

## ENGL 2323 Spring 2025 Policy Statement and Syllabus

**Professor:** Dr. Catherine Ross (CAS #242, 903-566-7275, [cross@uttyler.edu](mailto:cross@uttyler.edu))

**Class meets:** MWF 9:05-10:00, in RBN 2012

### Course Description

Together we will explore vibrant world of British Romantic, Victorian, and Modern literature. Starting with the passionate and rebellious Romantics, including William Wordsworth and Lord Byron, we'll study how they defined the best life, drawing up the resources of the natural world, their own imaginations and aspirations. Next, we'll delve into the bustling complexity of the Victorian era in Victorian love poetry and in Elizabeth Gaskell's *North and South*, a story about coming of age in a radically changing world where industrial progress, social justice, and personal morality are on the line. Finally, we will read some very recent poems that ask us to consider the nature of human relationships in the 21st century.

Through discussions, multimedia resources, and creative projects, students will discern the enduring questions these texts ask and connect them to contemporary issues like identity, technology, and social reform. Whether you're a seasoned literature lover or a curious newcomer, this course will challenge, inspire, and enrich your understanding of the human experience and give you new skills that you will use not only in every other class you take at this university, but also in your personal and professional lives.

### Student Learning Objectives and Outcomes

- To become familiar and conversant with important texts by respected English writers from the Romantic, Victorian, and Modern Periods and to appreciate why they are still studied today.
- To recognize how geography, the economy, history, politics, culture, dominant values or beliefs, and diverse styles of communication have shaped and continue to shape the arts and human society.
- To become a more careful and critical reader of texts in prose and verse
- To recognize and appreciate the conventions of various poetic forms such as the sonnet, the ode, the ballad, and the lyric and to become more expert in recognizing and interpreting metrical effects in verse
- To become more expert in reading novels, by attending to how writers use setting, characterization, foreshadowing, plot and theme development
- To improve your skill in conducting college-level scholarly inquiry using primary and secondary sources and various research tools such as Sci-Wheel.

- To plan and produce an engaging and instructive digital report about some aspect of life in Victorian England that pertains to the lives of the characters in the novel we will study *North and South*
- To be a more active and creative problem-solver
- To improve job skills such as time management, follow-through, and adaptability

### Typical assignments

- Daily reading assignments--usually about 20 pages or the equivalent
- Class Preparation Assignments (CPAs)-- lists of comments about each reading and guiding questions that will help you understand and get the most out of the assignment. You will be asked to answer as directed and to bring a completed CPA to each class (we use the questions in discussions, so what you wrote is like a script you can use in class).
- Brief quizzes over the past class lessons and the current reading at the beginning of class
- Discussion (no silent lurkers allowed! everyone gets to be heard)
- End-of-week exercises, making connections, building skills
- A research report exploring the cultural and social circumstances faced by the characters in the novel *North and South*, due at the end of Week 6
- An critical and ethical reasoning essay in response to situations in the novel *North and South* due in Week 12
- A comprehensive exam that puts all you have done together, in perspective, and gives you a sense of accomplishment in Week 15

**What I want for and from you:** First, believe that I am happy to have you in this class, that I will ask you to work, but also that we are going to have some FUN! Understand, too, that our work together will serve you in your career and life. If you come ready to join in, you will learn about yourself and leave feeling more confident and purposeful as a student. This is a lot, and while I will do my best to build our class into a safe and engaging learning space, you have to come ready to be present and to do your best. If you don't you are just wasting your time and education dollars.

### Assignments and their weight in calculating your final course grade

- 15% Class Preparation Assignments (CPAs)
- 25% Daily Quizzes
- 15% Class Participation and Professionalism, including Weekly Wrap-ups, teamwork exercises
- 15% Research Project, including completing the research tutorials,
- 15% Critical Thinking and Ethical Reasoning Project
- 15% Comprehensive Exam.

### Policies and Procedures (be sure you are familiar with these!):

Most of these policies are standard and align with what an employer will expect of you. Please familiarize yourself with them in the first week of class.

**Attendance: Employers** are sticklers about folks turning up on time (that is, 15 minutes early!). Start cultivating this professional skill in college. I will expect you to be on time, and please don't miss class unless you are *really* sick or have to be out of town. You may miss a quiz if you are late, and that is an unnecessary zero on your record! Excused absences are typically arranged ahead of time, and might be for family emergencies, religious or other ceremonies, and UT Tyler events such as conferences, performances, or games.

**Assigned readings** should be done *before* you come to class, so you are ready to jump right into class activities and discussion. Your Class Preparation Assignments should also be done *before* you get to class.

**Always bring your book or a copy of the poems** assigned to class. You will lose points on your quizzes if you don't have the text at your desk.

**Quizzes** happen as soon as class begins. If you arrive after I have passed out the quizzes, you won't be able to take the quiz. A missed quiz is a zero. Because there are so many of these quizzes, I rarely allow make-ups; however, one or two missed quizzes won't hurt you; and I typically drop one low quiz at the end of the semester.

**Take notes** every class period. Review your notes after class, and use them to prepare for the next one! See my comments on how important note-taking is here: [https://uttyler.instructure.com/courses/45729/pages/notes-about-note-taking?module\\_item\\_id=2313849](https://uttyler.instructure.com/courses/45729/pages/notes-about-note-taking?module_item_id=2313849)

# AI Statement

Artificial Intelligence (AI) has entered our world with remarkable impact. Doctors use it to detect cancers, lawyers use it to check contract documents, and researchers can use it in thousands of ways. At our university, students have been given free access to Microsoft's AI tool called Copilot. Additionally, I have found that ChatGPT-4, available for a small monthly cost, is a powerful and versatile tool. These and other AI platforms can help save time and enhance productivity. However, while AI is very useful, it cannot replace the human brain and must be used responsibly—after all, it is not infallible and can make mistakes.

In this course, I will demonstrate how I have integrated AI into my workflow to save time and check my memory. For example, I used AI to assist with research questions for your cultural, social, and historical contexts project and to design the rubric for assessing teamwork. I even used it to edit this statement! You are allowed to use AI in this class, but never use it in place of thinking; use it to *help* you think. And always report when you have used it.

Here's a key principle regarding academic integrity and AI:

*"While AI tools can be valuable learning aids, students are reminded that their use must comply with academic integrity policies. Unauthorized use of AI to complete assignments, generate essays, or solve problems without explicit permission may result in disciplinary action."*

## SYLLABUS

### Spring 2025, ENGL 2323 Syllabus

RBN 2012

MWF 9:05-10:00

Weeks start on Monday, end on Sunday usually at 5 PM. [Important due dates in green.](#)

#### Week 1: January 13-19

##### What we will do:

**Monday in class:** Byron "When We Two Parted" (lesson: the complexities of poetry); notes on the first project. **Homework:** One library lesson (online in our Canvas site), read in the Poetry Collection these Blake poems: Introductions to "Songs of Innocence" and "Songs of Experience" and "The Clod and The Pebble." [Make an appointment to talk with Dr. Ross about your research project.](#)

**Wednesday in class:** [Ms. Dubre comes to class.](#) Quiz over the week's work to date; discuss Blake poems: Introductions to "Songs of Innocence" and "Songs of Experience" and

“The Clod and The Pebble.” **Homework:** Read Blake: “The Lamb” and “Tyger,” and “The Divine Image” and “The Human Abstract.” Do another library lesson (online in our Canvas site). *If you have not done so already, please make an appointment to talk with Dr. Ross about your research project.*

**Friday in class:** Quiz over the week’s work to date; discuss “The Lamb” and “Tyger,” and “The Divine Image” and “The Human Abstract.” **Homework:** Keep working through the library lessons; on our Canvas Discussion Board, please do Week 1 Learning in College.

## Week 2: January 20-26 [Monday, Jan. 20 MLK Day]

**Monday in class: MLK DAY no class. Homework:** Read Shelley’s “Ozymandias” and “Men of England,” and Keats’ “On First Looking into Chapman’s Homer” and “When I have fears that I might cease to be.”

**Wednesday in class:** Quiz over the week’s work to date; discussion of Shelley’s poems, introduce Keats’ sonnets “On First Looking into Chapman’s Homer” and “When I have fears that I might cease to be.” **Homework:** Read Keats’ “On First Looking into Chapman’s Homer” and “When I have fears that I might cease to be.” Scansion practice with first stanza of “The Divine Image,” the last three lines of “Ozymandias,” and the first four lines of “When I have fears that I may cease to be.” *Please continue working through the online library lessons. Make an appointment with Ms. Dubre.*

**Friday in class:** Quiz over the week’s work to date; review the class’s scansion homework. Dr. Ross leads discussion of Wordsworth’s “I wandered lonely as a cloud.” **Homework:** Read Wordsworth’s “We are seven” and the first stanza of “Lines Composed a Few Miles above Tintern Abbey...;” on our Canvas Discussion Board, please do Week 2 Learning in College; Finish the online library lessons. *If you have not done so already, make an appointment with Ms. Dubre. These meetings are mandatory.*

## Week 3: January 27-February 2

**Monday in class:** Quiz and discussion of Wordsworth’s “We are seven” and the first stanza of “Lines Composed a Few Miles above Tintern Abbey...” **Homework:** Finish reading “Tintern Abbey,” use the CPA. *This is the week for one-on-one meetings with Ms. Dubre.*

**Wednesday in class:** Quiz over “Tintern Abbey”; **Homework:** research; *This is the week for one-on-one meetings with Ms. Dubre*

**Friday in class:** Quiz over the week’s work to date; introduction to “The Rime of the Ancient Mariner,” **Homework:** Read and listen to “The Rime of the Ancient Mariner,” do the CPA. Canvas Discussion Board: Week 3 Learning in College. *This is the week for one-on-one meetings with Ms. Dubre*

**Week 4: February 3-9**

**Monday in class:** “The Rime of the Ancient Mariner” **Homework:** Re-read Parts 1-4 of “The Rime.” [Work on your bibliography and project plan](#)

**Wednesday in class:** Quiz, discussion of “The Rime.” **Homework:** Re-read Parts 6 and 7 of “The Rime.” [Work on your bibliography and project plan](#)

**Friday in class:** Quiz over the week’s work to date; **Homework:** [Bibliographies and Project Plans are due Monday](#). Canvas Discussion Board: Week 4 Learning in College

**Week 5: February 10-16**

**Monday in class:** [Bibliographies and Project Plans are due](#). Introduction to “The Lady of Shalott” **Homework** Read “The Lady of Shalott”

**Wednesday in class:** Quiz and discussion, “The Lady of Shalott”, introduction to *The Sonnets from the Portuguese* by Elizabeth Barrett Browning. “Sonnet I: I thought once”. **Homework:** Read selections from EBB’s sonnets: “Sonnet VII. The face of all the world,” “Sonnet XXI. Say over again,” and “Sonnet XXXII. The first time”

**Friday in class:** Quiz over Tennyson and EBB; **Homework:** Read Robert Browning’s “My Last Duchess,” CPA please do the Canvas Discussion Board: Week 5 Learning in College

**Week 6: February 17-23**

**Monday in class:** Robert Browning’s “My Last Duchess” **Homework:** Christina Rossetti’s *Goblin Market* and CPA

**Wednesday in class:** “The Goblin Market.” Questions about the projects? **Homework:** [Wrap up your projects!](#)

**Friday in class:** No class, Dr. Ross out of town. **Homework:** [Finish up your projects. By Sunday night, projects should be posted.](#)

**Week 7: February 24-March 2**

**Monday in class:** Plot summary. [Ethical Reasoning Project and ethical theories handout](#). Highlight some of the student projects in class. **Homework:** *North and South* Chapters 1 & 2, [view two and assess two or more projects](#)

**Wednesday in class:** Quiz, discussion over *North and South* Chapters; **Homework:** *North and South* Chapters 3 & 4, [view and assess two or more projects](#).

**Friday in class:** Quiz, discussion over *North and South* Chapters 3 & 4; **Homework:** *North and South* Chapters 5 & 6. Complete the Midterm column on the Skills Self-Assessment.

view and assess two more projects. On the Discussion Board, tell me which two ethical theories most interest you and/or align with your own ethical thought. Write at least two thoughtful sentences about each one.

### **Week 8: March 3-9 [March 3<sup>rd</sup> midterm]**

**Monday in class:** Turn in and discuss the midterm Skills Self-Assessment. Quiz over Chapters 5 & 6. **Homework:** *North and South* Chapters 7-10. Decide which ethical theory you will use for this writing project.

**Wednesday in class:** Quiz, discussion over *North and South* Chapters 7-10; **Homework** *North and South* Chapters 11-14 In this week's Discussion Board briefly identify and write at least two sentences about the single ethical theory that most aligns with your own beliefs and that you try to live by. Note that this week, the DB is due on Friday, not Sunday.

**Friday in class:** Quiz, discussion over *North and South* Chapters 11-14; **Homework** *North and South* Chapters 15-18. Write paragraph one of the ethical reasoning project; it is due Sunday night, March 9.

### **Week 9: March 10-16**

**Monday in class:** Class comments about ethical theory paragraph one. Quiz, discussion over *North and South* Chapters 15-18. **Homework:** *North and South* Chapters 19-22

**Wednesday in class:** Quiz, discussion over *North and South* Chapters 19-22; **Homework:** *North and South* Chapters 23-26

**Friday in class:** Quiz, discussion over *North and South* Chapters 23-26. **Homework:** *North and South* Chapters 27-31

### **Spring Break: March 17-23**

### **Week 10: March 24-30**

**Monday in class:** Quiz, discussion over *North and South* Chapters 27-31 **Homework:** *North and South* Chapters 32-38. Draft paragraph two of the ethical reasoning project.

**Wednesday in class:** Quiz, discussion over *North and South* Chapters 32-38; **Homework** *North and South* Chapters 39-42

**Friday in class:** Talk about paragraph two ideas. Quiz, discussion over *North and South* Chapters 39-42; **Homework** *North and South* Chapters 43-46. Revise and post paragraph two of the ethical reasoning project on the Discussion Board.

**Week 11: March 31-April 6 [March 31 last drop day, April 3-5 Dr. Ross out of town]**

**Monday in class:** Quiz, discussion of *North and South* Chapters 43-46. **Homework:** Chapters *North and South* 47-50

**Wednesday in class:** Quiz, discussion of *North and South* Chapters 47-50; **Homework:** *North and South* Chapters 51-52

**Friday in class:** no Class, Dr. Ross out of town; Homework: Comment on the abruptness of the *North and South* ending on Discussion Board. Draft paragraph three of the ethical reasoning paper about a situation in modern life that parallels or contrasts to or in some way is relevant to what you wrote in paragraph two.

**Week 12: April 7-13**

**Monday in class:** Share the modern examples students wrote about for paragraph three Quiz over *North and South* Chapters 51-52; **Homework:** “Snow.”

**Wednesday in class:** “Snow”, Dr. Ross reads “As Kingfishers” –Victorian/Modern **Homework:** “Talking in Bed” Draft paragraph four of the ethical reasoning project

**Friday in class:** Quiz and discussion of “Talking in Bed,” introduce “Hero” Homework: read Ann Carson’s “Hero.” Write the fourth paragraph of the ethical reasoning project; turn it in by Sunday night.

**Week 13: April 14-20 [April 18 Good Friday, April 20 Easter Sunday]**

**Monday in class:** Ann Carson’s “Hero” **Homework:** Ethical dilemma draft

**Wednesday in class:** In class, collaborating with a partner, talk about how to stitch together your four paragraphs into one coherent, interesting essay. **Homework:** complete the “stitching” and bring a draft to class to share with a peer, for peer reviews

**Friday in class:** Do peer reviews in class. Students read their papers aloud to their partner. **Homework:** Revise and polish your ethical reasoning papers and have them ready to turn in on Monday.

**Week 14: April 21-27**

**Monday in class:** Ethical Dilemma papers due. Wrap up of our course: poetry and Gaskell’s novel. Notes about the format of the comprehensive exam **Homework:** Find your favorite poem and least favorite poem. Write why you liked/disliked each one and prepare to read your favorite poem aloud to the class!



**Wednesday in class:** All our favorite poems, review for the comprehensive exam

**Homework:** Final skills self-assessment, and exam review

**Friday in class:** Review for the comprehensive exam **Homework:** Exam review

**Week 15: April 28-May 2<sup>nd</sup> exams**

The university will announce our exam day.