

## **POLICY STATEMENT, ENGL 2323, Spring 2026**

Professor Catherine Ross

January 12 to April 29, 2026

Monday/Wednesday/Friday 10:10-11:00 AM

CAS 208

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

Office: CAS 242

Office hours: Monday and Wednesday from 2:30 to 5:00 PM and by appointment

### **COURSE OVERVIEW:**

We will read a selection of canonical poems from the Romantic, Victorian, and Modernist periods. We will also study *North and South*, a "bildungsroman" (novel of coming of age) and "condition of England" novel by Elizabeth Gaskell, which explores the lives and times of two fascinating protagonists: Margaret Hale and John Thornton.

To help the class understand and appreciate the world in which these characters lived, each student will research and produce a pictorial essay based on a list of topics such as the English class system, education in the 19th century, conventional marriage and courtship behaviors, religious beliefs, 19th century economics, and the Industrial Revolution. Students will also write an Ethical Reasoning paper, based on the ethical dilemmas faced by characters in the novel.

This course offers you the opportunity to develop a wide range of higher-level cognitive and interpretive skills, but above all to engage and participate in a lively manner in college-level discourse.

### **STUDENT LEARNING OUTCOMES**

Among the learning and professional skills that students can develop in this course are:

- Close reading and textual analysis
- Historical and cultural literacy
- Synthesis and interdisciplinary thinking
- Patience and intellectual stamina

- Problem-solving and creative reasoning
- Argumentation and persuasive expression or writing
- Understanding of human motivation and behaviors
- Teamwork
- Self-awareness and personal responsibility
- Ethical reasoning

I also supply students with a Skills Self-Assessment document, which I ask you to use on the first day of class and again at midterm, and after you take the final exam.

## REQUIRED TEXTBOOKS AND READINGS

Please be sure you use the Norton Critical edition of *North and South*, as assignments are keyed to this edition's pagination. Total estimated cost for the course: \$22. A new book is @ \$22; used paperbacks in good condition can cost as little as \$11. The library can supply you with digital version of the novel for free, but it will not be the Norton Critical Edition.

- Poetry collection supplied by the professor
- *North and South*, by Elizabeth Gaskell, Norton Critical Edition, edited by Alan Shelston, ISBN: 978-0-393-979078-4

## RECOMMENDED RESOURCES

[Project Gutenberg](#)[Links to an external site.](#)[Links to an external site.](#)

[Links to an external site.](#)[Links to an external site.](#)[HathiTrust Digital Library](#)[Links to an external site.](#)[Links to an external site.](#)

[Internet Archive](#)[Links to an external site.](#)[Links to an external site.](#)

## IMAGE LIBRARY LINKS:

[https://uttyler.instructure.com/courses/48177/pages/links-to-image-libraries?module\\_item\\_id=2576877](https://uttyler.instructure.com/courses/48177/pages/links-to-image-libraries?module_item_id=2576877)

## **SPECIAL COURSE NOTES:**

You will receive personalized Rresearch training with Ms. Dubre (online tutorials, research consult).

Use the Writing Center to improve your Pictorial Research Essay and your Ethical Reasoning essay.

See the “Student Standards of Academic Conduct.” Read this document carefully and use it to guide your academic life at UT Tyler. We expect you to know what it says and to act accordingly!.

## **COURSE STRUCTURE**

Two on-going projects: research/pictorial essay and ethical reasoning

Daily reading assignments with Class Preparation Assignments (reading guides, with questions requiring written answers, to use in class)

Daily reading quizzes, usually at the beginning of class (in almost all situations, late students cannot make up missed quizzes)

In-class lessons or brief lectures

Large group discussion

In-class pair or group work

Weekly Discussion Boards on Canvas

Romantic Poetry test in Week 5

Final Exam in Week 15

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

- Do your work
- Show up and *participate*
- Manage your time
- Manage your stress
- Use the Canvas website
- Ask for help

## **GRADED COURSE REQUIREMENTS and GRADING STRUCTURE**

- Research Project 15%
- Ethical Reasoning Project 15%
- Daily Readings with @26 written "Class Preparation Assignments" (CPAs:)20%
- Skills 10%
- Attendance: 10%
- Daily Quizzes: 15%
- Romantic Poetry Test and Final Exam 15%

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

All work is due on the announced deadlines. Because there are so many daily and weekly grades (quizzes, CPAs, DBs) if you miss one, you may not make it up (FYI: missing one or two will not damage your average). You may, however, drop your two lowest quiz scores at the end of the term. If you have a reasonable explanation for turning in your project deliverables late, I will do my best to accommodate you, but please do not make a habit of missing deadlines.

## **ATTENDANCE**

Employers will tell you that showing up is 90% of professional success. Get in the habit of showing up, even if you are not fully prepared. Missing class means missing graded work, so unexcused absences automatically lower your final course grade. If you are traveling for university-sponsored events, and have documentation to that effect, or if you have a serious family emergency, the missed work will not count against you. However, you will be expected to keep up with the reading.

## **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.

### **Your Professor's STATEMENT ON ARTIFICIAL INTELLIGENCE**

AI is changing our world, and no one is entirely sure how to manage its many resources. Professionals from lawyer and physicians to accountants are using it as a tool, much the way we use spell check and calculators. I have a ChatGPT Premium account (\$20 a month) and use it often, but I ALWAYS review and curate anything I get from this tool. I have created an AI TA for students in this class, which you will find very useful! I'm sure you realize that using AI to do your thinking is unwise: it wastes your money and prevents you from developing intellectually. Some assignments in this course permit using artificial intelligence tools, such as ChatGPT or Copilot. I will note in the assignment description where and how you may use AI. When in doubt, ask! Please note that all use of AI must be appropriately acknowledged and cited, just as you do with books or articles that you reference in your writing. Don't use AI-generated language in place of your own words. Do your own thinking and writing. Use AI to double check, to help you sort out a problem.

### **KEY DATES:**

Class does not meet on these days, but homework is required:

- Mon. Jan 19 (MLK Day)
- Fri. Feb 13
- Mon. April 6
- Mon. April 27
- Spring Break: March 9–15

Last Drop Day: March 30

Last class meeting: Friday, April 24

Final Exam: April 29

## STUDENT RESOURCES

### Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#)[Links to an external site.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)[Links to an external site.](#)
- [The Mathematics Learning Center](#)[Links to an external site.](#)
- [UT Tyler PASS Tutoring Center](#)[Links to an external site.](#)
- [UT Tyler Supplemental Instruction](#)[Links to an external site.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)[Links to an external site.](#)[Links to an external site.](#)
- [Robert Muntz Library](#)[Links to an external site.](#) and [Library Liaison](#)[Links to an external site.](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)[Links to an external site.](#)
- [UT Tyler Testing Center](#)[Links to an external site.](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)[Links to an external site.](#)

### Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) [Links to an external site.](#) (available to all students)
- [My SSP App](#)[Links to an external site.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)[Links to an external site.](#)
- [Military and Veterans Success Center](#) [Links to an external site.](#) (supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)[Links to an external site.](#)
- [UT Tyler Financial Aid and Scholarships](#)[Links to an external site.](#)

- [UT Tyler Student Business Services](#)[Links to an external site.](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)[Links to an external site.](#)
- [Office of International Programs](#)[Links to an external site.](#)
- [Title IX Reporting](#)[Links to an external site.](#)
- [Patriots Engage](#)[Links to an external site.](#) (available to all students. Get engaged at UT Tyler.)

## UNIVERSITY POLICIES



### University Policies and Information

Last Update – 5/30/2024

#### Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic

Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Artificial Intelligence Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to

an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you.

The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

## Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utttyler.edu/about/campus-carry/index.php>.

## SYLLABUS for ENGL 2323, SPRING 2026

### WEEK 1: January 12–18

#### Research Project Tasks:

WEEK 1 or WEEK 2 make an appointment/meet with Dr. Ross to receive guidance and finalize your decision about your research question. Begin doing the Research Tutorials; take notes! You must have these done before you meet with Ms. Dubre, the Research Librarian. Make an appointment with Ms. Dubre (see her page on Canvas) for WEEK2 or 3.

#### Class and Class-related Homework:

**Mon. January. 12. In Class:** First thing: Taking Notes. Course introductions, quick guide to the Canvas site. The Research Project: Meet Ms. Dubre.(take notes!) How to Read Poetry using Byron's "*When We Two Parted*" (take notes!)

**Homework:** Complete the Skills Self-Assessment; save online and make a hard copy for Dr. Ross. Familiarize yourself with the course documents posted in the Home Base Module, take notes! Open this link and view "Developing a Mindset for Successful Learning" by Dr. Stephen Chew, Sanford University: [https://www.youtube.com/playlist?list=PL5JLlM7WjW5X5wbqgmah\\_uhIL7jT5\\_psiU](https://www.youtube.com/playlist?list=PL5JLlM7WjW5X5wbqgmah_uhIL7jT5_psiU)Links to an external site.

**Weds. January. 14. In Class:** Turn in a hard copy of Skills Self-Assessment. Introduction to and discussion of selected lyrics from William Blake's *Songs of Innocence and Experience*: context and visual plates in the Blake Archive: <https://www.blakearchive.org/copy/songsie.b?descId=songsie.b.illbk.01>Links to an external site. *Songs of Innocence and Experience* Cover page (Object 1 in the Blake Archive), frontispiece for *Innocence* (Obj. 2, the piper), cover page for "Songs of Innocence" (Obj. 3), "Introduction" to *innocence* (Obj. 4), frontispiece for *Experience* (Obj. 29, the bard), cover page for "Songs of Experience" (Obj. 30), "Introduction" to *experience* (Obj. 31), and "Earth's Answer" (Obj. 32 in the Archive, not in the Poetry Collection). If time, Partner Exercise using The Blake Archive.

**Homework:** Return to the Blake Archive and using the Class Preparation Assignment (CPA) in this week's module, review the images of the poems listed above that we discussed in class; then read/view these poems: "The Lamb"

(Object 16), “The Shepherd” (Obj. 11), “The Divine Image” (Obj. 24), “The Tyger” (Obj. 35), “The Human Abstract” (Obj. 38), “the Clod and the Pebble” (Obj. 53), and the final image (Object 54). [NOTE: These poems were meant to be seen as well as heard. To move from page to page in the Blake Archive click on the smaller square image on the right margin of each page.] Continue to familiarize yourself with the course documents posted in the Home Base Module, take notes!

**Fri. January. 16. *In Class:*** Quiz and discussion of the *Songs of Innocence and Experience* by William Blake. Lesson on scanning the meter of a poem. Partner exercise

***Homework:*** Use the Class Preparation Assignments (CPAs) as you read these two poems by Percy Shelley: “Ozymandias,” “Men of England.” Please also read John Keats: “Chapman’s Homer” (no CPA). Make a copy of “Ozymandias” and scan it by circling the accented syllables. Do the WEEK1 Discussion Board (due Sunday midnight).

## WEEK 2: January 19-25

### Research Project Tasks:

Weeks 2 and 3 Meet with Dr. Ross to receive guidance and finalize your decision about your research question. Finish the Research Tutorials. You must have these done before you meet with Ms. Dubre, the Research Librarian. If you haven’t already done so, make your appointment with Ms. Dubre (see her page on Canvas). Start building your Working Bibliography (see the document with instructions).

### Class and Class-related *Homework:*

**Mon. January. 19: *No class*** (Martin Luther King Day)

***Homework:*** Review lesson on scansion, review all of your class notes on poetry to date. What stands out? Be prepared to share this!

**Weds. January. 21: *In Class:*** Quiz over Shelley and Keats poems, prosody, research tutorials; introduction to Wordsworth, *Lyrical Ballads*

***Homework:*** Read Wordsworth: “We Are Seven” and “I Wandered Lonely as a Cloud” do the CPAs. Copy the first stanza of “I Wandered...” and scan it, you will turn this in in class on Friday.

**Fri. January 23: *In Class:*** Quiz, discussion of “We Are Seven” and “I wandered.” Scansion practice in pairs. Introduction to “Tintern Abbey”

***Homework:*** Read “Tintern Abbey,” do the CPA. WEEK2 Discussion Board (due Sunday midnight)

## WEEK 3: January 26-February 1

**Research Project Tasks:**

WEEK 3 complete the research tutorials posted on Canvas. Meet with Ms. Dubre for the Yellow-Slip appointment. Post a copy of your yellow slip on Canvas by the end of the week. This is a big-push week for building your Working Bibliography, doing the research, and taking notes. You will be tempted to put this work off. DON'T!!

**Class and Class-related Homework:**

**Mon. January 26: In Class:** "Tintern Abbey." Pair work: speaker & situation.

**Homework:** See project assignments above

**Weds. January 28: In Class:** More work with "Tintern Abbey." Scansion workshop

**Homework:** See research project assignments above

**Fri. January 30: In Class:** Coleridge's fragment poem "Kubla Khan." Sketch in class. Introduction to "*The Rime of the Ancient Mariner* (CPA)

**Homework:** Read and listen to Coleridge's *Rime of the Ancient Mariner* <https://www.youtube.com/watch?v=GqHfg042i24> Links to an external site. WEEK 3 Discussion Board (due Sunday midnight)

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**WEEK 4: February 2-8****Research Project Tasks:**

WEEK 4, if you have not already met with Ms. Dubre, do so early this week. Continue building your Working Bibliography and doing the research. This is another key week for doing the work for your research project. Don't put any of this work off, the due date looms! Manage your time wisely. Your bibliography should have at least five good sources and you should be forming an idea of how to outline your project.

**Class and Class-related Homework:**

**Mon. February 2 In Class:** Discussion of "*The Rime*"

**Homework:** Read "The Rime" again, section by section, map what happens in each section

**Weds. February 4 In Class:** Quiz, discussion, pair work on "The Rime"

**Homework:** See project assignments above. Online quiz over "The Rime"?

**Fri. February 6 In Class:** Wrap up discussion of "The Rime." Reminders in class about what is expected in a Working Bibliography and Project Outline.

**Homework:** See research project assignments above. WEEK4 Discussion Board (due Sunday midnight)

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**WEEK 5: February 9-15****Research Project Tasks:**

Weeks 5 and 6, continue building your Working Bibliography, doing the research/notetaking, searching for/collecting images. Start plotting your Project Outline (see the document/handout). Both the Working Bib and Project Outline are due next WEEK on Monday, February. 16. Make appointment with the Writing Center. You must make an appointment in advance with the WC for this meeting. Here is a link to the Writing Center appointments page: <https://www.utt Tyler.edu/academics/success-services/writing-center/making-appointments>Links to an external site.

**Class and Class-related Homework:**

**Mon. February 9: *In Class*:** Review for Romantic Poetry Test.

***Homework:*** Review for Romantic Poetry Test.

**Weds. February 11: *In Class*:** Romantic Poetry Test.

***Homework:*** Research.

**Fri. February 13: *No class***

***Homework:*** Research. WEEK 5 Discussion Board (due Sunday midnight).

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**WEEK 6: February 16-22****Research Project Tasks:**

Finish and turn in your Bibliography and Project Outline, due by start of class on Monday February. 16. Make/meet appointment with the Writing Center to share your WB and PO and get their best advice on how to improve them.

**Class and Class-related Homework:**

**Mon. February 16: *In Class*:** Comments on bibliographies and project outlines. Victorian period overview. Intro to Tennyson, “*The Lady of Shalott*”

***Homework:*** Read “The Lady of Shalott” in the Poetry Collection, do the CPA.

**Weds. February 18: *In Class*:** Quiz & discussion of “The Lady of Shalott”

***Homework:*** Read Robert Browning’s “My Last Duchess,” do the CPA.

**Fri. February 20: *In Class*:** Robert Browning’s “My Last Duchess”

***Homework:*** See project assignments above. WEEK 6 Discussion Board (due Sunday midnight)

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## WEEK 7: February 23-March 1

### Research Project Tasks:

If you have not already done so, meet with a Writing Center tutor to review your latest draft. Revise, revise, revise! The completed project is due Sunday, March 1st at midnight. Post it in TWO PLACES: in the WEEK 7 Discussion Board and in the space provided below in this module. **You will not get credit if you do not post it in both places.**

### Class and Class-related Homework:

**Mon. February 23: In Class:** introduction to *Sonnets from the Portuguese*, “Sonnet I: I thought once...” and glimpses into “XXI. Say over again...” “XXXI. The first time...” and “XLI. How do I love thee...” Intro to E.B. Browning, *Sonnets from the Portuguese*; discuss assigned sonnets

**Homework:** Read Sonnets “Sonnet I: I thought once...,” “V. I lift my heart...,” and “VII. The face all the world...”

**Weds. February 25: In Class:** Quiz & discussion: EBB sonnets

**Homework:** Read “Sonnet XXI. Say over again...,” “XXXI. The first time...,” and “XLI. How do I love thee...”

**Fri. February 27: In Class:** Quiz & discussion: EBB sonnets. Questions, advice about projects.

**Homework:** See project assignments above. Midterm Skills Self-Assessment

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## WEEK 8: March 2-8

### Research Project Tasks:

View the completed slide decks of at least three other students’ projects on Discussion Board and comment on what you thought was the most important “take away” from that project. Dr. Ross introduces the Ethical Reasoning Project, including examples of ethical dilemmas in the novel. Review the Ethical Reasoning Theories listed on the assignment. Research those that interest you the most. and select the one/s that seem/s most like your own.

### Class and Class-Related Homework:

**Mon. March 2: In Class:** Comments about the Research Projects and how they help readers appreciate what is going on in the novel, including the ethical dilemmas the characters face. Introduction to, short readings from Christina Rossetti, “Goblin Market”

**Homework:** Listen this the recording of Christina Rossetti’s “Goblin Market,” follow along with the text.

**Weds. March 4: In Class:** Quiz, discussion of “Goblin Market” Pair work & themes

**Homework:** See project assignments above. Midterm Skills Self-Assessment

**Fri. March 6: In Class:** Introduction to *North and South* and comments about the ethical dilemmas faced by various characters

**Homework:** See project assignments above. Start reading *North and South*, you should have completed the first two chapters in Volume I when you get back from spring break. Find the CPA questions for these chapters from the master list and use them to guide your reading.

## SPRING BREAK: March 9-15

Please start reading *North and South*, just the first two chapters. Find the CPA questions for these chapters in the [Master List](#). These will be due the first day back after the break.

## WEEK 9: March 16-22

### Ethical Reasoning Project Tasks:

Draft paragraph 1 of the project, post it on the Discussion Board. Due by midnight on March 22<sup>nd</sup>.

### Class and Class-Related Homework:

**Mon. March 16: In Class:** Quiz, discussion of *North and South*, Vol. I, Chs. 1 & 2

**Homework:** *North and South*, Vol. I, chapters 3-5. Find the CPA questions for these chapters from the [Master List](#), and use them to guide your reading.

**Weds. March 18: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South*, Vol. I, Chs. 6-8. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Fri. March 20 In Class:** Quiz & discussion of reading

**Homework:** Read *North and South*, Vol. I, Chs. 9-12. WEEK9 Discussion Board. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

## WEEK 10: March 23-29

### Ethical Reasoning Project Tasks:

Meet with Dr. Ross to talk about the ethical dilemmas in the novel. Review the requirements for paragraph 2 of the project, draft it, and post it on the Discussion Board. Due by midnight on March 29<sup>th</sup>.

**Class and Class-Related Homework:**

**Mon. March 23: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South*, Vol. I, Chs. 13-15. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Weds. March 25 In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. I, Chs. 16-18. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Fri. March 27 In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. I, Chs. 19-22. WEEK10 Discussion Board. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**WEEK 11: March 30-April 5**

**Ethical Reasoning Project Tasks:**

Review the requirements for paragraph 3 of the project, draft it, and post it on the Discussion Board. Due by midnight on April 5<sup>th</sup>.

**Class and Class-Related Homework:**

**Mon. March 30: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. I, Chs 23-25. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Weds. April 1: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. II, Chs. 1-3. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Fri. April 3: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. II, Chs. 4-7. WEEK11 Discussion Board. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**WEEK 12: April 6-12**

**Ethical Reasoning Project Tasks:**

Review the requirements for the assignment, review the three paragraphs you have drafted, revise them as needed and post them on the discussion board. Due April 12.

**Class and Class-Related Homework:****Mon. April 6: No Class**

**Homework:** Read Vol. II, Chs. 8-10. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Weds. April 8: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South* Vol. II, Chs. 11-13. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Fri. April 10: In Class:** Quiz & discussion of reading

**Homework:** Read *North and South*, Vol. II, Chs. 14-17. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading. WEEK12 Discussion Board

**WEEK 13: April 13-19****Ethical Reasoning Project Tasks:**

Read the ethical reasoning drafts of at least two of your classmates. Write peer review for the student assigned to you. Give the student one copy and post the student's draft and your review as a Canvas assignment, not on the Discussion Board

**Class and Class-Related Homework:****Mon. April 13: In Class:** Quiz & discussion of reading

**Homework:** Finish *North and South*, Vol. II, Chs. 18-20. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Weds. April 15: In Class:** Quiz & discussion of reading

**Homework:** *North and South*, Vol. II, Chs 21-23. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading.

**Fri. April 17: In Class:** Quiz & discussion of reading

**Homework:** *North and South*, Vol. 24-27. Find the CPA questions for these chapters from the [master list](#), and use them to guide your reading. See the ethical reasoning project tasks above.

**WEEK 14: April 20-26****Ethical Reasoning Project Tasks:**

Polish and submit your final Ethical Reasoning Essay (all four paragraphs together) and turn in as an Assignment on Canvas by April 24<sup>th</sup> at 10 AM.

**Class and Class-Related Homework:**

**Mon. April 20: In Class:** Wrap up discussion of *North and South*. Workshop on the Ethical Reasoning Essay.

**Homework:** Polish and post your Ethical Reasoning Essay as an assignment on Canvas

**Weds. April 22: In Class:** Workshop on the Ethical Reasoning Essay.

Whole-class review for the Final Exam

**Homework:** Review for the Final Exam, complete the final Self-Assessment, make a hard copy and hand it in on Friday.

**Fri. April 24: In Class:** Course wrap-up, Exam review

**Homework:** Review for the Final Exam

**WEEK 15: April 27-May 3**

**Weds., April 29: In Class:** 10:15-12:15 AM: Final Exam