

# ENGL 3352.001: History of British Literature II: From Burns to Kay

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Fall 2015  
Dr. Christian Worlow  
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## Course Information

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### ENGL 3352.001: History of British Literature II

**Instructor:** Dr. Christian Worlow  
**Office Hours:** MWF 11-12 & by appt.  
**Class Time:** MWF 9-9:50 AM

**Office:** CARH 604  
**Email:** [worlow@uta.edu](mailto:worlow@uta.edu)  
**Class Room:** PH 206

#### ENGL 3352. HISTORY OF BRITISH LITERATURE II. 3 Hours.

An introduction to British literature from Romanticism to the present, focusing on the relationship between literature and its social and historical contexts. Addresses a wide range of authors from William Blake to Zadie Smith. Texts may include poetry, novels, plays, essays, and short stories. Prerequisites: for English majors, ENGL 2350; for non-majors, 6 hours of sophomore literature or 3 hours of sophomore literature with a grade of A.

This course is a survey course covering a broad swath of British literature—we begin with Robert Burns and end with Jackie Kay, covering Romanticism, Victorian literature, the Decadents and Aesthetes, Modernism, and literature culminating in the 2000 novel *Trumpet*. In designing this course, I have opted for a roughly chronological approach while paying attention to the imperial (English) and post-colonial (Ireland and Scotland) divisions in these works. I have also tried to make gender a strong component of this course, with readings by Mary Wollstonecraft, Mary Shelley, Elizabeth Barrett Browning, Jackie Kay, Virginia Woolf, Lady Gregory, and Caryl Churchill. Since this course only *surveys* British Literature since Burns, we will leave out many significant and lesser known authors: Dickens, Lawrence, Thomas, the Brontës, Sand, George Eliot, Doyle, Percy Bysshe Shelley, Shaw, and many more. As we proceed, we shall work to situate these texts within their historical, social, and cultural contexts of industrialization, capitalism, World Wars, modernity, technology, suffrage, race, gender, empire, and what comes after empire.



Robert Burns

This course requires attentive, close reading and class participation. Students should complete any quizzes on Blackboard *before* class, arrive to class on time with all reading materials and notes for the day, and participate in class discussion. In terms of assessment, we have two exams (mid-term and final exam), three “pearls” (half-page argumentative essays), quizzes and daily grade/in-class work, and an argumentative term paper with accompanying abstract and annotated bibliography.

## Required Texts

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- Virginia Woolf, *Orlando*
- Jackie Kay, *Trumpet*
- Caryl Churchill, *Plays: 1*
- Brian Friel, *Translations*
- *The Norton Anthology of English Literature*, 9th edition, vols. D-F (package 2)
- Other readings found on Blackboard



Jackie Kay

## Grade Breakdown

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Mid-Term	20	Oct. 21
Final Exam	20	Dec. 16
Pearls (3)*	5 each	varies
Abstract	5	Oct. 26
Annotated Bibliography	5	Nov. 9
Term Paper	20	Nov. 30
Daily Grade	10	
Participation	10	

\* three total pearls with the lowest dropped

NB: I will not discuss any grade you receive on an assignment until at least 24 hours have passed.

## Major Assignments

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**Mid-Term and Final Exams:** Exams occur in two parts. The first part of each exam includes the following components that occur on Blackboard: take-home essay, multiple choice, and matching. The second part of each exam includes the following components that occur in-class: passage identification and short answer. The final exam is not cumulative but may ask you to connect material from the second half of the course to movements and works from the first half of the course. All questions require you to draw upon the readings, class discussion, and lecture.

**Pearls:** The “pearls” are half-page, single-spaced argumentative essays in which you argue for an interpretation of a passage, character, theme, or other matter relating to a text. You have a very limited space to advance an argument, and obviously, you cannot offer a reading of the *entire* text in half a page. Nor can you waste time establishing context or quoting large portions of the text. Point to evidence and quote only select phrases or words that help you make your point. At the same time, your pearl should offer a *complete* argument that you could expand into an argumentative, full essay. I will assign students to a group (A-D, assigned on the first day of class), and I have staggered due dates for the pearls over the course of the term for each group. Take note of the following general requirements/guidelines about pearls:

- Pearls are not group or collaborative essays.
- You should submit a copy of your pearl on Blackboard before the deadline and bring a hard copy to class to turn in.
- I may ask you to read your pearl aloud and to contribute to class discussion.
- Pearls are *not* reviews or about why you liked or disliked the reading.



- All pearls are due on the **Sunday** of the week by noon on Blackboard. Bring a hardcopy to class that **Monday**.
- I drop the *lowest* pearl grade at the end of the term.

**Term Paper, Abstract, and Annotated Bibliography:** You will submit your term paper both on Blackboard and in class as a hard copy. Your term paper is a 1500-2000 word argumentative, research-based essay in which you advance a specific argument about a topic relating to one or more of the texts and issues raised in this course. You will also be responsible for a brief **abstract**/proposal (250 words, including tentative thesis statement for your term paper) and an **annotated bibliography**, both of which are due before the term paper is due. This term paper and annotative bibliography require *at least* five secondary, *peer-reviewed* sources.

**Daily Grade:** These grades may include quizzes (on Blackboard, sometimes in class) and in-class exercises. You will also present a 5 minute presentation (“**Author Presentation**”) on one of several authors that I will assign on the first day of class. Author Presentations counts as three daily grades. Furthermore, you will prepare what I tentatively refer to as “**Noticings**.” These Noticings are a collection of five things that you noticed, that caught your attention, that confused or struck you about each day’s reading. You will bring your Noticings to class for your own reference *and* submit them on Blackboard at the end of each week (Friday by noon). If you don’t have your Noticings with you in class, I will count you absent. I do drop the lowest daily grade at the end of the term.



Thomas Stearns Eliot

**Participation:** All students should fully prepare before each class by reading the assigned texts for the day and taking notes. Students should participate actively in class discussion by asking questions, answering questions, offering their opinions and responses, and arriving punctually. For every class you miss, your Participation grade will decrease by 5 points to a minimum of zero. I will also determine your participation grade based upon your participation in class discussion via questions, answers, and discussion. Please keep in mind that participation should be *civil* participation, even if you disagree with another’s perspective.

## Class Policies

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### Blackboard Quizzes

Prior to each class, students are responsible for completing any reading quizzes on Blackboard.

### Extra Credit Opportunities

I will drop an additional lowest quiz grade if you attend a performance of a play or reading from the period (British Literature since the Romantics). To qualify for this extra credit, you must attend the performance and provide me evidence via a program, a ticket stub, and a 250-word review and short analysis of the production.

## Late Work and Make-Up Policy

I will not accept any late assignments for credit. Late work earns a zero for a grade. **No exceptions.** If you know you will miss class, then you are still responsible for submitting your assignments on time. Similarly, I will not give make-up quizzes or exams except in instances of excused university absences for the exams, but you must schedule alternative exam arrangements with me in advance of the exam dates.

## Turning in Assignments to Blackboard

All major assignments in this course will be submitted to Blackboard. All assignments submitted to Blackboard must be saved as a .pdf, .doc, or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that you have saved and submitted all of your work in the correct format. **If you submit work in the wrong format, then you will receive a zero for the assignment. A hardcopy is also due in class by the deadline.**

## Paper Formatting Requirements

You must format the essay exams and term paper as per MLA guidelines, including the following requirements:

- One-inch margins
- Double-spaced
- 12-point serif font (for example, Times New Roman, Garamond, Goudy)
- MLA style name block at the top of the first page
- MLA style name and page number header
- MLA style parenthetical citation, Works Cited page, and entries included at the end of the document OR Chicago Manual of Style end notes and citation
- *For the Term Project, if your project does not meet the minimum length requirements, I will assign a zero to your term project.*

For the pearls, your essays should follow the same guidelines as above with the following exceptions:

- Margins can be as low as 1/2 inch or less.
- An MLA style name block at the *bottom* of your essay.
- Your citations should be parenthetical, clear, and concise.

## Late Enrollment Policy

Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you are responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date, then your responsibility is to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.



Elizabeth Barrett Browning

## Paper Reuse Policy

You may not reuse papers from prior classes in this course or any other course that you have taken at any institution. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this situation with me prior to the due date of the assignment.

## Attendance

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section for the Fall 2015 term, I will take attendance every class period. Class attendance and participation are important for this class, as lecture and class discussion material will appear on the exams. Students should read the assigned reading for the day, should complete the quiz on Blackboard *before* class, and should have any books or reading materials with them for class that day.

If you are late to class or tardy, you are responsible for coming to me *immediately after class* to tell me you were late. If you are very tardy, I reserve the right to count you absent nonetheless.

## Missed Class

If you miss a class, do **not** come to me to ask what you missed. I recommend you exchange emails with your classmates, so you can find out what we did in class when you were absent.

## Excused Absences

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity and those religious holidays the student informs the instructor of at the beginning of the term in writing. *These absences will **not** be excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence.** Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must make arrangements with the instructor at least 48 hours prior to the absence for turning in the work. No guaranteed extensions.

## Classroom Behavior

Class sessions are short and require your full attention. You should work on whatever in-class activity we are working on that day. If I find you working on work for other classes, surfing the web, texting, or updating your Tumblr/Imagr/Whatever account, I will dismiss you from the class and count you as absent for the day. Although secondary readings are available on Blackboard in many cases, you are responsible for coming to class with a hard copy so you can refer to the text in class.



Virginia Woolf

Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 3352 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Address your instructors appropriately, and communicate professionally.

According to *Student Conduct and Discipline*,

students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202)

Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or be referred to the Office of Student Conduct.

### Classroom Visitors

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

### Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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.



**William Butler Yeats**

UT Arlington 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. Discipline may include suspension or expulsion from the University:



Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to indicate correctly where you are making use of the work of another or by colluding with another to prepare assignments. You are responsible to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Remember your First Year Writing courses and consult a writing handbook for more information on quoting, paraphrasing, summarizing, and citing properly to avoid plagiarism. If you still do not understand, **ask your instructor**. I will refer all students caught plagiarizing or cheating to the Office of Student Conduct.

### Disability Accommodation

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): [http:// www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364
- Counseling and Psychological Services (CAPS): [http:// www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671

### 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://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

### 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 withdraw officially if they do not plan to attend after registering.



John Keats

Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

### Writing Center

The English Writing Center is located in Room 411 Central Library. Hours are 9 am to 8:15 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and Noon to 5:15 pm Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students last 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service: consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Quick Hits:** A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at

[www.facebook.com/WritingCenteratUTARlington](http://www.facebook.com/WritingCenteratUTARlington). QH Consultants will not make corrections, but will point clients to the answers.



Isabella Augusta, Lady Gregory

### Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Be polite and quiet.

### 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](mailto:resources@uta.edu), or view the information at

<http://www.uta.edu/universitycollege/resources/index.php>

## Student Feedback Survey

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:

1. Exit the classroom
2. Head towards the stairwells at either end of the hall.
3. Take the stairs until you reach the bottom floor.
4. Exit the building through the glass doors just past the bottom step.

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.

## Electronic Communication Policy

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>.

However, please note the following requirements and guidelines regarding email communications for this course:

- Include ENGL 3352.001 and a detailed topic in the subject line of all emails. **I will not open emails that do not include a correct subject line.** (For example: *ENGL 3352.001: Question About Mid-Term.*)
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours. I will not check email after 7 PM.
- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

### Conferences and Questions

The office hours indicated on the syllabus are for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days, but please note I am only on campus on Tuesdays and Thursdays.

### Syllabus and Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

## Frequently Asked Questions (FAQ)

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### Q. Can I turn in late work?

A. No. If your work is late, you get a zero.

### Q. What if it's a couple of minutes late?

A. Tough. Don't wait until the last minute.

### Q. Can I revise for a better grade?

A. No. Turn it in right the first time. Besides, in my experience, students don't "revise" so much as fix a comma or two and call that a "revision." So no, you can't revise.

### Q. What if my assignment is too short/doesn't meet the minimum length required?

A. Then it earns a zero.

### Q. What if my assignment is longer than the listed maximum length?

A. If you're a little over the maximum, then don't worry about it. If you're well over the maximum (for example, 10 pages rather than 5), then I'm only reading and grading until page 5.

### Q. Can I have an Incomplete?

A. No.



Oscar Wilde



**Q. Can I do anything to get a better grade?**

A. Do the work in the first place the first time around. If we are approaching the end of the term and you're worried about passing, then you probably should have done more/done a better job/gotten help sooner. If extra credit has already been offered, then do that, but don't expect to magically change a failing grade into a passing one.

**Q. But I need this class for my nursing degree/engineering degree/teaching certificate!**

A. If you're having problems, maybe that program isn't right for you. You might consider speaking with an advisor for other options with your academic career.

**Q. But I need [some particular grade] for financial aid/to graduate!**

A. Maybe you should've done better before this point.

**Q. How many absences can I have?**

A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no "maximum" number of absences. Of course, if you miss several classes and several daily/in-class grades, then you'll fail under your own power.

**Q. Can I go to the restroom?**

A. Yes. Stop asking me. Just go. Be discrete and don't disrupt class, but you aren't in high school anymore.

**Q. Can you look at my draft for me and give me feedback?**

A. Sure. Bring it by my office as a hard copy. Don't bring your laptop. I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

**Q. But you said my draft looked fine! Why did I get [grade I do not want]?**

A. Because your work earned that grade. Do not mistake "You're on the right track" or "This looks okay" for "This gets an A." A *D* is passing. A *C* reflects *average* work.

**Q. But I worked so hard on this!**

A. Effort does not equal competency or success.

**Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!**

A. If it's before the deadline, try using a different browser. If that doesn't work, email it to me before the deadline as an attachment. If it's after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then contact me before class.

**Q. Do you drop any grades?**

A. I typically drop a lowest daily grade at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.



Caryl Churchill

**Q. I was late to class! What should I do?**

A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

**Q. What does it take to earn an A on an assignment?**

A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence*, not merely *goodness* or *seems good* or *well, it's doing most of what I asked you to do*. It should demonstrate any and all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For argumentative essays/projects, it should demonstrate an effective argumentative organization: an introduction and strong, clear thesis; claim-driven topic sentences for unified, coherent paragraphs; a clear, strong conclusion; convey complex ideas in simple, clear, concise prose.

**Q. Can I have a letter of recommendation?**

A. Two things: Firstly, you cannot have a recommendation until after the class is over. I want to see if you are the kind of student I feel confident and comfortable in recommending for something. Also, I might have something to *talk about* by that point. I've used students' work and projects in my classes as specific examples to *justify* why I recommend students for scholarships, academic programs, etc. Secondly, I only write letters of recommendation for students who earned A's in the course overall.

**Q. Can I use Wikipedia, Ask Jeeves, About.com, Ask.com, Metafilter, Reddit, or some other general internet resource as a source in my paper/project?**

A. No. If you're in a Literature course, then you should use the MLA International Bibliography or maybe Academic Search Complete via our library. Otherwise, for literature or composition or technical writing, you should be searching for reputable sources—and have a good understanding of what reputable sources *are* and which are appropriate to the project or discipline you are working within.



Mary Shelley



William Blake

## Q. What citation style should I use for my projects/assignments?

A. My answer varies depending on the kind of course you are taking:

- For *composition and literature courses*, use MLA Style parenthetical citation with Works Cited pages.
- For *Shakespeare*, use MLA Style or Chicago Manual of Style (CMS), but do not mix the two. Offer parenthetical citations for primary text passages or references. If you use MLA, be sure to have a Works Cited page. If you use CMS, use end notes or footnotes.
- For Technical Writing, choose a citation style and stick to it on particular projects. Note that choice on the Style Sheet. NB: The Formal Project requires you to use APA style citation. You will have a Works Cited, References, or Bibliography section as appropriate to the style you choose.

Please note that the library can direct you to more information about those specific styles. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles.

**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.

## Tentative Schedule

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Readings marked with \* are *not* in the *Norton Anthology*. Numbers in parentheses refer to the pages assigned for the reading *or* to the first page of a reading (in which case you should read the whole text). Texts marked with (Bb) are on Blackboard as PDFs.

For each week, “Group” refers to which group’s pearls are due that week (by Sunday by noon before the Monday of the week). Noticings are due on Blackboard every week on Friday by noon starting Sept. 4 with the final Noticing due Dec. 4. Important deadlines or due dates are indicated in blue.

<b>Week 0</b> <b>Aug. 27</b>	Course Introduction French Revolution & Republicanism Romanticism
<b>Week 1</b> <b>Aug. 31</b>	<b>Romanticism &amp; Robert Burns</b> Intro Notes (165-7) “Green grow the rashies” (167) “To a Mouse” (171) Romanticism (continued) Intro Notes (165-7)
<b>Sept. 2</b>	“To a Louse” (172) “Auld Lang Syne” (173) “Tam o’ Shanter: A Tale” (174)
<b>Sept. 4</b>	“The Vision”* (Bb) “Such a parcel of rogues in a nation” (179) “A Red, Red Rose” (181)
<b>Week 2</b> <b>Group A</b> <b>Sept. 7</b>	<b>William Blake</b> Intro Notes (112-6) Selections from <i>Songs of Innocence and of Experience</i> Introduction (118) “The Lamb” (120) “The Divine Image” (122) Both versions of “Holy Thursday” (122, 127) “The Clod & the Pebble” (127) Both versions of “The Chimney Sweeper” (121, 128) “The Tyger” (129) “The Garden of Love” (131) “To Tirzah” (134) “A Divine Image” (135) <a href="#">Term Paper Assignment</a>
<b>Sept. 9</b>	<i>The Book of Thel</i> (135) <i>The Marriage of Heaven and Hell</i> (148)
<b>Sept. 11</b>	<i>Visions of the Daughters of Albion</i> (140) “A Song of Liberty” (159) “Mock on, Mock on, Voltaire, Rousseau” (160) “And did those feet” (161)
<b>Week 3</b> <b>Group B</b> <b>Sept. 14</b>	<b>More Romantics</b> Mary Wollstonecraft, Intro Notes (208-11) From <i>A Vindication of the Rights of Woman</i> (211-39)



<b>Sept. 16</b>	Samuel Taylor Coleridge & William Wordsworth Wordsworth Intro Notes (270-2) Preface to <i>Lyrical Ballads</i> (292-305) “Lines Composed a Few Miles above Tintern Abbey” (288) Coleridge Intro Notes (437-9) “Kubla Khan” (459)
<b>Sept. 18</b>	Dorothy Wordsworth All selections from NAEL (402-18)
<b>Week 4 Group C Sept. 21</b>	<b>John Keats</b> Intro Notes (901-3) <i>Hyperion: A Fragment</i> * (Bb) <i>The Fall of Hyperion: A Dream</i> (952-55, through line 80)
<b>Sept. 23</b>	“On First Looking into Chapman’s Homer” (904) “On Seeing the Elgin Marbles” (906) “On Sitting Down to Read <i>King Lear</i> Once Again” (910) “La Belle Dame sans Merci: A Ballad” (923) “Ode to a Nightingale” (927) “Ode on a Grecian Urn” (930)
<b>Sept. 25</b>	All letters (965-81)
<b>Week 5 Group D Sept. 28</b>	<b>Mary Shelley and Lord Byron</b> Mary Shelley Intro Notes (981-3) “Transformation”* (Bb)
<b>Sept. 30</b>	Lord Byron Intro Notes (612-6) <i>Don Juan</i> (672-end of Canto I selections on 704)
<b>Oct. 2</b>	<i>Don Juan</i> (Canto II selections, 704-26)
<b>Week 6 Group A Oct. 5</b>	<b>The Brownings &amp; Victoriana</b> Elizabeth Barret Browning Intro Notes (1123-4) From <i>Aurora Leigh</i> (1138-52)
<b>Oct. 7</b>	From <i>Sonnets from the Portuguese</i> (1129-30)
<b>Oct. 9</b>	<b>Robert Browning</b> Intro Notes (1275-8) “My Last Duchess” (1282) “Love among the Ruins” (1292) “Childe Roland to the Dark Tower Came” (1294) “Caliban upon Setsubos” (1315)

<b>Week 7</b>	<b>Stevenson &amp; Wilde</b>
<b>Group B</b>	Robert Louis Stevenson, Intro Notes (1675-7)
<b>Oct. 12</b>	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (1677-1720)
<b>Oct. 14</b>	Stevenson continued
<b>Oct. 16</b>	Oscar Wilde
	Intro Notes (1720-2)
	<i>The Importance of Being Earnest</i> (1733-end)
<b>Week 8</b>	<b>Wilde, Midterm, and Lady Gregory</b>
<b>Group C</b>	Wilde continued
<b>Oct. 19</b>	<i>The Importance of Being Earnest</i>
	<a href="#">Mid-Term Blackboard Component opens on Blackboard</a>
<b>Oct. 21</b>	<a href="#">Mid-Term In-Class Component</a>
	<a href="#">Bring a pen</a>
<b>Oct. 23</b>	Lady Gregory
	Selections from <i>Gods and Fighting Men</i> * (Bb)
<b>Week 9</b>	<b>William Butler Yeats</b>
<b>Group D</b>	Intro Notes (2082-5)
<b>Oct. 26</b>	"The Hosting of the Sidhe"* (Bb)
	"The Rose of the World" (2087)
	"The Lake Isle of Innisfree" (2087)
	"When You Are Old" (2088)
	"The Man Who Dreamed of Faeryland" (2089)
	"Adam's Curse" (2090)
	"No Second Troy" (2091)
	"A Coat" (2092)
	<a href="#">Abstract Due</a>
<b>Oct. 28</b>	"Easter, 1916" (2093)
	"The Wild Swans at Coole" (2095)
	"The Second Coming" (2099)
	"Leda and the Swan" (2102)
<b>Oct. 30</b>	"Sailing to Byzantium" (2102)
	"A Dialogue of Self and Soul" (2105)
	"Byzantium" (2107)
<b>Week 10</b>	<b>T. S. Eliot</b>
<b>Group A</b>	Intro Notes (2521-4)
<b>Nov. 2</b>	<i>The Waste Land</i> (2529-43)
<b>Nov. 4</b>	<i>The Waste Land</i> (continued)
<b>Nov. 6</b>	"The Love Song of J. Alfred Prufrock" (2524)

<b>Week 11</b> <b>Group B</b> <b>Nov. 9</b>	<b>Becket &amp; Woolf</b> Samuel Becket Intro Notes (2619-21) <i>Waiting for Godot</i> (2621-end) <a href="#">Annotated Bibliography Due</a>
<b>Nov. 11</b>	<i>Godot</i> continued
<b>Nov. 13</b>	Virginia Woolf Intro Notes (2706) <i>Orlando</i> *
<b>Week 12</b> <b>Group C</b> <b>Nov. 16</b>	<b>Woolf and Friel</b> Woolf continued
<b>Nov. 18</b>	Woolf continued
<b>Nov. 20</b>	Brian Friel, <i>Translations</i> *
<b>Week 13</b> <b>Group D</b> <b>Nov. 23</b>	<b>Jackie Kay</b> <i>Trumpet</i> *
<b>Nov. 25</b>	<i>Trumpet</i> continued
<b>Nov. 27</b>	Thanksgiving Holiday (no class)
<b>Week 14</b> <b>Nov. 30</b>	<b>Caryl Churchill</b> <i>Plays: 1: Traps</i> * <a href="#">Term Paper Due</a>
<b>Dec. 2</b>	<i>Plays: 1: Vinegar Tom</i> *
<b>Dec. 4</b>	<i>Plays: 1: Cloud Nine</i> *
<b>Week 15</b> <b>Dec. 7</b>	<b>Dead Week/Review</b> Reading Period   Conference Days
<b>Dec. 9</b>	Reading Period   Conference Days
<b>Final Exam</b> <b>Dec. 16</b>	<a href="#">Final Exam (8-10:30 AM)</a> <a href="#">Blackboard portion due before 8 AM</a> <a href="#">In-Class Portion</a>