

**ENL 2022 – Survey of English Literature: 1750-Present, Section 9133, Class # 23769,
Spring 2020**

Instructor Name: Ms. Claire Karnap

Course meeting times & locations: T period 8-9 (3:00 pm – 4:55 pm) in WEIM 1092 and R period 9 (4:05 pm – 4:55 pm) in WEIM 1076

Office Location and Hours: Turlington 4343, Tuesday (1:30 pm – 2:30 pm) and Thursday (2:30 pm – 3:30 pm)

Course website: Canvas

Instructor Email: ckarnap248@ufl.edu

Course Description:

This survey course will study how British authors discussed both the urban and rural environments in Britain from 1750 until the present, moving through the Romantic Period, Victorian Age, Modernism, and works of the twentieth century. Texts we study will introduce students to important literary figures from each period and examine how literary authors use urban and rural environments to address domesticity, gender, economics, class structures, and disabilities; however, students are also encouraged to examine other areas of interest related to the literary works. We will observe how authors use specific environments/spaces to critique social conditions and how class structures in Britain react and behave within different spaces—the natural environment and the socially and manually constructed.

In addition to anthologized writers, we will explore a wide range of genres including short stories, novels, poetry, letters, plays, and children’s literature. Students will also delve into resources, offered by the Bodleian library, the British library, and our own University of Florida library databases. Students will also learn how to engage secondary literary critical resources into their literary analyses.

Students are expected to contribute stimulating discussions about the works in relation to urban and rural environments. Coursework includes argumentative writing assignments, such as blog posts, discussion responses, a close reading analysis, a prospectus and annotated bibliography, a research paper, and a presentation.

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 (Tenth Edition—package 2) (Vol. D, E, F) ISBN: 9780393603132

Austen, Jane. *Sense and Sensibility* (Norton Critical Editions, 2002)

Brontë, Charlotte. *Jane Eyre* (Norton Critical Edition 4th edition)

Barrie, J.M., *Peter Pan* (original play) <http://gutenberg.net.au/ebooks03/0300081h.html>

Potter, Beatrix. *The Tale of Peter Rabbit*

Suggested Resources:

MLA handbook 8th edition

Online Resource: <https://www.bl.uk/romantics-and-victorians>

Project Gutenberg online

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1-inch margins, on all sides
- MLA style headers with page numbers
- MLA (8th edition) style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

Assignments (see below for Grading Rubric):

Reading Quizzes (6 quizzes * 10 points each = 60 points): Six unannounced quizzes will be administered throughout the term. The quizzes will test your familiarity with the text's plot, narrative, characters, key themes, as well as define unfamiliar words in the texts read for that

specific day. Example: James Joyce uses the term “collywobbles” in his *A Portrait of the Artist as a Young Man*; students would be asked to define “collywobbles.”

Participation (Homework, In-Class Writing Responses, Peer Reviews), 50 points total

Students are required to respond to discussions (both in-class and on Canvas), complete in-class peer reviews, and contribute on a regular basis in class discussions.

Blog: Journal Entries (5 entries—350 words each), 40 points each (total 200 points)

Using Wordpress, students will create a free blog where they will write 5 journal entries (350 words each) throughout the term. Due dates will be announced in advance for each entry. The entries should respond to a specific reading and offer a close analysis on a particular idea, character, theme, symbolism, etc. Students are welcome to use the blog entries to offer a close reading on a specific passage. The assignment offers students the opportunity to create argumentative statements about the texts and also practice close reading in preparation for their other papers.

Word Count: 350 words each (5 entries total= 1,750 words total)

Short Paper #1: Close Reading Analysis, 100 points

For the Close Reading Analysis, you will make an argument about any of the texts we have read up until this point. The paper must be argumentative and include a thesis statement with a clear, well-developed, and specific claim based on textual evidence from the reading(s) of your choice. Students are welcome to argue for connections between a few readings, compare and contrast two author’s interpretations of urban and rural environments, and complete a very close analytical reading of one or more passages, etc. This paper is intended for you to strengthen your close-reading skills before the Research Paper. Secondary sources are not required, but if used must be credible, reliable, and cited in correct MLA format (include no more than one source). The paper is due by February 18th at 11:59pm on Canvas.

Word Count: 1,000 words

Prospectus and Annotated Bibliography, 115 points

Students must submit a prospectus for their Research Paper and explain the basis of their project, a tentative thesis statement, why they chose the topic, what primary sources they plan to use, how the topic relates to spaces in the rural and/or urban environments. The prospectus should explain questions or concerns they have about their paper. The prospectus should also include a discussion for the presentation of the Research Paper.

For the Annotated Bibliography, you will include 4 secondary sources. For each source (entry), you should include 4 sentences summarizing the main points of the source and 3 sentences that explain the source’s relevance to your Research Paper, in addition to how you plan to use it to

support your own argument. The Annotated Bibliography (including citations) must be in MLA format. The quotes and citations do not count towards your word count.

The Prospectus and Annotated Bibliography are due on March 19th at 11:59pm

Prospectus Word Count: 300 words

Annotated Bibliography Word Count: 700 words

Presentation and Short Statement for Research Paper, 75 points

On April 21st students will give a presentation where they present their paper to the class. The presentation allows students the opportunity to speak publicly and professionally about their research paper. The presentation can be a PowerPoint presentation, Prezi, strictly lecture/orally, etc. The presentation must be 5 minutes long and at minimum explain the thesis statement, selected readings/character figures, and the sources used in the paper. In addition to the presentation, students will write a short statement (250 words) explaining why you chose your topic for the Research Paper, what obstacles you encountered, and reflect on the overall process of writing your paper and locating resources (short statement due on April 21st).

Word Count: 250 words

Research Paper, 400 points

For the Research Paper, you will write a paper on a topic of your choice that pertains to the rural and/or urban environments using the readings covered in class. Student are welcome to pursue their own interests for this paper, but their paper topic must incorporate readings we have covered this semester and be related to environments such as cityscapes, gardens, nature, prisons, workhouses, etc. discussed in our readings from the syllabus. Successful papers must be argumentative in nature, and include a strong, well-developed thesis statement that makes a specific claim based on substantive evidence. The paper must be well-supported and include **three** secondary sources (peer-reviewed journal articles, books, chapters, etc). The Rough Draft will be due on April 7th in class for Peer Review and the Research Paper is due on April 24th at 5pm on Canvas.

Word Count: 2,000 words

Total Word Count Possible for Class: 6,000 Words

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* You are allowed four absences. For each absence beyond four, you will lose half a letter from your final grade. You will automatically fail the course AT 6 absences. Double block days (Tuesday meetings) count as two class periods. *Required Absences* related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.

3. *Tardiness*: Two tardies (more than 15 minutes late each time) will result in one absence. If you miss a class, you must **contact a fellow classmate** for material covered that day.
4. *Classroom behavior and netiquette*: Students should arrive to class prepared and on time. Open discussion and respectful debate of the material is encouraged; however, rudeness and disrespectful behavior will not be permitted in any form. Inappropriate behavior will result in student being dismissed for the day and counted absent. Students are permitted to use computers/tablets for notes, but should not use any form of social media (texting, Facebook, Instagram, snapchat, etc.) during class. Student will be counted absent if found using social media or texting during class.
5. *UF's policy on Sexual Harassment*: 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/>
6. *Paper Format & Submission*: All assignments and papers must be formatted using MLA (8th edition) and must be submitted by the assigned deadline on Canvas. Failure to do so will result in deduction from your grade. See schedule on Canvas for specific dates and submission requirements. Please note that word counts do not include headers, headings, or Works Cited pages.
7. *Late Papers/Assignments*: Late assignments will not be accepted for minor assignments (homework, discussions, presentations, etc.). Major assignments (short papers, final paper, annotated bibliography, etc.) will be deducted a letter grade for each day late. Major assignments will not be accepted after two days past the due date.
8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *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.
UF Student Honor Code:
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.>
10. 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.

11. [*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/>
12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. *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). Grade appeals may result in a higher, unchanged, or lower final grade.
14. *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> Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. 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.)

Weekly Schedule (subject to change):

*All readings are required and must be completed for the class under which they are listed. Students should always read the biographical pages designated with each author in the Norton Anthologies.

Wk.	Day	Reading Material	Due Dates
		<u>Unit One: The Romantic Period and Gothic</u>	
1	T 1/7	Introductions and Syllabus Class activity—Visual imagery and the Romantics <i>Introduction to the Romantic Period</i> Read: Anna Letitia Barbauld, “A Summer Evening’s Meditation” (43), “Washing Day” (51), “The Caterpillar” (53)	

	R 1/9	<p>Helpful website on literary devices: https://literarydevices.net</p> <p>Read: Charlotte Smith, “Written at the Close of Spring” (55), “To Sleep” (56), “To Night” (56), “Written in the Church-Yard at Middleton in Sussex” (57)</p>	
2	T 1/14	<p>Read: Mary Robinson, “January, 1795” (81), “London’s Summer Morning” (83), “The Haunted Beach” (85) “The Poet’s Garret” (87)</p> <p>Read: William Blake, from <i>Songs of Innocence</i> “The Lamb” (129), “The Chimney Sweeper” (131) from <i>Songs of Experience</i> “Earth’s Answer” (135), “The Chimney Sweeper” (137)</p> <p>Review: Linda Freedman’s “Blake’s Two Chimney Sweepers”</p> <p>Workshop: How to design your blog for Blog Posts assignment</p>	Blog Post #1 Due by 11:59PM
	R 1/16	<p>Read: William Blake, “The Sick Rose” (138), “The Tyger” (139), “My Pretty Rose Tree” (140), “The Garden of Love” (141), “London” (141)</p> <p>View in class Blake’s original illustrations</p>	
3	T 1/21	<p>Read: Read: Wordsworth, “Lines Written in Early Spring” (289), “The Tables Turned” (297), “Lines Composed a Few Miles above Tintern Abbey” (299)</p> <p>Dorothy Wordsworth, “Thoughts on My Sick-Bed” (422)</p> <p>Workshop: How to write a thesis statement</p>	
	R 1/23	<p>Lecture: The Gothic and its Influence</p> <p>Review: John Mullan’s The Origins of the Gothic</p> <p>Read: Anna Letitia Aikin and John Aikin, “On the Pleasure Derived from Objects of Terror; with Sir Bertrand, a Fragment” (519), Ann Radcliffe, excerpt from <i>The Mysteries of Udolpho</i> (526) and</p>	

		Matthew Gregory Lewis, excerpt from <i>The Monk</i> (528)	
4	T 1/28	Read: Jane Austen letters (pdf) Read: Jane Austen, <i>Sense and Sensibility</i> (vol. I, chs. I-XXII) Review: MLA Purdue Resource Guide	Blog Post #2 Due by 11:59PM
	R 1/30	Read: Jane Austen, <i>Sense and Sensibility</i> (vol. II, chs. I- vol. II, ch. XII) Lecture/Workshop: Writing About Literature- Quotes, Paraphrase, & Summary	
5	T 2/4	Read: Jane Austen, <i>Sense and Sensibility</i> (vol. II chs. XIII- vol. III, XIV)	
		<u>Unit 2: The Victorian Age</u>	
	R 2/6	<i>Lecture: Introduction to the Victorian Age</i> Read: Read: Lord Alfred Tennyson, “Mariana” (145) and “The Lotos-Eaters” (152) Read: Emily Brontë, “The Night-Wind” (375) Review: Wisconsin Madison’s Twelve Common Errors	Blog Post #3 at 11:59pm
6	T 2/11	Read: Norton Critical Edition <i>Jane Eyre</i> (pages 5-100)	
	R 2/13	Read: <i>Jane Eyre</i> (pages 101-200)	
7	T 2/18	Read: <i>Jane Eyre</i> (pages 201-312) Library Databases and Resources Structuring Annotated Bibliography: Purdue Owl Annotated Bibliography Resource	Close Reading Analysis Due by 11:59PM

	R 2/20	Read: <i>Jane Eyre</i> (312-403)	
8	T 2/25	Read: Matthew Arnold, “Lines Written in Kensington Gardens” (425), “Dover Beach” (433) Read: Oscar Wilde, “Impression du Matin” (812), “The Harlot’s House” (812) Workshop: Bring your tentative thesis statement for the Research Paper. We will work on Annotated Bibliographies.	
	R 2/27	Read: Beatrix Potter, <i>The Tale of Peter Rabbit</i> Lecture: How to Edit Your Own Writing	Blog Post #4 Due by 11:59PM
9	T 3/3	No Class—Spring Break	
	R 3/5	No Class—Spring Break	
10	T 3/10	Read: J.M. Barrie, <i>Peter Pan</i> (the original play) (Acts 1-3)	
	R 3/12	Read: J.M. Barrie, <i>Peter Pan</i> (the original play) (Acts 4-5)	
		<u>Unit 3: Modernism and Beyond</u>	
11	T 3/17	<i>Lecture: Intro to Modernism and Beyond</i> Read: Thomas Hardy, “Ah, Are You Digging on My Grave?” (62), “Under the Waterfall” (63), “During Wind and Rain” (65), “The Walk” (64)	
	R 3/19	Read: William Butler Yeats, “The Stolen Child” (212), “The Rose of the World” (214), “The Lake Isle of Innisfree” (215), “The May Who Dreamed of Faeryland” (216)	Prospectus and Annotated Bibliographies due by 11:59 pm on Canvas
12	T 3/24	Read: Wilfred Owen, “Anthem for Doomed Youth” (161), Dulce Et Decorum Est” (164), “Strange Meeting” (166), “Disabled” (167)	

	R 3/26	Read: Virginia Woolf, <i>Mrs. Dalloway</i> (282-337)	
13	T 3/31	Read: Virginia Woolf, <i>Mrs. Dalloway</i> (338-392)	Blog Post #5 due by 11:59PM
	R 4/2	Read: James Joyce, “Araby” (411) Workshop: Research Papers	
14	T 4/7	<u>Peer Review Day</u> : Read guidelines online and bring one printed copy of your Research Paper for peer review in class.	
	R 4/9	No class meeting—Extended office hours I will be available in office from 1:30 PM -4:30 PM for assistance with Research Papers	
15	T 4/14	Read: T.S. Eliot, “The Love Song of J. Alfred Prufrock” (654) and Katherine Mansfield, “The Garden Party” (711)	
	R 4/16	Read: Margaret Atwood, “Death by Landscape” (1111)	
16	T 4/21	Read: Eavan Boland, “Fond Memory” (1139), “The Lost Land” (1141) Presentations (1 st period) Poem Discussions (2 nd period)	Presentation Statement for Research Paper due at 3pm on Canvas Due April 24th at 5PM—Research Paper

****Research Paper Due by April 24th at 5PM.**

Due Date for Assignments:

Reading Quizzes (6)	Unannounced
Classwork	Varies
Blog: Journal Entry #1	January 14 th at 11:59pm
Blog: Journal Entry #2	January 28 th at 11:59pm

Blog: Journal Entry #3	February 6 th at 11:59pm
Blog: Journal Entry #4	February 27 th at 11:59pm
Blog: Journal Entry #5	March 31 st at 11:59pm
Close Reading Analysis	February 18 th at 11:59pm
Prospectus and Annotated Bibliography	March 19 th at 11:59pm
Presentation Short Statement for Research Paper	April 21 st at 3pm
Research Paper	April 24 th at 5pm

Points Breakdown for Assignments:

6 Reading Quizzes	10 points each (total 60 points)
Participation	50 points total
5 Blog: Journal Entries	40 points each (200 points total)
Close Reading Analysis	100 points
Prospectus and Annotated Bibliography	115 points
Presentation for Research Paper	75 points
Research Paper	400 points
Total Points Possible	1,000 points

Grading/Assessment Rubric:

A 93-100% B 83-86% C 73-76% D 63-66%

A- 90-92% B- 80-82% C- 70-72% D- 60-62%

B+ 87-89% C+ 77-79% D+ 67-69% E 0-59%

*Each assignment will be graded considering the following five categories: Content, Development, Organization, Style, and Grammar.

A Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and

proofreading are essential in writing, papers in the A range must be free of most typos and grammatical or mechanical errors.

B Proficient: You did what the assignment asked of you at a high-quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style. A paper in the “B” range has a few typos, grammatical or mechanical errors.

C Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you’re working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D Poor: You did what the assignment asked of you at a poor-quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Note: You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.