

Policy Statement for ENGL 4315, The Restoration and 18th Century

Professor Catherine Ross

Spring 2026

M, W, F 9:05-10:00 AM

CAS 257

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

Office: CAS 242

Office hours: MW 2-4 PM and by appointment

COURSE OVERVIEW:

Emerging from civil war, regicide, and revolution, Restoration and Eighteenth-century England was a country obsessed paradoxically with order and instability at once. The English faced the challenges of rebuilding the monarchy, re-establishing the national religion, and growing its place in the global economy while also debating rising ideas about reason, faith, science and the limits of human authority.

English literature in this period is dazzlingly various: epic and allegory, satire and novel, libertine comedy and Gothic terror, as writers from Milton and Bunyan to Dryden, Pope, Defoe, Sheridan, Walpole, and Burney tested how words might shape moral judgment, social life, and political power. By the century's end, poets began to strain against Augustan polish, turning inward toward memory, landscape, and feeling, and in doing so prepared the ground for the Romantics' profound reimagining of poetry, selfhood, and experience.

To help the class understand and appreciate the fascinating and complex world of the writers and audience of this period, each student will research and produce a **pictorial essay** about some aspect of life in Restoration and 18th century England using topics ranging from entertainment and social life, to politics, religious controversies, world commerce, the slave trade, and the English encounter with non-western societies and cultures.

Along with each week's **readings**, expect **daily comprehension and skills quizzes** and **in-class exercises** you will complete in small working groups. You will also be tasked with **writing short personal reflections on our reading** to be shared with the class on the **Discussion Board**. We will wrap up the semester with a **comprehensive final examination**.

STUDENT LEARNING OUTCOMES

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

- Close reading and textual analysis
- Argumentation and persuasive speaking and writing
- Historical and cultural literacy
- Ethical reasoning
- Synthesis and interdisciplinary thinking
- Patience and intellectual stamina
- Empathy and perspective

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

REQUIRED TEXTBOOKS

Defoe, Daniel. *Robinson Crusoe Norton*. Critical Edition

Greenblatt, Stephen, ed. *Norton Anthology of English Literature: The Restoration and 18th Century*, Volume 11

Sheridan, Richard Brinsley. *School for Scandal*. Dover Thrift Edition

Walpole, Horace. *The Castle of Otranto*. Oxford World's Classics edition.

Printed handouts

I prefer for you to use these editions, as assignments are keyed to their pagination. Total estimated cost, if you purchase new books is @ \$100; the collection of texts, if purchased

as used paperbacks in good condition, will run about \$72. The library can supply you with digital versions of some of these texts free of cost (note: the pagination will be different.)

OTHER RECOMMENDED RESOURCES

https://www.gutenberg.org/policy/robot_access.htmlLinks to an external site.

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

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

[Image Library](#)

GRADED COURSE REQUIREMENTS

Grade Summary Table

Component	Percentage
Attendance	10%
Class Preparation Assignments	15%
Daily Quizzes	15%
Class Participation	10%
In-Class Small Group Exercises	10%
Research Project	25%
Final Exam	15%
Total	100%

TIPS FOR SUCCESS IN THIS COURSE

- Don't try to multitask (see Dr. Chew's video on that!)
- Do your work (duh!)

- Show up on time and *participate*, this is a safe place to learn to stand up for your own ideas!
- Manage your time wisely
- Manage your stress: get some exercise, get good sleep, eat healthy food
- Use the Canvas website: it is full of information you can use
- Have a study partner or group and communicate with them regularly
- Use Ms. Dubre's tutorials and Yellow Slip appointment
- Ask me any time for clarification and help

ATTENDANCE

Employers will tell you that showing up is 90% of professional success and being on time means arriving *15 minutes before the boss*. Develop the habit of showing up every day *on time* (even if you are not fully prepared). ***To help you develop this habit, I am giving you a grade for attendance.*** Absences are excused for travel to university-sponsored events, *serious* illness, or serious family emergencies ***all of which must be properly documented.*** Even when you miss class, you are expected to keep up with the assigned reading. **Graded in-class work cannot be made up**, so needless absences result in zeroes. Take note: absences will significantly affect your final course grade. While it is tempting to sleep in or skip class if you haven't finished the work, use your college years to develop the habit of being that valued employee who can be depended upon to *always show up early*.

LATE WORK and MAKE UPS

All work is due on the announced deadlines. Missed class work may not be made up. However, at the end of the term, I drop your two lowest daily grades.

ACADEMIC HONESTY

Please become familiar with the UT Tyler Honor Code: “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.” On this Canvas site you will find the university’s official statement on “Student Standards of Academic

Conduct.” It provides explicit definitions of our expectations for all forms of academic practice. You are responsible for living up to these expectations.

STATEMENT ON ARTIFICIAL INTELLIGENCE

AI is already reshaping professional work. Lawyers, physicians, engineers, and professors use it as an office tool, much like calculators or spell check. I use a paid ChatGPT account to handle certain routine tasks and to check my memory or help me get started on various projects. When I use AI, I review and curate its output very carefully (hence it is not always a time-saver!), and for your benefit, I try always to report when and how I use it. For example: I used it to create the AI Teaching Assistant for this course (loaded below in this Canvas module). It draws on the course materials I created, selected, and assembled, so it reflects my teaching goals. Students have found it very convenient and helpful.

As an educator, I am expected to help you learn how to use Artificial Intelligence properly. You may use it in my class AI for some course work but do so thoughtfully and responsibly. I will explain acceptable use as various assignments come up. When you are feeling stressed or crunching time, it may be tempting to let AI do your work. Remember that doing so undermines the purpose of your education and prevents you from developing your own reasoning and writing skills. (Note: I used AI to edit the previous three paragraphs, to make them briefer and clearer.)

KEY DATES:

Jan. 19, 2026, Martin Luther King Day, no class

February 13, 2025, Dr. Ross at a Conference, no class

March 30, 2026, Last Day to Drop (see UTT Drop Policy)

March 9-15, 2026, Spring Break

April 6, 2026, Dr. Ross at a conference, no class

April 17, Dr. Ross at a conference, no class

April 27-May 3, 2026, Exam Week

SYLLABUS

Posted on the **Home Page** and also on a separate page below in Canvas

Please note: I reserve the right to make some slight adjustments to the syllabus, but no changes will ever be to students' disadvantage.

STUDENT RESOURCES

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 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, 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.uttyler.edu/about/campus-carry/index.php>.

ENGL 4315 SYLLABUS for SPRING 2026, MWF Classes

Week 1: January 12-18

Mon. 1/12, In class: *Backgrounds on the period, the history and culture, the gallery of images in the anthology, Research Project assignment, Milton's Challenge and the canonical "neoclassicals"*.

Homework: Read excerpts from *Paradise Lost*, handout, and complete and post reading "Notes and Quotes" using this template: ["Notes and Quotes" Template: ENGL-5321 \(2026-SPRING\) 061](#). Review the Research Project assignment, type your name after the three topics that interest you the most, and make an appointment asap (this week!) with Dr. Ross. Start working on the research tutorials.

Weds. 1/14, In class: Excerpts from *Paradise Lost*, handout,

Homework: Dryden, excerpts from "Absalom and Achitophel: A Poem" (p. 34-58) "A Song for St. Cecelia's Day" (p. 64-66). Meet with Dr. Ross about your project. Start working on the research tutorials.

Fri. 1/16, In class: Dryden

Homework: Register the skills you will work on next week in the document in this module. Make appointment for WEEK 2 with Ms. Dubre. Continue working on the research tutorials. View this video: [How to Study Video Series Dr. Stephen Chew, Ph.D. - YouTubeLinks to an external site.](#)

Week 2: January 19-25

Mon. 1/19 Martin Luther King Day, no class.

Homework: Pope, excerpts from “An Essay on Man” (p. 566-573). Meet with Ms. Dubre. Research. View this video on the writing process: <https://youtu.be/WPetYoBIQpE> [Links to an external site.](#)

Weds. 1/21, In class: Pope, excerpts from “An Essay on Man” (p. 566-573).

Homework: more neoclassical. Meet with Ms. Dubre. Research.

Fri. 1/23, In class: more neoclassical.

Homework: Meet with Ms. Dubre. Continue research, working bibliographies are due soon. View and Comment on this video:

[Dr. Bob Duke on the "real" work of college](#)

Week 3: January 26-February 1

Mon. 1/26, In class:

Homework: Thomson, excerpt from *The Seasons*, “Autumn” (p. 726-728); Meet with Ms. Dubre. Continue with research and building your Working Bibliography

Weds. 1/28, In class: Thomson, excerpt from *The Seasons*, “Autumn” (p. 726-728)

Homework: Thomas Gray, “Ode on the Death of a Favorite Cat,” “Elegy Written in a Country Churchyard,” and “Sonnet on the Death of Mr. Richard West” (p 897-902). Meet with Ms. Dubre. Edit your Working Bibliography

Fri. 1/30, In class: Turn in Working Bibliography. Thomas Gray, “Ode on the Death of a Favorite Cat,” “Elegy Written in a Country Churchyard,” and “Sonnet on the Death of Mr. Richard West” (p 897-902).

Homework: Read William Collins, “Ode to Evening” (p. 907-909); Oliver Goldsmith, “The Deserted Village” (p. 912-922). Draft your Project Outline. Make appointment with Writing Center.

Week 4: February 2-8

Mon. 2/2, In class: William Collins, “Ode to Evening” (p. 907-909); Oliver Goldsmith, “The Deserted Village” (p. 912-922).

Homework: Finish your Project Outline

Weds. 2/4, In class: Turn in Project Outline.

Homework: Research. Make appointment with Writing Center.

Fri. 2/6, In class:

Homework: Ann Finch, "An Introduction" (p. 199-201). Research. Make Writing Center appointment

Week 5: February 9-15

Mon. 2/9, In class: Ann Finch, "An Introduction" (p. 199-201).

Homework: Mary Wortley Montague, "Epistle from Mrs. Yonge to Her Husband" (p. 638-640). Research

Weds. 2/11, In class: Mary Wortley Montague, "Epistle from Mrs. Yonge to Her Husband" (p. 638-640).

Homework: Stephen Duck, "The Thresher's Labor" (p. 729-736), Mary Collier, "The Woman's Labor, to Mr. Stephen Duck" (p. 736-742). Research. Meet with Writing Center tutor

Fri. 2/13, In class: Homework: Stephen Duck, "The Thresher's Labor" (p. 729-736), Mary Collier, "The Woman's Labor, to Mr. Stephen Duck" (p. 736-742). Research.

Week 6: February 16-22

Mon. 2/16, In class: Stephen Duck, "The Thresher's Labor" (p. 729-736), Mary Collier, "The Woman's Labor, to Mr. Stephen Duck" (p. 736-742).

Homework: Research. Phillis Wheatley, "Thoughts on the Works of Providence" (p. 985-986, p. 989-992). Meet with Writing Center tutor. Arrange a Peer review

Weds. 2/18, In class: Phillis Wheatley, "Thoughts on the Works of Providence" (p. 985-986, p. 989-992).

Homework: Research. Meet with Writing Center tutor. Arrange a Peer review

Fri. 2/20, In class: Peer reviews

Homework: Use the peer review to finalize your draft, edit and prepare your research project to turn in on Monday.

Week 7: February 23-March 1

Mon. 2/23, In class: Projects due, Class sharing: what did you learn?

Homework: Read John Bunyan, *Pilgrim's Progress* (in the Anthology, p. 83-92) and "Contemporary Accounts of Marooned Men," in Norton Critical Edition of *Robinson Crusoe* (p. 227-238).

Weds. 2/25, In class: John Bunyan, *Pilgrim's Progress* (in the Anthology, p. 83-92) and "Contemporary Accounts of Marooned Men," in Norton Critical Edition of *Robinson Crusoe* (p. 227-238).

Homework: Read in *Robinson Crusoe*, p. 3-31

Fri. 2/27, In class: *Robinson Crusoe*, p. 3-31

Homework: Read in *Robinson Crusoe*, p. 31-56

Week 8: March 2-8

Mon. 3/2, In class: *Robinson Crusoe*, p. 31-56

Homework: Read *Robinson Crusoe*, p. 56-82

Weds. 3/4, In class: *Robinson Crusoe*, p. 56-82

Homework: Read *Robinson Crusoe*, p. 81-111

Fri. 3/6, In class: *Robinson Crusoe*, p. 81-111

Homework: Read *Robinson Crusoe*, p. 111-137

SPRING BREAK: March 9-15**Week 9: March 16-22**

Mon. 3/16, In class: *Robinson Crusoe*, p. 111-137

Homework: Read *Robinson Crusoe*, p. 137-162

Weds. 3/18, In class: *Robinson Crusoe*, p. 137-162

Homework: Read *Robinson Crusoe*, p. 162-187

Fri. 3/20, In class: *Robinson Crusoe*, p. 162-187

Homework: Read *Robinson Crusoe*, p. 187-200

Week 10: March 23-29

Mon. 3/23, In class: *Robinson Crusoe*, p. 187-200

Homework: Read *Robinson Crusoe*, p. 200-220

Weds. 3/25, In class: *Robinson Crusoe*, p. 200-220

Homework: Reflections on *Robinson Crusoe*

Fri. 3/27, In class: Thoughts about *Robinson Crusoe*

Homework: Read *The Castle of Otranto*, Preface and Chapter 1 (p. 5-38).

Week 11: March 30-April 5

Mon. 3/30 (Last drop day), In class: *The Castle of Otranto*, Preface and Chapter 1 (p. 5-38).

Homework: *The Castle of Otranto* chapters 2 & 3 (p. 39 to 79)

Weds. 4/1, In class: *The Castle of Otranto* chapters 2 & 3 (p. 39 to 79)

Homework: *The Castle of Otranto* (79-114).

Fri. 4/3 (Good Friday), In class: Wrap up discussion of the *Castle of Otranto* (79-114).

Homework:

Week 12: April 6-12

Mon. 4/6, No class, Dr. Ross at a meeting

Homework: Comments on the Castle and its gothic tropes

Weds. 4/8, In class: The epistolary novel

Homework: *Evelina* in Norton Anthology, p. 1041-1065

Fri. 4/10, In class: *Evelina* in Norton Anthology, p. 1041-1065

Homework: Reflections on *Evelina* and the three novels.

Week 13: April 13-19

Mon. 4/13, In class: Restoration Comedy

Homework: *School for Scandal*, Acts I and II (p. ix-24).

Weds. 4/15, In class: *School for Scandal*, Acts I and II (p. ix-24).

Homework: *School for Scandal*, Acts III and IV (p. 25-57).

Fri. 4/17, No class, Dr. Ross out of town

Homework: read Act V and Epilogue (p. 59-78).

Week 14: April 20-26

Mon. 4/20, In class: In class: Act V and Epilogue (p. 59-78).

Homework: Reflections on the play

Weds. 4/22, In class: Reflections on the Period, your work

Homework:

Fri. 4/24, In class: Exam Review

Homework:

Week 15: April 27-May 3

Final Exam Monday, April 27