

ENG525: British Romantic Literature

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

In this course, students will study British Romanticism as a major intellectual, literary, and cultural movement, reading the works of the primary writers of that period. Although the publication of *Lyrical Ballads* in 1789 traditionally marks the beginning of the English Romantic period, several English writers had already been demonstrating impulses that would then be more formalized by writers such as Wordsworth and Coleridge. The course themes include: the Romantic ideas about nature, revolution, and democratic government; the dominance of feelings and emotion over reason and logic; the importance of the common man; how art and literature should reflect the natural world; and how traditional literary forms were stretched and transformed into new modes of expression during the British Romantic period.

Reading will include selections from William Wordsworth, William Blake, Samuel Coleridge, Percy Shelley, Lord Byron, John Keats, Charlotte Smith, Anna Letitia Barbauld, and Mary Shelley.

Course Overview:

Students will complete readings and activities to learn about British Romantic literature. They will engage in discussions with their peers, and complete Critical Thinking Assignments to apply and deepen their knowledge of the topics. The course will conclude with a Portfolio Project in which students show what they have learned throughout the course in a comprehensive, creative endeavor.

Course Learning Outcomes:

1. Develop a comprehensive thesis and literature review that incorporates research and argues an informed academic position based on the current literature of British Romantic literature studies.
2. Critically evaluate personal bias and how race, class, and gender inform the current literature of British Romantic literature studies.

3. Critically evaluate and compare the conventional elements of literature from a British Romantic literature perspective.
4. Critically evaluate the how the four major literary genres are represented in British Romantic literature.
5. Critically evaluate the historical context of the literature written immediately before and during the British Romantic literature period.
6. Critically evaluate the conventional literary themes that emerged during the British Romantic literature period and how those themes continued to resonate today.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Wu, D. (2012). *Romanticism: An anthology*. Chichester, West Sussex: Wiley-Blackwell. ISBN-13: 978-1405190756

Suggested:

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	Required: In <i>Romanticism: An anthology</i> : <ul style="list-style-type: none"> • Introduction 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (65 points)

- William Wordsworth, Preface to Lyrical Ballads
- William Wordsworth and Samuel Taylor Coleridge, Lyrical Ballads
- William Wordsworth, The Two-Part Prelude
- John Keats, Sonnet: "When I have fears that I may cease to be"; Bright star, would I were as steadfast as thou art; Ode to Psyche; Ode to a Nightingale; Ode on a Grecian Urn; Ode on Melancholy; Ode on Indolence

Abrams, M. H. (1971). Preface. In *Natural supernaturalism* (pp. 11-16). New York, NY: W. W. Norton & Company. Retrieved from <https://books.google.com/books?hl=en&lr=&id=-ygCZmrJ2E4C&oi=fnd&pg=PA11&dq=Natural+Supernaturalism&ots=g9EGTzOR5Z&sig=UTvebMcwTUUGwfeYunmhs7Zlpwl#v=onepage&q=Natural%20Supernaturalism&f=false>

- Portfolio Milestone (50 points)

Required:

In *Romanticism: An anthology*:

- Edmund Burke, Reflections on the Revolution in France
- Helen Maria Williams, Letters written in France in the summer of 1790;
 - The Bastille, A Vision
 - Letters Containing a Sketch of the
 - Politics of France
- William Wordsworth, I Grieved for Buonaparte
 - From The Thirteen Book Prelude: Paris
 - December 1791
 - Blois, Spring 1792
 - Beaupuy
- Samuel Taylor Coleridge, France: An Ode
- Charlotte Smith, The Emigrants
- Lord Byron, Don Juan

2

Abrams, M. H. (1971). Alternative ways to the millennium: Progress and Revolution. In *Natural supernaturalism* (pp. 56-65). New York: W. W. Norton & Company. Retrieved from <https://books.google.com/books?hl=en&lr=&id=-ygCZmrJ2E4C&oi=fnd&pg=PA11&dq=Natural+Supernaturalism&ots=g9EGTzOR5Z&sig=UTvebMcwTUUGwfeYunmhs7Zlpwl#v=onepage&q=Natural%20Supernaturalism&f=false>

De Man, P. (1987). Time and history in Wordsworth. *Diacritics*, 17(4), 4-17. Retrieved from <http://www.jstor.org/stable/465007>

Recommended:

Izenberg, G. (1999). *Impossible individuality: Romanticism, revolution, and the origins of modern selfhood, 1787-1802*. Princeton, NJ: Princeton University Press. Retrieved from <https://books.google.com/books?id=TQ60DyQi8mYC&printsec=frontcover&dq=Impossible+Individuality&hl=en&sa=X&ved=0ahUKEwjOg7va0InNAhVKPz4KHAEcB5cQ6AEIHDA#v=onepage&q=Impossible%20Individuality&f=false>

- Discussion (25 points)
- Critical Thinking (65 points)

3

Required:

In *Romanticism: An anthology*:

- William Blake, All Religions are One; There Is No Natural Religion
- Samuel Taylor Coleridge, Religious Musings
- William Wordsworth, Lines Written...above Tintern Abbey; Lines Written at a Small Distance from My House
- Lord Byron, Manfred
- Introduction, pp. xxxix-xlii

Abrams, M. H. (1971). Wordsworth's "Prelude" and the Crisis-Autobiography. In *Natural supernaturalism* (pp. 71-122). New York: W. W. Norton & Company. Retrieved from <https://books.google.com/books?hl=en&lr=&id=ygCZmrJ2E4C&oi=fnd&pg=PA11&dq=Natural+Supernaturalism&ots=g9EGTzOR5Z&sig=UTvebMcwTUUGwfeYunmhs7Zlpwl#v=onepage&q=Natural%20Supernaturalism&f=false>

- Discussion (25 points)
- Critical Thinking (65 points)

4

Required:

In *Romanticism: An anthology*:

- Anna Laetitia Barbauld, A Summer Evening's Meditation
- Charlotte Smith, Elegiac Sonnets
- William Wordsworth, Lines left upon a seat in a Yew-Tree; The Nightingale, a Conversational Poem; A Night-Piece; The Ruined Cottage; The Pedlar
- Lord Byron, Child Harold's Pilgrimage, Canto III; Darkness
- John Clare, June; To the Snipe; The Flitting; The Badger; "O could I be as I have been"

Bate, J. (2000). The Picturesque Environment. In *The song of the earth* (pp. 119-152). Cambridge, MA: Harvard University Press. Retrieved from https://books.google.com/books?id=hXNcZCJ_nrMC&printsec=frontcover&dq=The+song+of+the+earth&hl=en&sa=X&ved=0ahUKEwir85Db0YnNAhXKNT4KHYvtB8gQ6AEIHDA#v=onepage&q=The%20song%20of%20the%20earth&f=false

McKusick, J. (2000). Coleridge and the Economy of Nature. In *Green writing: Romanticism and ecology* (pp. 35-51). New York, NY: St. Martin's Press. Retrieved from <https://books.google.com/books?id=lepDAQAAQBAJ&printsec=frontcover&dq=In+Green+writing:+Romanticism+and+ecology&hl=en&sa=X&ved=0ahUKEwjasNCc0onNAhVGMj4KHaPjBcwQ6AEIITAB#v=onepage&q=In%20Green%20writing%3A%20Romanticism%20and%20ecology&f=false>

McKusick, J. (2000). The Ecological Vision of John Clare. In *Green writing: Romanticism and ecology* (pp. 77-94). New York, NY: St. Martin's Press. Retrieved from <https://books.google.com/books?id=lepDAQAAQBAJ&printsec=frontcover&dq=In+Green+writing:+Romanticism+and+ecology&hl=en&sa=X&ved=0ahUKEwjasNCc0onNAhVGMj4KHaPjBcwQ6AEIITAB#v=onepage>

- Discussion (25 points)
- Critical Thinking (65 points)
- Portfolio Milestone (65 points)

	e&q=In%20Green%20writing%3A%20Romanticism%20and%20ecology&f=false	
5	<p>Required: In <i>Romanticism: An anthology</i>:</p> <ul style="list-style-type: none"> • Anna Laetitia Barbauld, The Rights of Woman • Hannah More, Cheap Repository: The Story of Sinful Sally, Told By Herself • William Godwin, On Marriage • Mary Wollstonecraft, A Vindication of the Rights of Woman • Dorothy Wordsworth, The Grasmere Journals; A Cottage in Grasmere Vale; After-recollection of the same cottage; A Sketch; Thoughts on my Sickbed • Felicia Dorothy Hemans, Records of Woman • Letitia Elizabeth Landon, The Improvisatrice; Scenes in: Piccadilly; The Princess Victoria; On Wordsworth's Cottage, near Grasmere Lake; Life and Literary Remains of L.E.L. <p>Craciun, A., (2003). <i>Fatal women of romanticism</i>. Cambridge University Press, Cambridge. Retrieved from http://assets.cambridge.org/97805218/16687/sample/9780521816687ws.pdf</p>	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (65 points)
6	<p>Required: In <i>Romanticism: An anthology</i>:</p> <ul style="list-style-type: none"> • Anna Laetitia Barbauld, "Eighteen Hundred and Eleven", A Poem • Percy Bysshe Shelley, The Mask of Anarchy • Mary Robinson, The Savage of Aveyron • William Blake, Songs of Innocence and Experience • William Godwin, On Property; Love of • John Thelwall, Stanzas on hearing for certainty that we were to be tried for high treason; Dangerous tendency of the attempt to suppress political discussion; Civic oration on the anniversary of the acquittal of the lecturer; Letter from John to Samuel Taylor Coleridge; Lines written at Bridgewater in Somersetshire • Mary Wollstonecraft, A Vindication of the Rights of Men <p>Williams, R. (1973). Enclosures, commons and communities. In <i>The country and the city</i> (pp. 96-107). New York, NY: Oxford University Press. Retrieved from https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/austenintheory/r_williams_reading_austen_in_theory.pdf</p> <p>McKusick, J. (2001). Introduction. <i>Romanticism & ecology: A Romantic circles praxis volume</i>. Retrieved from https://romantic-circles.org/praxis/ecology/mckusick/mckusick_intro.html</p> <p>Nichols, A. (2001). "The loves of plants and animals: Romantic science and the pleasures of nature." <i>Romanticism & ecology: A Romantic</i></p>	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (65 points)

	circles praxis volume. Retrieved from https://romantic-circles.org/praxis/ecology/nichols/nichols.html	
7	<p>Required: In <i>Romanticism: An anthology</i>:</p> <ul style="list-style-type: none"> Samuel Taylor Coleridge, "Kubla Khan" Thomas De Quincey, "Confessions of an English Opium-Eater" <p>Campbell, C. (1983). Romanticism and the consumer ethic: Intimations of a Weber-style thesis. <i>Sociological Analysis</i>, 44(4), 279-295. Retrieved from http://www.jstor.org/stable/3711611</p>	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (60 points)
8	<p>Required: The OWL at Purdue. (2016). Guide to revision and editing. Retrieved from https://owl.english.purdue.edu/owl/resource/561/05/</p> <p>The OWL at Purdue. (2016). APA formatting and style guide. Retrieved from https://owl.english.purdue.edu/owl/resource/560/01/</p> <p>The Writing Center at the University of Wisconsin. (2014). Literature essay guide. Retrieved from https://writing.wisc.edu/Handbook/ReviewofLiterature.html</p> <p>Warhol, R. (n.d.) Writing critical essays. Retrieved from http://stanford.edu/group/areaone/workshop8_99/WritingCriticalEssays1.pdf</p>	<ul style="list-style-type: none"> Discussion (25 points) Portfolio (235 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Spots of Time Examples

One of the most characteristic features of Romantic literary consciousness and sensibility is the narration of a profoundly significant experience of an "instant" or "moment" of consciousness, in which a seemingly ordinary or trivial object or event blazes forth into a revelatory intuition or insight. A passing moment seems to be suddenly arrested, and the author glimpses some almost mystical experience of the intersection between eternity and time, in a paradox of timeless time. You can find testaments to this type of experience in most of the philosophers and poets of the Romantic generation; in Germany, for example, it was Schelling, Holderlin, and Goethe. It is also what William Blake in his poem, "Milton," called the "Moment in each Day that Satan cannot find" which "renovates every Moment of the Day if rightly placed," a revelation that occurs within the "Pulsation of the Artery." In Book 12 of "The Prelude," Wordsworth called this kind of instant or moment a "spot of time" (2013, p. 208-218):

There are in our existence spots of time,
That with distinct pre-eminence retain
A renovating virtue, whence—depressed

By false opinion and contentious thought,
Or aught of heavier or more deadly weight,
In trivial occupations, and the round
Of ordinary intercourse—our minds
Are nourished and invisibly repaired;
A virtue, by which pleasure is enhanced,
That penetrates, enables us to mount,
When high, more high, and lifts us up when fallen.

For this Critical Thinking Assignment option, develop a paper that discusses examples you find of such Romantic “instants” or “spots of time” in any of the readings assigned from our anthology this week.

Your paper should be 3-5 pages in length and conform to the [CSU-Global Guide to Writing & APA](#). Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: Spots of Time and Romanticism

For the second Critical Thinking Assignment option, identify and discuss examples you can find in contemporary literature or film of such Wordsworthian “spots of time”; then, conclude by drawing out the implications of your examples for the argument that our own age is a continuation of Romanticism.

Your paper should be 3-5 pages in length and conform to the [CSU-Global Guide to Writing & APA](#). Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

PORTFOLIO PROJECT MILESTONE (50 points)

Option #1: Topic Proposal – Literature Review

This milestone for Portfolio Project Option #1 requires that you submit a 2-3 page proposal for your literature review. At a minimum, your proposal should have a working title, an abstract, and an introduction. This proposal does not commit you to taking the exact form proposed in this milestone; it is expected that as you do additional research and thinking about your topic, your final paper may end up being significantly different than you imagined it at this early stage in the course. But your proposal shows your instructor, how you are defining the scope of your literature review paper; that you have done at least some early, preliminary exploration of the literature that would be relevant; and that you have some idea of the significance or worthwhileness of doing your project on this topic.

You may find the following resource helpful for developing and organizing your topic proposal. Although it was written for students of psychology, the essential elements are typical of proposals for academic papers at the graduate level in most humanities fields, including literature. See:
http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm.

At this stage of your research and thinking, you may not be able to develop all of the elements described in this guide to writing proposals, but you should be able to include many of them, at least in some preliminary form. For instance, I would not expect you to produce anything like a comprehensive literature review at this early stage, but your proposal should provide a sense you have completed some preliminary exploration of the scholarship on your topic.

This brings us to the question of topic selection. In general, you are encouraged to use single-author topics for the literature review course project. In some cases, where individual texts by authors have received a great deal of scholarly attention, it may be wise to focus your literature review on the scholarship for a single text, such as Wordsworth’s “The Prelude.” Comparative topics, or topics organized around a loose theme or historical context, would likely prove too unwieldy and broad to explore and complete within the time constraints of the course. Even a single-author approach would exceed the time and scope available for the project in this course. However, it is at least possible to do a somewhat thorough review of the most important primary texts, or even a single major work by an author, and some of the most important scholarship on a single major author and/or text identified with the

British Romantic movement or period, within the time available for this course. For additional guidelines on writing a review of literature, see the Portfolio Project Milestone Option #1 description in Module 8.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title and reference pages. For an explanation of how to formulate a title page in APA, see The Purdue OWL at <http://owl.english.purdue.edu/owl/resource/560/01/> (scroll down to “Title Page”), or use the APA template provided in the CSU-Global Library. Insert page numbers in the top right-hand corner.
- Write in the third person voice.
- Assert your academic voice.
- Choose two or three potential topics and explore the key concepts involved to see if a topic not only seems to hold your interest, but is doable as well. As a part of your working thesis, describe why you made your final selection, and discuss in a little more detail the key concepts you think are important to that particular topic.
- Include a references page with complete entries for all the sources discussed in the body of your literature review. You will need to cite two to three sources for this assignment, two of which should come from the anthology. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a “best practice” to cite credible sources, such as a scholarly journal article. The two sources that you select from the anthology are exact examples of the type of peer-reviewed work you are required to reference. The CSU-Global Library is a great place to find resources.
- Your paper must be formatted according to the [CSU-Global Guide to Writing & APA](#).

If you need assistance with your writing style, start with the Tools for Effective Writing at the CSU-Global Library, accessible from the Library’s homepage.

Option #2: Topic Proposal – Literary Analysis Essay

For Portfolio Project Option #2, propose a topic for a literary analysis essay about a British Romantic author that presents an original argument of your own, while incorporating scholarly research sources. The guidelines for developing your topic proposal would be the same as for Option #1, but with a different focus and emphasis. For additional guidelines on writing a literary analysis essay, see the Portfolio Project Milestone Option # 2 description in Module 8.

You may find the following resource helpful for developing and organizing your topic proposal. Although it was written for students of psychology, the essential elements are typical of proposals for academic papers at the graduate level in most humanities fields, including literature. See:
http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm.

At this stage of your research and thinking, you may not be able to develop all of the elements described in this guide to writing proposals, but you should be able to include many of them, at least in some preliminary form. For instance, I would not expect you to produce anything like a comprehensive literary analysis essay at this early stage, but your proposal should provide a sense you have at least completed some preliminary exploration of your chosen topic.

This brings us to the question of topic selection. In general, you are encouraged to use single-author topics for the literary analysis course project. In some cases, where individual texts by authors have received a great deal of scholarly attention, it may be wise to focus your literary analysis on a single text, such as Wordsworth’s “The Prelude.” Comparative topics, or topics organized around a loose theme or historical context, would likely prove too unwieldy and broad to explore and complete within the time constraints of the course. Even a single-author approach would exceed the time and scope available for the project in this course. However, it is at least possible to do a somewhat thorough review of the most important primary texts, or even a single major work by an author identified with the British Romantic movement or period, within the time available for this course. For additional guidelines on writing a literary analysis essay, see the Portfolio Project Milestone Option #1 description in Module 8.

Here is a link to a resource you may find helpful for writing a literary analysis essay:
http://stanford.edu/group/areaone/workshop8_99/WritingCriticalEssays1.pdf.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title and reference pages. For an explanation of how to formulate a title page in APA, see The Purdue OWL at <http://owl.english.purdue.edu/owl/resource/560/01/> (scroll down to “Title Page”), or use the APA template provided in the CSU-Global Library. Insert page numbers in the top right-hand corner.
- Write in the third person voice.
- Assert your academic voice.
- Choose two or three potential topics and explore the key concepts involved to see if a topic not only seems to hold your interest, but is doable as well. As a part of your working thesis, describe why you made your final selection, and discuss in a little more detail the key concepts you think are important to that particular topic.
- Include a references page with complete entries for all the sources discussed in the body of your literary analysis essay. You will need to cite two to three sources for this assignment, two of which should come from the anthology. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a “best practice” to cite credible sources, such as a scholarly journal article. The two sources that you select from the anthology are exact examples of the type of peer-reviewed work you are required to reference. The CSU-Global Library is a great place to find resources.
- Your paper must be formatted according to the [CSU-Global Guide to Writing & APA](#).

If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library’s homepage.

Module 2

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Adding Sources for the Literature Review

In Module 1, you began conducting research for your final paper exploring a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support.

See how to format your annotated bibliography in APA at: <https://owl.english.purdue.edu/owl/resource/614/03/>.

An annotated bibliography is a list of reference sources you plan to use in your paper, followed by a brief summary and evaluation of each source (after each reference entry). Typically, the annotation begins by summarizing the essential content of the source, followed by a few sentences that assess the value of the source for researchers or people interested in the subject, and possibly, some reflection about the usefulness of the source for your particular research project.

Constructing an annotated bibliography at this stage in your research will help you to “take stock” of your research up to this point, and to evaluate the role that each source will play in your final literature review paper. Your annotated bibliography will give me (your instructor) some insight into the state of your research at this point, and some feeling for the general direction you anticipate taking in your paper. It will allow me to give you feedback on the early direction of your research and thinking about your course project. It is conceivable that particularly well-constructed annotations might, in whole or in part, be copied and pasted directly into the full draft of your paper later in the course. Thus, the annotated bibliography this week, like the outline next week, serves as a stepping stone toward the first full draft of your paper later in the course.

Use the following resource to help you construct your annotated bibliography:
<https://owl.english.purdue.edu/owl/resource/614/1/>.

Complete the following for this assignment:

- Add two to three credible sources to your original bibliography, for a total of four to six credible sources. The CSU-Global Library is a great place to find resources.
- Annotate all four to six sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated bibliography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according to the [CSU-Global Guide to Writing & APA](#).

Option #2: Adding Sources for the Literary Analysis Essay

In Module 1, you began conducting research for your final paper exploring a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

See how to format your annotated bibliography in APA: <https://owl.english.purdue.edu/owl/resource/614/03/>.

An annotated bibliography is a list of reference sources you plan to use in your paper, followed by a brief summary and evaluation of each source (after each reference entry). Typically, the annotation begins by summarizing the essential content of the source, followed by a few sentences that assess the value of the source for researchers or people interested in the subject, and possibly, some reflection about the usefulness of the source for your particular research project.

Constructing an annotated bibliography at this stage in your research will help you to "take stock" of your research to this point, and evaluate the role that each source will play in your final literary analysis essay. Your annotated bibliography will give your instructor some insight into the state of your research at this point, and some feeling for the general direction you anticipate taking in your paper. It will allow me to give you feedback on the early direction of your research and thinking about your course project. It is conceivable that particularly well-constructed annotations might, in whole or in part, be copied and pasted directly into the full draft of your paper later in the course. Thus, the annotated bibliography this week, like the outline next week, serves as a stepping stone toward the first full draft of your paper later in the course.

Use the following resource to help you construct your annotated bibliography:
<https://owl.english.purdue.edu/owl/resource/614/1/>.

Complete the following for this assignment:

- Add two to three credible sources to your original bibliography, for a total of four to six credible sources. The CSU-Global Library is a great place to find resources.
- Annotate all four to six sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated biography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according to the [CSU-Global Guide to Writing & APA](#).

Module 3

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Sources and Bloom's Levels for the Literature Review

In Modules 1 and 2, you began conducting research for your final paper exploring a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

See how to format your annotated bibliography in APA at: <https://owl.english.purdue.edu/owl/resource/614/03/>.

Complete the following for this assignment:

- Add two to three more credible sources to your annotated bibliography, for a total of six to nine credible sources.
- Annotate all six to nine sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated biography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according to the [CSU-Global Guide to Writing & APA](#).

Option #2: Sources and Bloom's Levels for the Literary Analysis Essay

In Modules 1 and 2, you began conducting research for your final paper analyzing a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

See how to format your annotated bibliography in APA at: <https://owl.english.purdue.edu/owl/resource/614/03/>.

Complete the following for this assignment:

- Add two to three more credible sources to your annotated bibliography, for a total of six to nine credible sources.
- Annotate all six to nine sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated biography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according to the [CSU-Global Guide to Writing & APA](#).

Module 4

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Ecological Thinking

Most people think the term "ecology" refers to natural systems exclusively. While it is true that this commonplace definition of the term applies to biological systems, some of the key figures who developed the concept of ecology understood it in a broader, and more technical, sense.

One of the main figures in the development of ecological thinking was Gregory Bateson. For this exercise, read two chapters from his collected essays published under the title, *Steps Toward an Ecology of Mind*: "Conscious Purpose versus Nature," and the one immediately following it, "Effects of Conscious Purpose on Human Adaptation." You will see that Bateson's writing style is fairly conversational and frequently funny, while at the same time presenting rather technical material. The chapters are not very long, but they are not exactly easy reading either, and may require a couple of readings.

Your task for this critical thinking option is to apply some of the technical concepts related to "ecology" in Bateson's thinking to any of the readings from the course thus far. You will find that "ecology," in Bateson's technical definition of the term, refers not so much to natural or biological systems, although it encompasses these, but to any complex system and to the complex interaction of its parts. "Ecology," therefore, is fairly synonymous with the notion of "system," which could be almost any kind of complex system, and the interactions of this system with some sort of external environment. We have been reading about and discussing in this course how various notions of "holism" or "organicism" are associated with Romantic thought and epistemology, above all and most systematically, in Samuel Taylor Coleridge. So there is a close analogy between Coleridge's notions of organicism and the imagination, and the relationship between the imagination and nature, and Bateson's ideas about ecology and mind.

In a 2-3 page paper, your task is to develop the analogies and applications of any aspects of Bateson's ideas to any of the assigned readings from the course thus far.

Bateson's book can be found online at: <http://ejc.orfaleacenter.ucsb.edu/wp-content/uploads/2017/06/1972.-Gregory-Bateson-Steps-to-an-Ecology-of-Mind.pdf>

Your paper should be 2-3 pages in length and conform to the [CSU-Global Guide to Writing & APA](#). Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: Wordsworth

Argue that Wordsworth was, or was not really, a truly "ecological" thinker, using examples from his poetry and any of the secondary scholarly readings assigned in this module to support and develop your argument.

Your paper should be 2-3 pages in length and conform to the [CSU-Global Guide to Writing & APA](#). Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

PORTFOLIO PROJECT MILESTONE (65 points)

Option #1: Final Sources for the Literature Review

In Modules 1, 2, and 3, you began conducting research for your final paper exploring a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

See how to format your annotated bibliography in APA at: <https://owl.english.purdue.edu/owl/resource/614/03/>.

Complete the following for this assignment:

- Add two to three more credible sources to your annotated bibliography, for a total of eight to twelve credible sources.
- Annotate all eight to 12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated biography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according to the [CSU-Global Guide to Writing & APA](#).

Option #2: Final Sources for the Literary Analysis Essay

In Modules 1, 2, and 3, you began conducting research for your final paper analyzing a major author of British Romanticism. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

See how to format your annotated bibliography in APA at: <https://owl.english.purdue.edu/owl/resource/614/03/>.

Complete the following for this assignment:

- Add two to three more credible sources to your annotated bibliography, for a total of eight to twelve credible sources.
- Annotate all eight to 12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Then, submit your annotated biography as follows:

- Your bibliography should be 2-3 pages in length, not counting the required title and references pages.
- Your bibliography must be formatted according [CSU-Global Guide to Writing & APA](#).

Module 5

CRITICAL THINKING ASSIGNMENT (65 points)

Option #1: Literature Review Outline

Submit an annotated outline in which you include the complete citations of the sources you are planning to use for your Portfolio Project. Your citations then form your annotations.

Model the outline after those examples provided at: <https://owl.english.purdue.edu/owl/resource/544/03/>.

Complete the following for this assignment:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your annotated outline should be 2-3 pages in length, not counting the required title and references pages.
- Follow the [CSU-Global Guide to Writing & APA](#).

Option #2: Literary Analysis Outline

Submit an annotated outline in which you include the complete citations of the sources you are planning to use for your Portfolio Project. Your citations then form your annotations.

Model the outline after those examples provided at: <https://owl.english.purdue.edu/owl/resource/544/03/>.

Complete the following:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your annotated outline should be 2-3 pages in length, not counting the required title and references pages.
- Follow the [CSU-Global Guide to Writing & APA](#).

Module 6

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Literature Review Draft

Continue to work through the complete writing process that is the backbone of this course to produce a working, rough draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project description, accessible from the Module 8 folder.

- The page count for our working draft should be very close to that required for the final Portfolio Project (10-12 pages), including a title page and a references page.

- Your draft should cite at least eight credible sources. Support your research with the readings from the course and at least one scholarly journal article.
- Follow the [CSU-Global Guide to Writing & APA](#).
- Note that for this Critical Thinking Assignment, you will not be graded on the quality and depth of your knowledge and critical thinking in the same manner as you will on the final Portfolio Project. Instead, you will be graded on the proper completion of your draft per the specifications provided in this assignment description (the Module 6 Critical Thinking Assignment rubric provided in the Module 6 folder).
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this Critical Thinking Assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Option #2: Literary Analysis Draft

Continue to work through the complete writing process that is the backbone of this course to produce a working, rough draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project description, accessible from the Module 8 folder.

- The page count for your working draft should be very close to that required for the final Portfolio Project (10-12 pages), including a title page and a references page.
- Your draft should cite at least eight credible sources. Support your research with the readings from the course and at least one scholarly journal article.
- Follow the [CSU-Global Guide to Writing & APA](#).
- Note that for this Critical Thinking Assignment, you will not be graded on the quality and depth of your knowledge and critical thinking in the same manner as you will on the final Portfolio Project. Instead, you will be graded on proper completion of your draft per the specifications provided in this assignment description (the Module 6 Critical Thinking Assignment rubric provided in the Module 6 folder).
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this Critical Thinking Assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Module 7

CRITICAL THINKING ASSIGNMENT (60 points)

Option #1: Literature Review

For this Critical Thinking Assignment option, you are to review a draft written by at least one other member of your class. After you have completed your review, write a critique that covers the five categories below. Submit your comments to both your peer and your instructor as the Critical Thinking Assignment submission for Module 7.

To complete this peer response, offer critiques in the following categories:

- **Focus:** The thesis or main point is well developed and maintained throughout the document.
- **Development:** The ideas are developed clearly, and are well evidenced and supported.
- **Organization:** The organization (visual and written) of the document is logical and easy to read.
- **Style:** APA guidelines are followed.
- **Conventions:** Grammar, punctuation, and word choice follow expected standards.

For each of these categories, you are required to: (a) make an evaluative statement on the execution of the category (i.e., focus is maintained throughout in the body paragraph that covers topics a, b, and c, as promised in the thesis statement); and, as applicable (b) offer a specific example of how the task was or was not executed and could be improved.

Remember, when we peer review, we learn on both ends. We get feedback from an audience, and we learn more about writing by having to make specific evaluations of the work of another.

Remember, too, that we are a class of colleagues and professionals, so decorum is required. Be respectful of the work of your peers. Lead with what is working well before offering critical ideas on what can be improved. And, of course, the more specific you are, the more both parties gain from the experience.

- Your written paper should be 2-3 pages in length, not counting the required title page.
- Follow the [CSU-Global Guide to Writing & APA](#).

Option #2: Literary Analysis

For this Critical Thinking Assignment option, you are to review a draft written by at least one other member of your class. After you have completed your review, write a critique that covers the five categories below. Submit your comments to both your peer and your instructor as the Critical Thinking Assignment submission for Module 7.

To complete this peer response, offer critiques in the following categories:

- **Focus:** The thesis or main point is well developed and maintained throughout the document.
- **Development:** The ideas are developed clearly, and are well evidenced and supported.
- **Organization:** The organization (visual and written) of the document is logical and easy to read.
- **Style:** APA guidelines are followed.
- **Conventions:** Grammar, punctuation, and word choice follow expected standards.

For each of these categories, you are required to: (a) make an evaluative statement on the execution of the category (i.e., focus is maintained throughout in the body paragraph that covers topics a, b, and c, as promised in the thesis statement); and, as applicable (b) offer a specific example of how the task was or was not executed and could be improved.

Remember, when we peer review, we learn on both ends. We get feedback from an audience, and we learn more about writing by having to make specific evaluations of the work of another.

Remember, too, that we are a class of colleagues and professionals, so decorum is required. Be respectful of the work of your peers. Lead with what is working well before offering critical ideas on what can be improved. And, of course, the more specific you are, the more both parties gain from the experience.

- Your written paper should be 2-3 pages in length, not counting the required title page.
- Follow the [CSU-Global Guide to Writing & APA](#).

Module 8

PORTFOLIO PROJECT (235 points)

Option #1: Literature Review

For Portfolio Project Option #1, develop a critical review of the scholarly literature on a major author associated with British Romanticism from our literature anthology text. You may find it advantageous, in some cases, to narrow the scope of your literature review further to a single major work by the author.

You may find the following resource helpful in developing your literature review:

<http://writing.wisc.edu/Handbook/ReviewofLiterature.html>.

Essay formatting requirements:

- Your paper must be 10-12 pages in length, not including the cover page and references page.
- Use a minimum of 10-12 sources. They must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable. The CSU-Global Library is a great place to find resources.
- Follow the [CSU-Global Guide to Writing & APA](#). Your paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded based not only on content, but also on the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are expected to provide support for your arguments based on both the required and recommended readings for the course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project rubric located in the Module 8 folder. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

You will submit your topic choice in Week 1; an outline in Week 5; and a draft in Week 6.

Option #2 Literary Analysis

For Portfolio Project Option #2, write a literary analysis essay about a British Romantic author that presents an original argument of your own, while incorporating scholarly research sources. Your essay's argument may be primarily descriptive, evaluative, or interpretive.

Here is a link to a resource you may find helpful in writing a literary analysis essay:

http://stanford.edu/group/areaone/workshop8_99/WritingCriticalEssays1.pdf. (Note that this guide to writing literary analysis essays assumes you will be using MLA style documentation; instead, in this course we will be using APA style documentation.)

Essay formatting requirements:

- Your essay must be 10-12 pages in length, not including the cover page and references page.
- Use a minimum of 10-12 sources. They must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable. The CSU-Global Library is a great place to find resources.
- Follow the [CSU-Global Guide to Writing & APA](#). Your paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded based not only on content, but also on the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are expected to provide support for your arguments based on both the required and recommended readings for the course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project rubric located in the Module 8 folder. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

You will submit your topic choice in Week 1; an outline in Week 5; and a draft in Week 6.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9

C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.