**ENGL 3333: Dynamic Traditions / Romanticism**

University of Texas at Arlington, Spring 2018

Meets MWF, 11-11:50, University Hall 14

Instructor: Dr. Kathryn Warren

E-mail: kwarren@uta.edu

Office tel.: 817-272-0466 (I prefer e-mail)

Office hours: Carlisle Hall 206, W/F, 2-3:30, and by appointment

Faculty profile: https://mentis.uta.edu/explore/profile/kathryn-warren

**Course Description:**

Dynamic Traditions is a new requirement for the English major that focuses on changes over time to a movement, genre, or motif. In this section we'll be studying Romanticism, a literary movement that began in Europe in the 18th century but persists—one might argue—to the present day. Romantics across time and geography share a belief in the power of the imagination, the importance of self-creation, the primacy of emotion and impulse over reason and restraint, and the idea that poetry can change the world. Our focus in this course will be on the British and American Romantics (the first and second waves of Romanticism in English, from the late eighteenth century to the late nineteenth). In our study of these figures and their writing, we will seek to discover commonalities and differences, influences and departures. We will conclude our course by investigating Romantic strands in contemporary art and culture.

**Learning Outcomes:**

1. Students will develop an understanding of and familiarity with 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 writing in Britain and the United States, thus learning how movements in literature evolve in response to particular social and historical contexts.

3. Students will develop confidence and facility speaking about literature dialogically with their peers.

4. Students will practice writing in a variety of genres, making connections among the various Romantics, and using textual evidence to support claims through a sequence of five short writing assignments.

**Materials:**

*The Norton Anthology of English Literature: The Romantic Period, Vol. D*

ISBN 978-0-393-91252-4

*The Norton Anthology of American Literature, Shorter Eighth Edition: Volume 1, Beginnings to*

*1865*

ISBN 978-0-393-91886-1

A MyMav e-mail address that you check daily

**Grade Distribution:**

Writing Assignments 60%

 #1 Romantic Imitation

 #2 Romantic Rock Stars

#3 Poets on Poetry

 #4 Translating Emerson

 #5 Romantic Guru Listicle

Midterm 12.5%

Poetry recitation 10%

Contemporary Romanticism contribution 5%

Final 12.5%

Explanation and Provisos:

* Both exams will be made up of short answers and/or identification/close readings. The short-answer questions will be drawn directly from the handouts, lectures, and class discussions. The identification/close reading questions ask you to name the work and author of a particular passage and offer a close reading of the passage that underscores its significance to the work as a whole. The best way to prepare for the exams is to keep up with the readings, mark passages that we discuss, pay attention to the differences in the authors’ styles, and take good notes during class. The exams do not require that you memorize passages, but rather that you learn to recognize the authors’ distinctive traits. The final will not be cumulative.
* 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.
* Keep all your graded assignments until final grades have been submitted for the semester.

**Grading Scale:**

The grades I assign indicate how well you meet the expectations of an assignment, which are explained on the prompts and itemized on the grading rubrics, all of which are available on Blackboard.

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.

I keep a running tally of your grade on Blackboard under the heading “Weighted Total According to Syllabus.” This name distinguishes the column from Blackboard’s point-based tally, which does not take into account the weight of particular assignments. At the end of the semester, borderline grades (i.e., grades within a single point of the next bracket) *may* be rounded up if the student has actively and continuously participated in class discussion.

**Participation and Discussion:**

I encourage you to participate actively in class because the study of literature can’t happen in a vacuum. While I will lecture on occasion, for the most part this class is discussion-based, which means that we all play a significant role in its success. It is incumbent upon each of us to come to class with something to say about the work of literature: 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 or assignment, but *think about it*.

You don’t have a lot of pages to read for each class, but the reading is challenging nevertheless—deceptively so. You should read the poems you are assigned multiple times before coming to class. Read them aloud, listening to how the words sound. Read them silently, paying attention to the connections among the words on the page. Look up words you don’t know. Be sure to read any footnotes. Count the syllables, noting whether the meter is regular, and take a close look at the rhyme (or lack thereof). What patterns do you notice? What can you tell about the speaker? What do you find interesting or perplexing about the work? Don’t worry if you don’t understand “what the poem means,” and please do not feel like you need to do research to arrive at the “right” meaning of a poem before you come to class. Questions that occur to you about the poems, essays, and stories we’ll be reading are more valuable than interpretations you find on the Internet.

You must always bring a hard copy of the text to class.

Though there is no grade assigned to participation, I will take participation into account when considering borderline grades at the end of the semester.

**Attendance and Punctuality:**

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, I have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged.

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; if a child or dependent of yours gets sick and you are the caretaker, I will excuse that absence). 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, but only with documentation. Please bear in mind that although these absences are excused, any kind of absence is discouraged, as attendance in class is highly correlated to your understanding of the material.

You are allowed 3 unexcused absences this semester, but each subsequent absence will result in a point deduction from your final grade, as indicated below. **If you record seven unexcused absences, you will automatically fail the course.**

|  |  |
| --- | --- |
| Number of Unexcused Absences | Point Deduction from Final Grade  |
| 3 | 0 |
| 4 | 2 |
| 5 | 4 |
| 6 | 6 |
| 7 | Failure of 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. Egregious lateness (15 minutes +) or leaving early will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in all but one of your writing 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 on the writing assignments, 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 email 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 email. I will not accept them. It’s fine, however, if you email me an assignment as a backup.

**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. Laptops, tablets, e-readers, and phones are not permitted in class. Stow your phones. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. 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 email me for questions and help. Please seek help ahead of time. I do not check email over the weekend.
2. Please be sure your emails have both a salutation (you can call me Dr. Warren) and a closing, and remember always to use your MavMail address when corresponding with professors.

**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-8 pm Mondays-Thursdays, 9 am-3 pm Fridays, and 12-5 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.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**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 change***

Please complete the reading for the class meeting next to which it’s listed. **Always read the headnotes for each author.** I’ll let you know of any changes to the schedule via e-mail.

Wed., Jan. 17: Introduction to the course policies

Fri., Jan. 19: Introduction to each other and discussion of the poetry recitation assignment

Molly Worthen, “Memorize that Poem!”, and Jim Holt, “Got Poetry?” (on Blackboard)

Mon., Jan. 22: Introduction to British Romanticism; begin William Blake

In addition to reading his work in the anthology, find every piece by Blake in the original, illuminated manuscript form on the Blake Archive site; to understand Blake and appreciate the extent of his genius, it helps to see how he originally illustrated and displayed his work.

<http://www.blakearchive.org/> (required!)

All Religions Are One, There Is No Natural Religion a + b; from *Songs of Innocence:* “Introduction,” “The Lamb,” “The Chimney Sweeper” (116-121)

Wed., Jan. 24: Blake, from *Songs of Experience:* “The Tyger,” “London” (129-30, 132-33)

Fri., Jan. 26: Blake, “Proverbs of Hell”(151-53)

Mon., Jan. 29: William Wordsworth, from the Preface to *Lyrical Ballads* (293-304), “Simon Lee” (275-78)

Wed., Jan. 31: Wordsworth, “Tintern Abbey” (aka “Lines”) (288-292), “I wandered lonely as a cloud” (334-335)

Fri., Feb. 2: Wordsworth, from the 1805 *Prelude,* Book First, lines 1-271 (356-362)

🡪Go over Writing Assignment #1, Romantic Imitation

Mon., Feb. 5: Wordsworth, from the 1805 *Prelude,* finish Book First (362-70), Book Thirteenth (398-402)

Wed., Feb. 7: Samuel Taylor Coleridge—“The Eolian Harp” (439-441), “Frost at

Midnight” (477-479)

Fri., Feb. 9: Coleridge, *The Rime of the Ancient Mariner* (443-459)

Mon., Feb. 12: Coleridge, continue discussing the *Rime,* Chapters 14 and 17 of the *Biographia Literaria* (491-99)

 **Writing Assignment #1 due on Bb by midnight**

Wed., Feb. 14: Coleridge, “Dejection: An Ode” (479-483)

 🡪Go over Writing Assignment #2, Romantic Rock Stars

Fri., Feb. 16: Lord Byron, from *Childe Harold’s Pilgrimage* (620-629, through the 45th stanza of Canto the Third); Byron’s salacious biography exercise (be sure to read the headnote)

Mon., Feb. 19: Byron, *Childe Harold* (629-637)

Wed., Feb. 21: Percy Bysshe Shelley, *Alastor* (753-769)

Fri., Feb. 23: Shelley, “Ozymandias” (776), “Ode to the West Wind” (791-793)

Mon., Feb. 26: Shelley, from *A Defence of Poetry* (856-869)

Wed., Feb. 28: John Keats letters—to George and Thomas Keats [“Negative Capability”] (967-968), to Richard Woodhouse [“A Poet Has No Identity”], to George and Georgiana Keats [“The Vale of Soul-Making”] (972-977)

 **Writing Assignment #2 due on Bb by midnight**

Fri., Mar. 2: Keats, “Ode to a Nightingale,” “Ode on a Grecian Urn” (927-931)

 🡪Go over Writing Assignment #3, Poets on Poetry

Mon., Mar. 5: Keats, “Bright Star,” “La Belle Dame sans Merci” (922-924)

Wed., Mar. 7: Catch up and midterm review

Fri., Mar. 9: Midterm

March 12-16: Spring Break

Mon., Mar. 19: Ralph Waldo Emerson, *Nature* (508-516); discuss the *Whither*

*Romanticism?* forum

**Writing Assignment #3 due on Bb by midnight**

Wed., Mar. 21: Emerson, *Nature* (516-524)

 🡪Go over Writing Assignment #4, Translating Emerson

Fri., Mar. 23: No class

Mon., Mar. 26: Emerson, *Nature* (524-536)

Wed., Mar. 28: Emerson, “The American Scholar” (536-549)

Fri., Mar. 30: Nathaniel Hawthorne, “Young Goodman Brown” (619-28), “The

Minister’s Black Veil” (636-645)

Mon., Apr. 2: Edgar Allan Poe, “The Tell-Tale Heart,” “The Black Cat” (714-24)

Wed., Apr. 4: Henry David Thoreau, *Walden* (858-879 [read through paragraph ending “my own experiment”])

**Writing Assignment #4 due on Bb by midnight**

Fri., Apr. 6: Thoreau, *Walden* (879-896)

Mon., Apr. 9: Thoreau, *Walden* (896-916 [read up to “Spring”])

 🡪Go over Writing Assignment #5

Wed., Apr. 11: Thoreau, *Walden* (916-934)

Fri., Apr. 13: Walt Whitman, *Song of Myself* (Sections 1-21)

Mon., Apr. 16: Whitman, *Song of Myself* (Sections 22-36)

Wed., Apr. 18: Whitman, *Song of Myself* (Sections 37-52)

Fri., Apr. 20: Emily Dickinson, poems numbered 236, 260, 320, 340, 348, 359; go by the poem numbers listed first, not the ones in brackets

**Writing Assignment #5 due on Blackboard by midnight**

Mon., Apr. 23: Dickinson, poems numbered 373, 409, 446, 519, 591, 620, 788, 1263

Wed., Apr. 25: Mary Oliver, “Wild Geese,” “The Summer Day” (on Blackboard); also

read the brief bio on the *Poetry Foundation* website and two poems (of your choice) the site links to.

Fri., Apr. 27: Read and listen to David Foster Wallace’s Kenyon commencement address (on Blackboard)

 **Email me your Romantic artifact paragraph by 5 pm**

Mon., Apr. 30: *Whither Romanticism?* (share your artifact)

Wed., May 2: *Whither Romanticism?* (forum)

Fri., May 4: Review for final and Student Feedback Surveys

 **Poetry recitation deadline (5 pm)**

Wed., May 9: Final Exam (in our classroom), 11-1:30