

ENL 2022: Brit. Lit Survey

Section 1864, MWF, period 7 (1:55-2:45)

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Office Hours: Period 3 MW and by appointment.

On-line Syllabus available on Sakai Webpage

Course Description

In this course, we will read poems, plays, and novels from 1750 to the Present day by major English authors. We will exercise our imaginations with the Romantic poets, take a journey through college, marriage and beyond in Thomas Hardy's *Jude the Obscure*, inquire into the nature of art and language through the Modernist poetics of W.B. Yeats, T.S. Eliot, Virginia Woolf and James Joyce. At the end of the course, we will put many of the literary, philosophical, and ideological assumptions of these authors into question, foraying into the postcolonial thought of Ngugi Wa Thiong'o and J.M. Coetzee's masterful novel, *Waiting for the Barbarians*.

This course can satisfy the UF Gordon Rule requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>. The student learning outcomes for this course are as detailed in the Undergraduate Catalog at:

<http://www.registrar.ufl.edu/catalog/policies/advisinggened.html#requirements>

Objectives and Outcomes

ENL 2022 will teach students to

- Analyze various texts and sources with a critical mindset
- Read, write, and think clearly and concisely
- Develop essay-length arguments built around a core thesis
- Consider texts within a historical and literary context
- Synthesize various ideas and concepts

Required Readings

Most of the readings in this course will be provided for you either through PDF or through online versions in the public domain.

However, all of the books should be available through the campus bookstore, though I highly suggest considering sources like Amazon or other used book retailers to receive the best deals. Please **ensure that you obtain complete copies of the specific ISBN number** included and follow the reading schedule. They are listed in the order we will read them this semester,

although some supplementary materials will accompany these required texts which I will distribute to you when necessary.

Coetzee, J.M. *Waiting for the Barbarians*. (ISBN: 978-0143116929)
Woolf, Virginia. *To The Lighthouse* (ISBN: 978-0156907392)

Assignments

Close Reading Assignment: (1000 words, 20%)

This assignment will test your skills in close reading, especially as that skill pertains to poetry. You will first choose a poem that interests you during the Romantic period--one that we did **not** discuss in class--written by one of the six main Romantic poets: Blake, Wordsworth, Coleridge, Keats, Shelley, or Byron. Before you begin writing, make sure you speak to me about the poem you chose and why. Then, as we did in class, go through this poem line by line, word by word, and develop an argument regarding the entire poem.

Critical Analysis: (1500 words 20%)

Students will perform an extended critical analysis of one of the texts already studied in class. In this assignment, students will develop a thematic reading and then use that theme to analyze the text. The goal of this assignment is to examine a student's ability to formulate a specific and substantial critical argument that addresses a significant aspect of a text and justifies its claims through a systematic critique of two or three detailed textual examples.

Final Paper: Researched Critical Analysis (2000 words 30%)

In this assignment, students will use the skills developed throughout the course and in previous papers. This assignment is a sustained, formally researched critical analysis in which you will make an original argument about one or more literary texts through a particular theoretical, historical, or critical lens. Students will develop a topic of their own choosing, subject to instructor's approval. This assignment is an opportunity to develop unique, interesting arguments. The paper should incorporate both primary and secondary texts and offer evidence of the student's critical thinking and interpretive abilities. More detailed instructions will be provided when the assignment is introduced.

Before each of the essays are due, you are to attend an individual meeting with me to discuss any main issues with the paper or questions surrounding the assignment. Failure to attend the individual meeting will result in a grade penalty on the completed paper.

General Grading Rubric attached at the end of the document.

Blogs

These three core grades are supplemented by journal entries over the semester. Entries will be at least 250 words apiece, and altogether are worth 10% of your grade. **Journals are due every Sunday night (usually 11:55 pm), and should address the texts discussed the previous week.** Journal entries will be turned in on Sakai as a pass/fail assignment. Journal entries should explore some specific part of the text (which means quoting at least one passage). Sometimes I will assign a particular topic or prompt for the week's journal entry and other times will allow you freedom to write what you want. If I see that journal entries indicate

that you have not read the text, you will receive a zero for that entry. Journal entries are also NOT summaries of the text. No entries can be made up.

Reading Quizzes

An additional 10% is made up of reading quizzes, which may consist of either fact-based reading checks or short passage interpretations, given **every Monday at the beginning of class**. The quizzes will concern either the texts for Monday or the texts from the previous week. No makeup quizzes.

Participation

The last 10% comes from participation in class discussion and activities, including completing out of class assignments given to prepare for next class discussion, which I will assign as I see fit.

Grading

Students may appeal a final grade by filling out a form available from Carla Blount, English Department Program Assistant; this may result in a higher, lower, or ultimately unchanged grade.

UF has recently instituted a plus/minus grade system. As a result, letter grades now have different grade point equivalencies. For more information, see:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Schedule of Classes and Assignments

Assignment dates are subject to change as the course progresses. Major assignments and holidays are noted.

COURSE ASSIGNMENTS AND READING SCHEDULE

WEEK OF JAN 7-9

W – Introduction to course; syllabus presentation

F – Introduction to reading/analyzing poetry Blake, “Tiger” ; read:

<https://twp.duke.edu/uploads/assets/poetry.pdf>,

<https://www.youtube.com/watch?v=Bj6NrUHHxHk>

ROMANTIC

WEEK OF JAN 12-16

M – Reading Quiz, “The Romantic Period” Introduction, Introduction to William Blake, “All Religions are One,” “There is no Natural Religion” (Norton)

W – Blake, Selections *Songs of Innocence and Experience*, “Introduction,” “The Little Boy Lost,” “The Little Boy Found” “The Little Black Boy,” “The Chimney Sweep,” “A Divine Image,” “A Dream,” “On Another’s Sorrow” <http://www.gutenberg.org/files/1934/1934-h/1934-h.htm>

F – Reading Quiz, Blog 2 due, Blake, Selections, “Introduction,” “The Little Girl Lost,” “The Little Girl Found,” “The Chimney Sweeper,” “The Sick Rose,” “The Human Abstract” “A Divine Image,” “A Little Boy Lost,” “A Little Girl Lost”

WEEK OF JAN 21-23

M – NO CLASS

W – Introduction to Byron, “Don Juan” from Cantos 1 (through stanza 127) (Norton 669-687)

F – “Don Juan” From Canto 1 (Second half—through stanza 222; Norton 687-697);

WEEK OF JAN 26-30

M – Blog 1 Due; Introduction to Wordsworth (Norton 244), “Preface to Lyrical Ballads,” (Norton 262) “Tinturn Abbey” (Norton 258)

W – Intro. to Coleridge (Norton 424), “Kubla Khan,” (Norton 446) (See Rush “Xanadu,”) “Dejection: An Ode” (Norton 466) Intro to Shelly, “Ode to the West Wind,” (772) “Mont Blanc” (Norton 762) Intro to Keats (Norton 880), “Ode to a Nightingale,” (Norton 903) “Ode on a Grecian Urn” (905) “Ode on Melancholy” (907)

F – Romantic literary criticism, Coleridge, *from* Biographia Literaria, Ch. 4, “On fancy and imagination,” (Norton 476) Ch. 13, Shelly—*From* A Defense of Poetry (Norton 837)

WEEK OF FEB 2-6

M – Blog 2 Due; Introduction “Victorian Period,” (Norton 979) Hardy, *Jude the Obscure*, Part I
W – Class Cancelled Individual Conferences on Drafts of Close Reading, *Jude*, Part II
F – *Jude*, Part III

WEEK OF FEB 9-13

M – Blog 3 due; Reading Quiz, Blog 3 due **Close Reading DUE** *Jude* Part V (Read Sparknote Summary of IV-V)
W – *Jude*, Part VI (End)
F – Introduce Critical Essay; Examples

WEEK OF FEB 16-20

M – Reading Quiz, Blog 4 due Introduction to Yeats, “Byzantium,” “Sailing to Byzantium,” “Second Coming,” “Leda and the Swan,”
W – Introduction to Beckett (Norton); *Waiting for Godot* Act 1 (online: http://samuel-beckett.net/Waiting_for_Godot_Part1.html)
F – *Waiting for Godot* Act 2 (online: http://samuel-beckett.net/Waiting_for_Godot_Part2.html)

WEEK OF FEB 23-27

M – Reading Quiz, Blog 5 due, T.S. Eliot, “Tradition and the Individual Talent,” “Love Song of J. Alfred Prufrock,” “Hollow Men,” “Journey of the Magi” (Norton)
W – Eliot, “The Waste Land” (parts 1-2) (Norton)
F – Eliot, “the Waste Land,” (parts 3-4) (Norton)

SPRING BREAK MAR 2-6

WEEK OF MAR 9-13

M – Reading Quiz, Blog 6 due, Introduction to Virginia Woolf (Norton) “Modern Fiction,” “A Sketch of the Past,”
W – CLASS CANCELLED, individual conferences on Critical Essay Drafts
F – Woolf, *To the Lighthouse* (<http://gutenberg.net.au/ebooks01/0100101.txt>), first half of part I

WEEK OF MAR 16-20

M – Reading Quiz, Blog 7 due, *To the Lighthouse*, second half of part I
W – *To the Lighthouse* Part II (“Time Passes”), **Critical Essay DUE**
F –; Introduce Final Paper, *To the Lighthouse*, first half Part III (“The Lighthouse”)

WEEK OF MAR 23-27

M – Reading Quiz, Blog 8 due, Finish *To the Lighthouse*
W – Review *To the Lighthouse*
F – Joyce, “The Dead” (Norton)

WEEK OF MAR 30-APR 3

M –Reading Quiz, Blog 9 due, N’Gugi Wa Thiong’o, “Decolonizing the Mind” Salman Rushdie, “English is an Indian Literary Language” (Norton)

W – Introduction to J.M. Coetzee (Norton), *Waiting for the Barbarians*

F – Coetzee, *Barbarians*

WEEK OF APR 6-10

M –Reading Quiz, Blog 10 due, Coetzee, *Barbarians*

W –Finish *Barbarians*

F – Reading Quiz, Review

WEEK OF APR 13-17

M – Review

W –CLASS CANCELLED, individual conferences on drafts

F – Lecture/Workshop—Writing Literary Research Papers

WEEK OF APR 20-22

M – Reading Quiz, Writing Workshop Day

W – Wrap up, Final questions, some Monty Python to de-stress.

FINAL PAPER DUE THURSDAY, APRIL 30th BY 5:00 PM

NO LATE ASSIGNMENTS ACCEPTED

Classroom Policies

Attendance

Students are allowed three absences without grade penalty. The fourth absence results in the deduction of a letter grade, and each continued absence will reduce the student’s course grade by one further letter. **The sixth absence results in an automatic failure of the course.**

Students *must* keep track of their absences over the semester. Failure to do so may result in greatly reduced final averages. These absences do not include excused absences for university events, religious holidays, etc. The excusable absence policy can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Preparation

“Presence” in class does not merely mean showing up and staying awake. A properly prepared student will have not only read the texts assigned for the day, but will also have marked significant and/or confusing passages, key ideas, and themes for class discussion. Students should also come to class with questions (whether they be for clarification or open-ended) for myself and for the class. Further preparation may involve looking up other works or biographies of our authors (google and Wikipedia are powerful tools) that may be relevant to class discussion. Students may also choose to begin research for their papers through skimming titles

of books or academic articles on the texts. Occasionally, I may assign the class specific preparation for the next class.

All papers must be turned in to Sakai. Papers must be in 12-point Times New Roman font and double-spaced with 1 inch margins. Papers should follow MLA guidelines, which can be found here: <https://owl.english.purdue.edu/owl/resource/747/01/>

Students will be expected to attend a paper conference with me before each due date. These conferences are intended to aid in the creation of a strong, coherent thesis to drive the paper and to clarify any questions you may have about the assignment. They are NOT optional. Failure to attend the conference time will result in an automatic letter grade deduction from the paper being conferenced.

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall 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.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

All students are required to abide by the Student Honor Code. For more information about academic honesty, including these definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, see: <http://www.dso.ufl.edu/drc/>

Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

CRITERIA	A (4)	B (3)	C (2)	D (1)	F (0)
Essay Purpose Thesis (controlling idea), claim(s), ideas, focus, content	An original, focused thesis; filled with independent thinking	A focused thesis; mostly contains independent thinking	Recognizable thesis; thesis may be too broad or narrow; contains some independent thinking	Contains thesis but purpose is not always clear; little independent thinking	No clear purpose and/or often does not respond correctly to the assignment; fails to meet criteria including length requirements
Development Paragraph structure, paragraph focus, general strength of the rhetoric	Thesis is imaginatively, logically and precisely developed; strong analysis guides development; paragraphs are well structured and focused	Examples support the thesis in an orderly and logical fashion; ample analysis guides development; paragraphs are structured and focused	Thesis is sufficiently developed; adequate analysis guides development; paragraphs are structured but may not always be focused	Thesis is insufficiently developed; some analysis guides development; paragraphs are often inadequately structured and focused	Little/no development and/or often does not correspond to the assignment; fails to meet guidelines including length requirements citations, etc.
Organization Overall structure, introduction, conclusion, transitions	Well organized; contains artful transitions between sentences and paragraphs; an inviting lead draws the reader in; a satisfying conclusion wraps things up	Clearly and logically organized; transitions are often formulaic; introduction and/or conclusion work but may not be compelling	Organized; may contain predictable, mechanical sequence; transitions are sometimes weak; introduction and/or conclusion may be minimally satisfying	Some evidence of organization; organization may not be followed clearly; transitions are frequently weak; introduction and/or conclusion may be weak;	No apparent principle of organization; no apparent rationale for paragraphing; may not correspond to the assignment given
Source Materials Support, textual references, citations, details, examples, quotes	References to materials are significantly related to purpose; source materials support the controlling idea and provide rich details and examples	References to materials relate to purpose; source materials support the controlling idea and provide details and examples	References to materials are appropriate but may not always be related to purpose; although present, source materials may not contain adequate details and examples	Few references to materials; references may seldom relate to purpose; source materials may often lack adequate details and examples	No references to materials or references are irrelevant; may not correspond to the assignment given; may not contain proper citations, textual references or MLA/APA style
Sentence Structure Sentence fluency, paper flow, sentence	Artful sentences that vary in length and structure create compelling	Sentences vary in length and structure; sentences sometimes need	Very few errors in sentence structure; some variation in length and structure; a	Errors in sentence structure; little variation in length and structure; many	Frequent sentence structure errors; some errors may indicate a failure to understand the

clarity, sentence variety	writing and forceful rhetoric	to be recast for clarity of style	number of sentences need to be recast	sentences need to be recast	basic grammar of the sentence
Diction Word choice, voice, audience, clarity of language	Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions; language anticipates the audience's needs	Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices; language meets the audience's needs	Word choice is generally correct; range of words is limited; in some cases the wording is abstract and imprecise; language sometimes does not meet the audience's needs	Vague, ordinary words; relies on clichés and jargon; language often does not meet the audience's needs	Words that should be within the range of college students are misused or confused.
Conventions Grammar and mechanics; paper formatting, bibliography, works cited, overall MLA or APA form	Free of spelling, grammatical and mechanical errors; no MLA or APA style mistakes (includes formatting, page numbers, heading, header, and citations)	Few spelling, grammatical and mechanical errors; minor MLA or APA style mistakes (includes formatting, page numbers, heading, header, and citations)	Some spelling, grammatical, mechanical, and MLA or APA errors; errors in syntax, agreement, pronoun case and reference, spelling and punctuation	Major grammatical, mechanical, and MLA or APA errors (sentence fragments, run-on sentences, reference, spelling and punctuation)	Frequent grammatical, mechanical, other basic errors make comprehension difficult; incorrect MLA or APA form/