

Policy Statement for ENGL 5321, The Restoration and 18th Century

Professor Catherine Ross

Spring 2026

Online

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** (using Powerpoint) 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. To complete this project students are asked to meet with Professor Ross and Ms Dubre, to produce a working bibliography, a project outline, several drafts, peer reviews, a final 15+ slide deck. During the course of the semester, students will be provided with short instructional videos or reading notes for their assigned textual studies. Additionally, students are asked to take and post documents called "Notes and Quotes" for most of the weekly reading assignments. Finally, five short reflective pieces are assigned throughout the semester, students may skip or drop one. These will 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

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.html Links to an external site.
[Links to an external site.HathiTrust Digital Library](#) Links to an external site.
[Internet Archive](#) Links to an external site.
Image Library

GRADED COURSE REQUIREMENTS

Component	Percentage
"Notes and Quotes" and Instructional Video viewings	25%
Research Tutorials, conferences with Dr. Ross and Ms. Dubre, Self-Assessments	10%
Working Bibliography	5%
Project Outline and Two Peer Reviews	5%
Project Rough Draft and Two Peer Reviews	10%
Completed Research Project	10%
Reflective Pieces	20%
Final Exam	15%
Total	100%

ATTENDANCE

Employers will tell you that showing up is 90% of professional success and being on time means arriving *15 minutes before the boss*. While this is an asynchronous online course, I believe it is necessary for our class to meet as a group to launch the course and for each of you to visit with me and the Research Librarian individually as well. I will ask you to consult with Writing Center tutor before you turn in your slide deck, and to have one last visit with before the exam.

LATE WORK

While having the freedom to work at your own pace is one of the expectations in an asynchronous online course, some deadlines are necessary--the research project " deliverables" are chief among these.

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:

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

March 9-15, 2026, Spring Break

April 27-May 3, 2026, Exam Week

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>.

SYLLABUS, or Calendar of Assignments for ENGL 5321, SPRING 2026,

While this is an asynchronous course, with few hard deadlines for the weekly readings, I suggest you try to stick to this schedule of readings with their attendance exercises (Videos, "Notes and Quotes," Reflections, etc.) and turn in the deliverables by the end of the week they are listed as "due." If you need an additional week to turn in the "DUE THIS WEEK" assignments, that is acceptable, but be careful, if you do it too often, you will run out of weeks!

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

WEEK 1: January 12-18

DUE THIS WEEK:

Class Launch via zoom: Mon. 1/12, 7 PM Central Time: *Backgrounds on the period, the history and culture, Research Project assignment, Milton's Challenge and the canonical "neoclassicals".*

Individual Project Conference with Dr. Ross via Zoom: **date** and time to be individually arranged for some time this week that is mutually convenient.
Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Read excerpts from *Paradise Lost*, handout, [Paradise Lost Study Packet with Line Ranges-1.docx](#) Download [Paradise Lost Study Packet with Line Ranges-1.docx](#) and
- Complete and post reading "Notes and Quotes" using the template posted in the first module in Canvas: ["Notes and Quotes" Template: ENGL-5321 \(2026-SPRING\) 061](#).
- Review the Research Project assignment here: [Research Project Spring 2026 5321](#) Type your name after the three topics that interest you the most, and **make an appointment asap with Dr. Ross**.
- Once you have met with Dr. Ross, note in this assignment the date and time when you met with Dr. Ross and what topic you settled upon: <https://uttyler.instructure.com/courses/51253/assignments/1051366>
- Start working on the research tutorials: [Research Tutorials](#).
- Read "Great Fire" assignment, [great fire readings for 4315 and 5321-1.docx](#) Download [great fire readings for 4315 and 5321-1.docx](#) complete and post "Notes and Quotes" [Week 1 or 2 Notes/Quotes on Great Fire assignment](#)
- Make appointment for WEEK 2 with Ms. Dubre.
- View this video about the Writing Process, and please keep it in mind as you do your reflective pieces and research project: <https://youtu.be/WPetyoBIQpEL> [Links to an external site.](#)

WEEK 2: January 19-25

DUE THIS WEEK:

Completed Research Tutorials: these are listed in the first module in the section for the Research Project

Meeting with Ms. Dubre (or next week)

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Read Alexander Pope's "An Essay on Criticism" (p. 521-537) and excerpts from his "An Essay on Man" (p. 566-573).
- Complete and post "Notes and Quotes" on the Pope assignments. [Week 2 Notes/Quotes for Pope readings](#) Be sure you include the specific criteria Pope cites for assessing the quality of literature.
- Meet with Ms. Dubre.
- Advance your research. Working bibliographies are due soon.

WEEK 3: January 26-February 1

DUE THIS WEEK:

Meeting with Ms. Dubre

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Continue with research and building your Working Bibliography
- Read James Thomson's, excerpt from *The Seasons*, "Autumn" (p. 726-728).
- Read Thomas Gray's, "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).
- Read William Collins', "Ode to Evening" (p. 907-909)
- Read Oliver Goldsmith's "The Deserted Village" (p. 912-922).
- For four poets and their poems, create one "Notes and Quotes" [Week 3 Notes/Quotes on Thomson, Gray, Collins, Goldsmith](#)
- Draft your Project Outline. Make appointment with Writing Center.

WEEK 4: February 2-8

DUE THIS WEEK:

Notes and Quotes for the assigned readings (see below)

Reflective piece comparing Milton, Dryden, and Pope to the Proto-Romantics (Thomson, Gray, Collins, and Goldsmith). Use your Notes and Quotes!

HOMEWORK:

- Write a reflection comparing the Neoclassical or Augustan poets and the Proto-Romantic poets [Reflections on the Poetry Readings](#)
- Edit your Project Outline
- Peer reviews: be sure you secure one peer review of your outline from a classmate and do one for that classmate yourself.
- Research.
- Make appointment with Writing Center.
- Ann Finch, "An Introduction" (p. 199-201), post your "Notes and Quotes" [Week 4 Notes/Quotes for Ann Finch](#)

WEEK 5: February 9-15

DUE THIS WEEK:

Working Bibliography

Project Outline

Peer Reviews of outline

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Mary Wortley Montague, "Epistle from Mrs. Yonge to Her Husband" (p. 638-640), post your "Notes and Quotes" [Week 5 Notes/Quotes for Montague](#)
- Research and drafting
- Stephen Duck, "The Thresher's Labor" (p. 729-736),

- Mary Collier, "The Woman's Labor, to Mr. Stephen Duck" (p. 736-742).
- Write and post one "Notes and Quotes" for both the Duck and Collier texts. [Week 5 Notes/Quotes for Duck and Collier](#)
- Have you arranged a meeting with a Writing Center tutor?

WEEK 6: February 16-22

DUE THIS WEEK:

Rough Draft of Project, plus Peer Reviews and
Writing Center Appointment

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Phillis Wheatley, start on p. 988 with "To the University of Cambridge, in New England" and read to the end of the Wheatley section on p. 996. You do not need to read the first poem in the series ("To Maecenas"), complete and post your "Notes and Quotes" [Week 6 Notes/Quotes for Wheatley](#)
- Meet with Writing Center tutor. Arrange another Peer review
- Finalize your draft, edit and prepare your research project to turn in on Monday.

WEEK 7: February 23-March 1

DUE THIS WEEK:

Final drafts of projects posted on Discussion Board

Final drafts also posted here: [Post Completed Assignment for Dr. Ross/grading](#)

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Read John Bunyan, *Pilgrim's Progress* (in the Anthology, p. 83-92), complete and post your "Notes and Quotes"
- "Contemporary Accounts of Marooned Men," in Norton Critical Edition of *Robinson Crusoe* (p. 227-238).
- Read in *Robinson Crusoe*, p. 3-56. For *Robinson Crusoe* readings, do one "Notes and Quotes" each week. It is up to you how extensive your notes are. [Week 7 Notes/Quotes on Robinson Crusoe](#)

WEEK 8: March 2-8

DUE THIS WEEK:

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Read *Robinson Crusoe*, p. 56-137
- For *Robinson Crusoe* readings, do one "Notes and Quotes" each week. It is up to you how extensive your notes are.

- After comparing your work to the projects of your classmates, please revise your slides as needed
- Then write a paper of no more than three double-spaced pages reflecting on your experience doing this project. Consider the questions listed on the assignment document. [Week 8 Notes/Quotes on Robinson Crusoe](#)

SPRING BREAK: March 9-15

HOMEWORK:

- Prepare a reflective piece on your research experience. [Reflections on the Research Project](#)

WEEK 9: March 16-22

DUE THIS WEEK:

Revised projects

Reflection Essay on your research experience

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- Read *Robinson Crusoe*, p. 137-200
- For *Robinson Crusoe* readings, do one "Notes and Quotes" each week. It is up to you how extensive your notes are. [Week 9 Notes/Quotes for Robinson Crusoe](#)
- Prepare a reflective piece on the novel: [Reflections on Robinson Crusoe](#)--use your Notes and Quotes!

WEEK 10: March 23-29

DUE THIS WEEK:

Notes and Quotes for the assigned readings (see below)

Reflective piece on *Robinson Crusoe*

HOMEWORK:

- Read *Robinson Crusoe*, p. 200-220
- Reflections on *Robinson Crusoe*
- Read Horace Walpole's *The Castle of Otranto*, Preface and Chapter 1 (p. 5-38).
- Complete and post "Notes and Quotes" for the Walpole reading [Week 10 Notes/Quotes for Castle of Otranto](#)

WEEK 11: March 30-April 5

DUE THIS WEEK:

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- *The Castle of Otranto* (p. 39-114)
- Complete and post "Notes and Quotes" for the Walpole reading. Include in these notes *reflections on Walpole's Gothicism*. [Week 11 Notes/Quotes for Castle of Otranto](#)

WEEK 12: April 6-12**DUE THIS WEEK:**

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- The epistolary novel
- Read *Evelina* in Norton Anthology, p. 1041-1065, complete and post "Notes and Quotes" [Week 12 Notes/Quotes for Evelina](#)
- Write a minimum of three pages reflecting on our novel readings: include *Pilgrim's Progress*, *Robinson Crusoe*, *The Castle of Otranto*, and *Evelina*. How do these texts compare in terms of plot, characterization, and theme? How do they compare to novels from other centuries that might be classified as "domestic," "gothic," "condition of England," "*bildungsroman*," or "experimental," or "graphic?" [Reflections on 18th-C. Prose Fiction](#)

WEEK 13: April 13-19**DUE THIS WEEK:**

Reflective piece on 18th-c Prose Fiction we have read. Use your Notes and Quotes!

Notes and Quotes for the assigned readings (see below)

HOMEWORK:

- *School for Scandal* p. ix-78, includes Epilogue
- Complete and post "Notes and Quotes" for this play. [Week 13 Notes/Quotes for School for Scandal](#)
- Prepare a reflection on the play: [Reflections on The School for Scandal](#)

WEEK 14: April 20-26**DUE THIS WEEK:**

Notes and Quotes for the play.

HOMEWORK:

- Reflections on the Period, your work: What surprised you the most about the readings from this period? How did reading these texts help you understand the development of English literature over time? How might the texts from this period be compared to early American writing? You will be asked to include

these thoughts as part of your final exam. [Reflections on my Learning in this course](#)

- Exam Review

WEEK 15: April 27-May 3

DUE THIS WEEK:

Final Exam no later than April 30th at 5 PM.