

Engl 4325 Victorian Literature

Meets: MWF 10:10-11:05, CAS 258

Professor: Dr. Catherine Ross

cross@uttyler.edu

Text (include your name): 903-520-5492

Texts:

Brontë, Charlotte. *Jane Eyre* by (paperback, ISBN 9780486424491) or *Jane Eyre* (ebook, ISBN 9780486114064)

Greenblatt, Stephen, ed. *Norton Anthology of English Literature, Volume E: The Victorian Age* (paperback, ISBN 9780393912531)

Gaskell, Elizabeth. *North and South* (paperback, ISBN 9780140434248)



Suggested Website: The Victorian Web, <http://www.victorianweb.org/>

This is a very useful scholarly website with information about the history, politics, religion, science, other arts and culture of the period. It includes pages for most of the important writers of the period and many of their works.



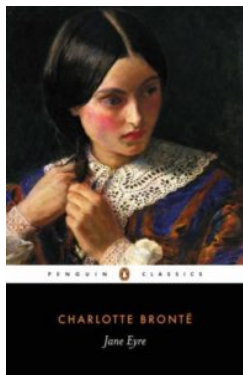
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The Victorian Period:

The Victorian Period began in 1837, lasted until 1901, and gave birth to the Modern Age. Because England had colonies on every continent except the Arctic and Antarctica, the sun quite literally never set on the British Empire in the Period. As a result of the wealth created by these holdings, the rise of modern science, and the enterprising character of the English people, Britain became the greatest and richest power in the world. English writers in this period are noted for their novels and for creating texts in prose and verse that discussed and aimed to reform British society so that it might be more truly inclusive and democratic. Social critics sometimes compare the Victorians and their energy to that of the US in the modern period.

Course Description:

In the first week of class, I will ask you to inventory your learning, literary, and life skills using the attached Self-Assessment check list; then we are going to have some fun! I will provide you with an overview of the Victorian Period, its writers and issues, the skills you will need for class assignments, and a description of the Term Project. Our first unit will be a study of Charlotte Brontë's classic novel *Jane Eyre*, with its eponymous heroine and darkly romantic Byronic hero, Rochester. I think there have been at least six films made of the story in English alone; it's that good! After we finish *Jane Eyre*, we will survey the work of four great poets of the age: Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning,



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and Gerard Manley Hopkins. Then, we will read the condition-of-England novel, *North and South* by Elizabeth Gaskell, which explores the social and economic challenges the English faced thanks to the Industrial Revolution. This novel, too, has been adapted for the screen by no less than the famous British Broadcasting Company, and you can find it in four parts on Netflix and YouTube. It is a story of family love, social mobility (both up and down), economic politics, and—of course—it includes a love story. After we finish *North and South*, we will read more poetry from the period, this time by Christina Rossetti, Emily Brontë, and Matthew Arnold.

From the first week to the last you will be working on a term project—you might do a standard English lit research paper, or you can write your own poems, stories, a treatment of one of our novels, or you can create a digital project—a podcast, a website, an interactive game. The project should be something you will really enjoy doing and it will involve and help you develop your skills in planning, research, writing, and creative endeavor. Ms. Dubre, our research librarian, and I will provide you with detailed instruction, guidance, and formative feedback for this endeavor throughout the semester.

Instruction in this course will include overviews of the history and social practices of the period; brief lectures on and discussion of literary works, writers, and genres popular in the period; help with research methodology and project management; and practice reading, writing about, and discussing Victorian prose and poetry. For most reading assignments I will provide you with a Class Preparation Assignment (we call them CPAs), which is a short list of comments and questions about each of your reading homework that is designed to guide your study at home and to help you engage with our assigned texts. The goals of the CPAs are to help you start thinking (by writing) about the reading so you can participate actively (and thereby learn more) in class discussion. You will bring your completed CPAs to each class, as we will refer to them during discussion. At the beginning of most classes there will be a short check quiz.

In place of a midterm exam, during Week 7 I will ask you to pull out your Self-Assessment from the first week of class and reassess your skills-levels. In place of a final exam, during the last week of class I will ask you to use the same document to produce a final assessment of your learning, literature, and life skills and to write a brief summary of what you have accomplished in this class. Your learning is something I take very seriously, and I hope you do too.



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Course Objectives

During our *studies of literature* in this course you will

- improve your close-reading and critical thinking skills
- learn more about literary conventions and techniques in poetry and prose and expand your critical vocabulary particularly in the areas of narrative structure, character development, and prosody¹
- become more familiar with significant historical events, cultural and social practices in 19th-century England, Europe, and America that shaped Western culture and learn how to apply this information to critical reading and to real-world settings

Thanks to *the Term Project*, at the end of this course, you will know how to plan and complete a long-term research or creative project. Depending upon the form and purpose of the project you choose, you may increase your knowledge and skills in the areas of

- Literary theory and analysis²
- Archival research³
- Victorian culture and social practices
- Pedagogy
- Digital and online media
- Creative writing

Learning of all kinds is the goal of this course—about literature, about your term project topic and form—but *above all about yourself!* At the end of this course, you will have developed or improved *skills that will make you not only a better student, but also a better professional and citizen.* These might include

- time management and follow-through
- resisting distractions and staying on task, even if the work seems very difficult
- interpreting and responding to human motivation and behaviors
- solving problems and responding to them creatively

¹ Prosody is the study of rhythm, sound, stress, and intonation in verse.

² These include Practical criticism, “New Criticism,” or Formalism; New Historicism or Cultural Poetics; Reader-response theory, psychoanalytic criticism, Marxist theory, post-modernism, post-structuralism, post-colonial theory, feminist criticism, queer theory, critical race theory, and critical disability theory.

³ These skills will include how to narrow a research topic and select the most appropriate search terms; how to select the most pertinent databases to conduct research; and how to use resources such as World Cat, British Periodicals, and Proquest Dissertations & Theses Global.

- taking notes and retrieving what you know
- noticing details and recognizing their importance
- processing information and experiences more deeply
- making connections between people, events, and ideas
- speaking about what you know and think
- working with others
- making well-reasoned and supported arguments



Graded assignments, the rationales behind them, and how they will be assessed and weighted

- **Weekly class preparation assignments** (about 28 total)
 - **Rationale:** CPAs help you focus your reading and critical thinking, remind you what is worth learning, give you a chance to engage in writing with the work at hand, and prepare you to engage in class discussion.
 - **Assessment:** Objective. Pass/fail (“pass” is calculated as 80%, not 70%). You may drop one missed or failed CPA.
 - **Weight:** 25% of your course average.
- **Daily reading quizzes** (approximately 28 total)
 - **Rationale:** One of the best ways to make learning “stick” is to practice recalling what you have learned in writing. Quizzes also teach you to be accountable.
 - **Assessment:** Objective. Graded by percentage of correct responses. You may drop your two lowest quiz scores at the end of the term.
 - **Weight:** 25% of your course average
- **Deadlines and selected deliverables for the Term Project** (two conferences, project plan, working bibliography, three writing segments, documented WC visit—8 items)
 - **Rationale:** Keeping deadlines teaches you time management. Conferences help you get started and keep on track. Breaking the writing of your project into sections helps you build the larger project and gives you opportunities for formative feedback and revision.
 - **Assessment:** Objective. Pass/fail (“pass” is calculated as 80%, not 70%).
 - **Weight:** 20% of your course average

- **Term project rough and final drafts:**
 - **Rationale:** Completing the rough draft allows you to consolidate your material, arguments, and appeals; it provides opportunities for formative feedback and subsequent revision. Completing a final draft gives you the chance to sum up and perfect the work you have been doing all semester.
 - **Assessment:** Graded according to rubric standards (e.g. organization, quality of your data and supporting evidence, the effectiveness of your arguments, appeals, and visuals; and the correctness of your language and citations.)
 - **Weight: 20%** of your course average
- **Class participation (every day, three days a week!):**
 - **Rationale:** By speaking with as well as listening to other students in class, you learn what you and others think. Moreover, once you graduate, you will need to be able to participate actively in your professional workspace. By speaking up in class you are practicing how to tell the world that you matter.
 - **Assessment:** This is a very individual and subjective assessment. Every student has different communication skills and needs for developing them. Consequently, this is a very individual and subjective assessment. Each week I will ask you to set a personal participation goal, and at the end of the week, you and I will decide together what grade you achieved. This is a very individual and subjective assessment.
 - **Weight: 10%** of your course average

I use the UT System's standard grading criteria: 90-100 is an A, 80-89 is a B, 70 to 79 is a C, 60-69 is a D. Anything below 60 is an F. Be aware that on final course grades, UT Tyler does not count a D as a passing grade. My criteria for assessment will be provided in the form of oral instructions, rubrics, and/or spoken or written feedback. After the due date, reading quizzes cannot be made up, but I will drop your lowest quiz grade at the end of the term. I use a "no nines" policy for the term project and your final course grades. For example: if you have an 89, I will round it up to a 90.

Other course guidelines:

Student-Instructor Communication: You are welcome to reach out to me via UT Tyler email or text to set up an appointment. If you text me, be sure you include your name in the message! In most cases, I can and will answer emails and texts within 24 hours unless these arrive on the weekend. Making (and keeping!) appointments is the best way to be sure you can have my full attention.

Attendance: Please attend class, even if you haven't completed the homework, you will still learn! If you have the bad luck to take ill, please make arrangements to keep up with the work and communicate with me about how you are doing

Missed, late work: All work is due on the announced deadlines. Because there are so many quizzes and CPAs, if you miss one, you may not make it up—just too much paperwork/busy work! You may, however, drop your three lowest scores at the end of the term. If you have a reasonable explanation for turning in your project deliverables late, I will do my best to accommodate you, but please do not make a habit of missing deadlines.

Digital decorum and academic discourse: I know you will do your best to treat your classmates, me, and Ms. Dubre, with respect and courtesy in class and on Canvas. All communication—emails, postings on Canvas, etc.—should be discreet and courteous. Please watch your language in all circumstances!

Resources for Students

Me, your professor! In class, after class, during office hours, via email. See me early and often, I want to help you in every way I can!

Ms. Dubre, our Lit/Lang Research Librarian. Ms. Dubre partners with us on the term project from beginning to end. She is the best! Don't miss her Yellow-slip meeting and seek her whenever you are perplexed. She wants to help you, too.

The Course Policy Statement and Syllabus on Canvas. I don't write these documents for myself; they are for you. Please become familiar with them and refer to them often; they will save you a lot of confusion/frustration/anxiety.

The Victorian Web: <http://www.victorianweb.org/> A really fine collection of all sorts of information about the Victorians, their poems and novels, their lives, and their issues.

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu A second set of eyes, and a writer-friendly voice to help you.

UT Tyler Counseling Center (903.566.7254) Nothing to be ashamed of here! We can all use a wise and objective advisor, a person trained to understand human feelings and fears, or just a friendly shoulder to cry on. Don't be shy about availing yourself of this service. Your tuition pays for it!

Statement on Academic Dishonesty: I call your attention to the UT Tyler Honor Code, which reads as follows:

“Every member of the UT Tyler community joins together to embrace the following code: Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.”

Also, on our Canvas site you will find the university's official statement on “Student Standards of Academic Conduct.” It provides explicit definitions of all forms of academic dishonesty. Please be familiar with these standards, you will be held responsible for observing them.

Statement on AI

Many assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. I will note in the assignment description where and how you may use AI. Please note that all use of AI must be appropriately acknowledged and cited, just as you do with books or articles that you reference in your writing. When you use AI tools for assignments, include a footnote calling readers' attention to where you used them and add an appendix showing (a) the entire exchange with the platform (e.g., prompts used), highlighting the most relevant parts, i.e. The parts you used; (b) a brief explanation of how the AI tools were used (e.g. to generate ideas, elements of text, to find a clearer way of saying what you meant to say etc.); and (c) an account of why you used AI tools (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Remember, using AI-generated language to avoid work or in place of your own words without citation is a form of academic dishonesty. Such behavior violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

ENGL 4325, Fall 2024, SYLLABUS

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Week 1

Research project: Launch project and meet with Dr. Ross and Ms. Dubre

August 26 Monday

IN CLASS: Course introduction, the Term Project, Ms. Dubre

HMWK: Read plot summary of *Jane Eyre*, p. 7-38, Volume I, chapters I-IV, and do the CPA and bring it to class. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/Jane-Eyre/>

August 28 Wednesday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 7-38.

HMWK: Read *Jane Eyre*, p. 39-78, Volume I, chapters V-IX, do the CPA, Use the chapter plot summaries to check your reading comprehension:

<https://www.coursehero.com/lit/Jane-Eyre/>

August 30 Friday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 39-78, Volume I, chapters V-IX

HMWK: Read *Jane Eyre*, p. 79-143, chapters X- XV, end of Volume I, do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

Week 2

Research project: Have you met with Dr. Ross and Ms. Dubre?

September 2 Monday: Labor Day, no class

HMWK: Finish *Jane Eyre* reading, do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/Jane-Eyre/>

September 4 Wednesday:

IN CLASS: Quiz, discussion of *Jane Eyre* esp. p. 79-143, Volume I, chapters X-XV

HMWK: Read in *Jane Eyre*, p. 146-185, Volume II, chapters XVI-XVIII, do the CPA.

Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

September 6 Friday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 146-185, Volume II, chapters XVI-XVIII

HMWK: Read *Jane Eyre*, p. 186-226, Volume II, chapters XIX-XXI, do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

Week 3

Research project: By now you should have met with Dr. Ross and Ms. Dubre and started on your project in earnest.

September 9 Monday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 186-226, Volume II, chapters XIX-XXI

HMWK: Read *Jane Eyre*, p. 227-268, Volume II, chapters XXII-XXV, do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

September 11 Wednesday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 227-268, Volume II, chapters XXII-XXV

HMWK: Read *Jane Eyre*, p. 269-301, Volume II, chapters XXVI-XXVII, do the CPA.

Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

September 13 Friday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 269-301, Volume II, chapters XXVI-XXVII

HMWK: Read *Jane Eyre*, p. 302-335, Volume III, chapters XXVIII-XXX, do the CPA.

Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

Week 4

Research Project: You should be developing your Project Plan and your Working Bibliography

September 16 Monday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 302-335, Volume III, chapters XXVIII-XXX

HMWK: Read *Jane Eyre*, p. 336-363, Volume III, chapters XXXI-XXXIII, do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

September 18 Wednesday:

IN CLASS: Quiz, discussion of *Jane Eyre*, p. 336-382, Volume III, chapters XXXI-XXXIV

HMWK: Read *Jane Eyre*, 383-422, Volume III, chapters XXXV-XXXVIII, do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/Jane-Eyre/>

September 20 Friday:

IN CLASS: Quiz and wrap up discussion of *Jane Eyre*.

HMWK: Read Tennyson's "The Lady of Shalott," "Ulysses," "The Charge of the Light Brigade"

Week 5

Research project: Project Plan and Working Bibliography due Wednesday

September 23 Monday:

IN CLASS: Poetry of Tennyson: "The Lady of Shalott," "Ulysses," "The Charge of the Light Brigade"

HMWK: Finish your Project Plan and Working Bibliography, be sure you have the items listed alphabetically by author and that each entry is properly formatted in MLA

September 25 Wednesday:

IN CLASS: Turn in your Project Plan and Working Bibliography; the sonnet form, three sonnets by Elizabeth Barrett Browning: I ("I thought once"), V ("I life my heavy heart up solemnly")

HMWK: No class on Friday, Dr. Ross traveling.

September 27 Friday

IN CLASS: No class, Dr. Ross at a conference

HMWK: Review the sonnet form and sonnets I (“I thought once”), V (“I life my heavy heart up solemnly”), and read XXI (“Say over again”), XXII (“When our two souls”), XXXII (“The first time that the sun rose”) from EBB.

Week 6

Research Project: You should be getting close to writing some text for the project

September 30 Monday:

IN CLASS: I (“I thought once”), V (“I life my heavy heart up solemnly”), XXI (“Say over again”), XXII (“When our two souls”), XXXII (“The first time that the sun rose”).

In class, we will also read and discuss XLIII (“How do I love thee”)

HMWK: Robert Browning’s dramatic monologues, “My Last Duchess,” “The Bishop Orders His Tomb at St. Praxed’s Church,” “Love among the Ruins”

October 2 Wednesday:

IN CLASS: Robert Browning’s dramatic monologues: “My Last Duchess,” “The Bishop Orders His Tomb at St. Praxed’s Church,” “Love among the Ruins”

HMWK: Get your book, find the plot summaries, if you have time and access to Netflix, view the first episode of the BBC’s four-part production of the novel. Spend some time drafting the three pages due next Wednesday.

October 4 Friday

IN CLASS: Introduce *North and South*

HMWK: Read the plot summary of *North and South* and review the character list provided. Read chapters 1 & 2 in the novel. Use the chapter plot summaries to check your reading comprehension. Do the CPA. <https://www.coursehero.com/lit/North-And-South/>



Week 7**Research Project:** three pages due Wednesday

October 7 Monday

IN CLASS: Quiz, discussion of *North and South* chapters 1 & 2.HMWK: Read *North and South* chapters 3 & 4. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/> Finish draft of the first three pages.

October 9 Wednesday

IN CLASS: Turn in three pages of text for your project. Quiz, discussion of *North and South* chapters 3 & 4.HMWK: Read *North and South* chapters 5 & 6. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/> Fill in the second column on the Self-Assessment, make two copies, one to turn in, one to keep.

October 11 Friday

IN CLASS: Turn in your Midterm Self-Assessment (keep a copy for yourself). Quiz, discussion of *North and South* chapters 5 & 6.HMWK: Read *North and South* chapters 7-10. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>**Week 8****Research Project:** three more pages due Wednesday

October 14 Monday

IN CLASS: Quiz, discussion of *North and South* chapters 7-10.HMWK: Read *North and South* chapters 11-14. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/> Write three more pages of your project

October 16 Wednesday

IN CLASS: Turn in three more pages of texts for your project. Quiz, discussion of *North and South* chapters 11-14HMWK: Read *North and South* chapters 15-18. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

October 18 Friday

IN CLASS: Quiz, discussion of *North and South* chapters 15-18

HMWK: Read *North and South* chapters 19-22. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

Week 9

Research Project: three more pages due Wednesday

October 21 Monday

IN CLASS: Quiz, discussion of *North and South* chapters 19-22.

HMWK: Read *North and South* chapters 23-26. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/> Write three more pages.

October 23 Wednesday

IN CLASS: Turn in three more pages of your project. Quiz, discussion of *North and South* chapters 23-26.

HOMEWORK: Read *North and South* chapters 27-31. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/> Do the CPA

October 25 Friday

IN CLASS: Catch up day, discussion of projects

HMWK: Work on the assembled draft of your projects, catch up on your reading as needed

Week 10

Research Project: Week 10 complete draft, make appointment with Writing Center, Wednesday

October 28 Monday

IN CLASS: Quiz, discussion of *North and South* chapters 27-31.

HMWK: Complete the rough draft of your project, read *North and South* chapters 32-38. Do the CPA. Use the chapter plot summaries to check your reading comprehension.

<https://www.coursehero.com/lit/North-And-South/>

October 30 Wednesday

IN CLASS: Turn in rough draft of your project, discussion of the reading

HMWK: Read *North and South* chapters 39-42. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

November 1 Friday

IN CLASS: Quiz, discussion of *North and South* chapters 39-42.

HMWK: Read *North and South* chapters 43-46. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

Week 11

Research project: consult with Writing Center, document this visit.

November 4 Monday LAST DROP DAY

IN CLASS: Quiz, discussion of *North and South* chapters 43-46.

HMWK: Read *North and South* chapters 47-50. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

November 6 Wednesday

IN CLASS: Quiz, discussion of *North and South* chapters 47-50.

HMWK: Read *North and South* chapters 51 & 52. Do the CPA. Use the chapter plot summaries to check your reading comprehension. <https://www.coursehero.com/lit/North-And-South/>

November 8 Friday

IN CLASS: Quiz, discussion of *North and South* chapters 51 & 52

HOMEWORK: Revise the draft of your paper; it is due Monday, prepare two copies: one to share with a reader, one to turn in at the end of class.

Week 12

Research project: revised draft due, revision workshop in class, Monday

November 11 Monday

IN CLASS: Turn in the latest draft of your project, revision workshop

HOMEWORK: Poetry of Christina Rossetti, “No, Thank You, John,” “Promises like Pie-Crust,” and “In Progress”

November 13 Wednesday

IN CLASS: Poetry of Christina Rossetti “No, Thank You, John,” “Promises like Pie-Crust,” and “In Progress”

HOMEWORK: Poetry of Christina Rossetti, “The Goblin Market”

November 15 Friday

IN CLASS: Poetry of Christina Rossetti, “The Goblin Market”

HOMEWORK: Poetry of Emily Bronte, “I am the only being whose doom,” “Riches I hold in light esteem,” “No coward soul is mine” continue revising your project draft

Week 13

Research Project: further revision

November 18 Monday

IN CLASS: Poetry of Emily Bronte: “I am the only being whose doom,” “Riches I hold in light esteem,” “No coward soul is mine”

HOMEWORK: Poetry of Matthew Arnold, “Dover Beach,” “To Maguerite—Continued,” “The Buried Life.”

November 20 Wednesday

IN CLASS: Poetry of Matthew Arnold: “Dover Beach,” “To Maguerite—Continued,” “The Buried Life.”

HOMEWORK: Poetry of Gerard Manley Hopkins, “God’s Grandeur,” “As Kingfishers Catch Fire,” “Spring and Fall: to a young child,” “No worst, there is none,” “Thou art indeed just, Lord”

November 22 Friday

IN CLASS: Poetry of Gerard Manley Hopkins: , “God’s Grandeur,” “As Kingfishers Catch Fire,” “Spring and Fall: to a young child,” “No worst, there is none,” “Thou art indeed just, Lord”

HOMEWORK: Have a pleasant Thanksgiving, but get your latest project drafts ready to bring to peer review on Monday after the holiday.

Thanksgiving Break

Week 14

Research Project: Peer review in class Monday

December 2 Monday

IN CLASS: Peer review

HOMEWORK: polish your projects; select your favorite poem from the course and be ready to talk about it again!

December 4 Wednesday

IN CLASS: Favorite poems

HOMEWORK: Review the syllabus, your CPAs, etc. What will you take away?

December 6 Friday

IN CLASS: Wrap up the course—writers, writing, skills, projects.

HOMEWORK: Be sure your project is ready to turn in next week.

Week 15: Exam week, dates to be announced

December 12 or 14

IN CLASS: The final draft of your project is due on which every Monday or Wednesday that is assigned for our final exam.