

Policy Statement and Syllabus for ENGL 4320 The British Romantic Period

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Class Meets: MWF 10:10 to 11:05 in RBS Rm 2019

Text books: One of the later editions of the *Norton Anthology of English Literature, the Romantic Period, Volume D* and The Oxford World's Classics edition of Mary Shelley's *The Last Man*

Course Overview: This is a study of some of the most important writers in the second generation of the British Romantic Period. We will study the poetry of Lord Byron, Percy Shelley, John Keats, Felicia Hemans, and John Clare. We will study Mary Shelley's most important novel after *Frankenstein*, *The Last Man*, interesting not only as a futuristic, dystopian novel (set in 2072-2098) but also because it is roman a clef (that is a novel in which real persons or actual events are depicted but disguised or modified). Along with guided reading, students will work in pairs to produce a brief digital report on the Discussion Board explaining one of the contexts of the period, an annotated bibliography of essays about a particular poem, and their own critical analysis of that poem. The semester will end with a comprehensive exam.

Student Learning Objectives and Course Outcomes

- To become familiar and conversant with important texts from the Romantic, Period
- To learn more about the social, cultural, and historical contexts in which Romantic Period writers lived and worked.
- To become a more careful and critical reader of verse, one who can recognize and appreciate the conventions of various poetic forms and is more expert in recognizing and interpreting metrical effects in verse
- To become more expert in reading novels, by attending to how writers use setting, characters, allusions, subplots, and narrative structure
- To add to your skill in conducting college-level research
- To work successfully in a small team to plan and produce an engaging and instructive digital presentation for your classmates
- To produce an annotated bibliography in proper MLA formatting followed by an essay that is a close, critical reading of a selected poem
- To be a more active and creative problem-solver
- To improve job skills such as teamwork, time management, follow-through, and adaptability

Assignments and their weight in calculating your final course grade

- 10% Class Preparation Assignments (CPAs, reading guides with some writing)
- 25% Daily Quizzes: First thing in the classroom, 5-7 questions.
- 15% Research Report and Team Work
- 10% Annotated Bibliography
- 15% Critical Analysis Paper
- 15% Comprehensive Exam

Policies with which you should become familiar: Most of these policies are standard and align with what an employer will expect of you.

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. 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 and in most cases they may not be made up.

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: /courses/45102/pages/g0fdb5266aebaa24ad0d7b02acc9867ca?module_item_id=g85f07cf7854a89b8a3f70635d4982ccb

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! I 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."

See the next page for the Syllabus (Calendar of assignments and due dates)

Syllabus (Course Calendar and due dates) for ENGL 4320, Spring 2025

Weeks start on Monday, end on Sunday. **Important meetings, writing tasks, or due dates are in green font.**

Week 1: January 13-19 Getting launched

Sampler:

Byron, "Written after swimming..."
 PBS, "Mutability,"
 Hemans, "The Homes of England,"
 Keats, "On Seeing the Elgin Marbles,"
 Clare, "Mouse's Nest,"
 A passage from *The Last Man*

Monday, 1/13, IN CLASS: What is "Romantic Literature," myths about the Romantics, poetry sampler, teams practice, research project assignment. **HOMEWORK:** Schedule, attend **team conference** with Dr. Ross, work on the tasks/planning document. **Form working pairs**, use the tasks and planning document posted on Canvas:

https://uttyler.instructure.com/courses/45102/pages/working-in-teams-teamwork-rubric?module_item_id=2327040 ; **schedule and attend team conference with Dr. Ross before the week is over.**

Wednesday, 1/15, IN CLASS: More myths and poetry samples, discuss teamwork and research report project. **HOMEWORK:** Schedule, attend **team conference with Dr. Ross, work on the tasks/planning document**

Friday, 1/17, IN CLASS: More myths and poetry, last questions about teams, research projects. **HOMEWORK:** Complete the project task list/planning document, turn in on Monday

Week 2: January 20-26 [Jan. 20 MLK Day] Byron

Monday, 1/20, MLK DAY NO CLASS, but **Task List and Planning Document should be posted on canvas**. **HOMEWORK:** Read the introductory essay about Byron in the anthology, and selections from Child Harold's Pilgrimage: Canto the First, and Canto the Third

Wednesday, 1/22, IN CLASS: Dr. Ross comments on Task lists, discussion of Childe Harold readings. **HOMEWORK:** More Childe Harold, see the two handouts: Waterloo passage and Lake Leman passage

Friday, 1/24, IN CLASS: Discuss these readings. **HOMEWORK:** Read the introduction to *Manfred* in the anthology and Act I

Week 3: January 27-February 2 Byron**Monday, 1/27, IN CLASS:** Discuss *Manfred*. HOMEWORK: Read *Manfred* Act II**Wednesday, 1/29, IN CLASS:** Discuss *Manfred* Act II. HOMEWORK: Read *Manfred* Act III**Friday, 1/31, IN CLASS:** Wrap up discussion of *Manfred*. HOMEWORK: Read excerpts from *Don Juan*, Canto I and handout of excerpt from *Don Juan*, Canto III**Week 4: February 3-9 Percy Shelley****Monday, Feb. 3, IN CLASS:** Discuss Byron's *Don Juan* and his development over time in style and stance. HOMEWORK: Read the introductory essay about Percy Shelley in the anthology and these poems: "To Wordsworth," "Alastor," "Hymn to Intellectual Beauty",**Wednesday, Feb. 5, IN CLASS:** Discuss the Shelley poems. HOMEWORK: Read these Percy Shelley poems: "Sonnet [Lift not the painted veil]," poems in the handout, and "Adonais"**Friday, 2/7, IN CLASS:** Wrap up discussion of Percy Shelley's poetry. HOMEWORK: read Morton Paley's introduction to *The Last Man* in the Oxford World's Classics edition and read the first chapter**Week 5: February 10-16: *The Last Man*****Monday, 2/10, IN CLASS:** Discussion of the themes, issues in *The Last Man* as represented by Morton Paley. HOMEWORK: Read *The Last Man* Volume I, chapters 2 & 3**Wednesday, 2/12, IN CLASS:** Discuss *The Last Man* Volume I, chapters 2 & 3. HOMEWORK: Read *The Last Man* Volume I, chapters 4 & 5**Friday, 2/14, IN CLASS:** Discuss *The Last Man* Volume I, chapters 4 & 5. HOMEWORK: Post Team Research Reports on Discussion Board by February 16**Week 6: February 17-23 *The Last Man*; select a poem for your critical analysis paper and start your annotated bibliography****Monday, 2/17, IN CLASS:** Look at the team reports, discuss. **Introduce the annotated bib and the critical analysis paper.** HOMEWORK: *The Last Man* Volume I, chapters 6 & 7. Make an appointment this week to talk with Dr. Ross about the poem you chose for the critical analysis before Thursday. **Read "Crafting the Search" before class on Friday.**https://uttyler.instructure.com/courses/45102/assignments/933805?module_item_id=2372318**Wednesday, 2/19, IN CLASS:** Discuss *The Last Man* Volume I, chapters 6 & 7. HOMEWORK: *The Last Man* Volume I, chapters 8 & 9. Make an appointment to talk with Dr. Ross about the poem you chose for the critical analysis before the day is over Read "Crafting the Search" before class on

Friday.

https://uttyler.instructure.com/courses/45102/assignments/933805?module_item_id=2372318

Friday, 2/21, IN CLASS: Research workshop with Ms. Dubre. Mandatory! HOMEWORK: *The Last Man* Volume I, chapters 10 & 11. You may want to schedule follow-up, one-on-one meetings with Ms Dubre.

Week 7: February 24-March 2 *The Last Man*, continue working on your annotated bibliography

Monday, 2/24, IN CLASS: Discuss *The Last Man* Volume I, chapters 10 & 11. HOMEWORK: *The Last Man* Volume II, chapters 12 & 13

Wednesday, 2/26, IN CLASS: Discuss *Last Man* Volume II, chapters 12 & 13. HOMEWORK: *The Last Man* Volume II, chapters 14 & 15

Friday, 2/28, IN CLASS: Discuss *Last Man* Volume II, chapters 14 & 15. HOMEWORK: *The Last Man* Volume II, chapters 16 & 17

Week 8: March 3-9 [March 3rd midterm] *The Last Man* Complete your annotated bibliography, turn in on Friday, March 7th.

Monday, 3/3, IN CLASS: Discuss *The Last Man* Volume II, chapters 16 & 17. HOMEWORK: *The Last Man*, Volume II, chapters 18 & 19

Wednesday, 3/5, IN CLASS: Discuss *The Last Man*, Volume II, chapters 18 & 19. HOMEWORK: *The Last Man*, Volume II, chapter 20 and Volume III chapter 21

Friday, 3/7, IN CLASS: Annotated bibliographies due. HOMEWORK: *The Last Man*, Volume II, chapter 20 and Volume III chapter 21

Week 9: March 10-16: *The Last Man*

Monday, 3/10, IN CLASS: Discuss *The Last Man*, Volume II, chapter 20 and Volume III chapter 21. HOMEWORK: *The Last Man* Volume III, chapters 22-23. Compose your thesis statement and send it to Dr. Ross before you leave on break.

Wednesday, 3/12, IN CLASS: Discuss *The Last Man* Volume III, chapters 22-23. HOMEWORK: *The Last Man* Volume III, chapters 24 & 25. Compose your thesis statement and send it to Dr. Ross before you leave on break.

Friday, 3/15, IN CLASS: Turn in your thesis statement to Dr. Ross. This may change but get something down on paper! Discuss *The Last Man* Volume III, chapters 24 & 25. HOMEWORK: *The Last Man* Volume III, chapters 26 & 30.

Spring Break: March 17-23: Finish *The Last Man* Volume III, chapters 26-30. Complete the survey of scholarship section of your critical analysis paper.

Week 10: March 24-30: *The Last Man* and John Keats

Monday, 3/24, IN CLASS: Survey of scholarship sections of the paper are due, wrap up discussion of *The Last Man*. HOMEWORK: Read the introductory essay about Keats in the Anthology, and “On First Looking into Chapman’s Homer,” From “Sleep and Poetry,” and excerpts from “Endymion: A Poetic Romance,” Start drafting your own critical analysis of your chosen poem.

Wednesday, 3/26, IN CLASS: Discuss Keats’ “On First Looking into Chapman’s Homer,” From “Sleep and Poetry,” and excerpts from “Endymion: A Poetic Romance”. HOMEWORK: Read these poems by Keats: “When I have fears...”, “Ode on a Grecian Urn,” “This living hand, now warm and capable,”

Friday, 3/28, IN CLASS: Discuss “When I have fears...”, “Ode on a Grecian Urn,” “This living hand, now warm and capable.” HOMEWORK: Read the introductory essay about Hemans in the anthology and these poems: “England’s Dead” and “Casabianca.” Continue drafting your own critical analysis of your chosen poem.

Week 11: March 31-April 6 [March 31 last drop day] Felicia Hemans

Monday, 3/31, IN CLASS: Discuss “England’s Dead” and “Casabianca.” HOMEWORK: “Corinne at the Capitol,” “Properzia Rossi,” and “Indian Woman’s Death Song,”

Wednesday, 4/2, IN CLASS: Discuss “Corinne at the Capitol,” “Properzia Rossi,” and “Indian Woman’s Death Song.” HOMEWORK: “The Image in Lava,” “A Spirit’s Return” (epigraph from *Manfred*), poems in the handout.

Friday, 4/4, NO CLASS. HOMEWORK: Complete the section of your paper that presents your own critical analysis and assemble a draft of your paper that includes both the survey of the literature and your own critical analysis

Week 12: April 7-13: John Clare

Monday, 4/7, IN CLASS: Turn in a draft of your paper that starts with the survey of scholarship and ends with your own critical analysis. Introduction to John Clare, read in class his “Life, Death, and Eternity”, read in class “The Nightingale’s Nest. HOMEWORK: Read Clare’s “The Yellowhammer’s Nest” and “A Vision,” prepare a version of your paper with the annotated bibliography to share with a peer reviewer.

Wednesday, 4/9, IN CLASS: Discuss Clare’s “The Yellowhammer’s Nest” and “A Vision.” HOMEWORK: Read Clare’s poems: “I Am” and “A Peasant Poet”. Peer review of a classmate’s paper

Friday, 4/11, IN CLASS: Exchange peer reviews, discuss “I Am” and “A Peasant Poet.” **HOMEWORK:** Finish writing and properly formatting your critical analysis paper

Week 13: April 14-20 [April 18 Good Friday, April 20 Easter Sunday]: review of the semester

Monday, 4/14: Turn in the final draft of your paper. Looking back over all the readings, what is Romantic, what we have learned about prosody, musical devices in poetry **HOMEWORK:** Review for the exam, make a list of the top five poems you want to discuss

Wednesday, 4/16: Review for the exam, sample exam questions. **HOMEWORK:** Make a list of the most important lessons learned from *The Last Man*

Friday, 4/18: Looking back over all the readings, what is Romantic, what we have learned about prosody, musical devices in poetry. **HOMEWORK:** Review for the comprehensive exam

Week 14: April 21-27: Review of the semester for the final exam and critical analysis papers

Monday, 4/21: Review of the semester: Byron and Shelley. **HOMEWORK:** Work on your paper, review for the exam

Wednesday, 4/2: Review of the Semester: *The Last Man*. review for the exam

Friday, 4/25: Course Wrap up, sample exam questions. **HOMEWORK:** review for the exam

Week 15: April 28-May 2nd exams

M/W or F: Comprehensive Exam