

**ENL 2022 – SURVEY OF ENGLISH LITERATURE, 1750 TO PRESENT, Class #13069, Section:
8049, Fall 2020**

Instructor Name: Kelsey Carper

Course meeting times & locations:

Asynchronous Class Meeting Days/Times: Tuesday's Period 8 - 9 (3:00 PM - 4:55 PM) on Canvas

Synchronous Class Meeting Days/Times: Thursday's; Period 9 (4:05 PM - 4:55 PM) on Zoom

Office Location and Hours: Through Zoom; Monday's 2:00 – 3:00 and Friday's 2:00 – 3:00

Course website: Available through Canvas (elearning.ufl.edu)

Instructor Email: kelseycarper@ufl.edu

Course Description:

This course is a reading survey that focuses on British literature from the Romantic Period, the Victorian Age, and the Twentieth Century. The goal of this course is for students to better understand the major literary works that define these periods or their respective literary movements. In this particular course, we will delve into how space and landscape are used in British literature in order to open up discussions for gender, race, sexuality, and class struggles. The texts chosen for this work each uniquely deal with either space or natural landscapes. We will read a variety of texts from poems and short stories, to novels that are situated in a distinct period of Britain's landscape that will allow us to explore how British culture has viewed and dealt with the wide array of space and nature. This course fulfills the 6,000 word University Writing Requirement, therefore, the course will include in-class writing assignments, research papers, close analysis of texts, and informal writings that will rely upon and engage students' ability to critically approach literature and form academic arguments on different forms of texts.

NOTE: This course has certain synchronous meeting times and days just as if were being held on campus, so attendance will be taken. Asynchronous days require completing a lesson.

Course Objectives:

- By the end of this course, students should be able to:
 - Have a greater understanding of British literature and its literary movements ranging from the Romantic period to Modernism.
 - Analyze texts through close-reading accompanied by outside academic sources.
 - Understand the influence of landscape and space on British literature.
 - Create well-formed academic arguments supported through developed essays.
 - Conduct research using scholarly research using online databases and other library resources to find academic journals and books.

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 6,000 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*, 9th ed. Vol.2 (or Vol. d.e.f.) [ISBN: 978-0393912487]
- Jane Austen, *Pride and Prejudice* [Penguin Classics, 2002; ISBN: 978-0141439518]
- Virginia Woolf, *Mrs. Dalloway* [Mariner Books, 1990; ISBN: 978-0156628709]
- Jean Rhys, *Good Morning, Midnight* [W. W. Norton & Company, 1999; ISBN: 978-0393303940]

Assignments (Total Points Possible: 1,000):

1) Asynchronous Assignments (12 total; ~200 words each – 2,400 words total; 15 points each – 180 points total)

These five activities are completed as part of the asynchronous lessons. For these assignments you will be completing a lesson that requires you to think critically of the assigned texts for that day. These assignments will vary based on the reading, but you will be using discussion boards on Canvas to talk to the class about the text we are reading. These may not be traditional discussion board posts per se, but each of these assignments will require you to get creative and really engage with other students while we try to break down our assigned readings as a class.

2) Peer Reviews (3 total; 50 points each – 150 points total)

This class has 3 major writing assignments that are listed below. For each of these assignments (Close Reading Analysis, Multi-Media Blog Post, and Final Research Paper), you will have to complete a peer review of another student's work.

3) Close Reading Analysis (900 words; 100 points)

For this paper, you are using your own analysis to delve into any particular text that has been assigned in our syllabus up to the point this paper has been assigned. You will need to rely on your own ideas and analysis of the primary text and then form an argument that discusses your chosen text critically and relevantly. You will be pulling

quotes and information from your text and applying it to an argument you have developed through your own personal close readings. It is encouraged to take inspiration from our class discussions, but this assignment is not merely a summary of what we have talked about; you will be expected to provide your own claims about the material.

4) Multi-Media Blog Post (1,000 words; 150 points)

This blog post project will require you to use an assigned text in order to create either a “moodboard,” “lookbook,” or playlist that represents a character, scene, or theme from your chosen text. Your “moodboard,” “lookbook,” or playlist should reveal an argument you have surrounding your chosen text, whether visually or auditorily. You will then write a 1,000 word academic-style blog post that justifies your choices of either photos or songs and how they connect to your larger argument. Your blog post will rely on your close reading analysis skills as well as at least two secondary sources to support your argument.

5) Prospectus and Bibliography (500 words; 50 points)

For your final research paper, you will be turning in a prospectus and a bibliography. Your prospectus will address which text(s) you have chosen to write about as well as introduce your basic thesis and argument. You will write 500 words discussing your ideas about the text(s) and justify your decision to choose this topic. Your bibliography will need to have at least 3 relevant secondary scholarly sources that you intend to use in your research paper.

6) Final Research Paper (1,200 words; 200 points)

The final project completed for this course will be a research paper on a topic of your choosing using one or more of the texts we have read in the entirety of the course. You will need to have a clear argument and thesis that you will support through analysis of the primary text as well as at least 3 secondary scholarly sources.

7) Class Attendance and Participation (25 points for Attendance, 25 for Participation; 50 points total)

This class relies heavily on you coming to class and being attentive as well as contributing to our class discussions. I expect and encourage you to have read the assigned reading and come to class with questions and issues to raise.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance is required. If a student misses more than **three** unexcused periods, your grade will drop by a letter grade with each absence. The only reasons to be absent are illness, attendance at university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. More than one absence will affect the course grade.
3. *Classroom Behavior and Zoom Policies:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

COVID-19 Statement: In light of the continuing impacts of COVID-19, this course will

be offered entirely through online course sessions. We will meet synchronously on Zoom every Thursday, during periods 9. Outside of class time, you are responsible for completing readings, responses, and your own creative work. Our classes will rely heavily on discussion which, I hope, will help to bridge some of the gap between our computer screens. Please be sure to download Zoom on your personal computer before the start of the class and familiarize yourself with how it works. I will send instructions to the class via email about how to join our Zoom meetings.

If you as an individual have any COVID-related hardships which may obstruct your performance in this class, please communicate with me as well as making use of all UF resources available to you. We can then assemble a plan to help you complete the class and fulfill all requirements in the way most beneficial for you.

When attending class via Zoom, there are a few guidelines I expect you to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class.
- *Zoom requirements:* During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.

4. *Paper Format & Submission:* All papers will be submitted as MS Word (.doc) documents to E-learning/Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.
5. *Late Papers/Assignments:* Late papers will not be accepted. Failure of technology is not an excuse.
6. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. 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 the instructor.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *Grade Appeals.* In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount (cblount@ufl.edu), Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
11. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

SYLLABUS

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. **Green highlighted days are asynchronous (AS)**, meaning that class does not meet and you are expected to complete the activity on your own. **Blue highlighted days are synchronous (S)**, meaning that you will meet via Zoom with your instructor and classmates at the time listed in the UF schedule of courses.

Wk	Day	Reading/Viewing Material	Due
<u>Unit One: The Romantic Period</u>			
1	T 9/1 (S)	Introduction to Course and Syllabus -Complete AS Assignment 1	
	R 9/3 (S)	Introduction to the Romantic Period and Poetry Anna Letitia Barbauld, "An Inventory of the Furniture in Dr. Priestley's Study," "The Caterpillar," "The Mouse's Petition" (Norton)	AS Assignment 1 Due 9/3 @ 11:59pm
2	T 9/8 (AS)	Charlotte Smith, "The Sea View," "On Being Cautioned against Walking on an Headland Overlooking the Sea, Because It Was Frequented by a Lunatic," "The Swallow" (Norton) Mary Robinson, "The Haunted Beach" (Norton) -Complete AS Assignment 2	
	R 9/10 (S)	Samuel Taylor Coleridge, "The Rime of the Ancient Mariner" (Norton)	AS Assignment 2 Due 9/10 @ 11:59pm
3	T 9/15 (AS)	Jane Austen, <i>Pride and Prejudice</i> (Penguin) -Complete AS Assignment 3	
	R 9/17 (S)	Jane Austen, <i>Pride and Prejudice</i> (Penguin)	AS Assignment 3 Due 9/17 @ 11:59pm
4	T 9/22 (AS)	Jane Austen, <i>Pride and Prejudice</i> (Penguin) -Complete AS Assignment 4	
	R 9/24	Jane Austen, <i>Pride and Prejudice</i> (Penguin)	AS Assignment

	(S)		4 Due 9/24 @ 11:59pm
5	T 9/29 (AS)	William Wordsworth, "Lines Written in Early Spring," "I wandered lonely as a cloud" (Norton) -Complete Peer Review 1 of Close Reading Analysis Draft	
	R 10/1 (S)	William Wordsworth, "The Ruined Cottage;" Dorothy Wordsworth, "Grasmere A Fragment," "Thoughts on My Sick-Bed" (Norton)	Peer Review 1 Due 10/1 @ 11:59pm Close Reading Analysis Due 10/4 @ 11:59pm
6	T 10/6 (AS)	John Keats, "When I have fears that I may cease to be," "Ode to a Nightingale," "Ode to a Grecian Urn" (Norton) -Complete AS Assignment 5	
	R 10/8 (S)	John Keats, "Ode on Melancholy," "Bright star, would I were stedfast as thou art," Letters: To Fanny Brawne (July 25, 1819) (Norton)	AS Assignment 5 Due 10/8 @ 11:59pm
Unit Two: The Victorian Age			
7	T 10/13 (AS)	Introduction to the Victorian Age Emily Brontë, "The Night-Wind," "Stars" (Norton) -Complete AS Assignment 6	
	R 10/15 (S)	George Eliot, "Silly Novels by Lady Novelists" (Norton) John Ruskin, Of Queen's Gardens Excerpt (Norton)	AS Assignment 6 Due 10/15 @ 11:59pm
8	T 10/20 (AS)	Beatrix Potter, The Tale of Peter Rabbit, The Tailor of Gloucester (PDF) -Complete AS Assignment 7	
	R 10/22 (S)	Walter Pater, Preface and Conclusion to <i>The Renaissance</i> (Norton) Oscar Wilde, <i>The Importance of Being Earnest</i> (Norton)	AS Assignment 7 Due 10/22 @ 11:59pm
9	T 10/27 (AS)	Oscar Wilde, <i>The Importance of Being Earnest</i> (Norton) -Complete AS Assignment 8 (MLA & Library Workshop)	
	R 10/29 (S)	Coventry Patmore, <i>The Angel in the House</i> (Norton)	AS Assignment 8 Due 10/29 @ 11:59pm
Unit Three: Modernism and Beyond			

10	T 11/3 (AS)	Introduction to Modernism and Twentieth Century Literature Virginia Woolf, "Modern Fiction;" T. S. Eliot, <i>The Waste Land</i> (Norton) -Complete AS Assignment 9	
	R 11/5 (S)	Blast; Mina Loy, "Feminist Manifesto;" Ezra Pound, "In a Station of the Metro" (Norton) Mina Loy, <i>Songs to Joannes</i> ; H. D., "Oread," "Sea Rose" (Norton)	AS Assignment 9 Due 11/5 @ 11:59pm
11	T 11/10 (AS)	James Joyce, <i>Ulysses</i> Excerpt from "Lestrygonians" (PDF) -Complete Peer Review 2 of Multi-Media Blog Post Draft	
	R 11/12 (S)	James Joyce, <i>Ulysses</i> Excerpt from "Penelope" (Norton)	Peer Review 2 Due 11/12 @ 11:59pm Multi-Media Blog Post Due 11/15 @ 11:59pm
12	T 11/17 (AS)	Virginia Woolf, <i>Mrs. Dalloway</i> (Mariner) -Complete AS Assignment 10	
	R 11/19 (S)	Virginia Woolf, <i>Mrs. Dalloway</i> (Mariner)	AS Assignment 10 Due 11/19 @ 11:59pm
13	T 11/24 (AS)	Virginia Woolf, <i>Mrs. Dalloway</i> (Mariner) -Complete AS Assignment 11	
	R 11/26	NO CLASS - Holiday	AS Assignment 11 Due 11/26 @ 11:59pm
14	T 12/1 (AS)	Jean Rhys, <i>Good Morning, Midnight</i> (W. W. Norton & Co.) -Complete AS Assignment 12	Prospectus and Bibliography Due 12/1 @ 11:59pm
	R 12/3 (S)	Jean Rhys, <i>Good Morning, Midnight</i> (W. W. Norton & Co.)	AS Assignment 12 Due 12/3 @ 11:59pm
15	T 12/8 (AS)	Katherine Mansfield, "The Garden Party" (Norton) // Course Wrap Up -Complete Peer Review 3 of Final Research Paper Draft	Peer Review 3 Due 12/9 @ 11:59pm Final Research Paper Due

