ENG 2820: What is the English Major?

Professor Pamela K. Gilbert

Turlington 4320

Office Hour W 3-4pm

Course Description ENG 2920 Introduces students to the English major at UF and to career tracks.

This course provides an overview of the materials and methodologies involved in the major as well as common career paths that it supports. The course will be coordinated by an instructor of record and will feature rotating guest speakers drawn from the constituent areas of creative writing, film and media studies, literature studies, theory studies, and writing studies.

The course will spotlight internship possibilities and undergraduate research with a focus on UF programs and facilities where possible (such as UF Libraries). UF English alums working in diverse career areas as well as students enrolled in graduate and professional school will visit the course to speak about their experiences and to reflect on the value of the English major in career planning.

Course Objectives A student who successfully completes this course will be able to:

- Identify and describe the major areas of the English major, discussing key issues, content areas, and activities

- Practice, reflect on, and improve their own reading and writing through course exercises in creative and critical composition

- Research, propose, and plan for internship options related to or appropriate for the major

- Sketch a proposal for a research and/or creative project that might be developed through independent study or honors thesis

- Plan and build a digital portfolio of course work and other materials as appropriate

- Identify and describe career tracks for which the English major provides preparation

Course Textbook(s) and/or Other Assigned Reading (tentative)

Assigned Reading (tentative):

Krouse, Tonya and Tamara F. O'Callaghan."History of the English Language," *Introducing English Studies*. Bloomsbury Publishing, 2020. pp. 9-26 . [IntroducingEnglish [files]

Robert Matz, "The Myth of the English Major Barista" (2016) [Files]

Jamila Lyiscott, "3 Ways to Speak English Ted Talk," running time 4:29 (2015) [https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english]

Jonathan Bate, from *English Literature: A Very Short Introduction*. 2010. "What is it?" [Files]

Irvine, Robert. "English Literary Studies: Origin and Nature." Cavanagh, Dermot. *Edinburgh Introduction to Studying English Literature*. Edinburgh University Press, 2010; pp. 16-25. [files, reserves]

Eagleton, Terry. "Introduction: What is Literature?" *Literary Theory: An Introduction*. 2nd ed. Minneapolis, MN: University of Minnesota Press, 1996. [files]

Bate, Jonathan. *English literature: a very short introduction*. Oxford: New York : Oxford University Press, 2010. pp 81-93. [Files]

Browning, Robert. "My Last Duchess" https://www.poetryfoundation.org/poems/43768/my-last-duchess

Teutsch, Matthew. "Chronicling the Rise of A Distinctly American Literature in the Survey Course" – Interminable Rambling.html Files

Hurston, Zora Neale. "How it feels to Be Colored Me." [files]

Walcott, Derek. "Ruins of a Great House" [files]

Excerpt from Thomas King, *The Truth about Stories: A Native Narrative* (2008) [reserves, files]

Eagleton, Terry. *The Significance of Theory*. Oxford, UK ; Blackwell, 1990."Chapter One" [reserves, files]

King, Thomas. "Chapter One." *The Truth about Stories: A Native Narrative*. Minneapolis: University of Minnesota Press, 2008: pp1-30. [reserves, files]

O'Sullivan. "Broken on Purpose: Poetry, Serial Television, and the Season." *Storyworlds: A Journal of Narrative Studies*, 2 (2010): 59-77. [files]

George Toles, "Being Well-Lost in Film," in *A house made of light: essays on the art of film*. Detroit: Wayne State University Press, 2001. [reserves]

Krouse, Tonya and Tamara F. O'Callaghan. *Introducing English Studies*. Bloomsbury Publishing, 2020. "History of the English Language," "Critical Theory" 177-203. [files]

Ayers, David. "English as a University Subject." *Literary Theory: A Reintroduction*. Malden; Blackwell Pub., 2008. pp4-27. [files, reserves]

Mitchell, W. J. T. (William John Thomas). "Introduction." *Iconology: Image, Text, Ideology*. Chicago: University of Chicago Press, 1986. pp7-46 [files or reserves]

Excerpt from AI and Writing by Sid Dobrin [files--not yet available]

Laura Gonzalez: "Designing for Intersectional, Interdependent Accessibility: A Case Study of Multilingual Technical Content Creation" 35-46 Communication Design Quarterly 6.4 (2018)

Reading: Norton Survey report
https://cdn.wwnorton.com/marketing/college/misc_marketing_assets/2022-SurveyEnglishMajors-Report.pdf [also in Files]

U.S. Bureau of Labor Statistics, section on English in the Occupational Outlook Handbook (updated annually) https://www.bls.gov/ooh/field-of-degree/english/english-field-of-degree.htm

HUMANITIES WORKS – posters, postcards, and handouts to support the humanities [Files]

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Additional material (optional)

Jeffrey Nealon and Susan Searls Giroux, The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences (excerpts in Course reserves)

Michael Hofmann's translation:
https://www.poetryfoundation.org/poetrymagazine/poems/55395/caryatid

Hofmann's Translator's note:
https://www.poetryfoundation.org/poetrymagazine/articles/145868/translator39s-note-caryatid-by-gottfried-benn

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Weekly Schedule

After Unit One below, guest speakers from the Department will lecture and lead discussion on the topics listed, following up on assigned readings and media. We will feature UF English alum guest speakers working in a particular career area (see "career spotlight"), and current UF English majors who will speak about their experiences and plans. There may be some reshuffling of the order of topics after Unit Two as scheduling permits.

Unit One: How did the field of "English" come about as a university-level subject, and what does it signify and involve? This unit will introduce students to the idea of studying "English" as it emerged historically and culturally, with attention to the development of the university and the modern humanities curriculum.

Week One [What is English]

Jan 13   [MLA]

15   Intro to course and Read: Krouse and O'Callaghan. From Introducing English … "History of the English Language." IntroducingEnglish [files]

17   Reading: Robert Matz, "The Myth of the English Major Barista" (2016) [Files]

View: Jamila Lyiscott, "3 Ways to Speak English Ted Talk," running time 4:29 (2015) [https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english]

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Week Two [History of the Discipline]

Jan 20   Holiday! MLK day

22   Reading: "English Literary Studies: Origin and Nature" Irvine, R 2010, in D Cavanagh, A Gillis, M Keown, J Loxley & R Stevenson (eds), The Edinburgh Introduction to Studying English Literature. Edinburgh University Press, pp. 16-24.[files]

24   Reading: Jonathan Bate, *English Literature: A Very Short Introduction*. 2010. "What is it?" [Files]

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Unit Two Literature

How did the field of "English" come about as a university-level subject, and what does it signify and involve? This unit will introduce students to the idea of studying "English" as it emerged historically and culturally, with attention to the development of the university and the modern humanities curriculum.

What is literature, and how do we study and analyze it? This unit will review key literary genres such as poetry, drama, fiction, and essays, with an emphasis on traditional and more contemporary methods for approaching and understanding those genres. We'll talk also about how things like national and regional identity and historical period relate to the life and texture of literature. The unit will spotlight the many areas of literary study available in UF English including children's literature, climate fiction, African-American literature, American literature, Anglophone African and Caribbean literature, British literature, Jewish-American literature, Latinx literature, and science fiction, with discussion of UF library and archive collections related to those areas. This unit also describes major critical approaches and provides guidelines for practicing those approaches.

Career spotlight: opportunities in editing and publishing

Week Three [Literature British]

Jan 27   Readings:

From Terry Eagleton, "Introduction: What is Literature?" from *Literary Theory: An Introduction* (1983) [Files]

Chapter Five: "Periods and Movements" from Jonathan Bate, *English Literature: A Very Short Introduction* (2010), pp 81-93. [Files],

Browning "My Last Duchess" https://www.poetryfoundation.org/poems/43768/my-last-duchessLinks to an external site.

29   Guest speaker Professor Sean Grass

31   Guest speaker Dr. John Murchek

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Week Four [Literature American]

Feb 3   Readings: Teutsch, Matthew. "Chronicling the Rise of A Distinctly American Literature in the Survey Course" – Interminable Rambling.html Files

Hurston, Zora Neale. "How it feels to Be Colored Me." [files]

5   Julia Mollenthiel [she will guest on Zoom, but we are in person]

7   Special Collections visit: meet at Smathers Room 100

Reflective essay due Saturday, midnight, end of Week Four: What Might English Do for Me?

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Week Five [World Anglophone Literature]

Feb 10   Read Walcott "Ruins of a Great House" [files]

12   Professor Leah Rosenberg

14   Guest speaker Hannah Calderazzo, UF English alum, Penguin Publishing.

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Unit Three: Creative Writing

This unit introduces students to creative writing as both an enterprise and a field or discipline in its own right, with an emphasis on the genres prioritized at UF – fiction and poetry – but with discussion also of creative nonfiction and other forms. What does it mean to create literature, culturally and from a craft perspective? The unit will spotlight *Subtropics*, UF's premier literary journal.

Career spotlight: opportunities in law

Week Six [CRW] Creative Writing

Feb 17   Excerpt from Thomas King, The Truth about Stories: A Native Narrative (2008) [files]

19   Ange Mlinko

21   Free day to work on Area Spotlight--no class meeting

Area spotlight. Due Saturday Midnight week 7.

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Unit Four: Theory and Topics

What is "theory"? This unit attends to the development of theory as both a set of methods and as a literary-narrative tradition all its own. Topics will include the relationship of theory to philosophy and other disciplines and the emergence of key theory "schools" or modes that have enriched literary, media, and cultural studies.

Week Seven

Feb 24   Professor Pietro Bianchi Reading: Terry Eagleton Chapter One "The Significance of theory" from *The Significance of Theory* [reserves]

26   Task: Go to the library and look at the Norton Anthology of Literary Theory. Find one thing that you find interesting in it and one [other] thing that seems weird. Come prepared to discuss them.

28   Continue discussion

        Short Presentation *Teach For America*

Week Eight [Topics Sampler: Medical Humanities, Latinx, Gender, and ...]

Mar 3   Reading TBA

5   Speaker Professor Tace Hedrick

7   [Speaker: TBA]

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Unit Five: Film Production and Media Studies

UF English gives students the opportunity to make films as well as study them. This unit opens with an exploration of the processes of making film. It then shifts to film and media studies an area of critical engagement, focusing especially on film but with discussion of other media such as television and digital platforms.

Career spotlight: opportunities in marketing and business

Week Nine

Mar 10 Reading: Reading from *A House Made of Light* [files] –OR--

O'Sullivan. "Broken on Purpose: Poetry, Serial Television, and the Season." *Storyworlds: A Journal of Narrative Studies*, 2 (2010): 59-77 [files]

12   Professor Trevor Mowchun?

14   UF English Alum Sofia Arriaga

Narrative analysis. Due Saturday midnight.

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Week Ten

March 15 - 22: SPRING BREAK

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Week Eleven: Wild Week!

What do you want to talk (more) about? Theory? Politics and the Canon? Comics? You will select topics in advance as a group!

Mar 24 Reading TBA

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Unit Six: Communication Across Contexts—Comics, Media, Writing Studies

Week Twelve [Comics And Imagetext]

UF English is home to the first PhD program in comics studies and also a highly-regarded critical journal called ImageTexT. Gainesville meanwhile is home to the Sequential Arts Workshop, a highly regarded cartooning school. This unit considers the rise of comics as a form and comics studies as a field, with an eye toward "imagetexts" more generally, from graphic novels to zines.

Career spotlight: opportunities in science and medicine

Mar 31 Reading: from Mitchell *Iconology* Introduction pp7-46. [Files or RESERVES]

April 2   Speaker remus jackson

April 4

Research project proposal. Due Saturday midnight.

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Week 13: Writing Studies

Contemporary writing studies builds on classical rhetoric and the study of composition while offering exciting new possibilities for digital writing and analysis. This unit explores writing studies in our contemporary moment, with attention to opportunities for community involvement and collaboration and with a spotlight on UF English's TRACE LAB.

Career spotlight: opportunities in technical and professional writing

April 7   Reading: Excerpt from AI and Writing by Sid Dobrin [files]

9   Speaker Professor Sid Dobrin [tentative TBA]

11   Reading: Laura Gonzalez: "Designing for Intersectional, Interdependent Accessibility: A Case Study of Multilingual Technical Content Creation" 35-46 *Communication Design Quarterly* 6.4 (2018) [Files]

Speaker Professor Laura Gonzalez

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Unit Seven: A Wider World: Internships and Study Abroad

Week Fourteen

English Department Internships

This week's guests will be current UF English majors, speaking on their experiences doing internships via the English Department internship course, ENG 4940.

Career spotlight: other career tracks for English majors

Apr 14   Reading: Norton Survey report [https://cdn.wwnorton.com/marketing/college/misc_marketing_assets/2022-SurveyEnglishMajors-Report.pdfLinks to an external site.](https://cdn.wwnorton.com/marketing/college/misc_marketing_assets/2022-SurveyEnglishMajors-Report.pdf) [also in Files]

U.S. Bureau of Labor Statistics, section on English in the Occupational Outlook Handbook (updated annually) [https://www.bls.gov/ooh/field-of-degree/english/english-field-of-degree.htmLinks to an external site.](https://www.bls.gov/ooh/field-of-degree/english/english-field-of-degree.htm)

[HUMANITIES WORKS – posters, postcards, and handouts to support the humanitiesLinks to an external site.](#) [Files]

16   Speaker Tristan Krammel (current major)

18   Help with your work on your Internship proposal

Internship proposal. Due Saturday midnight.

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Week 15: English Study Abroad

[No readings: explore Beyond 120 and C3's internships]

This week's guest speakers will be current UF English majors, speaking on their experiences taking literature courses in UF-approved study abroad programs.

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Week 16

Apr 21 Speaker TBA

23   Group discussion LAST DAY!!

Final Assignment: Online Portfolio. Due Saturday midnight.

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Reflective essay: What Might English Do for Me? This first assignment asks you to discuss how you hope that your studies in English might benefit your academic, personal, and professional development. The essay does not assume deep knowledge of UF English as a program; rather, it asks for reflection on why you were drawn to the English major (or might be) and what you'd like to experience and/or accomplish. Did particular experiences with literature or literacy lead you here? Are there career or professional goals you think the major could help you reach? Personal background is welcome but not required. 500-1000 words.

Area spotlight. Using our Department website, pick an area or sub-area of the English major that interests you and write about what that area involves or consists of: what kinds of topics are discussed, and how? What key figures are involved (writers, critics, filmmakers, etc.)? What methods or activities are emphasized? Are there Department or campus resources that might be good to know about? You can't be comprehensive here, but try to give us a sense of the area as it exists right now, in your understanding. Examples of areas or sub-areas might include the following, for example: the Victorian novel; critical theory; Hollywood cinema; post-colonial criticism; creative nonfiction. 500-1000 words.

Narrative analysis. A central skill for English majors is narrative analysis, meaning examination of both form and content. Pick a short literary or media text, and examine it briefly using a critical approach described and modeled in class, ideally one you haven't tried before. The point of this assignment is not to offer a definitive analysis but to practice and experiment with methods for examining narrative. 500-1000 words.

Internship proposal. English majors have the option of pursuing an internship for academic credit, in order to practice skills and develop familiarity with different career areas. Information on internship procedures and some recent English-sponsored internships can be found here: https://english.ufl.edu/programs/undergraduate-programs/internships/. Look also here: Internships - Beyond120Links to an external site. and here: Internships - Career Connections CenterLinks to an external site.. For this assignment, talk to a counselor at either Beyond120 or C3. Research a company or organization you'd like to intern with, and develop a proposal for what that internship might involve, emphasizing how the internship would relate to the English major and how you would benefit from the internship. (For the right internship, there can also be course credit toward the major.) 500 words.

Research project proposal. English majors have the opportunity to pursue an independent research project, either through the independent study course (ENG 4905) or through the Department honors track, which involves taking English honors courses and also developing a thesis research project (for more information, go here https://english.ufl.edu/programs/undergraduate-programs/honors-for-theenglish- major/Links to an external site.). Doing some preliminary investigation, and potentially building on your narrative analysis, develop and draft a proposal for an independent research project on topic of your choice within literature, film, comics, or writing studies, identifying the main questions you want to investigate and the materials –literary and critical both – you would need to consult. 500-1000 words.

Online Portfolio. This assignment asks you to develop an online portfolio showcasing examples of your work in English areas, beginning with materials for this course and potentially including items such as creative writing or essay writing, and your c.v. or resumé. You may choose to create a website (this could be through WIX) or you may choose to create your LinkedIn page after consulting with C3 or Beyond 120. The latter is particularly recommended for upper division students. The purpose of this assignment is to help you establish a digital presence for the next stage in your career. In designing your portfolio, you'll want to consider rhetoric/audience and content, as well as issues of platform, design, organization, references, and navigation. More details and support for this project will be provided in class.

Grading Scheme Determination of Course Grade

Reflective essay 10%

Area Spotlight 10%

Narrative analysis 10%

Internship proposal 20%

Research project proposal 20%

Online portfolio 30%

100%

Grading Scale: Percentage

93.4-100 A 4.00

90.0-93.3 A- 3.67

86.7-89.9 B+ 3.33

83.4-86.6 B 3.00

80.0-83.3 B- 2.67

76.7-79.9 C+ 2.33

73.4-76.6 C 2.00

70.0-73.3 C- 1.67

66.7-69.9 D+ 1.33

63.4-66.6 D 1.00

60.0-63.3 D- 0.67

0-59.9 E 0.00

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Statement on academic honesty.

When you turn in work for class, you are certifying that it is your own work. If you use Grammarly, ChatGPT, Google or another such service, that should be clearly indicated at the top of the first page, along with how you have used it. In general, you should only use it at a late stage in your drafting to help you improve wording of a draft nearing completion, etc. UF students are bound by The Honor Pledge, which states, "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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration,
see: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.phpLinks to an external site.

Statement on electronics in class:

I allow you to use electronic versions of most of the texts, so you may have your devices on when we discuss texts. When doing in class writing or quizzes, all electronics must be off and stowed until everyone is finished. However, the classroom is a workspace for this course, and I expect you to honor that. That means that during the class, you are not texting, watching videos, using social media, or doing online work for other classes—or anything else I haven't mentioned here that doesn't directly relate to your work for this course. Violation of this standard can cause you to be marked absent.

Other information

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. *See the "Get Started With the DRC"*Links to an external site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF grading policies: a link to the University grades and grading policies, Links to an external site.Links to an external site..Links to an external site.Links to an external site.

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/Links to an external site. 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/Links to an external site.Links to an external site. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/publicLinksLinks to an external site.

 Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter,Links to an external site.Links to an external site. Links to an external site.Links to an external site.We Care websiteLinks to an external site.Links to an external site. Links to an external site.Links to an external site.to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling andLinks to an external site.Links to an external site. Links to an external site.Links to an external site.Wellness Center websiteLinks to an external site.Links to an external site. Links to an external site.Links to an external site.or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the StudentLinks to an external site.Links to an external site. Links to an external

site.Links to an external site.Health Care Center website.Links to an external site.Links to an external site. Links to an external site.Links to an external site.

University Police Department: Links to an external site.Links to an external site.Visit UF Police Department websiteLinks to an external site.Links to an external site. Links to an external site.Links to an external site.or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit theLinks to an external site.Links to an external site. Links to an external site.Links to an external site.UF Health Emergency Room and Trauma Center website.Links to an external site.Links to an external site. Links to an external site.Links to an external site.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell websiteLinks to an external site.Links to an external site. Links to an external site.Links to an external site.or call 352-273 -4450.

Academic Resources

E-learning technical support: Contact the UF Computing HelpLinks to an external site.Links to an external site. Links to an external site.Links to an external site.DeskLinks to an external site.Links to an external site. Links to an external site.Links to an external site.at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections CenterLinks to an external site.Links to an external site.Reitz Union Suite 1300, 352-3921601. Career assistance and counseling services.

Library Support:Links to an external site.Links to an external site. Links to an external site.Links to an external site.Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center:Links to an external site.Links to an external site. 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio:Links to an external site.Links to an external site. Links to an external site. Daytime (9:30am-3:30pm): 2215 Turlington Hall,352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit the ComplaintLinks to an external site.Links to an external site. Portal webpage for more information.Links to an external site.Links to an external site.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage forLinks to an external site.Links to an external site.