

## ENGL 5325.001, STUDIES IN VICTORIAN LITERATURE

### POLICY STATEMENT and SYLLABUS



Professor Catherine Ross  
Fall 2025

Mobile phone: 903-520-5492 (if you use this to text, please identify yourself in the message)

Course meets via Zoom 3 times, once after each unit is complete

Office Hours: 2:30-5:00 PM Tuesday, Thursday, and by appointment.



### COURSE OVERVIEW:

The Victorian Period began in 1837, lasted until 1901, and gave birth to the Modern Age. Because England had colonies on every continent except the Arctic and Antarctica, the sun quite literally never set on the British Empire in the Period. As a result of the wealth created by these holdings, the rise of modern science, and the enterprising character of the English people, Britain became the greatest and richest power in the world. English writers in this period are noted for their novels and for creating texts in prose and verse that discussed and aimed to reform British society, particularly in the areas of education and industry. Often the idealistic, energetic, Victorians are compared to Americans in the modern period. We will begin class with a careful study of three iconic poets of the period: Elizabeth Barrett Browning, Alfred Lord Tennyson, and Matthew Arnold.

Then we will read two novels, *Jane Eyre*, a novel of growing up by Charlotte Bronte, and *North and South*, a condition of England novel by Elizabeth Gaskell. Both novels explore the roles of young women and men as they come of age, both novels allow students to consider the social, cultural, and political circumstances in which the characters live, think, and act.

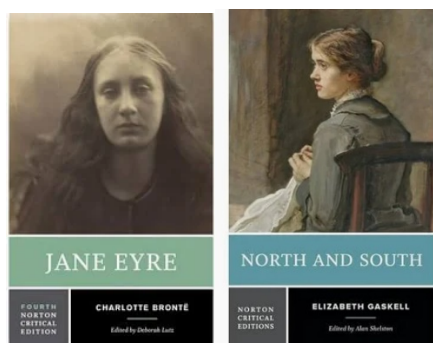
After our first, introductory meeting on Zoom (7 PM August 28), I will conduct a Zoom session to conclude each unit. The dates are posted. Please show up with your camera on, be seated at a desk or table, and be ready to speak with your classmates. I suggest you collect and review the CPAs and Discussion Board Themes for that unit ahead of time, so you will be ready to contribute thoughtfully to the discussion.

Research Project: Students will produce either a pictorial pedagogical project for their classrooms or a scholarly research paper that might be submitted for a conference paper or for publication in a scholarly journals. Details are in the Research Project Module. The final draft is due December 3<sup>rd</sup>. There will be a final exam based on the themes and questions posted in the weekly Discussion Boards.

## STUDENT LEARNING OUTCOMES

Among the skills that students can develop more fully in this course are:

- Close reading and textual analysis
- Historical and cultural literacy
- Synthesis and interdisciplinary thinking
- Interpretive patience and intellectual stamina
- Argumentation and persuasive expression or writin



## REQUIRED TEXTBOOKS AND READINGS

Please be sure you use the Norton Critical editions of the two novels, as assignments are keyed to their pagination. Total estimated cost: \$22-\$44 for the two novels, new books are @ \$22 each;

used paperbacks in good condition can cost as little as \$11 each. The library can supply you with digital versions of the novels for free, but they will not be the Norton Critical Editions.

- Poetry collection supplied by the professor, The [Poetry Collection](#) can be found at the top of the module titled POETRY UNIT
- *Jane Eyre*, by Charlotte Bronte, Fourth Norton Critical Edition, edited by Deborah Lutz, ISBN: 978-0-393-264876
- *North and South*, by Elizabeth Gaskell, Norton Critical Edition, edited by Alan Shelston, ISBN: 978-0-393-979078-4

## RECOMMENDED RESOURCES

- <https://www.victorianweb.org>
- [Project Gutenberg](#)
- [HathiTrust Digital Library](#)
- [Internet Archive](#)



## GRADED COURSE REQUIREMENTS

Research Project 35%

Poetry Unit (with RG/CPAs and Discussion Boards) 15%

*Jane Eyre* Unit (with RG/CPAs and Discussion Boards) 20%

*North and South* Unit (with RG/CPAs and Discussion Boards) 20%

Final Exam 10%

## COURSE STRUCTURE and PROCESSES

This is what to expect: weekly reading assignments, access to plot summaries, Reading Guides/CPAs that ask you to respond in writing, weekly Canvas Discussion Boards, a Research Project, and four voluntary zoom meetings.

One of my signature teaching practices is to provide students with **Reading Guides** (also called Class Participation Assignments or CPAs) for most of your assignments. These consist of commentary and questions designed to encourage close and thoughtful reading of each assigned text. Some questions will simply direct your attention to important details you won't want to

miss, others invite you to do some rather deep graduate-level thinking. I do not expect you to turn in grand, scholarly "tomes" on your Reading Guide responses every time, but my hope is the questions will spark your interest, direct your critical attention, and give you good writing practice.

**To complete the Reading Guides, please use this process:** copy the entire Guide onto your desktop and answer the questions there. Please type your answers in **green** or **red** so I can find them. Then copy and paste the entire document, with all the questions and your colorful answers into the space provided at the bottom of the Canvas assignment.

When I teach long novels, another cornerstone of my pedagogy, is to provide students with **chapter summaries** (the source I used is Course Hero.) You do not need to use them if you prefer not to, but I suggest you use them as a "first reading", so you will be familiar with the settings, characters, and conflicts, and have an idea of where the plot is going when you start reading the actual text. Obviously, I also expect you to read the text itself carefully!

For **Discussion Boards**, I invite students to record video comments. If you prefer to respond in writing, of course, you may. Whether they are spoken or written, your comments should demonstrate graduate-level engagement, understanding, and depth of thought.

I will conduct four face-to-face **Zoom Meetings** (Weeks 1, 3, 8, and 14). These are recommended, but NOT REQUIRED. Sessions will be recorded and if students miss one of these evenings, they can arrange a Zoom conference with me anytime. Here are the dates and topics.

Week 1: 7 PM on Tuesday, August 26: Course Launch

Week 3: 7 PM on Tuesday, Sept. 9

Week 8: 7 PM on Tuesday, October 14

Week 14: 7 PM on Tuesday, December 2

## **TIPS FOR SUCCESS IN THIS COURSE**

- Keep in touch with me--don't be afraid to email or text me, any time. I want to help you.
- Manage your time carefully--online deadlines creep up on folks. Rushed work is usually substandard at your level.
- Use Ms Dubre's tutorials and expertise. She is THE BEST!
- Use the Reading Guides and Plot Summaries!
- If you can, create a Study Group with one or more of your classmates, this will be esp. helpful as you work on your term project and prepare for the final exam.

## **LATE WORK AND MAKE-UPS**

Due dates for online work--RGs/CPAs and Discussion Boards--are usually the end of the week these tasks are assigned. If you miss a due date, but can get your work done shortly thereafter, there will be no penalty. The projects are due on the very last day of the term, so there is not alternative to the Dec. 11 due date.

## **ACADEMIC HONESTY**

I call your attention to the UT Tyler Honor Code, which reads as follows: “Every member of the UT Tyler community joins together to embrace the following code: Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.”

Also, on our Canvas site you will find the university’s official statement on “Student Standards of Academic Conduct.” It provides explicit definitions of all forms of academic dishonesty. Please be familiar with these standards, you will be held responsible for observing them.

## **STATEMENT ON ARTIFICIAL INTELLIGENCE**

### **Required UTT AI Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. Users should be aware that AI tools rely on predictive models to generate content that may appear correct but is incomplete, inaccurate, and/or biased. AI has also been shown to offer protected information, data, or copyrighted materials without attribution. Consequently, an AI tool should not be considered a substitute for traditional approaches to research.

Early in our course, we will discuss the ethical, societal, philosophical, and disciplinary implications of AI tools. Because of UT Tyler’s commitment to honor and integrity, as noted in our Honor Code, faculty and students must use AI carefully, ethically, and with proper acknowledgement. You are ultimately responsible for the quality and content of the information you submit.

More specific guidelines for using AI in this course are outlined below, and as the course progresses, don't hesitate to bring the up any questions you have about how to use AI.

### **AI Use in this Course**

All work in this class must be your own. But people are increasingly finding that AI is a very helpful assistant to their work. I use it every day. But I'm *careful*. You *may* use tools like ChatGPT or Copilot to answer general questions, help you find initial sources, or to solve

sentence-level phrasing problems. But please do not use AI to write or substantially revise any part of your project. Since AI content may be inaccurate, you are responsible for verifying any information you use. Misuse may result in a lower grade or failure. If you use AI, cite it properly following MLA guidelines, including the specific tool and version. Violating these guidelines is considered a breach of academic integrity and will subject you to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

## KEY DATES

September 8, 2025 Census Date

November 3, 2025 Last Day to Drop (see UTT Drop Policy)

November 24-28, 2025 Thanksgiving Break

## STUDENT RESOURCES

See the page and link in Canvas

## UNIVERSITY POLICIES

See the page and link in Canvas

## SYLLABUS

### Week 1: Aug 24–31: Elizabeth Barrett Browning

- **Zoom Meeting:** Tuesday, August 26, 7 PM  
<https://uttyler.zoom.us/j/9035667275> (Meeting ID: 903 566 7275)
- **In class:** Greetings and introductions, orientation to the course, how to use our Canvas site. Introduction to/Review of Prosody: dramatic situation, metrical contract/variation, enjambment, caesura, the sonnet form, the Italian or Petrarchan sonnet, octave, sestet. Mrs. Dubre visits.
- **Reading:** E.B. Browning, *Selected Sonnets from the Portuguese* [LINK to the poems and the Reading Guide](#). This is the link to the entire poetry collection: [LINK](#). This assignment may seem like a lot of poems, but each is only 16 lines. Moreover, the sonnets are all linked; in a sense, they are part of a personal diary. You may want to read all of them first, before you go back to study them and answer the guiding questions. Be sure you read them out loud, too! *Use the questions in the Reading Guide (also sometimes called a Class Preparation Assignment or CPA) to help you appreciate what Barrett Browning is doing with these sonnets. Write answers where requested in the Reading Guide, please type your answers in green, so I can find them. Post the completed document no later than Sept. 4.*

- **Canvas Discussion Board (link)**


*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought. please post your response no later than Sept. 5.*

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## Week 2: Sept 1-7: Alfred, Lord Tennyson

- **Reading:** These are in the Poetry Collection: [LINK](#). Tennyson: "The Lady of Shalott," "Ulysses," "Break, Break, Break," "The Charge of the Light Brigade," "Crossing the Bar." Use these two Reading Guides: [CPA: Tennyson, "The Lady of Shalott," "Ulysses,"](#) [CPA: Tennyson, "Break, Break, Break", "The Charge of the Light Brigade," "Crossing the Bar"](#) . Same Reading Guide process: copy the entire Guide onto your desktop and answer the questions there. Please type your answers in green or red so I can find them. Then copy and paste the entire document, with your colorful answers into the space provided at the bottom of the Canvas assignment. Turn in by \_\_\_\_\_
  - **Canvas Discussion Board (link)**  
*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought. Due by Sunday night.*
  - **Zoom Meeting:** No
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## Week 3: Sept 8-14: Matthew Arnold

- **Reading:** Arnold: "Dover Beach," "To Marguerite, Continued," "The Buried Life". [Use Reading Guide](#) (CPA), write answers where requested (red or green font, please), post by the end of the week.
  - **Canvas Discussion Board (link)**  
*Use the RG questions and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*
  - **Zoom Meeting:**  Poetry Wrap-Up Meeting Tuesday, Sept. 9, 7 PM.
    - <https://uttyler.zoom.us/j/9035667275> (Meeting ID: 903 566 7275)
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## Week 4: Sept 15-21: Jane Eyre

- **Reading:** *Jane Eyre* Ch. 1–10 (pp. 9–86). [Use Reading Guide](#) (CPA), write answers where requested, post by the end of the week. [Chapter summaries are provided in the Jane Eyre Module](#). I suggest you use them as a "first reading", so you will be familiar with the settings and characters, can situate the characters and their conflicts, and have an idea of where the plot is going when you read the actual text



- **Canvas Discussion Board**

*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*

- **Zoom Meeting:** No

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### **Week 5: Sept 22-28: Jane Eyre**

- **Reading:** *Jane Eyre* Ch. 11–16 (pp. 86–151). Use [Reading Guide \(CPA\)](#), write answers when requested, post by the end of the week. [Chapter summaries are provided in the Jane Eyre Module](#). I suggest you use them as a "first reading", so you will be familiar with the settings and characters, can situate the characters and their conflicts, and have an idea of where the plot is going when you read the actual text

- **Canvas Discussion Board**

*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*

- **Zoom Meeting:** No

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### **Week 6: Sept 29-Oct 5: Jane Eyre**

- **Reading:** *Jane Eyre* Ch. 17–22 (pp. 151–222). Use [Reading Guide \(CPA\)](#), write answers when requested, post by the end of the week. [Chapter summaries are provided in the Jane Eyre Module](#). I suggest you use them as a "first reading", so you will be familiar with the settings and characters, can situate the characters and their conflicts, and have an idea of where the plot is going when you read the actual text

- **Canvas Discussion Board**

*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*

- **Zoom Meeting:** No

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### **Week 7: Oct 6-12: Jane Eyre**

- **Reading:** *Jane Eyre* Ch. 23–30 (pp. 222–320). Use [Reading Guide \(CPA\)](#), write answers when requested, post by the end of the week. [Chapter summaries are provided in the Jane Eyre Module](#). I suggest you use them as a "first reading", so you will be familiar with the settings and characters, can situate the characters and their conflicts, and have an idea of where the plot is going when you read the actual text

- **Canvas Discussion Board**


*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*

- **Zoom Meeting:** No



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**Week 8: Oct 13-19: Jane Eyre**

- **Reading:** *Jane Eyre* Ch. 31–38 (pp. 320–403). Use [Reading Guide \(CPA\)](#), write answers when requested, post by the end of the week. [Chapter summaries are provided in the Jane Eyre Module](#). I suggest you use them as a "first reading", so you will be familiar with the settings and characters, can situate the characters and their conflicts, and have an idea of where the plot is going when you read the actual text.
  - **Canvas Discussion Board**  
Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.
  - **Zoom Meeting:**  *Jane Eyre Wrap-Up Meeting Tuesday, October 14, 7 PM*
    - <https://uttyler.zoom.us/j/9035667275> (Meeting ID: 903 566 7275)
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**Week 9: Oct 20-26**

- Go to the [North and South Module](#) for the Reading Guide< chapter summaries, and the Discussion Board
  - **Reading:** *North and South* Vol. I, Ch. 1–10 (pp. 7–78)  
Use Reading Guide (CPA), write answers when requested, post by the end of the week.
  - **Canvas Discussion Board**  
Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.
  - **Zoom Meeting:** No
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**Week 10: Oct 27–Nov 2: North and South**

Go to the [North and South Module](#) for the Reading Guide, chapter summaries, and the Discussion Board

- **Reading:** *North and South* Vol. I, Ch. 11–22 (pp. 79–160)  
Use Reading Guide (CPA), write answers when requested, post by the end of the week.
- **Canvas Discussion Board**  
Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.
- **Zoom Meeting:** No

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**Week 11: Nov 3–9: North and South**

Go to the [North and South Module](#) for the Reading Guide, chapter summaries, and the Discussion Board

- **Reading:** *North and South* Vol. I, Ch. 23 – Vol. II, Ch. 2 (pp. 161–228)  
*Use Reading Guide (CPA), write answers when requested, post by the end of the week.*
  - **Canvas Discussion Board**  
*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*
  - **Zoom Meeting:** No
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**Week 12: Nov 10-16: North and South**

Go to the [North and South Module](#) for the Reading Guide and the Discussion Board

- **Reading:** *North and South* Vol. II, Ch. 3–14 (pp. 229–300)  
*Use Reading Guide (CPA), write answers when requested, post by the end of the week.*
  - **Canvas Discussion Board**  
*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*
  - **Zoom Meeting:** No
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**Week 13: Nov 17-23: North and South**

Go to the [North and South Module](#) for the Reading Guide, chapter summaries, and the Discussion Board


- **Reading:** *North and South* Vol. II, Ch. 15–24 (pp. 301–360)  
*Use Reading Guide (CPA), write answers when requested, post by the end of the week.*
  - **Canvas Discussion Board:**  
*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*
  - **Zoom Meeting:** No
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**Thanksgiving Week, no classes**

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**Week 14: Dec 1–7: North and South**

Go to the [North and South Module](#) for the Reading Guide, chapter summaries, and the Discussion Board

- **Reading:** *North and South* Vol. II, Ch. 25–27 (pp. 361–392)  
*Use Reading Guide (CPA), write answers when requested, post by the end of the week.*
  - *Final Research Project due Wednesday, Dec. 3*
  - **Canvas Discussion Board**  
*Use the CPA and DB prompt to shape your comments. Comments should demonstrate your engagement, understanding, and depth of thought.*
  - **Zoom Meeting:**  *North and South Wrap-Up Meeting, Tuesday, Dec. 2, 7 PM*
    - <https://uttyler.zoom.us/j/9035667275> (Meeting ID: 903 566 7275)
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**Week 15: Dec 8–14: Final Exam**

- **Final Exam:** Wednesday, December 10
  - **Zoom Meeting:** No
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