

ENL 2022 – Survey of English Literature: 1750-Present, Section 1830, Class #13068, Fall 2020

Instructor Name: Kaley Owens-McGinnis

Course meeting times & locations: Tuesday 9:25-10:25 a.m.; Thursday N/A

Office Location and Hours: Virtual Office Hours: Mondays 2:00-3:00 p.m. and Wednesdays 2:00 – 3:00 p.m.

Course website: Canvas

Instructor Email: kaley.owens@ufl.edu

Course Description:

This survey course serves as an introduction to some of the most influential and well-known literary figures in the English canon, beginning with the Romantic Period (1785-1830), spanning the Victorian Age (1830-1901), and ending with the Twentieth and Twenty-First centuries. We will encounter a wide variety of literary forms including poetry, novels, short fiction, drama, and non-fiction essays. The authors and texts covered during this course will expand our understanding of the historical and cultural contexts that shaped the English canon. While I elected not to organize our course content around a central, overarching theme, the readings for each week address and express the cultural moment in which they were written. As we embark, together, on our reading quest we will reconsider our ideas about what Literature is and what it is meant to accomplish. Throughout this course, it will become continually apparent that Literature expands past the disciplinary boundaries our institutions attempt to confine it within. The “British” in British Literature is in and of itself restrictive. As we move through our reading journey, we will find that British Literature cannot be geographically contained, but rather – like the British Empire – extends its arms around lands and cultures across the globe. Our readings confront, contemplate, and contribute to new and old ideas related to science, medicine, religion, economics, race, class, gender, and sexuality – to name a few. Most importantly, as students are exposed to different literary works throughout the course, along the way they will further develop skills in critical thinking and analysis by performing close-readings of assigned texts. By the end of this course, students will have honed their ability to draw critical and insightful conclusions from their analysis of each text, and well-practiced at forming a logically sound argument using textual evidence and critical scholarship. Due to current limitations surrounding library access, we will utilize UF Library online resources to research relevant secondary sources for major assignments.

In addition, this course will be conducted using a combination of individual and team-based attentive critical reading. Though our class size is relatively small, we will start the semester off by forming students into groups (we will determine together how we want to divide the class into groups). You will remain with your group until the end of the semester. We will begin each of our weekly Zoom sessions by getting into designated groups to work through a series of questions that will require informed, insightful, and detailed responses. After 20 minutes, groups will present their responses to the class as a whole, generating further discussion. Group responses will be submitted directly after class each week, making up a large portion of the attendance and participation grade. Our weekly group discussions will provide an invaluable contribution towards the Wiki Collaboration Project due near the end of the course (see assignment description below).

COVID Statement:

This class will be comprised of a mix of synchronous and asynchronous learning (via Zoom). Our face-to-face schedule was originally set for Tuesday 8:30-10:25 AM and Thursday 9:35-10:25 AM, however due to the current surge in positive COVID-19 cases (specifically in the state of Florida) our course

necessitates switching to a remote-learning format and therefore requires that our schedule undergo some modifications. Sitting through a 2 hour-long zoom session beginning at 8:30 in the morning sounds like a nightmare for students and the instructor alike, so I have cut our Tuesday meeting time by nearly an hour (9:25-10:25). Our Thursday meetings will not be fully determined until the first day of class, because I want to hear how students feel about having two virtual meetings per week. We will discuss our options and take a vote on whether or not to hold a second virtual class meeting on Thursday mornings or replace it with an alternative weekly assignment.

I want all students taking this course to understand that I am fully aware current events have disproportionate impacts (mental and physical health, financial, etc.) for all of us and those close to us, just know that I am here to help accommodate any issues that may arise during the course of the semester and will be flexible in relation to our coursework. However, this requires a mutual sense of understanding and communication between students and the instructor, as well as among student groups. I am fully cognizant of the limitations remote-teaching can pose for students, which is why I incorporated a team-based learning approach for our class. Since, many of us have limited social interaction and have experienced a complete loss of normalcy, it will be beneficial for all of us if we endeavor to form and maintain relationships founded upon a shared intellectual pursuit. Specifically, the pursuit of not only interpreting the meaning(s) of the texts, but also constructing meaning(s) from the texts As groups attempt to construct meaning from the material, they will make connections using personal experiences and relevant information related to the social, cultural, political, and economic contexts of the past and present. Students that engage in conversations like the ones you will have in this class, undoubtedly have a richer experience in a remote course because they are given more control over their learning. Please reach out to me if there are any outside circumstances impacting your ability to complete assignments, access UF resources, or any other issue related to this course. We will work together to find the best solution.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.

- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

The Norton Anthology of English Literature, 10th edition, volumes D, E, and F, ed. Stephen Greenblatt, ISBN-978-0-393-60305

Charlotte Dacre, *Zofloya*, Broadview Press, ed. Adriana Craciun

Charlotte Brontë, *Jane Eyre*, publisher of your choosing though a scholarly edition (Penguin, Broadview Press, Oxford University Press, etc.;

Assignment Descriptions (Total Points Possible: 1000)

Total Possible Points: 1,000

Total Word Count: 6,000

You can find information about the **University Writing Requirement** [here](#).

Reading Journal: 100 points

Students will keep a reading journal to be submitted weekly (**Thursday 11:59 p.m.**) for a grade. The journal is a space to record your encounter with one or more of the assigned texts and will usually be comprised of two journal entries – readings from both Tuesday and Thursday. Essentially, the journal should document your experience reading each of the texts. This is a space to develop critical and intuitive responses to contribute in both group and class discussions.

Journals are less structured and informal compared with an essay; however, they should be organized using paragraphs and full sentences (no bullet points, incomplete sentences, etc.) Despite structural liberties, each journal entry should aim for an insightful and reflective analysis of the assigned text. Record your thoughts working through confusing, complex, sometimes archaic language as you try to identify meaning within the text(s). Talk about moments that elicited a strong reaction. This is a space for you to raise questions, explore potential interpretations, make connections, complain, critique, and praise the assigned texts. You should be writing 1-2 double-spaced pages each week (no less than 1 page and not exceeding 2 pages).

Essay 1: Close Reading Analysis (1,000 words, 150 points)

In this paper, you will develop a convincing argument covering one of the texts we have read in-class. A clear thesis statement that makes a specific claim is required, along with textual evidence to support your argument. Secondary sources are not required, and actually discouraged. The purpose of this essay is to strengthen your ability to think critically by performing a close-reading that leads to a thoughtful, well-supported interpretation of the text(s). This will more fully prepare students for the Researched Paper.

Essay 2: Researched Paper: (2,000 words, 300 points)

This essay is a formally researched critical analysis that makes an original argument about one or more of the assigned texts using a particular theoretical, historical, or critical lens. You need to use **4 scholarly sources** in conjunction with evidence from the primary text(s) to support your argument.

Annotated Bibliography and Prospectus: (100 points, 1,000 words)

A Prospectus is a written statement that describes the major elements of project they wish to pursue. Explain how you arrived at the basis of your project, think about the conflict or question you confronted while reading the text and/or academic sources and discuss how you plan to resolve it. The Prospectus should also include a tentative thesis statement, reason for choosing research topic, the primary source(s) you plan to use, and describe why your argument is important (how will it add value to the topic area/further a specific area of research?). Overall, the Prospectus should be *at least 2 paragraphs* in length.

The Annotated Bibliography should include 4 secondary sources. For each source, you should explain: 1) summary of main argument; 2) relevance of the source to your own argument; 3) how the source will be used to support your argument.

Prospectus: 250-500 words

Annotated Bibliography: 750-1,000 words

Critical Collaborative Wiki Pages: (1,000 words per group member, 250 points)

To help students retain literary, historical, cultural, social, political, and economic information that contextualizes our assigned texts, each group will be responsible for providing a detailed entry covering one of the literary periods from our course. The entry should discuss all the texts and authors from our syllabus written or published during your chosen period, along with a list of all the relevant historical information. Each group member should contribute at least 1,000 words to their group's entry. The scope of this project will be further determined once we decide on group sizes and course schedule.

Attendance and Participation: (100 points)

Students are expected to read *all* the assigned texts before we discuss them in class. Students must engage in group (and class) discussion by contributing insightful responses, questions, and analysis that further our discussion. A portion of your grade will be determined by the amount of effort I observed in attending (see attendance policy for more information) and participating in class. The highest grade will go to those who enthusiastically engaged in our discussions of each text. Weekly Group, In-Class Responses will make up the other portion of your grade. For these responses, grades will be based on your overall contribution to the group's deliberation of the assigned questions.

Course Policies:

Assignments: You must complete all *assignments* to receive credit for this course.

Attendance: Students are expected to attend all synchronous virtual meetings on Tuesday's (Thursday's still need to be determined). However, I am also fully aware that certain extenuating circumstances may

occur that necessitate your absence from our virtual meeting (illness, WIFI access, emergency situation, etc.). These situations will be considered excused absences, however I will need documentation for absences related to illness specifically. It would also be extraordinarily helpful if students could notify me before class time of their absence, if the situation allows it. Remember, a good chunk of the final grade comes from group work (attendance/participation and WIKI Project), so if you miss class for unexcused reasons your group correspondingly suffers without your valuable intellectual contribution to weekly team-based activities. Though, I do not anticipate that attendance will be an issue in our class considering our tentative schedule involves virtual attendance once a week for one hour. Nevertheless, I will reiterate UF's attendance policy, which I have adopted for our course.

- (1) If you miss 3 of our Tuesday virtual class sessions you will receive a lowered course grade (10% deduction from overall grade).
- (2) After 6 absences you will receive an automatic failure.

Tardiness: Much like the attendance policy, tardiness is also directly tied to your final grade. As I mentioned before, we will get into groups and discuss the assigned text at the *beginning* of each weekly Zoom meeting. This means your group will suffer if you miss the first 5, 10, 15, or 20 minutes of class because you will not be able to fully contribute to the discussion. Each time you are late to class counts as a partial absence (2 tardy's = 1 absence). Trust me, tardy's can build up very quickly and leave you with little to no room for an absence when you really need it. Therefore, do not make a habit of it, especially when each class period literally relies on the timely participation of each student.

UF's Sexual Harassment Policy: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>

Paper Format & Submission: All formal papers assigned in this class should use MLA formatting. We will go over MLA guidelines in class.

Late Papers/Assignments: Late papers will receive a lowered grade, unless you have communicated with me beforehand and we have worked on a solution for submission. Given the current situation, I will be flexible about due dates if you are experiencing difficulty completing the assignment for a legitimate reason. Just remember what I said about having a mutual sense of understanding and communication between student and instructor. You need to communicate the issue with me, otherwise I will not be able to help resolve it.

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and Definition of Plagiarism: UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

This is how UF defines **plagiarism**:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a) Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b) Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c) Submitting materials from any source without proper attribution.
- d) Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author

Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester.

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grade Appeals: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>

Classroom Behavior: I'm going to spare going through all the things you should *not* do in class (using your cell phone, laptop, tablet, or other device for things unrelated to our discussion) for two reasons: one, there is no way I can possibly know if students are engaged in activities unrelated to our discussion because our meetings will be virtual; two, I would be infantilizing you as an adult paying to take this course if I told you what you should not do in order to acquire skills and information obtained from this course. The single rule of behavior I will require is that during our synchronous class sessions everyone is expected to fully engage in their group deliberations and the subsequent class discussion, this means that everyone should be visible on screen during the course of our meeting. However, if you have an issue with using the video feature on Zoom either for reasons of personal privacy or problems with accessing or operating your webcam please speak with me after our initial class session so we can find a solution. All students need to be fully present, on-screen in order to facilitate a "normal" group discussion where students can respond, question, or debate with group members and other students as if they were in a face-to-face class. It is very important that students feel like they are speaking with another human rather than a disembodied voice coming from a piece of machinery.

Policy on environmental sustainability: Since this course will be fully remote, any material that I distribute to you will be paper-sparing electronic media. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print

books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

SYLLABUS

Week 1

9/1 – First day of class, review syllabus, expectations of students and Instructor, review major assignments

Homework: Read *Introduction to the Romantic Period*; Mary Wollstonecraft, from *A Vindication of the Rights of Woman*; Thomas Paine, from *Rights of Man*; Edmund Burke, *Reflections from the Revolution in France*

9/3 – Overview of Romantic Period and assigned texts

Homework: Read Charlotte Smith; “Written at the Close of Spring”, “To Sleep,” “To Night,” “Written in the Church-Yard at Middleton in Sussex,” “To Fancy”

Week 2

9/8 – Homework: Read Anna Letitia Barbauld “Epistle to William Wilberforce, Esq. on the Rejection of the Bill Abolishing the Slave Trade,” Excerpts *The History Of Mary Prince, A West Indian Slave, Related by Herself*; William Blake from *Songs of Innocence* “The Lamb,” “The Chimney Sweeper,” from *Songs of Experience* “The Tyger”, “London”

9/10 – Overview of the British slave trade and other historical contexts

Homework: Wordsworth “Lines Composed a Few Miles above Tintern Abbey,” “Preface” to *Lyrical Ballads*,” Dorothy Wordsworth “Thoughts on My Sick-Bed,” Egbert Martin “Looking Back” available here:

<http://caribbeanpress.org/wp-content/uploads/2013/09/Egbert-Martin-Selected-Poems-Complete-Text.pdf>

Week 3

9/15 – Overview of Romantic Poets

Homework: Read Samuel Taylor Coleridge “The Rime of the Ancient Mariner,” “The Pains of Sleep”

9/17 – Homework: Read Byron, *The Giaour: A Fragment of a Turkish Tale*; selections from Henry Derozio’s *The Fakeer of Jungheera* (selections are still being determined)– Available for free via Google Books:

https://books.google.com/books/about/The_Fakeer_of_Jungheera_a_Metrical_Tale.html?id=07hYAAAAcAAJ

Week 4

9/21 – Homework: Read Percy Shelley “Mont Blanc,” “Ozymandias,” “Ode to the West Wind;” Keats “The Eve of St. Agnes,” “Ode to a Grecian Urn”

9/24 – Introduction to the Gothic

Homework: *The Gothic and the Development of a Mass Readership*; Anna Letitia Barbauld-Aiken and John Aiken *On the Pleasure Derived From Objects of Terror; With Sir Bertrand, a Fragment*; Letitia Elizabeth Landon “Immolation of a Hindoo Widow”; *Zofloya* Chapters 1-9

Week 5

9/28 – Homework: Read *Zofloya* Chapters 10-21

10/1 – Crafting a Clear Thesis Statement and Reading Critically

Homework: Read *Zofloya* Chapters 22-33

Week 6

10/5 – Homework: Read *Introduction to the Victorian Period*; Elizabeth Barrett Browning “The Cry of the Children,” “The Runaway Slave at Pilgrim’s Point;” Robert Browning “Porphyria’s Lover,” “My Last Duchess;” Lord Alfred Tennyson “Mariana;” Christiana Rossetti “Goblin Market”

10/8 – Overview of Victorian Period

Homework: Read Matthew Arnold “The Scholar Gypsy,” “Dover Beach,” “Stanzas from the Grand Chartreuse”, excerpt from essay *Literature and Science*

Week 7

10/13 – Close Reading Analysis Due by 11:59 p.m.

Homework: Read *Industrialism: Progress or Decline?*; *The Children’s Employment Commission* from “First Report of the Commissioners, Mines;” Mayhew excerpts from *London Labour and the London Poor*; Annie Besant *The “White Slavery” of London Match Workers*

10/15 – Homework: Read *The Woman Question*; Coventry Patmore “The Angel in the House;” Excerpts from Mill *The Subjection of Women*; Ruskin excerpts from *Of Queens’ Gardens*; Sarah Stickney Ellis excerpts from *The Women of England: Their Social Duties and Domestic Habits*; *Empire and National Identity*; William Howard Russell excerpts from *My Diary in India, In the*

Year 1858-9; James Anthony Froude excerpts from *The English in the West Indies*; Kipling "White Man's Burden"

Week 8

10/20 – Homework: Read *Jane Eyre* Chapters 1-9; from Norton *Empire and National Identity*

10/22 – Homework: Read *Jane Eyre* Chapters 10-19; William Howard Russell excerpts from *My Diary in India, In the Year 1858-9*

Week 9

10/27 – Researching Relevant Sources, How to Create an Annotated Bibliography, Making a Successful Prospectus

Homework: Read *Jane Eyre* Chapters 20-29; Kipling "White Man's Burden"

10/29 – Homework: Read *Jane Eyre* Chapters 30-38; James Anthony Froude excerpts from *The English in the West Indies*

Week 10

11/3 – Homework: Read Wilde *The Importance of Being Earnest*

11/5 – Homework: Read *Introduction to Twentieth and Twenty-First Centuries*; Rupert Brooke "The Soldier"; Siegfried Sassoon "The Glory of Women"; Wilfred Owen "Dulce Et Decorum Est," "Disabled"

Week 11

11/10 – Annotated Bibliography and Prospectus Due by 11:59 p.m.

Writing the Research Paper and Overview of Modernism

Homework: William Butler Yeats "No Second Troy," "September 1913," "Easter 1916," "The Second Coming,"

11/12 – Homework: Virginia Woolf excerpts from *A Room of One's Own*, *The Mark on the Wall*; Joyce *Araby*, *The Dead*

Week 12

11/17 – Homework: Read T.S. Eliot "The Love Song of J. Alfred Prufrock," "The Wasteland;" Katherine Mansfield *The Garden Party*

11/19 – Homework: Read Stevie Smith "Pretty"; George Orwell *Shooting an Elephant*; W.H. Auden "Musee des Beaux Arts," "In Memory of W.B. Yeats," "September 1, 1939"; Dylan Thomas "Do Not Go Gentle Into That Good Night;" Edith Sitwell "Still Falls the Rain"

Week 13

10/24 – Researched Essay Due by 11:59 p.m.

Homework: Read Phillip Larkin “Church Going,” “Talking in Bed;” Ted Hughes “Daffodils”; Seamus Heaney “Digging,” “From Station Island”

NO CLASS FALL BREAK

Week 14

12/1 – Review: Creating an Organized and Effective Informational Wiki Page

Homework: Read Claude McKay “Old England,” “If We Must Die”; Louise Bennett “Jamaica Language,” “Colonization in Reverse”; Ngũgĩ Wa Thiong'o excerpts from *Decolonising the Mind*; Salman Rushdie *The Prophet's Hair*

12/3 – Homework: Read Kazuo Ishiguro *A Village After Dark*; Zadie Smith *The Waiter's Wife*

Week 15

12/8 – Last Day of Class

Workshop Entries for Wiki Collaborative Project

All Groups Must Have Their Entries for the Wiki Collaborative Project Submitted by December 15th at 11:59 p.m.

	Satisfactory	Unsatisfactory
CONTENT	Paper includes ideas and analysis relevant to the chosen topic and fulfills the requirements listed in assignment descriptions. The paper responds to the topic critically and with complexity. Content contextualizes and strengthens main argument. The paper should demonstrate a basic understanding of the text and secondary sources.	Paper includes ideas that are irrelevant to the topic, serving to make the central argument unclear. Only minimal discussion of main ideas with very little detail, explanation, or evidence to back-up claims. The paper does not demonstrate a basic understanding of the text and secondary sources.
ORGANIZATION AND COHERENCE	Paragraphs have an identifiable structure for main ideas. A clear thesis statement and topic sentences must be included.	Paper lacks a clearly identifiable organization of main ideas, the reasoning used to support the central argument is unsound and unclear.
EVIDENCE AND SUPPORT	The paper makes a convincing argument by supporting claims with strong, relevant textual evidence. Direct quotes, summarizing, and paraphrasing from the text(s) is clearly and correctly employed. In-text	The paper's argument is unconvincing and difficult to follow along with. Uses weak evidence to support claims, and only discusses ideas generally. Direct quotes, summarizing, and paraphrasing are

	citations are used frequently and follow MLA formatting guidelines.	not clearly or correctly employed. In-text citations are infrequently, improperly, and/or not used at all.
STYLE	The paper exhibits a writing style that uses appropriate word choice. Sentences should be complex and logically structured.	The paper relies on weak and inappropriate word choice, with frequent cases of repetition and does not display a wide vocabulary. Sentences are awkwardly constructed, overly long, and/or not complex.
GRAMMAR	Paper is free of errors and uses correct grammar to present ideas. A few spelling or punctuation errors that are unobtrusive and do not impede readability will be at the weak end of satisfactory.	Paper contains so many mechanical errors that they impede the readers ability to understand the argument.

GRADING RUBRIC