

Note: updates made to the syllabus after the announced transition to online are in red font.

**Carleton University
Winter 2022
Department of English**

ENGL 3500 A: Literature and Cultures, 1700–1900

Prerequisites: third-year standing or permission of the department

Preclusions: ENGL 3502

Scheduled Times: Mondays and Wednesdays, 4:05–5:25pm

Location: *Zoom, for the time being—if/when public health restrictions allow for in-person teaching, please confirm location Carleton Central*

Format: **Online Synchronous for the time being—In-Person** (not suitable for online students) *if/when public health restrictions allow*

Instructor: Dr. Morgan Rooney

Office Hours: Tues. @ 4:00-5:30pm

Email: morgan.rooney@carleton.ca

Office: Zoom—email to book an appt.

COURSE DESCRIPTION:

This course is a survey of British literature from 1700 to 1832. In the years immediately prior to 1700, a court culture largely prevailed in Britain; by 1832, the country had passed its first major reform bill and was firmly on a path to transforming into a modern democratic commercial society. Not surprisingly, the literature of that same period registers the concerns, anxieties, fears, and hopes of a variety of voices that lived through those remarkable changes. At the same time, the literature of the period undergoes a series of its own transformations as a result of the new pressures those changes exerted. In this course, we will explore a representative selection of authors the eighteenth century and the Romantic era, whose writings give us access to some of the more significant literary, cultural, and socio-political developments of this 130-year block of British history.

This course is hosted on Brightspace. Brightspace is effectively our online classroom, and so you are required to be familiar with everything posted on it. Be sure to check out our course page at least 3 times a week.

LEARNING OUTCOMES:

By the end of this course, successful students will have demonstrated their ability to:

- **Explain the core concerns, key debates, and landmark developments of the periods under study, as well as points of convergence / divergence between them.** This includes the ability, for each period, to explain in some depth
 - significant generic innovations and literary developments;
 - major historical, political, and cultural events;
 - core concerns and ideological positions expressed by the authors; and
 - relationships between the authors' ideological positions.

- **Distinguish between and apply the various literary terms explored in the course.** This level of understanding entails the ability to
 - define and explain those terms;
 - identify relevant examples and use them to illustrate the meaning of those terms; and
 - use those terms appropriately in analyses in the assignments and exam.
- **Edit and introduce a primary text for a general readership.** This fundamental literary skillset entails the ability to
 - Locate, identify, and navigate online scholarly databases to access 1) primary texts and 2) factual/consensus information;
 - Identify passages in original texts that require linguistic or socio-cultural/historical elucidation;
 - Create annotations for those passages and otherwise contextualize primary texts by locating, selecting, and summarizing relevant factual/consensus information found in relevant scholarly references works; and
 - Document all source engagements using MLA style.
- **Create analytical readings of texts that are informed by the socio-political, cultural, and aesthetic developments of their authors' moment in history.** This involves, for the texts studied, constructing readings that
 - relate texts to contexts;
 - create linkages between developments in a period and authors' aesthetic and ideological expressions;
 - analyze the ways that literary texts intersect with real developments in their authors' society; and
 - locate, summarize, and critically integrate findings from secondary sources, and document those engagements using MLA style.

REQUIRED TEXTS:

1. Broadview Course Pack (a selection of poetry, fiction, and non-fiction prose from the *Broadview Anthology of British Literature*)
2. Henry Mackenzie, *The Man of Feeling*, ed. Maureen Harkin (Peterborough: Broadview Press, 2005)
3. Horace Walpole, *The Castle of Otranto*, ed. Frederick S. Frank (Peterborough: Broadview Press, 2003)
4. Selections from [Eighteenth-Century Collections Online](#) (free access through CU library)

All books, including the course pack, will be available at [Octopus Books](#), which is located at 116 Third Avenue, just off of Bank Street. You can order your books online and, if you choose, have them delivered. For more information, call (613) 233-2589 or visit [online](#). The total cost of books for this course is approximately \$60 (before taxes). **My apologies, these are available only in print form—the books were ordered prior to the Dec. 16, 2021, announcement.**

Other resources, also available to you at no cost, that you will need to use regularly:

- Purdue University's Online Writing Lab (OWL): [MLA Formatting and Style Guide](#)
- The [Oxford English Dictionary](#) (OED) (do not use any other dictionary)

- Chris Baldick's [*Oxford Dictionary of Literary Terms*](#) (3rd edition)
- Gale's [Dictionary of Literary Biography](#) (DLB)
- Oxford's [Dictionary of National Biography](#) (DNB)
- [Oxford Reference Online](#)
- [Oxford Handbooks Online](#)
- The [Johns Hopkins Guide to Literary Theory & Criticism](#)
- Indiana University's "[How to Recognize Plagiarism](#)"

Note: accessing the *OED*, Gale's *DLB*, Oxford's *DNB*, Oxford References Online, Oxford Handbooks Online, the John Hopkins Guide, and/or Baldick's dictionary will require you to use your MC1 login credentials. See the "Additional Resources" module on our Brightspace page for more resources.

EVALUATION:

Note: the Final Exam and Editorial Project are mandatory assignments. You must submit them to be eligible to receive a passing grade for the course.

Weekly Participation (attendance + in-class participation)	10%	Ongoing
Introductory Quizzes (Syllabus Quiz, 2.5%; Plagiarism Quiz, 2.5%)	5%	Syllabus Quiz Jan. 17 Plagiarism Quiz: Jan. 24
Tests (2 in total, 10% each)	20%	Test 1: Feb. 7 Test 2: Mar. 14
Editorial Project (3 Parts: Annotations 5%; Headnote 5%; Analysis+ 20%)	30%	Annotations: Feb. 2 Headnote: Mar. 2 Analysis+: Apr. 6
Final Exam	35%	TBA—Apr. 14–28

TEACHING APPROACH:

A succinct summary of my teaching philosophy is "learners learn by doing, not by listening." The course will provide you with a rigorous encounter with material in the form of readings and other resources I have strategically selected, but the next step in your development will require you to continually reflect on and think critically about the content. For that reason, the course is built to require your ongoing, direct, and critical engagement with the readings and lectures via learning activities during our meetings. Developing an informed sense of a period of literary history requires that you become familiar with its major socio-historical and cultural events; its key literary players, innovations, and movements; and its most contentious and momentous cultural debates. Every week of this class, you will find yourself not simply memorizing factual matters but, instead, assembling those issues in relationship to one another on a conceptual map of the period, one that you will build, expand, and refine week-over-week as you encounter more readings from and lectures about the period.

COURSE POLICIES:

COVID-10 and the Classroom: All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g., wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g., directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs, except for water as needed.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others, are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Course Communications: There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructor is almost always the last resort. Here's a guide to communicating with me and your peers:

- *"I have questions about course content, assignments, and policies"*: ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments"*: book an office hour appointment with me to discuss (Tuesdays, 4-5:30pm). These are not matters that can be handled efficiently over email.
- *"I need to connect with a peer to discuss a class-related issue"*: post your question or request via the "Peer-to-Peer Exchange" forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *"I need to discuss something private, or to set up a time to discuss something private"*: book an office hour appointment with me to discuss (Tuesdays, 4-5:30pm). These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

Attendance: Regular attendance is vital to securing a passing grade in this course. 10% of your grade is determined by the work you do during our class meetings. The tests and exam, which cover materials taught in class, account for another 55% of your grade. In addition, I use an active learning approach, which means that no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance, **either via Zoom or in person, as public health guidelines dictate**. Take especial note that this course **was designed as fully in-person** and so is not suitable for online students: **if public health guidelines allow for in-person teaching and learning, in-class sessions will NOT be recorded and there will be no option to engage synchronously via Zoom**. If you need further motivation, note that **if you miss six or more full classes, I will award you with an “F” for the course**, as per [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar. Exceptions may be made, but only for students who can provide documentation and/or who have demonstrated commitment to the course.

During each of our meetings, I will take attendance. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, I must count an absence as an absence. Substantially late arrivals or early exits will be recorded. Every week or two, I will update the “Attendance Sheet” on Brightspace. It is your responsibility to keep up-to-date on this front.

Note: anyone who misses class is responsible for catching up with missed material. I’d strongly recommend reviewing the slides for the class missed, getting notes from a friend, and booking an office hours appointment with me, at which time I can direct you to relevant sources. In every scenario involving your absence, be aware that you’re responsible for taking initiative to make sure your grade doesn’t suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all class meetings and participate in all discussions and activities; 2) complete any scheduled readings/videos beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; and 5) prepare and bring to class any materials requested for activities during our class meetings. I recommend taking notes on the discussions and mini-lectures, and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on tests and/or the exam.

Classroom Etiquette: At our first meeting, we will discuss expectations that we have for one another regarding what happens during class time. We’ll discuss and establish an agreed upon list of classroom rules, to be posted on Brightspace, on the subjects such as the following:

- What will be our position on laptops and cell phones in the classroom? How can we make sure that these don't detract from our attentiveness and engagement?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?
- What does engagement look like in the COVID-19 era? **What does it look like on Zoom?**

Assignment Submission: All out-of-class assignments in this course are to be submitted via Brightspace—email submissions will NOT be accepted. For written assignments, please save your file as a .DOCX or .DOC (and no other format) before you upload—note that our assignment forms on Brightspace will accept no other file format. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late. All other assignment or activity types (participation, tests, the exam) are to be submitted in person during class time.

Late Assignments: In this class, some assignments have firm deadlines that can't change and for which there can be no extensions, and some assignments are eligible for penalty-free and no-questions-asked extensions, which require you to use 1 or more of your bank of 5 “grace days” for the course. Treat these as a failsafe rather than planning to use them. Here's a breakdown of which assignments are eligible for a “grace day” extension or not:

- Not eligible: Participation, both Tests*, and the Final Exam
- Eligible: both Introductory Quizzes, all three parts of the Editorial Project
- ***Note: if the Tests have to be written online, I should be able to make them “grace days” eligible**

Late assignments that are ineligible for “grace days” automatically earn a grade of zero. Similarly, once a student uses all 5 grace days, any assignment s/he submits late that would normally be eligible for “grace days” receives an automatic zero. Special consideration may be given if you are dealing with a protracted medical issue for which you can provide documentation.

Some further details about these “Grace Days”:

- Measured in 24-hour units that start at 4:00pm on the due date. Some examples:
 - o Jane Doe submits the Annotation component of the Editorial Project less than 24 hours after 4:00pm on the due date; she has used 1 grace day.
 - o Jill Doe submits the Annotation component of the Editorial Project more than 24 hours but less than 72 hours after 4:00pm on the due date; she has used 3 grace days.
 - o John Doe submits his Analysis+ component of the Editorial Project, which was due on April 6th at 4:00pm, on April 10th at 8am; he has used 4 grace days.
 - o Jack Doe submits his Analysis+ component of the Editorial Project, which was due on April 6th at 4:00pm, on April 10th at 8pm; he has used all 5 grace days.
- Tracked by me. I will provide regular updates on your grace days used on Brightspace.

Completion of Course: Take careful note of [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must satisfy the course requirements as published in the course outline.” As per the announcement at the top of the

“Evaluation” section above (p. 3), if you have failed to submit the mandatory assignments (the Editorial Project and the Final Exam) within the prescribed timelines, or if you have not complied with the Attendance policy (p. 4), you will fail the entire course.

Grade Inquiries: I’m always willing to review assignments. I only have two rules on the matter:

- 1) *No discussions about grades until 48 hours have passed after the assignment is returned*, and
- 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided*. You need to be prepared to engage with the feedback in a conversation with me about it. Once you’ve done so, book an appointment with me during office hours. Note that I’ll be providing detailed feedback on most assignments leading up to the Final Exam. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

Final Grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Copyright: My recordings, lessons, activities, and all other course materials (including all PowerPoint slides, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not, however, allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Academic Integrity: The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report, or other assignment written, in whole or in part, by someone else;
- using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks.

Plagiarism is a form of intellectual theft. It is a serious offence that can’t be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to know what constitutes academic fraud: for more information, see the Office of Student Affairs’ information on [Academic Integrity](#) as well as [Section 10](#) of the Academic Regulations described in the Undergraduate Calendar.

ASSIGNMENT DETAILS:

Weekly Participation (10%): Whether it is via Zoom or in person, meaningful class participation is a multi-faceted exercise. At base, it requires consistent attendance: you can't contribute consistently if you're not consistently in class. To participate meaningfully, students also need to have read and reflected on the assigned text(s) before class so that their contributions can have value. Nor is merely contributing enough: students' contributions must add to the ongoing discussion instead of, for example, repeating some prior point or making an off-topic point. Another facet of participation is consistently and respectfully listening to others; such attentiveness is communicated through body language (e.g., eye contact with speakers, full attention given to speakers, mentally preparing responses or questions to speakers, and so on)—for that reason, when the course is online, you will want to keep your camera on whenever possible; if you have some personal or technological obstacle on that front, talk to me. Your level of engagement during in-class activities, too, is another aspect of class participation. Your participation grade will be determined by your performance in each of these areas (e.g., attendance, preparedness, quality of class contributions, attentiveness and listening, and engagement in the in-class activities). A fulsome rubric for participation is available on Brightspace. At about the midway point of the course, I will provide you with a breakdown of what your participation grade would be based on your performance as of that date; this will give you the opportunity to make adjustments to your in-class participation before I assign a final grade. Not eligible for Grace Days.

Introductory Quizzes (2.5% per; 5% total; Jan. 17 & Jan. 24): These two introductory mini-assignments, each worth 2.5%, are designed to help orient you to the course. The first, due Jan. 17, will require you to take a short quiz based on the course syllabus; you may attempt this quiz three times, with the mark of the best attempt counting towards your final grade. The second, due Jan. 24, will require you to complete an online plagiarism quiz. Eligible for Grace Days.

Tests (10% per, 2 tests; 20% total; Feb. 7 & Mar. 14): The two Tests, each worth 10% and to be written on Feb. 7 and Mar. 14, will cover the readings and lectures from Unit #1 (Test 1) and Unit #2 (Test 2). These will be written during class time; if public health guidelines allow, they will be written by hand during class time, but otherwise they will be written online. These will consist of two types of questions: 1) those that require you to apply different literary terms and 2) those that require you to analyze passages. Not eligible for Grace Days.

Editorial Project (3 parts; 30% total; Feb. 2, Mar. 2, & Apr. 6): The final deliverable for the Editorial Project will be an entry that can be included in an anthology, complete with a headnote, an annotated version of the text, and a follow-up analysis that contextualizes the piece and makes the case for its socio-historical, literary, and/or cultural significance. The project is broken up into three parts: 1) an Annotation (5%) due on Feb. 2, 2) a Headnote (5%) due on Mar. 2, and 3) an Analysis+ (20%) due on Apr. 6. Part 1 will require you to select, transcribe, and annotate a short text you will find on [Eighteenth-Century Collections Online](#) using resources such as the *OED*. Part 2 will require you to develop a succinct, factual, accurate Headnote that introduces the piece in question, using sources such as the *Oxford DNB* (500-750 words). Part 3 will require you to develop a short analysis (1000-1500 words) that identifies the significance of the piece relative to its own moment and that compellingly situates the work in dialogue with one or more of the major ongoing socio-historical, literary, and/or cultural debates of the period in question (these larger issues will be considered especially in the lectures). Part 3 (Apr. 6) will include all

elements of the project, with the expectation being that you have refined previous work using the feedback provided at each stage. Eligible for Grace Days.

Final Exam (35%): The Final Exam is designed to test you on the lecture and reading materials covered throughout the entire term (cumulative). You can expect an exam with three parts, with Parts 1 and 2 following the model of the tests. So, Part 1 will require you **to apply** different literary terms, while Part 2 will require you **to analyze** passages from the assigned readings (i.e., explain their meaning and situate the passage in dialogue with the larger text and issues in the period). Meanwhile, Part 3 will require you to write an argumentative essay in which you will need to develop an analytical argument using a selection of texts in relationship to one another and/or some specific context. Not eligible for Grace Days.

SUPPORT SERVICES & ACCOMMODATIONS:

Writing Services: [Writing Services](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, send an email to csas@carleton.ca. Book your appointment well in advance.

Centre for Student Academic Support (CSAS): The [CSAS](#) offers students a variety of free services, including academic skills workshops (online). To learn more about these services, visit the [website](#).

Accommodations: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic

accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

- **Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

WEEKLY CLASS SCHEDULE

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure to read the introductions to all authors/texts we are scheduled to cover this term—in addition to helping you understand the context of the work in question, they will also help you to develop a sense of how to read the Headnote for the Editorial Project.

Codes:

- “CP” = this reading is in the Broadview course pack
- “AR” = this additional resource (a reading or video) is available on our course Brightspace page

Week	Pre-Class Readings, Videos	Deadlines, Other Topics, & Other Important Dates
Unit #1: 1700-1740		
Mon., Jan. 10	Syllabus, Brightspace page	Introductions, course syllabus, academic integrity
Wed., Jan. 12	“Introduction to the Restoration and the Eighteenth Century” (CP)	
Mon., Jan. 17	Excerpts from “Contexts: Mind and God, Faith and Doubt” (CP)	*Syllabus Quiz (2.5%) due @ 4pm
Wed., Jan. 19	“Primary Text Databases & the Scholarly Work that They Enable” (AR); “Primary Text Database in Focus: ECCO” (AR); “Primary Texts. Subscription Sources” (AR)	
Mon., Jan. 24	“Reference Databases and Why the Scholarly Community Builds, Maintains, & Uses Them” (AR); “Reference Databases in Focus: ODNB, DLB, OED, and Other Key Resources” (AR); “Reference Databases. Subscription Sources” (AR)	*Plagiarism Quiz (2.5%) due @ 4pm <i>*Last day for registration and course changes for winter term courses</i>

Wed., Jan. 26	Alexander Pope, Book 1 of <i>An Essay on Man</i> (CP); Pope, “Epistle 4: To Richard Boyle, Earl of Burlington” (CP)	*Post in the Editorial Project forum (re: textual selection) due @ 4pm
Mon., Jan. 31	Pope, “Epistle 4: To Richard Boyle, Earl of Burlington” (CP), con’t; Mary Leapor, “Crumble Hall” (CP)	<i>*Last day to withdraw from winter term courses with a full fee adjustment</i>
Wed., Feb. 2	Leapor, “Crumble Hall” (CP), con’t	*Annotation for Editorial Project (5%) due @ 4pm
Unit #2: 1740-1790		
Mon., Feb. 7	If classes are in-person: come to class to write If classes are online: write online	*Write Test #1 (10%) in class
Wed., Feb. 9	Thomas Gray, “Elegy Written in a Country Churchyard” (CP)	
Mon., Feb. 14	Horace Walpole, <i>The Castle of Otranto</i>	
Wed., Feb. 16	Walpole, <i>The Castle of Otranto</i> , con’t	<i>*Feb. 18: April exam schedule available online</i>
Feb. 21 – 25		***Reading Week; no classes or office hours***
Mon., Feb. 28	Oliver Goldsmith, “The Deserted Village” (CP)	
Wed., Mar. 2	Goldsmith, “The Deserted Village” (CP), con’t	*Headnote for Editorial Project (5%) due @ 4pm
Mon., Mar. 7	Henry Mackenzie, <i>The Man of Feeling</i>	
Wed., Mar. 9	Mackenzie, <i>The Man of Feeling</i>	
Unit #3: 1790-1830		
Mon., Mar. 14	If classes are in-person: come to class to write If classes are online: write online	*Write Test #2 (10%) in class
Wed., Mar. 16	“The Age of Romanticism” (CP)	<i>* Last day to submit Formal Examination Accommodation Forms to the PMC for April exams</i>

Mon., Mar. 21	William Wordsworth, excerpts from the Preface to <i>Lyrical Ballads</i> & “Lines Written a Few Miles above Tintern Abbey” (CP)	
Wed., Mar. 23	Wordsworth, “Tintern Abbey” (CP), con’t; Samuel Taylor Coleridge, “Kubla Khan” (CP)	
Mon., Mar. 28	Mary Wollstonecraft, excerpts from <i>A Vindication of the Rights of Woman</i> (CP); Anna Laetitia Barbauld, “The Rights of Woman” (CP)	<i>*Mar. 29, last day of for summative tests or exams worth +15% of course grade</i>
Wed., Mar. 30		Workshop day: Editorial Project peer review
Mon., Apr. 4	Barbauld, “Eighteen Hundred and Eleven” (CP)	
Wed., Apr. 6	Percy Shelley, “England in 1819” & “Ode to the West Wind” (CP)	*Analysis+ for Editorial Project (20%) due @ 4pm
Apr. 11		Review & catch up <i>*Apr. 12: Last day of winter term classes. Last day for academic withdrawal from winter term courses</i>
(Apr. 14 – 28)	If exams are in-person: come to exam site to write If exams are online: write online	*Final Exam (35%): date/time TBA