

ENL 2022: Survey of English Literature, 1750 to the Present
(Section 1215), Spring 2024

Instructor Name: Dinalo Chakma
locations:

Instructor Email: dinalo.chakma@ufl.edu

Office Hours: Thursdays 4 PM-6 PM

Course website: Canvas

Course meeting times &

Tuesdays, period 7 (1.55-2.45) / MAT0007

Thursdays, periods 7-8 (1.55-3.50) / MAT0014

Course Description

ENL 2022 surveys English Literature from approximately the 1750s through the present, including a range of genres, authors, and historical movements. Engaging with poetry, short fiction, essays, and novels from these periods, students will deepen their understanding of the major trends within British literature (including those written throughout the Empire) in order to get a sense of the development of English literature in this time span. We will explore the pertinent literary, social, cultural, political, and philosophical characteristics of literary works belonging to these eras. However, this course is also designed to give students a broader and more nuanced overview of the kinds of literature that were and are still being produced, specifically along the axes of class, gender, nationality, and race. Hence, in this survey course, students will not only analyze 'canonical' texts/authors but will also have an understanding of the literary works from the margins. In order to communicate our interpretations of the texts we read, we will also focus on how to write about literature. Thus, the goal of this endeavor is to construct essays that write about these genres in a thoughtful, convincing, and effective manner.

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 Materials/Texts

The Norton Anthology of English Literature, volume 2, 10th edition ed. Stephen Greenblatt.
ISBN: 978-0-393-60312-5

Explanation: I recommend that you purchase the texts at the University Bookstore. However, the final decision is yours. You could also get online copies of the poems and the short stories. I will try to upload most of them on Canvas, especially the poems, essays, and other short critical materials.

Assignments

(See below for Grading Rubric)

TOTAL POINTS POSSIBLE- 1000

1. Attendance & Participation (100)

Attendance (50)

Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students will lose 3% from their final grade for every unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule

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

Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

The maximum number of absences in this course MUST not be more than 6 in the entire semester. Due to some emergency (and you should have a very substantial reason), if you have more than 6 absences, please see me during my office hours and we can discuss it.

Because this class is on a Tuesday/Thursday schedule. Thursday consists of 2 periods. That means that an absence on Thursday counts as 2 absences.

Prolonged absences will affect your participation/attendance grade, since this grade cannot be made up. They will affect your grade as follows:

- 7 absences: 10% off participation grade
- 8 absences: 15% off participation grade
- 9 absences: 10% off final course grade
- 10 absences: Automatic failure of the overall course

Participation (50)

Students are expected to do the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose 1% of their final grade. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. Kick-starting discussions, offering observations, bringing complex passages to the attention of class, as well as raising productive questions are all forms of acceptable participation. Asking questions about assignment details DO NOT count as participation.

In addition to regularly participating in class discussion, each student shall choose ONE text from the syllabus and present on that selected text (100).

A sheet along with everyone's name will either be circulated in class or be uploaded in Canvas by the end of second week. Students will get back to the instructor with their selected text by the end of third week.

2. Four Analytical Responses (Total Words: 500x4 = 2000, Total Points: 100x4 = 400)

Four times over the course of the semester, you are required to write a critical response to any of the assigned readings. These responses must be uploaded to Canvas BEFORE the day (at the latest by 11:59 PM) of the class.

Discussion boards/listservs will be available to students each week (except for weeks when a major assignment is due and holiday weeks). You can choose any four of the posted discussion boards throughout the semester to make the four required responses.

Description of assignment: Interpretive (or Critical) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language, and symbolism within

the narrative. They also ask for judgments regarding the period, history, politics, and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions indicates that there may well be neither simply right nor simply wrong answers; the success of response is based on the evidence and reasoning students employ to support their analysis and judgment.

3. Close-Reading/Analysis (1,000 words, 100 points)

This essay will be a close reading of any text on our syllabus that appears on or before the end of Week 6. Your close reading and analysis should take the form of an academic argument; as such, your thesis should be thoughtful, original, and clear. For this essay, all evidence needed to support your thesis should come from the primary text. No outside sources are permitted in this paper.

4. Final Paper Proposal (Total Words: 300, 30 points)

Write a proposal that poses your final paper's thesis or a strong investigative question, a plan for developing your argument, and a list of possible primary and secondary sources that you will use and how you think they will be helpful to you. Your final paper will not be accepted if the prospectus has not been approved.

4. Annotated Bibliography (Total Words: 700, Total Points: 70)

As a preliminary step to the final paper, you will submit an annotated bibliography explaining how you will use three of your sources. You will focus on three sources from the listed items you have already chosen in your bibliography. All the sources **MUST** be scholarly in nature, either from peer reviewed journals or book chapters. Your annotation **MUST** include short summaries of each source and clear explications of the argumentative position you will take regarding the source.

5. Final Research Paper + Bibliography with AT LEAST FOUR Secondary Sources (Total Words: 2000, Total Points: 200)

This critical essay will be a formally researched paper, where you will make an original argument. The argument could be about one or more literary texts through a particular theoretical, historical, or critical lens. In this paper, you **MUST** substantiate your thesis statement with proper textual evidence and scholarly research. The paper should contain a concise methodology along with a minimum of four secondary sources.

6. Class Presentation (Total Points: 100)

You are also required to do a class presentation on a text of your choice. The presentation session will be followed by a Q&A, where peers will comment on your paper and ask questions.

Course Policies

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

Makeup Policy

Except in the case of certified illness or other UF accepted excuses (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) there will be NO make-up option for missed exams or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes, and must provide the instructor with a doctor's note as and when necessary.

Late Policy

A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.

Communication with Your Instructor

The best way to contact me is via email. (Emails must be in a professional format or they will not be answered.) Please allow at least 24 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

Classroom Behavior

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. We will cover material in this course which students may consider graphic or offensive in terms of sexuality, violence and/or other political perspectives. By remaining enrolled in this course, you are agreeing to complete all assignments and participate in discussions, regardless of objections you might have on these grounds. All ethical perspectives and opinions will be tolerated and respected both by the instructor and by all class members at all times.

Grading/Assessment Rubric

GRADING SCALE

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

Assessment Rubric

You should strive to excel in all three of these areas in each written assignment:

- 1) Content: How strong is your argument, development, and support?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An “E” is usually reserved for students who do not do the assignment or fail to attend class. However, an “E” may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.

For information on UF Grading policies, see:

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

Assignment Submission

Papers and written assignments are must be submitted to Canvas, in .doc or .docx format, before class on the date indicated on the syllabus. (Not having Word is not an excuse since all UF students have access to free copies of Office 365 ProPlus. This can be downloaded at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/>.)

Technology failure is not an excuse for a late assignment. If E-Learning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Late Papers/Assignments: Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), there will be no make-up option for a missed exam or late assignment. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes and produce documentation of their illness or emergency.

Academic Paper Format

Every assignment must reach the minimum word count requirement. Any assignment submitted that does not reach the word-count will not be accepted and will receive a zero. (Please note that word counts do not include headers, headings, or Work Cited pages.)

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/>)

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., Chakma_MidTerm.

Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and MUST properly cite all sources that they have consulted for their projects.

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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. For more

details on University of Florida's honor code, see <https://sccr.dso.ufl.edu/policies/studenthonor-code-student-conduct-code/>.

Plagiarism includes but is NOT limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. 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.

Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. Similarly, all acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism, however, can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, therefore, please ask for help from your instructor!

Electronic Devices Cell Phones, Laptops, Tablets, and E-Readers

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time. Keep your phone in your bag or pocket - if I see you on your phone, I may ask you to leave the classroom, resulting in an absence.

You should use computers, laptops, and e-readers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings).

On Campus Assistance

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Students who are struggling academically for any reason should speak with me during office hours. Additional resources are also available through the Writing Studio, located in 302 Tigert Hall: <https://writing.ufl.edu/writing-studio/>.

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>.

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give the instructor early in the semester.

University Policies

Statement of Student Disability Services

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

Statement on Harassment

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

Statement on Academic Honesty

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

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.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

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 <http://folaclid.org/> annual book sale.)

CLASS SCHEDULE

Students should note that the schedule is a guideline and may change. However, they will be informed well in advance in case of such changes.

UNIT I –ROMANTIC ERA

WEEK 1

09/01 (T) - Introduction to ENL 2022 (syllabus, assignment and attendance discussion, class expectations etc.)

01/11 (R)- Introduction to the Romantic period

Mary Wollstonecraft's "A Vindication of the Rights of Woman" (Excerpt)

WEEK 2

01/16 (T) – William Wordsworth, selections from: *Preface to Lyrical Ballads*, "Ode: Intimations of Immortality", "Lines written a few miles above Tintern Abbey"

01/18 (R) – Selections from Dorothy Wordsworth's Diaries

William Blake, "The Lamb" "The Little Black Boy" "The Chimney-Sweeper" "Holy Thursday" from *Songs of Innocence*

"Holy Thursday" "The Chimney-Sweeper" "The Tiger" "London" from *Songs of Experience*

WEEK 3

01/23 (T) – Samuel Taylor Coleridge, "Kubla Khan," "Rime of the Ancient Mariner"

01/25 (R) – John Keats, "La Belle Dame", "Ode to a Nightingale", "To Autumn", "Ode on a Grecian Urn"

Percy Bysshe Shelley, “Mutability”, “Mont Blanc”, “Ozymandias”, “Ode to the West Wind”

WEEK 4

01/30 (T) – Jane Austen, *Pride and Prejudice*, Introduction, chapters 1-12

02/01 (R) – *Pride and Prejudice*, chapters 13-33

WEEK 5

02/06 (T) – *Pride and Prejudice*, chapters 34-44

02/08 (R) – *Pride and Prejudice*, chapters 45-61

UNIT II- VICTORIAN ERA

WEEK 6

02/13 (T) –Introduction to Victorian Era, Lord Alfred Tennyson, “Mariana”, “Ulysses”; Matthew Arnold, “Dover Beach”

02/15 (R) – Robert Browning, “My Last Duchess”, “Porphyria’s Lover”, “Fra Lippo Lippi”

Elizabeth Barret Browning, Selections from the Sonnets from the Portuguese (TBA, to be read and discussed during class)

WEEK 7

02/20 (T) – Christina Rossetti, “Goblin Market”

02/22 (R) – Rudyard Kipling, “The Man Who Would be King”, “The White Man’s Burden”

Joseph Conrad, “Heart of Darkness”, chapter one

WEEK 8

02/27 (T) – Conrad, “Heart of Darkness”, chapter three

02/29 (R) – Oscar Wilde, *The Importance of Being Earnest* in Norton

WEEK 9

03/05 (T) – Introduction to Victorian New Woman Fiction

John Stuart Mill, “The Subjection of Women”

Mona Caird, “Marriage”

Punch Magazine “Passionate Female Literary Types” cartoons

03/07 (R) – Sarah Grand, *The Heavenly Twins*

WEEK 10

03/12 (T) – NO CLASS. SPRING BREAK

03/14 (R) – NO CLASS. SPRING BREAK

UNIT III- MODERN ERA

WEEK 11

03/19 (T) – TBA

RESEARCH PAPER DRAFT DUE BY 11:59 PM ON CANVAS

03/21 (R) – Introduction to Modernism

T.S. Eliot, “Love Song of J. Alfred Prufrock”

W.B. Yeats, “Easter, 1916”, “The Second Coming”, “The Lake Isle of Innisfree”

WEEK 12

03/26 (T) – James Joyce, “The Dead”

03/28 (R)- Mina Loy, “Feminist Manifesto”

Virginia Woolf, “A Room of One’s Own”

Katherine Mansfield, “Bliss”

ANNOTATED BIBLIOGRAPHY DUE BY 11:59 PM ON CANVAS

WEEK 13

04/02 (T)- Charlotte Perkins Gilman, “The Yellow Wallpaper”

04/04 (R)- Student Presentations

WEEK 14

04/09 (T)- Student Presentations

04/11 (R) – Ngugi Wa Thiong’o, Selection from “Decolonising the Mind” (“Introduction”, 1-3)

Excerpts from Salman Rushdie’s “Imaginary Homelands” (“Introduction”, 9-21)

Rushdie short story “The Courter”

WEEK 15

04/16 (T)- TBA

04/18 (R)- Ursula le Guin, “The Ones who Walk Away from Omelas”

WEEK 16

04/25 (T)- Margaret Atwood/Alice Walker (TBA)

Concluding remarks, Gator Eval etc.

FINAL RESEARCH PAPER DUE BY 04/24, 11:59 PM ON CANVAS