

Syllabus REVISED 1/11/23 AND 2/19.22

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## **ENGL 4320 SYLLABUS, Spring 2023**

### **Week 1**

**Monday, Jan. 9**, in class: Welcome, orientation stations, research project, poetry/prosody (example of “When we two parted”), introduction to *Lyrical Ballads*

Hmwk: Review research project, select two topics. Review “prosody” handout. Start doing the research tutorials/quizzes. Please read the following poems: Cowper’s “On Slavery” from *The Task*, Book II (p. 20 ff; you might also want to look at Southey’s poem about the sailor from a slave ship p. 753 ff); Charlotte Smith’s “Sonnet XXI. Supposed to be Written by Werther” (p. 97); Bowles’ “Sonnet VII. To the River Itchin, near Winton” (p. 321); Extract from Coleridge’s “Religious Musings” (p. 628 ff); Wordsworth’s “Lines left upon a seat in a Yew-Tree...” (p. 359 ff).

**Wednesday, Jan. 11**, in class: Comments on homework poems, explanations about prosody, introduction to “The Rime of the Ancient Mariner”

Hmwk: Re-read the five poems listed above. Read and/or view at least two items in the “Romantic Period” module. Select a general topic and two subtopics for the Research Project and register your choices on Canvas. Start working through the research tutorials/quizzes posted on Canvas.. Arrange research project conferences with Dr. Ross in groups. Complete Baseline Self-Assessment.

**Friday, Jan. 13**, in class: Turn in Baseline Self-Assessment. Discuss the five sample poems: Warton, Smith, Bowles, Wordsworth, Coleridge in depth. Introduce “The Rime of the Ancient Mariner”

Hmwk: Finish research tutorials/quizzes. Read “The Rime,” check out the version that starts on p. 339 ff. but read the one that starts on p. 714. It has glosses. Do the CPA. Do the Week 1 Reflection.

### **Week 2**

**Monday, Jan. 16**, MLK Day, no class

Hmwk: Continue studying “The Rime” and checking out the items in the “Romantic Period” module on Canvas. Research conferences w/ Dr. Ross, and Ms. Dubre; review “The Rime,” your notes, etc.

**Wednesday, Jan. 18**, in class: Discuss “The Rime”

Hmwk: Read “Tintern Abbey,” do the CPA, research appointments with Ms. Dubre.

**Friday, Jan. 20**, in class: Discuss “Tintern Abbey.” Research conferences w/ Dr. Ross, and Ms. Dubre.

Hmwk: Start building working bibliography and taking notes, read prose re *LBs*: “Appendix to the Preface to *Lyrical Ballads...*” and extracts from “Preface to *Lyrical Ballads*” (p. 533 ff). Read the Lucy poems (p. 487-489) and “Michael” (p 520 ff). CPAs. Research conferences w/ Dr. Ross, and Ms. Dubre.

**Monday Jan. 23**, in class: Wrap up discussion of *Lyrical Ballads*, “The Rime,” “Tintern Abbey,” the prose comments by WW and STC on them.

Hmwk: poems by Coleridge: “Effusion XXXV” (p. 620) compare to “The Eolian Harp” (p. 621); “This Lime Tree Bower My Prison” (p. 633). Begin serious research work. Meet with Ms. Dubre

**Wednesday, Jan. 25**, In class: Discuss STC’s poems

Hmwk: “Kubla Khan” (p. 639 ff); “Frost at Midnight” (p. 645); “A Letter to Sara Hutchinson...” (p. 683 ff). Sample the extracts from his letters in this section, and please read the two brief extracts from the *Biographia Literaria* (p. 711 ff). Research. Meet with Ms. Dubre

**Friday, Jan. 27**, in class: Discuss STC’s poems.

Hmwk: Read about sonnets on Canvas, read selected sonnets by Spenser, Shakespeare, and Milton. Read the eight sonnets by Wordsworth on pp. 545-549 from *Poems in Two Volumes* and Sonnets I-XII by Charlotte Smith (p. 88-92). Research. Meet with Ms. Dubre

#### **Week 4**

**Monday, Jan. 30**, In class: Discuss sonnets

Hmwk: Read “To Wordsworth” (p. 1081), “Ozymandias” (p. 1108), “England in 1819” (p. 1134), and “Lift not the painted veil” (p. 1135) by Percy Shelley and “On First Looking into Chapman’s Homer” (p. 1396), “Addressed to Haydon” (p. 1297), “On the Grasshopper and the Cricket” (p. 1398), “When I have fears...” (p. 1406) by John Keats. Research.

**Wednesday, Feb. 1**, in class: Discuss sonnets and prosody

Hmwk: Research, finish Working Bibliographies.

**Friday, Feb. 3**, in class: Turn in your Working Bibliographies. Gather what we've done with poetry to date; introduction to *Persuasion*.

Hmwk: Read *Persuasion*, Vol. I, chapters 1-3 (p. 5-25). Work on research.

## **Week 5**

**Monday, Feb. 6**, in class: Discuss *Persuasion*

Hmwk: Read *Persuasion*, Vol. I, chapters 4-6 (p. 26-49). Research and meet with study team.

**Wednesday, Feb. 8**, in class: *Persuasion*.

Hmwk: Read *Persuasion*, Vol. I, chapters 7-9 (p. 50-75). Research and meet with study team.

**Friday, Feb. 10**, in class: Reports of research and discussion to teams, Dr. Ross and the entire class.

Hmwk: Read *Persuasion*, Vol. I, chapters 10-12 (p. 76-109); Research and meet with study team.

## **Week 6**

**Monday, Feb. 13**, in class: Discuss *Persuasion* Vol. I, chapters 7-12.

Hmwk: Read *Persuasion*, Vol. II, chapters 1-3 (p. 113-135); continue drafting. Consider making a second appointment with Dr. Ross and/or Ms. Dubre.

**Wednesday, Feb. 15**, in class: *Persuasion*

Hmwk: Read *Persuasion*, Vol. II, chapters, 4 & 5 (p. 136-152). Work on Midterm Self-Assessment. Continue drafting your research project.

**Friday, Feb. 17**, in class: Discuss *Persuasion*

Hmwk: Read *Persuasion*, Vol. II, chapters 6-9 (p. 153-198).

### **Week 7**

**Monday Feb. 20**, in class: Midterm planning

Hmwk: Midterm planning and preparation

**Wednesday, Feb. 22**, in class: Midterm

Hmwk: Midterm

**Friday, Feb. 24**, in class: Midterm discussion

Hmwk: Read *Persuasion*, Vol. II, chapters 10-12 (p. 199-236)

### **Week 8**

**Monday. Feb. 27**, in class: Wrap up *Persuasion*, introduce *Manfred*

Hmwk: Read *Manfred*, Act I to Act II, scene 2

**Wednesday, Mar. 1**, in class: Discuss *Manfred*

Hmwk: Read *Manfred*, finish *Manfred*, Act II, scene 3 to end of Act III.

**Friday, Mar. 3**, in class: *Manfred* wrap up, introduction to *Frankenstein*

Hmwk: Read "Author's Introduction" to *Frankenstein* and in the text itself: and the letters (p. v to 16). Work on research presentations

**Folks, here is the REVISED SCHEDULE FOR ENGL 4320**

**Students will elect to do a paper OR a presentation.** Either one will count 10% of their grade. Students who are presenting are listed below. Students who are writing papers are everyone else!

**Here are the original directions for the papers:**

“As part of the Final Self-Assessment, students will include an informal but well-crafted essay of no less than seven pages that summarizes their research and the new insights they were afforded into the text they chose by their research and teamwork.” The paper will be turned in the Monday after our last class meeting no later than 5 PM, which is April 24<sup>th</sup>. A correctly formatted bibliography should be turned in with the paper. The same directions are in place now. Notice the paper is no less than 7 pages!

**Presentations** should explain how their research “information contributes to our understanding and critical assessment of a particular Romantic text, writer, or—more generally—the period.” Ideally, presentations will include images or handouts. Speakers should practice their presentations out loud with the other students talking on the same day. Students should dress professionally and speak as if you are addressing a room of professionals. A correctly formatted bibliography should be turned in on the day of presentation. Notice details about visual aids and dress!

**Currently, this is how the different parts of the course are weighted:**

- Class Preparation Assignments 10%
- Class Discussion and Participation 15%
- Quizzes 15%
- Weekly reflections/Journal 10%
- 15% Midterm Self-Assessment 10%
- Final Self-Assessment 15%
- Research Project Tasks 10%
- Research Paper 15%

This is how I propose to change these:

- Class Preparation Assignments 10% RAISE TO 15%
- Class Discussion and Participation 15%
- Quizzes 15%
- Weekly reflections/Journal 10%
- 15% Midterm Self-Assessment 10%
- Final Self-Assessment 15%

- Research Project Tasks 10%
- Research Paper or PRESENTATION 15% DROP TO 10%

See also the list of choices of poets/texts that we will choose from for the last five classes. The week before we start these readings, students will review these poets/texts in the anthology and bring to class a list of the three they most want to study. We will decide together as a class.

- Poetry of William Blake, selections from *Songs of Innocence and Experience* with plates, using the Blake Archive
- Other odes by Keats (p. 1462-1472)
- Selected short lyrics by Byron, ending with his last poem “Messalongi,...” (p. 1065 ff)
- Canto III of Byron’s *Childe Harold’s Pilgrimage*
- Selected verses by women writers: Barbauld, Charlotte Smith, Yearsley, Robinson, Helen Maria Williams, Dorothy Wordsworth, Hemans
- Selected verse by Percy Shelley
- One of the Books of Wordsworth’s *Prelude*

**Here are the new weekly assignments: the only changes from now on will be to add the specific names of poets/poems for the last five class days.**

### **Week 9**

**Monday, Mar. 6,** in class: Discuss *Frankenstein*

Hmwk: Read *Frankenstein*, Chapters I-VI Start the CPA for Chapters I-XII, you may open it as often as you like, no time limit.

**Wednesday, Mar. 8,** in class: Discuss *Frankenstein* Chapters I-VI.

Hmwk: Read *Frankenstein*, Chapters VII-XII . Finish the CPA for Chapters I-XII, you may open it as often as you wish, no time limit, but it must be completed before class on Friday. Notice, I added questions for Chapters 10-12. None of the others are changed.

**Friday, Mar. 10,** in class: Discuss *Frankenstein* Chapters I-XII

Hmwk: Work on presentations/ papers as needed, read *Frankenstein* Chapters XIII- XVIII

**Spring Break: March 11-19**

### **Week 10**

**Monday, Mar. 20**, in class: Discuss *Frankenstein*

Hmwk: Read *Frankenstein* chapters XIX-XXIV

**Wednesday, Mar. 22**, in class: Wrap up discussion of *Frankenstein*

Hmwk: Work on presentations or papers

**Friday, Mar. 24**, No class, Dr. Ross at a conference

Hmwk: Work on presentations or papers

## Week 11

**Monday, Mar. 27**, in class: Presentations on *Frankenstein*: Milo, Stevie, and Luis (on prosody)

Hmwk: as needed

**Wednesday, March 29**, in class: Presentations on *Persuasion* Madelyn, Gabbie, Saidie

Hmwk: Students read Odes by Wordsworth, Wordsworth's "Intimations of immortality" ode (p. 549 ff); " (p. 650 ff); and Keats' "Ode on a Grecian Urn," p. 1466) "To Autumn" (p. 1489).

**Friday, Mar. 31**, in class: discuss odes

Hmwk: Start reading Blake. Read the Introduction, p. 174-180. Then, read the following poems from *Songs of Innocence*: "Introduction" (p. 186), "The Shepherd" (p. 186), "The Ecchoing Green" (p. 186-187), "The Lamb" (p. 187-188). Go to the Blake Archive and view the poems as Blake presented them to his audience--with what he called "illuminations." Here is the link: <https://blakearchive.org/work/songsie>Links to an external site.

Read the introductory material, if you wish, then scroll down to the images of the copies of the volume and click on the first one, Copy B, which is in the British Museum. Then, click on a couple of other copies and notice how the images are varied--in how they were colored. Think about what this means! Next, skip forward to *Songs of Experience* and Read "Introduction" (p. 197), "Earth's Answer" (p. 197-198), "The Clod and the Pebble" (p. 199), and "The Tyger" (p. 203-204). Go, again to the Blake archive and view how Blake "illuminated" each of these poems. Do the CPA!

## Week 12

**Monday, Apr. 3**, in class: Poetry of William Blake: four poems from *Songs of Innocence* "Introduction" (p. 186), "The Shepherd" (p. 186), "The Ecchoing Green" (p. 186-187), "The Lamb" (p. 187-188). And four poems from *Songs of Experience*: "Introduction" (p. 197), "Earth's Answer" (p. 197-198), "The Clod and the Pebble" (p. 199), and "The Tyger" (p. 203-204)

Hmwk: Blake "companion poems": From *Innocence*: "Holy Thursday" p. 192); from *Experience*: "Holy Thursday" (p. 198-199). From *Innocence*: "The Little Boy Lost" and "The Little Boy Found" (p.

190); from Experience: "A Little Boy Lost" (p. 209). From Innocence: "The Chimney Sweeper" (p. 189-190); from Experience: "The Chimney Sweeper" (p. 202). From Innocence: "The Divine Image" (p. 191-192); from Experience: "The Human Abstract" (p. 207-208) and "A Divine Image" (p. 212).

**Wednesday, Apr. 5, Poetry:** Blake's companion poems listed above.

Hmwk: Read the letter to Trusler and the poems on p. 245 to 250: "The Mental Traveler," "The Crystal Cabinet", and the excerpt from "Milton" "[And did those feet in ancient time"]

**Friday, Apr. 7 Poetry:** Discuss the Trusler letter and the three poems listed above.

Hmwk: Read the first half of "Canto the Third" from Byron's *Childe Harold's Pilgrimage* (p. 879-893).

### **Week 13**

**Monday, Apr. 10,** in class: Poetry: First half of *Childe Harold's Pilgrimage*, Canto the Third

Hmwk: Finish "Canto the Third" (p. 893-912)

**Wednesday, Apr. 12,** in class: Poetry "Canto the Third," *Childe Harold's Pilgrimage*

Hmwk: Work on your Final Self-Assessment.

**Friday, Apr. 14,** in class: DR. Ross presents the LIST of all she thinks she's cover this semester--students and Dr. Ross talk about it.

Hmwk: work on the list

### **Week 14**

**Monday, Apr. 17,** in class: come to class and talk about all that is on the list...

Hmwk: Fill in list with all you can remember--open book, notes, CPAs, talk with your class mate

**Wednesday, Apr. 19,** last class: Turn in the FINAL and talk about the Period and what you have learned

### **FRIDAY NO CLASS**

### **Week 15--FINALS WEEK NO ENGL 4320**

**Monday 24<sup>th</sup> by 11:59 pm:** turn in final drafts of papers: every one but Milo, Madelyn, Gabbie, and Saidie.