reader (for accessing .pdf files)
<http://www.adobe.com/products/acrobat/readstep2.html>
 - Latest version of Flash Player (for accessing Flash presentations)
http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash&promoid=BUIGP
 - Latest version of Java
<http://www.java.com/en/download/index.jsp>
 - Docx (2007 extension) converter for Word 2003
<http://office.microsoft.com/en-us/word/HA100444731033.aspx>
- I-Learn Tutorial
<http://www.byui.edu/onlinelearning/tutorials/ilearn/studenttuts.htm>

Academic Honesty



Plagiarism is a serious form of academic dishonesty. According to Webster's Ninth New Collegiate Dictionary, it is "to steal and pass off (the ideas or words of another) as one's own." Taking ideas from a source without giving the author credit or taking three or more words in succession from a source without citing the source and marking the material with quotation marks is plagiarism.

If you plagiarize, you will not receive credit for the plagiarized assignment, you may fail the course, and, in keeping with [University policy](#), the Honor Code Office will be notified.

In addition, while all course assessments, with the exception of the final exam, are open book, you are expected to do your own work. Please let the University's Honor Code be your guide as you complete your course work.

Course Schedule

Below is an outline of the content and activities in each unit of the course. Please print this schedule and use as a resource to know what is ahead. Feel free to check off the assignments once you have completed them.

<p>Introduction Unit 1—Poetry</p>	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read documents in Course Information <input type="checkbox"/> Lesson 1: “What have I gotten myself into?” <input type="checkbox"/> MLA Quiz opens <input type="checkbox"/> Post on Class blog <input type="checkbox"/> Lesson 2: Reading a Poem <ul style="list-style-type: none"> Ch. 9 “Reading a Poem” (p. 308-15) Ch. 10 “Listening to a Voice” (p. 327-41) <input type="checkbox"/> Complete Quiz 2
<p>Unit 1—Poetry</p>	<p>Week 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 3: Formalism Bressler Ch. 3 “Russian Formalism and New Criticism” (p. 50-71) <input type="checkbox"/> Lesson 4: The Word in the Poem “Irony” (p. 342-43) Ch. 12 “Saying and Suggesting” (p. 374-379) <input type="checkbox"/> Complete Quiz 4 <input type="checkbox"/> Wiki summary for Formalism Due by 5:00 p.m. Friday <input type="checkbox"/> Weekly Discussion Board
<p>Unit 1—Poetry</p>	<p>Week 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 5: Imagery “Imagery” (p. 342-43) “Figures of Speech” (p. 399-412) <input type="checkbox"/> Lesson 6: Sound “Sound” (p. 414-27) “Rhythm” (p. 429-45) <input type="checkbox"/> Complete Quizzes 5-6 <input type="checkbox"/> Formalism T-Analysis DUE <input type="checkbox"/> Weekly Discussion Board
<p>Unit 1—Poetry</p>	<p>Week 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 7: Pattern in Poetry “Closed Form” (p. 446-64) “Open Form” (p. 465-77) <input type="checkbox"/> Lesson 8: Meaning in Poetry Ch. 19 “Symbol” (p. 479-89) “Allusion” (reread p. 358-59) <input type="checkbox"/> Complete Quizzes 7 and 8 <input type="checkbox"/> Lesson 9: Reader-Oriented Criticism

	<p>Bressler Ch. 4 (p. 72-95)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wiki Summary for Reader-Oriented Criticism
Unit 1—Poetry	<p>Week 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 10: Evaluating Poetry Ch. 20 “What is Poetry?” (p. 491-92) <input type="checkbox"/> Complete Quiz 10 <input type="checkbox"/> Poetry Portfolio Explication Due
Unit 2—Fiction	<p>Week 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 11: T-Analysis Assignment #1 <input type="checkbox"/> Lesson 12: Plot and Conflict “The Parable of the Prodigal Son” (begins p. 164) “Young Goodman Brown” (begins p. 219) “A Family Supper” (online) “A & P” (p. 16) <input type="checkbox"/> Lesson 13: Psychoanalytical Criticism Bressler (p. 142-63) <input type="checkbox"/> Complete Quiz 12 <input type="checkbox"/> Wiki Summary for Psychological Criticism
Unit 2—Fiction	<p>Week 6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 14: Character (p. 47-50) “Everyday Use” (p. 68) “The Jilting of Granny Weatherall” (online) <input type="checkbox"/> Lesson 15: Setting (p. 79-81) “A Pair of Tickets” (p. 96) “The Yellow Wallpaper” (p. 194) “The Ones Who Walk Away from Omelas” (online) <input type="checkbox"/> Lesson 16: Point of View (p. 25-31) “Flannery O’Connor” (p. 280) “A Rose for Emily” (p. 31) Kate Chopin Biography (p. 81-82) “The Story of an Hour” (p. 215) <input type="checkbox"/> Complete Quizzes 14, 15, and 16 <input type="checkbox"/> Weekly Discussion Board
Unit 2—Fiction	<p>Week 7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 17: Theme and Symbol (p. 158-60, 174-76) “Barn Burning” (p. 124) “The Chrysanthemums” (p. 176) “A Clean Well-Lighted Place” (p. 119) <input type="checkbox"/> Lesson 18: Feminism and Cultural Studies Criticism (p. 167-86, 233-52) <input type="checkbox"/> Complete Quiz 17 <input type="checkbox"/> Wiki Summary for Feminist Criticism <input type="checkbox"/> Wiki Summary for Cultural Studies

Unit 2—Fiction	<p>Week 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 19: Reading Long Stories and Novels (p. 275-80) <input type="checkbox"/> <u>A Place Where the Sea Remembers</u> (p. 1-86) <input type="checkbox"/> Lesson 20: Tell Me a Story “Evaluating a Story” (p. 260-62) <u>A Place Where the Sea Remembers</u> (p. 87-163) <input type="checkbox"/> Complete Quizzes 19 and 20 <input type="checkbox"/> T-Analysis Assignment #1 DUE <input type="checkbox"/> MLA Quiz closes <input type="checkbox"/> Weekly Discussion Board
Unit 3—Drama	<p>Week 9</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 21: Introduction to Drama (p. 586-71), (p. 616-22), (p. 585-89), (p. 616-22) <u>Trifles</u> (p. 571-84) <u>Antigone</u> (online) <input type="checkbox"/> Lesson 22: Cultural Poetics or New Historicism Bressler Ch. 9 (p. 212-29) <input type="checkbox"/> Complete Quiz 21 <input type="checkbox"/> Wiki Summary of New Historicism
Unit 3—Drama	<p>Week 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 23: Introduction to Othello Acts I and II (p. 673-721) Scenes 1, 2, and 3 of Act III (p. 721-41) You may read the play or watch a video production. <input type="checkbox"/> Lesson 24: The Final Tragedy of Othello Act III (scene 4) IV and V (p. 741-88) <input type="checkbox"/> Complete Quizzes 23 and 24 <input type="checkbox"/> Weekly Discussion Board
Unit 3—Drama	<p>Week 11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 25: Modern Drama Makes Us Question Ourselves “The Modern Theater” (p. 793-95) <u>A Doll’s House</u>, Acts I and II (p. 796-840) <input type="checkbox"/> Lesson 26: A Doll’s House Cracks and Crumbles <u>A Doll’s House</u> Act III (p. 840-859) <input type="checkbox"/> Complete Quizzes 25 and 26 <input type="checkbox"/> Lesson 27: T-Analysis Assignment #2 DUE before 5:00 p.m. Friday <input type="checkbox"/> Weekly Discussion Board
Unit 3—Drama	<p>Week 12</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take Literary Terms Test on I-Learn
Final	<p>Final</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Exam

