



**MIDWESTERN
STATE UNIVERSITY**

A Member of the Texas Tech University System

Course Syllabus:

ENGL 2823 250 & 201 Online– Survey of English Literature II Prothro-Yeager College of Humanities and Social Sciences (PY) Bea Wood 122 classroom (in PY) Spring 2025

Contact Information

Instructor: Dr. Peter Fields

Office: BeaWood 230 (2nd floor of Prothro-Yeager, towards the dormitories)

Student Office hours: MW 11:00 AM – 1:00 PM; TR 2:15 PM – 4:15 PM & by appointment.

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Course Description

A survey of English Literature of the Romantic, Victorian, and Modern periods. Emphasis is on the works of principal authors as they reflect literary and historical backgrounds.

Course Goals

- Read English Literature of the Romantic, Victorian, and Modern eras in our ebook anthology.
- Demonstrate literary analysis by engaging in a writing process that produces two literary essays and one literary research project.
- Utilize supporting sources from Moffett Library databases (e.g., Gale Academic One File and Gale Literature Research Center) and follow MLA in-body citing and Works Cited formatting in two literary essays and a literary research project. Purdue Owl online helps with MLA format.
- Demonstrate proficient use of Standard Written English in two literary essays and a literary research project. Students have the option of GETTING EARLY HELP—i.e., preliminary feedback—on the working draft of their essay or research project. The instructor will address punctuation, phrasing, word-choice, and assignment criteria.
- Grading rubric for literary essays and research project is adapted from the Association of American Colleges and Universities (AACU) rubric for social, personal responsibility, critical thinking, communication skills, including documentation, syntax, and mechanics.

THECB Core Course Objectives and Assessments

- **Critical Thinking**
 - To assess the student's critical thinking, the Research Project rubric will be applied to the Research Paper.
- **Communication**
 - To assess a student's communication, the Research Project rubric will be applied to the Research Paper.
- **Personal Responsibility**
 - To assess a student's personal responsibility, the Research Project rubric will be applied to the Research Paper.
- **Social Responsibility**
 - To assess a student's social responsibility, the Research Project rubric will be applied to the Research Paper.

Textbooks – Norton Anthology of English Literature, 11th ed. Package 2 Ebook. Vols. D, E, F

On the navigation bar, click on Content. Then click on the module **The Norton Anthology of English Literature, Eleventh Edition: Links to Package 2 Ebook Readings**. Then click on **Package 2 Contents**. You will see "Contents": that is, the titles of reading items and their respective page numbers. Each item is a clickable link. Click on the specific title you need to read based on our required titles in the Course Schedule, which may be found at the end of this syllabus.

The Norton Anthology of English Literature: The Romantic Period. Volume D. 11th edition, Ebook. Edited by Deidre Shauna Lynch and Eric Eisner. General Editor: Stephen Greenblatt, Norton, 2024. ISBN: 978-0-393-54331-5

The Norton Anthology of English Literature: The Victorian Age. Volume E, 11th edition. Ebook. Edited by Catherine Robson and Rachel Ablow. General Editor: Stephen Greenblatt, Norton, 2024. ISBN: 978-0-393-54332-2

The Norton Anthology of English Literature: The Twentieth and Twenty-First Centuries. Volume F, 11th edition. Ebook. Edited by Jahan Ramazani and Aarthi Vadde. General Editor: Stephen Greenblatt, Norton, 2024. ISBN: 978-0-393-54333-9

Study Hours and Tutoring Assistance

Located on the first floor of Moffett Library, TASP's Learning Center provides free drop-in tutoring support in a number of core courses and subject areas. Check the [TASP webpage](#) for times.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty may take the form cheating, collusion, or plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not produced by the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#). All assignments submitted to the D2L drop box are subject to Turnitin which also has the capability to detect AI. Plagiarism will result in an F (a "0" – no points) for the assignment, which may result in an F for the semester. Offenders may be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Rights and Responsibilities. Use of AI at any stage of writing in our course is prohibited. Students who need preliminary feedback prior to a due date should consider the option of GETTING EARLY HELP, which is an opportunity to get input from the instructor who will address your punctuation, word choice, phrasing, and indicate whether you are meeting the criteria of the writing assignment. Students who wish to exercise the option of GETTING EARLY HELP should not wait until the day before the due date.

Moffett Library

Moffett Library provides services to support student's studies and assignments, including not only the bookstacks but also supporting sources in peer-reviewed journals on library databases. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

The percentage/letter grading scale is as follows: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%. Grades, including the semester grade (i.e., the final calculated grade), are NOT rounded up. Therefore, a 79.9, whether for a specific assignment or the final calculated grade, is a C, not a B. A 69.9 is a D, not a C. A 59.9 is an F, not a D. An 89.9 is a B, not an A. D2L gradebook does the final calculated grade. There is no individual extra credit to put someone over the top.

Table 1: Percentages allocated to each assignment

Assignments	Description	Percentage
Literary Essay 1	Approx 2400 words (about 8 paragraphs)	30%
Literary Essay 2	Approximately 2400 words (about 8 paragraphs)	30%
Literary Research Project	Approximately 2400 words (about 8 paragraphs); requires supporting sources from Moffett Library databases.	40%
Total		100%

Mid-Term Grades

In order to help students keep track of their progress toward course objectives, I will provide a Midterm Progress Report through Navigate. In order to help students keep track of their progress toward course objectives, I will provide a Midterm Progress Report through Navigate. The midterm grades are based on Comparative Literary Essay 1. I will submit a grade for all students, not just those in danger of failing the course. Midterm grades will not be reported on your transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students who earn below a C for Comparative Literary Essay 1 might consider getting preliminary feedback on

their writing before they submit their Comparative Literary Essay 2 and Comparative Literary Research Project to the drop box. In Content, click on the module for GETTING EARLY HELP. Do so early enough so you can revise according to my suggestions. Don't wait until the day before or day of the due date. I am always happy to answer questions by email, but I also encourage you to call me if you don't understand something. I am sure to get your call because Outlook records it just like an email. Give me a time frame for calling you back. If you are on campus, you can make an appointment to see me in person. We can also make a ZOOM appointment.

Final Exam

We do not have a final exam.

Extra Credit

There is no individual extra credit.

Late Work

Late assignments are accepted, but they are penalized 10 points out of 100. An assignment is penalized for lateness even if it is late by less than a minute according to D2L. All late work must be submitted to their drop boxes before 11:59 PM Monday May 12.

Submission Format and Policy

All formal assignments must be typed, double-spaced, formatted, and sources documented according to MLA style. Purdue Owl online is a good resource for MLA in-body citing and Works Cited. Our two literary essays and literary research project must be submitted to the drop box in D2L in order to count and be graded, including writing that students revised after getting early help from the instructor. Getting early help—preliminary feedback—is not the same as submitting for grade. Students who get early help must still submit their revised assignment on time: that is, before 11:59 PM on the due date.

By enrolling in this class, students expressly grant MSU a "limited right" in all intellectual property created by students for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. Please note that the D2L Dropbox folder will automatically run papers through Turnitin.com. Turnitin provides both an Originality Report and an AI Report.

*Note: Students may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless they obtain the explicit written permission of me and the other instructor involved in advance.

Important Dates

Last day for term schedule changes/late registration: **January 24**

Deadline to file for graduation: **February 17**

Last Day to drop with a grade of "W:" **April 20**. Check the date on the [Academic Calendar](#).

For more information, refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Students are expected to be familiar with this platform as it provides a primary source of communication regarding assignments, examination materials, and general course information. Students can log into [D2L](#) through the MSU homepage or the portal. For assistance, submit a help ticket [here](#).

Attendance Grade

Students get one free absence. The attendance grade is as follows: one absence is a 100, two absences 90, three absences 80, four absences 70, five absences 60, six absences 50, seven absences 40, eight absences 30, nine absences 20, and 10 absences 10. More than ten is a "0" (no points). The attendance grade is worth ten percent of the semester grade.

Documenting your absence(s)

Students can document their absence by taking a picture with their cellphone of any document from a doctor, clinic, counselor, or a coach. Email that picture to me by attachment.

If you are late to class, tell me you were there before you leave

If you are late to class, I probably marked you absent. Before you leave the room, be sure to tell me you were there in case I marked you absent. I am happy to mark you present if you tell me at the end of class and before we leave the room.

Getting Early Help—an option, not a requirement

In CONTENT in D2L, click on the module GETTING EARLY HELP. Then click on the arrow by the relevant discussion forum. Click on View Topic. Copy and paste directly into the text box. Do not use the attachment function. I can only reply to what I see in the text box. Do not wait until the day before or the day of a due date. Getting Early Help is an OPTION, not a requirement. Remember: getting early help is NOT the same as submitting for a grade. The revised assignment still needs to be submitted to the drop box in order to count and be graded.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Course Schedule:

Here is the best method for finding our required reading in D2L: in Content, click on the module **The Norton Anthology of English Literature, Eleventh Edition: Links to Package 2 Ebook Readings**. Then click on **Package 2 Contents**. You will see what looks like a normal table of contents with reading titles and page numbers. Each one is a clickable link.

Week	Required Readings	Themes & Due Dates
Week 1 Jan 22-24	<p>The Romantic Period. Introduction 3, Timeline 30</p> <p>Anna Letitia Barbauld (1743-1825): 41: A Summer Evening's Meditation 42. Epistle to William Wilberforce, Esq, on Rejection of the Bill for Abolishing the Slave Trade 45, The Rights of Woman 47, To a Little Invisible Being Who is Expected Soon to become Visible 48, The Mouse's Petition 57.</p> <p>Charlotte Smith (1749-1806): 76: Written at the Close of Spring 77, To Sleep 78, To Night 79, Written in the Church-Yard at Middleton in Sussex 80, To Fancy 80, On Being Cautioned against Walking on an Headland 81, To the Insect of the Gossamer 81, The Sea View 82.</p> <p>William Blake (1757-1827): 117. All Religions are One, There is no Natural Religion (a & b), Songs of Innocence and Experience (all the poems provided from Songs of Innocence and Songs of Experience), The Marriage of Heaven and Hell. Robert Burns (1759-1796): To a Mouse 173, Tom o' Shanter 179, A Red, Red Rose 179, and Auld Lang Syne 188.</p>	<p>The Romantic era is deeply felt, given to flights of imagination, and idealistic about social progress (e.g., opposes British slave trade and supports equal education for women). The Romantic temperament can also be morose and melancholy. For the Romantic, sadness is a form of contemplation and insight.</p> <p>Make a mental note of those poems that really speak to Romantic sensibility. You may come back to one of them for your Literary Essay 1.</p>
Week 2 January 27-31	<p><i>The French Revolution Controversy</i> 191</p> <p>Edmund Burke: Reflections on the Revolution in France 194</p> <p>Mary Wolstonecraft: A Vindication of the Rights of men 201</p> <p>Tomas Paine: Rights of man 206</p> <p>Mary Wolstonecraft: A Vindication of the Rights of Women</p> <p>John Newton: Faith's Review and Expectation (Amazing Grace) 534</p> <p>Thomas Clarkson: Essay on the Slavery and Commerce of the Human Species 535; Part III, Chapter 1 536; Part III, Chapter 3 538;</p> <p>William Cowper: "The Negro's Complaint" 540</p> <p>Olaudah Equiano: 542, Chapter 3 542, Chapter 4 546, and Chapter 5 548.</p> <p>Hannah More and Eaglesfield Smith: The Sorrows of Yamba 549.</p> <p>Mary Prince: The History of Mary Prince, A West Indian Slave 563</p>	<p>The Romantic era championed social liberty, equal rights (for women that especially meant equal education), and the abolition of the British slave trade. Make a note of where you see these values really stand out. You will come back to them in your Literary Essay 1.</p>
Week 3 February 3-7	<p>George Gordon, Lord Byron (1788-1824) 630, <i>Manfred</i> 657</p> <p>William Wordsworth (1770-1850) 314, Lines (Tintern Abbey) 333</p> <p>William Wordsworth: Preface to Lyrical Ballads 337</p> <p>The Subject and Language of Poetry 338</p> <p>What is a Poet? 344</p> <p>Emotion Recollected in Tanquillity 348</p> <p>The Lucy Poems: Strange fits 349, She dwelt 350, Three years 351, A slumber 352</p> <p>The World is too much with us 390, Surprised by Joy 390</p> <p>1805 Prelude: Book Tenth 424-25, Book Eleventh 426, Book Eleventh 426, Book Thirteenth 429-32</p> <p>Dorothy Wordsworth (1771-1855) 433. Alfoxden Journal 434, Grasmere Journal 436, Grasmere—A Fragment 445</p> <p>Samuel Taylor Coleridge (1772-1834) 468, The Eolian Harp 471, Kubla Khan 491, Christabel 494, Frost at Midnight 509, Biographia Literaria 520, Chapter 4 520, Chapter 13 523, Chapter 14 523, Chapter 17 528, 529, 530.</p> <p>Percy Bysshe Shelley (1792-1822) 759: Mont Blanc 780, Ozymandias 786</p> <p>John Keats (1795-1821) 942: Ode to a Nightingale 969</p> <p>The Romantic imagination saw itself as a kind of auxiliary power to the Logos. It had creator agency. It had its own divinity. We see this most dynamically in Byron and Coleridge. William Wordsworth saw the sublime in everyday life—in simple things and tried to capture common speech. His closest friend and inspiration was his sister, Dorothy.</p>	<p>For our first Literary Essay, pick out two poems (by two different poets) and two treatises (prose pieces, not poetry) by two different authors.</p> <p>Paragraphs 2-5: each poem and treatise needs its own paragraph. Each paragraph answers this question: What makes this poem or treatise romantic?</p> <p>Paragraph six is the student's perspective on the Romantic imagination.</p> <p>Paragraph seven is an epilogue. It recalls a detail from one of the two poems or two treatises which has not been mentioned as yet and offers a final reflection on the Romantic.</p> <p>Paragraph one is a kind of mini-essay. It previews the poems and treatises in the body paragraphs and sets forth what the student means by the term "Romantic."</p>
Week 4 February 10 - 14	<p>Option: You can submit an early draft to GET EARLY HELP. But don't wait until just before the due date.</p>	<p>Our first Literary Essay should be about 2100 words (seven paragraphs) with MLA in-body citing and Works Cited.</p>
Week 5 February 17-21		<p>Literary Essay 1 is due Friday February 21.</p>

Week	Required Readings	Themes & Due Dates
Week 6 February 24-28	<p>The Victorian Age. Introduction 3, Timeline 26 Charles Dickens (1812-1870) 346: <i>A Christmas Carol</i> 348 Robert Browning (1812-1889) 407: <i>Porphyria's Lover</i> 409 Dante Gabriel Rossetti (1828-1882) 616: <i>The Blessed Damozel</i> 617, <i>My Sister's Sleep</i> 621 Christina Rossetti (1830-1894) 634: <i>Goblin Market</i> 641 Algernon Charles Swinburne (1837-1909) 699: <i>Hermaphroditus</i> 704 Gerard Manley Hopkins (1844-1889) 720: <i>God's Grandeur</i> 722, <i>The Windhover</i> 724, <i>Pied Beauty</i> 725. <i>Terrible Sonnets: Carrion Comfort</i> 728, <i>I wake and feel the fell dark</i> 729, <i>No worst, there is none</i> 729, <i>That Nature is a Heraclitean Fire</i> 730. <i>Thou art indeed just, Lord</i> 730</p>	<p>Romanticism idealized the human spirit as godlike. Victorianism saw the spiritual universe in Christian terms. We are capable of great virtue—and great evil. More than the Romantic, the Victorian has a propensity for the most dramatic of mood swings and from great heights might plunge into the emotional abyss, usually fueled by guilt and self-loathing. The Victorian is the quintessential Gemini: two sides—Janus faced. We have met the enemy and it is ourselves. Social reform in the Victorian era was suspicious of the individual: the corrective for social ills was escaping the self through empathy and compassion.</p>
Week 7 March 3-7	<p>Robert Louis Stevenson (1850-1894) 739 <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> 741</p> <p>Notice the operating assumption of the novel: that one side of our nature serves as a check on the other. As long as the two sides are joined, the two sides may wrestle and neither have dominance. This jockeying for position is natural because we are never free of competing inclinations. We long to express fully the most perverse, the most unsettling impulses with complete abandon. At the same time, we are horrified by these impulses. The Victorian solution is self-effacement. We are set free in others. We forget ourselves through compassion and empathy. In Dickens's "A Christmas Carol," notice the Christian emphasis on conversion and spiritual transformation. Victorians are sinners in need of salvation. Addiction is a Victorian issue. Left to ourselves, we tend to destroy ourselves. We cannot save ourselves. The individual is never self-sufficient. We need help from beyond ourselves. At the same time, we must be that savior-figure for those who have lost themselves.</p>	<p>Literary Essay 2 is looking for the duality of Stevenson's Dr. Jekyll and Mr. Hyde in three other titles from our list. Paragraphs 2-3 focus on and quote from Stevenson's novel. Paragraphs 4, 5, and 6 each examine another Victorian work for similar duality. Paragraph 7 offers the student's perspective on the Victorian temperament. Paragraph 8 is an epilogue focusing on something you did not mention as yet about one of the four works and offers a final reflection on Victorianism. Paragraph 1 is a mini-essay previewing the body paragraphs and offering preliminary statements about Victorian sensibility and imagination. Literary Essay 2 should be 2400 words (eight paragraphs) with MLA in-body citing and Works Cited.</p>
March 10-14	SPRING BREAK	
Week 8 March 17-21	GETTING EARLY HELP. If you would like preliminary feedback on your working draft, please do not wait until the day before the due date.	OPTION: You can submit your second essay for early feedback—but don't wait until the day before the due date.
Week 9 March 24-28		Literary Essay 2 is due Friday March 28.
Week 10 March 31- April 4	<p>Twentieth Century -Modernity. Introduction 5; Timeline 31. <i>Voices from World War I</i> 142 Rupert Brooke 145: <i>The Soldier</i> 145 Siegfried Sassoon 154: <i>They</i> 155, <i>The Rear-Guard</i> 156, <i>The General</i> 156, <i>Glory of Women</i> 156, <i>Everyone Sang</i> 157, <i>On Passing the New Menin Gate</i> 157, <i>Memoirs of an Infantry Officer</i> 158, <i>Opening of the Battle of the Somme</i> 158. Wilfred Owen 167: <i>Anthem for Doomed Youth</i> 167, <i>Apologia Pro Poemate meo</i> 168, <i>Dulce Et Decorum Est</i> 170. William Butler Yeats (1865-1939) 215: <i>The Second Coming</i> 230, <i>Leda and the Swan</i> 233, <i>Sailing to Byzantium</i> 234. Virginia Woolf (1882-1941) 276: <i>The Mark on the Wall</i> 278, <i>Modern Fiction</i> 283, <i>Mrs. Dalloway</i> 288. <i>A Room of One's Own</i> 398, <i>Professions for Women</i> 406. James Joyce (1882-1941) 410: <i>Araby</i> 413, <i>The Dead</i> 422. T.S. Eliot (1888-1965) 495: <i>The Love Song of J. Alfred Prufrock</i> 498, <i>The Waste Land</i> 503, <i>The Hollow Men</i> 517, <i>Journey of the Magi</i> 520, <i>From The Four Quartets: Little Gidding</i> 521.</p>	<p>Yeats's poem "The Second Coming" says it best: "Things fall apart; the centre cannot hold." World War I—with its gigantic guns and grinding trench warfare—blew up conventional notions of what made life meaningful. We have returned from the war, so to speak, different people.</p>

Week	Required Readings	Themes & Due Dates
<p>Week 11 April 7-11</p>	<p>Think of the 20th century “modern” era as a search for meaning. The 20th century psyche is haunted and alienated. It is haunted by the colossal failures of 20th century wars and military conflicts beginning with World War I which was supposed to end all wars. We are exiles, so to speak, from a social model that has become a haunted house. We are refugees from a failed state—the lost promise of 20th century progress. Forward is uncertainty; behind us is post-apocalyptic ashes and debris.</p> <p>For the Literary Research Project, we are primarily interested in Virginia Woolf’s <i>Mrs. Dalloway</i>. Paragraph two should support an idea or theme with specific quotes from the novel. Paragraph three concentrates on a supporting source from Moffett Library databases (e.g., <i>Gale Academic One File</i>, <i>Gale Literature Criticism Online</i>, or <i>Gale Literature Resource Center</i>) and quotes from it. Paragraph four concentrates on a different supporting source from a library database). Paragraph five connects <i>Mrs. Dalloway</i> with one of our other Twentieth Century authors (listed in this Course Schedule) and quotes from a relevant supporting source from a library database; paragraph six connects <i>Mrs. Dalloway</i> with another of our Twentieth Century authors and also quotes from a relevant supporting source from a library database. Paragraph seven is your reflection on the Twentieth century “modern” temperament in light of all three three works. Paragraph eight is an epilogue and offers a final thought about 20th century modernity in light of <i>Mrs. Dalloway</i>—based on a detail you did not address earlier in your project. Paragraph one is a mini-essay; it covers all your points and briefly previews what you have to say about <i>Mrs. Dalloway</i> and the two other 20th century writers from our reading list.</p> <p>Purdue Owl is a good online resource for MLA formatting of in-body quotes and the Works Cited bibliography.</p>	<p>Literary Research Project: Paragraph 1: Mini-essay. Paragraph 2: Discusses relevant issues and offers specific details <i>Mrs. Dalloway</i> and quotes from it. Paragraph 3: Make a point from a supporting source for <i>Mrs. Dalloway</i> and quotes from that supporting source; Paragraph 4: Do the same for <i>Mrs. Dalloway</i> from a different supporting source. Paragraph 5: Make a relevant point about a different 20th century title in our list, quote from it, and cite a thought from a supporting source and quote from that supporting source. Paragraph 6: Make a relevant point about another 20th century title; cite a thought from a supporting source about that work and quote from that supporting source. Paragraph 7: Offer your perspective on 20th century modernity in light of <i>Mrs. Dalloway</i> and the two other titles. Paragraph 8: This epilogue/coda mentions a new detail from one of the three works and reflects again on 20th century modernity. We need approximately 2400 words (eight paragraphs), MLA in-body citing and Works Cited</p>
<p>Week 12 April 14-18</p>	<p>OPTION: Submit draft to GET EARLY HELP. But don’t wait until just before the due date.</p>	
<p>Week 13 April 21-25</p>	<p>OPTION: Submit draft to GET EARLY HELP. But don’t wait until just before the due date.</p>	
<p>Week 14 April 28- May 2</p>	<p>OPTION: Submit draft to GET EARLY HELP. But don’t wait until just before the due date.</p>	
<p>Week 15 May 5-9</p>		<p>Literary Research Project due Friday May 9, our last official class day.</p>
<p>Finals Week May 12-16</p>	<p>We have NO exam during Finals Week.</p>	<p>All late work must be in the drop box by Monday May 12.</p>