

ENL 2022: Survey of English Literature 1750-Present

Fall 2024

Class: 12264, **Section:** 1830, **Instructor Name:** Suvendu Ghatak

Course meeting times: Monday, period 7 (1:55-2:45 pm); Wednesday, period 7 (1:55-2:45 pm); Friday, period 7 (1:55-2:45pm).

Class Location: MAT 0011

Office Hours: Thursday Period 7-8 (1:55pm- 3:50pm) and by appointment via Zoom.

Office Location: Not finalized.

Course website: Canvas

Course Description:

While this course is called “Survey of English Literature,” we will survey what “English Literature” and “Englishness” mean between 1750 and the present. We will examine a vast stretch of English literary history: from the Romantic period, through the Victorian era and, the twentieth century, into our current decade, as well as a wide range of literary forms: from lyric poetry and the realist novel, to essay, short story, and screenplay. As we will see, the verse and the prose, the dreams and the nightmares, the streets and the gardens, the consciousness, and the unconscious of English literature in this period have been thoroughly shaped by Britain’s rise and fall as the greatest imperial power in the globe.

The course is structured into four clusters, based on canonical periodic, formal, and theoretical frames of literary history: “Romanticism”, “The Victorian Novel”, “Modernism”, and “Postmodernism”. However, we will find variegated itineraries of the British Empire in each of those. There will be a dedicated week for discussing effective writing strategies, workshopping, and peer reviewing. The texts will include the works of Anna Laetitia Barbauld, William Jones, Samuel Taylor Coleridge, Thomas De Quincey, Wilkie Collins, Virginia Woolf, Sam Selvon, Hanif Qureshi, and Zadie Smith.

General Education Objectives (<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-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 (C) provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university’s 24,000-word writing requirement. Course content must include multiple

forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

- Humanities courses (H) must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.
- Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
- 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:

1. Barbauld, Anna Laetitia. "Epistle To William Wilberforce, Esq. on the Rejection of the Bill for Abolishing the Slave Trade."
<https://digital.library.upenn.edu/women/barbauld/wilberforce/wilberforce.html>
2. Coleridge, Samuel Taylor. "Kubla Khan."
<https://www.poetryfoundation.org/poems/43991/kubla-khan>

3. Collins, Wilkie. *The Moonstone*. <https://www.gutenberg.org/cache/epub/155/pg155-images.html>
4. De Quincey, Thomas. *Confessions of an English Opium Eater*. <https://www.gutenberg.org/files/2040/2040-h/2040-h.htm>
5. Jones, William. "A Hymn to Narayena." https://en.wikisource.org/wiki/Poets_of_John_Company/A_Hymn_to_Narayena
6. Qureshi, Hanif. *My Beautiful Laundrette*
7. Selvon, Sam. *The Lonely Londoners*. Penguin Classic, 2006.
8. Smith, Zadie. *The Embassy of Cambodia*. Hamish Hamilton UK, 2013.
9. Woolf, Virginia. "Kew Gardens." <http://digital.library.upenn.edu/women/woolf/monday/monday-07.html>

Note: While you may purchase any edition of these texts, please be sure that they are not abridged. I have attached links to most of the texts available online. Supplemental readings on these texts will be available through Canvas/Ares Course Reserves.

COURSE POLICIES:

1. You must complete all assignments to receive credit for this course.
2. **Attendance Policy:** Attendance is fundamental for the success of this course. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. Find a list of UF approved excuses, and certified illnesses here for which alone a make-up option will be applicable (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) You will fail the course if you accrue six 50-minute absences. You will earn a lowered course grade if you accrue four absences.
3. **Late Policy:** Please be punctual. Arriving late at 3 sessions equal 1 absence. Make sure, however, to contact me through email or Canvas as soon as possible when something prevents you from arriving (on time) to class. Please communicate with me openly and honestly.
5. **Late Papers/Assignments:** No late submissions will be accepted unless an extension has been previously agreed upon with the instructor. I am flexible and empathetic, but, again, clear and prompt communication is essential for this course and elsewhere.
6. **Paper Format & Submission:** All papers will be submitted electronically, via Canvas unless otherwise stated. Each submitted paper must be in .doc or .docx format.
7. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. Students should be respectful of their peers and different viewpoints on subjects discussed. Disrespectful behavior is unprofessional and will result in lower participation grades or a meeting with the instructor to address the behavior.

Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone—including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).

9. 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: [Statements » UF Office for Accessibility and Gender Equity \(ufl.edu\)](#)

10. **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. 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. Also, turn-it-in will be used as a plagiarism checker. For University of Florida's honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

11. 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 your instructor early in the semester.

12. **Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <https://counseling.ufl.edu/>).

13. **Online Course Evaluation:** 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://gatorevals.aa.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://gatorevals.aa.ufl.edu/>

14. **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). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

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 <http://folaclid.org/>)

Grade Distribution:

Assignments	Words	Percentage
Attendance and Participation	NA	10%
Weekly Discussion Posts and Responses on canvas	250words*6posts= 1500 words	2.5*6= 15%
Close Reading	1000 words	10%
Quizzes	NA	2.5*4 quizzes= 10%
Critical Analysis	1500 words	15%
Creative Project	NA	10%
Class Presentation on One Primary Text	NA	10%
Prospectus for Final Paper	500 words	5%
Final Paper	1500 words	15%
Total	6000 words	100%

Assignment Explanation

1. Attendance & Participation (10%)

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. You will fail the course if you accrue six 50-minute absences. You will earn a lowered course grade if you accrue four absences. 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.

Participation: Students are expected to review 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 the participation grade. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

2. Posting Responses and Participating in Discussions on Canvas (15%)

Before every discussion section, each student is required to post a 250-word response to the text for each week mentioned on the schedule. **Students must upload them by Wednesdays on the specified weeks.** Students must ensure they engage with their peers' posts and be prepared to discuss the questions/points raised by them in class. 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— there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the evidence (with citations for the texts) and reasoning you employ to support your analysis and judgment.

3. Quizzes (10%)

There will be four quizzes set on Canvas corresponding to four clusters. The students must pay close attention to the texts to answer the questions.

4. Close Reading: 1000 words, (10%)

This assignment will test your skills in close reading, especially as that skill pertains to works of poetry and short fiction. You will be expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. No outside sources may be used for this assignment.

All students, whatever their grade, will have the option to rewrite the essay.

5. Creative Project (10%)

You might create a podcast, video essay, a painting, a scrapbook, a graphic novel or use any other media form for your project, reflecting on some aspect of the texts we are discussing; just be sure to add a 500-word artist's statement on how your interpretation of the topic is original and significant.

6. Critical Analysis: 1,500 words, (15%)

This assignment will ask you to combine close reading skills with critical concepts or historical information introduced in one of the supplemental readings. The goal is for you to produce a strong conceptual argument supported by textual and contextual evidence.

All students, whatever their grade, will have the option to rewrite the essay.

7. Class Presentation on One Primary Text 10%

You will be required to select a primary text and prepare a 10-minute presentation with a visual aid. The presenter should research the author's biography and historical-cultural contexts relevant to the text. Consider this as an opportunity to share your thoughts on the text and show how they resonate with larger issues that other people might find interesting. You may use videos, movie clips or any other media references that you consider relevant to your presentation. *Post your presentation (power-point presentation/ handout) to the appropriate discussion board before your presentation. We will assign primary texts during the first week of class.*

8. Prospectus 500 words, 5%:

You will first write a prospectus presenting your topic, its relevance, and a tentative thesis statement. The prospectus also requires you to identify **three scholarly, secondary sources** with which you will engage to create and support your argument.

9. Final Critical Essay, 1500 words (15%)

As the final assignment you need to choose a topic, conduct research, and write a 1500 words paper where you propose and substantiate your argument. You need to identify and engage with **three secondary scholarly sources** in your essay. You might build up on your presentation to write the essay.

Tentative Schedule

Week One:

Friday: 08/23: Introductory class on the syllabus and the assignments

Cluster I: Romanticism

Week Two:

Monday: 08/26: Read “Epistle To William Wilberforce, Esq. on the Rejection of the Bill for Abolishing the Slave Trade,” “Kubla Khan,” and “A Hymn to Narayena” before class. Lecture about the historical context of the British Romanticism, and its links with the British Empire. Introduce Barbauld, Jones, and Coleridge

Wednesday: 08/28: Discuss the poetry of Barbauld and Jones.

Friday: 08/30: Discuss the poetry of Coleridge.

Week Three:

Monday: 09/02: Labor Day, No Class.

Wednesday: 09/04: Start reading *Confessions* before class, read to the end of the section titled “Preliminary Confessions”. Lecture on De Quincey.

Friday: 09/06: Sign up for class presentations. Read up to “The Pains of Opium” before class. Class discussion on *Confessions*.

Week Four:

Monday: 09/09: Read “The Pains of Opium” before class. Discussion on “The Pains of Opium”.

Wednesday: 09/11: Quiz 1. 250-word discussion post on *Confessions* due by midnight Wednesday (01/26).

Friday: 09/13: Class discussion on your posts.

Cluster II: The Victorian Novel

Week Five:

Monday: 09/16: Read up to “Chapter VII” (First Period) of *The Moonstone* before class, pay particular attention to the “Prologue.” Lecture on the Victorian period, the Victorian novel, and the Victorian Empire.

Wednesday: 09/18: Read Chapter VIII- Chapter XIII of the novel before class. Lecture on the text and class discussion based on your responses.

Friday: 09/20: Read XIV-XXIII of the novel before class. Class discussion.

Week Six:

Monday: 09/23: Read the “First Narrative” of the “Second Period” before class. Lecture and discussion on the text.

Wednesday: 09/25: Read “The Second Narrative” before class. Class discussion.

Write a 250-word discussion post on Canvas on *The Moonstone* by midnight Wednesday (02/09).

Friday: 09/27: Read the “Third Narrative.” Class discussion on the text and the discussion posts.

Week Seven:

Monday: 09/30: Read from the “Fourth Narrative” to “Epilogue” before class. Class discussion on the reading. **Quiz 2.**

Wednesday: 10/02: Class presentation begins. Class discussion based on the presentation.

Friday: 10/04: Class presentation. Class discussion based on the presentation.

N.B. Close Reading assignment due at midnight on Friday (10/04).

Writing and Review Week

Week Eight:

Monday: 10/07: Discussing components of writing and effective compositional strategies.

Wednesday: 10/09: Analyzing and discussing common writing errors based on the close reading assignment.

Friday: 10/11: Fielding questions about writing. Peer review. Discussing creative assignment ideas.

Cluster III: Modernism

Week Nine:

Monday: 10/14: Read “Kew Gardens” before class. Lecture on the historical context, on Virginia Woolf.

Wednesday: 10/16: Discussion on the text.

Write a **250-word discussion post** on Canvas by **midnight Wednesday (10/16)**

Friday: 10/18: Homecoming. No class.

N.B. Close reading resubmission due at midnight on Friday (10/18), if recommended and opted for.

Week Ten:

Monday: 10/21: Read up to 100 pages of *The Lonely Londoners* before class. Lecture on the historical context, and on Selvon.

Wednesday: 10/23: Discussion on the text.

Write a **250-word discussion post** on Canvas by **midnight Wednesday (10/23)**

Friday: 10/25: Class presentation. Discussion based on the posts and the presentation.

Week Eleven:

Monday: 10/28: Read *The Lonely Londoners* till end (42 pages) before class. Quiz 3. Class discussion.

Wednesday: 10/30: Class presentation. Discussion based on the posts and the presentation.

Friday: 11/01: Workday

N.B. Creative Assignment is due by midnight Friday (11/01)

Cluster IV: Postmodernism

Week Twelve:

Monday: 11/04: Read *My Beautiful Laundrette* before class. Lecture on the context, and on Qureshi.

Wednesday: 11/06: Discussion on the text.

Write a **250-word discussion post** on Canvas by **midnight Wednesday (11/06)**

Friday: 11/08: Class presentation. Discussion based on the posts and the presentation.

Week Thirteen:

Monday: 11/11: Veteran’s Day. No Class.

Wednesday: 11/13: Read *The Embassy of Cambodia*, till page 70, before class. Lecture on the context, and on Smith.

Write a **250-word discussion post** on Canvas by **midnight Wednesday (11/13)**

Friday: 11/15: Class presentation. Discussion on the posts and the presentation.

N.B. Critical Analysis Assignment due at midnight on Friday (11/15).

Week Fourteen:

Monday: 11/18: Read *The Embassy of Cambodia* till end before class. Class discussion on your posts. Sign up for Final Projects Office Hour Meetings.

Wednesday: 11/20: Class presentation followed by discussion.

Friday: 11/22: Class presentation followed by discussion.

Week Fifteen:

Thanksgiving Break.

Week Sixteen:

Monday: 12/02: Final Discussion. Course Evaluations.

Wednesday: 12/04: Workday.

Final Papers due at the midnight of Monday, December 9.

Grading Scale and GPA Equivalent

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading Rubric:

Grade	Thesis/Argument	Internal Consistency of Argument	Textual Evidence and Interpretation	Clarity in Writing
A	The entire answer is focused, and thesis/argument driven	The argument follows a consistent logic.	Adequate textual evidence is provided to effectively support persuasive interpretations.	The writing is clear with effective word choice and appropriate syntax
A-	The answer has focus and argument in most parts	The argument follows a logical structure for most parts	Textual evidence is provided to support convincing interpretations	Mostly clear writing, with adequate vocabulary and syntax
B+	The answer has fair bit of focus, and some argument to offer.	The argument follows a logical structure in some parts	Textual evidence is provided to support reasonable interpretation in some parts	The writing has fair bit of clarity, and demonstrates fair grasp over vocabulary and syntax
B	The answer has argumentative structure but without clear focus	The argument offers some ideas without a logical organization	Textual evidence is present, but does not lead to convincing interpretations	The writing is vague, with repetitive words and awkward syntax
B-	The answer mostly summarizes the text with a minimum sense of argument	Some ideas are organized in an inadequate manner	Some textual evidence is given, without viable interpretations	The writing is unclear
C+	The answer summarizes the	Logical organization of ideas is lacking	Inadequate textual evidence, and	The writing is faulty, has

	text without any argumentation		lacks interpretation	grammatical and syntactical errors.
C	The answer shows minimum acquaintance with the text	No organizing structure to connect ideas	Little textual evidence, with weak interpretation	The sentences are incomplete and full of errors that confuse the meaning of the answer
C- and below	Barely any acquaintance with the text	Ideas are disparate	Barely any textual evidence, and a lack of interpretation	Incoherent and incomplete sentences