**The British Romantics**

English 4331, Fall 2015

The University of Texas at Arlington

Meets MWF, 9-9:50, Preston Hall 210

Instructor: Dr. Kathryn Warren

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Office hours: Carlisle Hall 206, M/F, 11-12:30 and by appointment

**Course Description:**

This course provides an in-depth look at writers from the British Romantic period (arguably 1785-1830), a time in British letters marked by transformation. The Romantic period is defined by two revolutions: one failed (the French) and one successful (the industrial). Upon this historical stage, we will focus on the Romantic “big six” (Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats), considering the way their poetry emerged in response and in opposition to the world around them. Searching for a Romantic sensibility beyond the genre of poetry, we will also read a revolutionary essay by Mary Wollstonecraft and novels by Mary Shelley and Jane Austen. The course will conclude with the 2009 film *Bright Star,* Jane Campion’s rendering of the relationship between John Keats and Fanny Brawne, after which we will consider in what ways Romanticism persists in the present. Throughout the course we will pursue the question of what unites all these so-called “Romantics” (a term that none of our authors embraced), examining their aesthetic principles and generic innovations.

**Learning Outcomes:**

1. Students will develop an understanding of and familiarity with the major Romantic authors; they will be able to contrast the themes, formal devices, intellectual philosophies, and rhetorical strategies of the writers.

2. Students will gain an understanding of the relationship between Romantic poetry and the historical and social context of the period.

3. Students will develop confidence and facility speaking about literature dialogically with their peers, given the responsibility they will have to help run the class.

4. Students will practice writing analytical arguments about literature that respond to ongoing scholarly concerns; they will also refine their ability to critically, accurately summarize a work of literary scholarship.

**Materials:**

*Norton Anthology of English Literature*, Volume D, ISBN 978-0-393-91252-4

Jane Austen, *Pride and Prejudice*, Dover Thrift Edition, ISBN 9780486284736
Mary Shelley, *Frankenstein*, Dover Thrift Edition, ISBN 9780486282114

A MavMail account that you check daily

Hard copies of all the additional course reading

**Grading Scale:**

I grade holistically, which means that there are not specific point values assigned to different elements in your writing. The grades I assign indicate how well you meet the expectations of an assignment, which are explained in detail on every prompt.

90-100=A, for work that exceeds expectations.

80-89= B, for work that meets expectations well.

70-79=C, for work that meets the expectations of an assignment competently.

60-69=D, for work that fails to meet the minimum requirements of an assignment.

59 and below=F, for work that is either incomplete or has flouted the requirements.

**Assignments and Grade Calculation:**

The prompts for the two essays and the critical response will be posted on our Blackboard site (elearn.uta.edu), and we will go over them in detail in class ahead of the due dates. Below are thumbnail descriptions of your assignments and exams.

Please keep all your graded assignments and tests until after final grades have been reported.

* Response papers (12), 10%: Approximately every third day you will turn in, in hard copy, a short (250-500-word) response to the day’s reading. The response should be academic, not personal, focusing on an area of interest in the text (a theme, a few lines, a formal device) or posing a question that relates to the greater historical and social contexts of our course. It shouldn’t be a formal, fully developed paper, but you must make direct reference to the text (quoting it), and your response should be analysis rather than summary. I will consider you a discussion leader on the days your responses are due. There are three possible grades on the response papers: 10 (excellent), 9 (well done), and 8 (thank you for completing the work). The response groups are as follows: last names A-J, Group 1; K-Patman, Group 2; Piercy-Z, Group 3. No late work accepted at all on the response papers. If you miss class on your day, I will accept your work if you e-mail it to me before class begins.
* Critical summaries (2), 15%: You will choose two of the works of criticism we are reading together and write a summary of and response to the work of scholarship. One must be completed by the midterm, the second by the last day of class. When you submit these is up to you.
* Short essay, 15%: A 5-7 page essay on a work and topic of your choice, responding to class discussion.
* Term paper, 20%: A 10-15 page essay with a research component on a work or works and topic of your choice, responding to literary scholarship.
* Midterm, 15%: The midterm will be a combination of identifications and short answers. Identifications ask you to name the work and author of a particular passage and offer a close reading of the passage that underscores its thematic significance to the work as a whole. The best way to study is to keep up with the readings, mark passages that you think are important, and take good notes during class discussions.
* Final, 15%: The first part of the final will be the same format as the midterm, covering only the second half of the semester. The second part will be a cumulative essay.
* Participation, 10%: See below.

Make-up exams may be given at my discretion, but only under the most unusual circumstances. I require documentation to offer a make-up exam.

**Participation and Class Preparation:**

This class is discussion-based, which means that you play a significant role in its success. Though I will lecture on occasion, the majority of our class time will be spent discussing the assigned reading. It is incumbent upon each of us, therefore, to come to class with something to say about the text under discussion: an observation, a question, an opinion. Because I expect each of you to come to class ready to contribute, you should not only *complete* the required reading, but *think about it*. I encourage you to take notes on your reading and review them immediately before class. Though groups whose response papers are due will be on the spot more than the rest of you, you must come prepared for class every day. Should participation and lack of preparation become sticking points for us, I will institute reading quizzes.

Poetry—especially Romantic poetry—presents difficult, compressed language. It is usually necessary to read a poem multiple times to understand it. Try reading each poem several times, out loud, at at least two different sittings. (Reading out loud is helpful because it makes you slow down your reading and better understand the poem’s language.) Take notes on the basic situation of the poem (i.e., Where is the speaker? What is he/she doing or thinking about? Do the speaker’s thoughts change or progress over the course of the poem?) Then reread the poem and take notes on how the language and images of the poem reflect its situation and theme. You must *always* bring the text under discussion to class. That means you need to print out the readings you access on Blackboard or online. Failing to bring the reading to class will have a negative impact on your participation grade.

Participation comprises 10% of your final grade. At the end of the semester, your participation grade will be based on the quality (not necessarily the frequency) of your in-class contributions, taking into account the following: whether you pose your own questions and answer mine; whether you respond to your classmates’ remarks; the quality of your engagement during group work; your attentiveness to me and to your classmates when we speak; and your adherence to standards of classroom etiquette. The participation score will be applied retroactively to every day you were present, and you will receive a zero for the days you are absent (excused absences exempted). If you have any questions during the semester about where you stand participation-wise, please ask me. I will provide a midterm participation score to let you know how you’re doing.

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| End-of-semester participation evaluation |  |
| 9-10 (A level) | Actively participates during nearly every class in a way that demonstrates thorough preparation. Arrives on time and pays attention. A score of 10 is reserved for students whose contributions proved indispensable to the functioning of the class. |
| 8.5 (B level) | Actively participates during most classes in a way that demonstrates thorough preparation. Arrives on time and pays attention. |
| 7.5 (C level) | May participate occasionally, showing preparation, or may participate frequently without being prepared. Arrives on time and pays attention.  |
| 6.5 (D level) | Habitually dozes off in class or spends time on a device of some sort; tends to arrive late, leave early, or otherwise disrupt class. |

**Attendance and Tardiness:**

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the professor for this course, have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged. Every day you attend class, you must sign the attendance sheet. I record two kinds of absences: excused and unexcused. Excused absences will not impact your participation grade, but unexcused absences will.

I excuse absences under the following circumstances:

1. Military duty (documentation required)
2. Official university business (e.g., participation in a sporting event; documentation required)
3. Illness, *at my discretion* (doctor’s note required). Please note that I will not excuse your absence for a regularly scheduled doctor’s appointment. There is a limit of 4 absences due to illness. Should your health interfere markedly with your performance in the course, come talk to me.
4. Religious holidays (let me know ahead of time)

In some circumstances, I may excuse other kinds of absences, *with documentation*.

All students will be allowed one absence without penalty to the participation grade. This is a safeguard to cover for emergencies, illnesses that do not require a visit to the doctor, weekend trips, etc. **If you record seven unexcused absences you will automatically fail the course.** To summarize,

|  |  |
| --- | --- |
| 1 unexcused absence | No adverse impact on your grade |
| 2-6 unexcused absences | Every unexcused absence hurts your participation grade  |
| 7 unexcused absences | You fail the course |

Punctuality is essential. Coming to class late disrupts the rhythm of the class, and it is disrespectful to me and to your classmates. By missing the first few minutes of class, you miss important announcements. Arriving after class has begun will have an adverse effect on your participation grade, and egregious (15 minutes +) lateness (or leaving early) will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in all of your formal assignments on Blackboard (elearn.uta.edu). It is your responsibility to make sure that your submission goes through, which means going back after you have uploaded your assignment to double check that it is there. Computer problems are not a valid excuse for late or missing work. If you are having trouble uploading an assignment from your home computer, go to the library and upload it from there. Plan ahead.

I do accept late work, with the following two conditions: 1) late work will lose a letter grade (10 points) for each calendar day (*not* class day) it is late, and 2) I will no longer accept a paper when it is 6 days late.

Extensions are negotiable. *If you anticipate needing more time for an assignment, you must get in touch with me at least two days before the assignment is due.* Together we will arrive at a later due date. I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse.Plan ahead. I reserve the right to refuse extensions.

Unless we have made a special arrangement, do notsend me essays by e-mail. I will not accept them. It’s fine, however, if you e-mail me an assignment as a backup.

**Formatting and Citation:**

All writing assignments should be Word Documents that are double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow MLA style.

**Academic Integrity:**

All UTA students are expected to adhere to the University’s Honor Code, which reads as follows:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

The University’s policy is that faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. Submitting a paper you got credit for in another class, also known as “self-plagiarism,” is also a violation of academic integrity and will result in the same penalty. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.
4. Do not turn in work for this class that you have submitted, or will submit, in another class.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

http://www.uta.edu/studentaffairs/conduct/academicintegrity.html

**Etiquette:**

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. No laptops, smart phones, tablets, or e-readers in class. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. The use of any electronic device during class will result in a zero participation grade for that day. Check out these two articles if you’re interested in the research:

[http://www.sciencedaily.com/releases/2014/04/140424102837.htm](http://www.sciencedaily.com/releases/2014/04/140424102837.htm%22%20%5Ct%20%22_blank)

[http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom](http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom%22%20%5Ct%20%22_blank)

1. Visit me during office hours, make an appointment outside of office hours, or e-mail me for questions and help. I check my e-mail several times a day, but I cease to do so at night and do so considerably less frequently over the weekend. Please seek help ahead of time.
2. Please be sure your e-mails have both a salutation and a closing.

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and 12 to 5 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within a week of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**UNIVERSITY POLICIES**

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Support Services:**

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: the Office for Students with Disabilities, (OSD), [www.uta.edu/disability](http://www.uta.edu/disability), or calling 817-272-3364. They may also contact Counseling and Psychological Services, (CAPS), [www.uta.edu/caps/](http://www.uta.edu/caps/), or call 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at 817-272-3364.

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**Title IX:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Surveys:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are the stairwells at both ends of the hall outside our door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers**:

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

**Working Course Schedule**—subject to revision

Please read the headnotes for each author in addition to the assigned texts. Complete the day’s reading *before* our class meeting. Selections not in the Norton are available on Blackboard.

Introduction to Romanticism

8/28 Introduction to the course policies and to each other

8/31 Read the introduction to the Romantic period in the Norton

William Blake

9/2 All selections from *Songs of Innocence;* Group A response

9/4 All selections from *Songs of Experience;* Group B response

9/9 *The Marriage of Heaven and Hell*; Group C response

9/11 “All Religions Are One,” “There Is No Natural Religion” [a] and [b]; Group A response

Revolution!

9/14 Selections by Richard Price, Edmund Burke, Mary Wollstonecraft (from *A Vindication of*

*the Rights of Man*), and Thomas Paine; Group B response

9/16 Wollstonecraft, *A Vindication of the Rights of Woman*; Group C response

William Wordsworth

9/18 Preface to *Lyrical Ballads,* all selections from *Lyrical Ballads*; Group A response

9/21 “Strange fits of passion have I known,” “A slumber did my spirit seal,” “Nutting,” “Resolution and Independence,” “I wandered lonely as a cloud,” “Ode: Intimations of Immortality,” “Elegaic Stanzas,” “Composed upon Westminster Bridge, September 3, 1802,” “It is a beauteous evening,” “To Toussaint L’Ourverture,” “London, 1802,” “The world is too much with us,” “Surprised by joy,” “Mutability”; Group B response

9/23 Continue discussing poems; Group C response

9/25 *The Prelude* (all excerpts); Group A response

9/28 Continue discussing *The Prelude*; Group B response

Criticism: Anne Mellor’s “Writing the Self/Self-Writing” (Bb)

Samuel Taylor Coleridge

9/30 Selections from Chapters 13, 14, and 17 of *Biographia Literaria;* “Mechanic vs. Organic

Form” (from *Lectures on Shakespeare*); Group C response

10/2 “The Eolian Harp,” “This Lime-Tree Bower My Prison,” “Kubla Khan,” “Christabel,” “Frost at Midnight,” “The Pains of Sleep,” “To William Wordsworth”; Group A response

 Criticism: M. H. Abrams, “Structure and Style in the Greater Romantic Lyric” (Bb)

10/5 *The Rime of the Ancient Mariner*; Group B response

10/7 *The Rime,* continued; Group C response

 **Short essay due**

Jane Austen

10/9 *Pride and Prejudice,* pages TBD; Group A response

10/12 *Pride and Prejudice*; Group B response

10/14 *Pride and Prejudice;* Group C response

10/16 *Pride and Prejudice;* Group A response

10/19 *Pride and Prejudice;* Group B response

10/21 *Pride and Prejudice;* Group C response

10/23 *Pride and Prejudice;* Group A response

Criticism: TBD

10/26 Midterm

 **First critical summary due**

Percy Bysshe Shelley

10/28 from *A Defence of Poetry,* “Mutability,” “To Wordsworth,” “Mont Blanc,” “Hymn to Intellectual Beauty,” “Ozymandias”; Group B response

10/30 “Alastor; or, The Spirit of Solitude,” “England in 1819,” “The Mask of Anarchy,” “To a Sky-Lark”; Group C response

11/2 *Prometheus Unbound,* Preface, selections from Acts 1 and 2; Group A response

11/4 *Prometheus Unbound,* Selections from Acts 3 and 4; Group B response

 Criticism: TBD

Mary Shelley

11/6 *Frankenstein,* pages TBD; Group C response

11/9 *Frankenstein;* Group A response

11/11 *Frankenstein;* Group B response

11/13 *Frankenstein;* Group C response

11/16 *Frankenstein;* Group A response

Criticism: TBD

John Keats

11/18 Selections from *Endymion: A Poetic Romance,* “When I have fears that I may cease to be,” “The Eve of St. Agnes,” Bright star, would I were stedfast as thou art,” “La Belle Dame sans Merci: A Ballad,” “Sonnet to Sleep,” “To Autumn”; Group B response

11/20 All the odes; Group C response

11/23 “Lamia”; Group A response

11/25 Continue discussing Keats’s poetry; Group B response

 Criticism: TBD

11/30 All the included letters; Group C response

 Viewing of *Bright Star:* time and place TBD

Whither Romanticism?

12/2 Discussion of *Bright Star*

12/4 Flex day

**Second critical summary due**

12/7 Romanticism today?

12/9 Student Feedback Surveys, review for final

 **Term paper due**

12/16 Final exam, 8-10:30 a.m.