

# ENL 2022: Survey of English Literature, 1750 to Present

Mihye Bang

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Office Hours: Friday 2-3/302 Tigert

Fall 2016 Section 8188

Classroom: TUR 2350

T 2-3(8:30-10:25)/R 3 (9:20-10:25)

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## Course Description

This course is an intensive reading survey of British literature from the Romantic Period and continuing through the Victorian Age and the Twentieth century. The goal of the course is to introduce students the history of modern British literature and its literary achievement. Throughout the course, we will read a broad range of texts including poetry, short fiction, essays, dramas, and novels in relation to their historical contexts. Students are required to write well-formatted, well-supported, and persuasive essays that clarify their own arguments about the texts we have read. After this course, you should emerge with a deepened understanding of major trends of modern British literature as well as improved skills of critical reading and literary analysis.

## Course Objectives

By the end of the course, you should be able to

- Close-read and analyze texts thoroughly
- Read critically texts and ask critical questions
- Make historical, critical or theoretical statements about texts
- Summarize, analyze, and incorporate sources to support your statement
- Write critical analysis of literary texts in MLA format paper

## Required Texts

These are the preferred editions for this course. You may purchase a different edition if you prefer, so long as the edition is complete. Please note that if you choose to do so your page and chapter numberings will most likely vary from the paperback copies the instructor uses in this class.

*The Norton Anthology of English Literature*, 9th ed. Vol.2 (or Vol. d.e.f.) [ISBN: 978-0393912487]

Jane Austen, *Sense and Sensibility* [Penguin, 2003 ISBN: 978-0141439662]

\* Some texts unavailable in the Norton Anthology will be uploaded as PDF files in Canvas.

## **List of Assignments**

### **1) 2 Response Papers (500 words - 50 points each/100 points total)**

During the term, you will write two short response papers that respond to a reading of your choice. These papers should analyze the readings and construct original arguments about the texts. Response papers must be submitted prior to the class period in which we will discuss the primary text discussed in the papers. You must post your response papers in Canvas and also bring a hardcopy to class so that we can develop our discussion around them.

### **2) 2 Class Presentations with Discussion Sessions (50 points each / 100 points total)**

Twice in the semester, you will take a leading role in class discussion. You will choose two texts (or two authors) from our syllabus (each from a different class meeting) and research various contexts about the chosen texts: the author's biography, relevant historical events, and useful background information for understanding the text's meaning and literary significance. You will present the results of your research at the beginning of a class for 3-5 minutes. Your presentation script must be written in your own language. Simple copying or editing of material from Internet sources such as Wikipedia or SparkNotes is unacceptable.

After your presentation, you will pose 4-5 questions about the text for our class discussion. These questions should be arguable enough to promote other students' participation. It is highly recommended that the presenter read other students' response papers and reflect the papers' arguments in the discussion questions.

### **3) Close-Reading/Analysis (1000-1,300 words / 150 points)**

This essay will be a sustained close-reading of any text on our syllabus. Your close reading and analysis should take the form of an academic argument. All evidence included to support your thesis should come from the primary text. No outside sources are permitted in this paper.

### **4) Prospectus with Bibliography (350-500 words/ 50 points)**

Before submitting the final paper, you should submit a prospectus to outline your future project. In prospectus, you will brief the primary text(s) you chose, your thesis, and a general outline of your paper. Your prospectus should include one paragraph description of your project (over 350 words) with a short bibliography listing (without annotations) at least five scholarly sources.

**5) Annotated Bibliography (900-1200 words/ 50 points)**

As a preliminary step to your final paper, you should submit an annotated bibliography explaining how you will use some of your sources. You will read three sources from the listed items you have already chosen in your bibliography. To prove you have done some valid research to back up your argument, you should evaluate the relevance and the quality of the sources. Your annotation also should include short summaries of each source and clear explications of your argumentative position you will take regarding the source.

**6) Researched Critical Essay (3,000-3,300 words - 350 points)**

This essay will be 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. In this paper, you must support your thesis with textual evidence and scholarly research.

**7) Attendance / Daily Participation / Quizzes (200 points)**

The majority of class time will be spent reading, analyzing, and discussing the assigned texts and learning in workshops on writing and researching. For these reasons, daily and engaged participation is a priority in this course. All students should participate every day in some fashion, whether through offering points of view, raising questions, asking for clarification, and of course, writing when it is required.

**\*Every four weeks we will have short-answer quizzes. These are given to ensure that daily readings are being completed.**

**Assignment Schedule & Points**

Assignment	Points	Due Date
2 Response Papers	100 (50 x 2)	*You choose the dates
2 Presentations	100 (50 x 2)	*You choose the dates
1 <sup>st</sup> Quiz	25	Sep 15 <sup>th</sup> (R)
Close-Reading Analysis	150	Oct 3 <sup>rd</sup> (M) 11:59pm (First Draft on Sep 27 <sup>th</sup> )
2 <sup>nd</sup> Quiz	25	Oct 13 <sup>th</sup> (R)
Prospectus with Bibliography	50	Oct 28 <sup>th</sup> (F) 11:59pm (Conference on Oct 25 <sup>th</sup> )
3 <sup>rd</sup> Quiz	25	Nov 3 <sup>rd</sup> (R)
Annotated Bibliography	50	Nov 14 <sup>th</sup> (M) 11:59pm (Conference on Nov 8 <sup>th</sup> )
First Draft of Critical Essay	N/A	Nov 22 <sup>nd</sup> (T) (Conference)
4 <sup>th</sup> Quiz	25	Dec 6 <sup>th</sup> (T)
Researched Critical Essay	350	Dec 8 <sup>th</sup> (R) 11:59pm
Attendance	100	

Total	1000	
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## Grading & Course Credit Policies

Grading for this course will be rigorous. Assignments will first be graded for the strength of your arguments, measured by your wording, organization, substantiation of claims, clarity, and so on. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

Every assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

## Grading Scale

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

## Schedule of Classes and Assignments

This schedule is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus.

### Week 1

**T** Aug. 23 Syllabus Overview, Short Close-Reading Practice  
Alexander Pope, "The Rape of the Lock" [excerpt]

**R** Aug. 25 Introduction to the Romantic Period  
Thomas Gray, "Elegy Written in a Country Churchyard"  
"Sir Patrick Spens"

### Week 2

**T** Aug. 30 Introduction to *Poetic Meter and Poetic Form* (Paul Fussell)

William Wordsworth, "Lines Written a Few Miles above Tintern Abbey" "I wandered lonely as a cloud"

William Wordsworth, Lucy Poems ["Strange fits of passion have I known" "She dwelt among the untrodden ways" "Three years she grew" "A slumber did my spirit seal" "I travelled among unknown men"] "We are Seven"

R Sep. 1 William Wordsworth, "Michael"

### Week 3

T Sep. 6 Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"

Samuel Taylor Coleridge, "Frost at Midnight" "This Lime-Tree Bower My Prison"

R Sep. 8 Samuel Taylor Coleridge, "Dejection: An Ode", "Kubla Khan" "The Pains of Sleep"  
Thomas De Quincey, "Confessions of an English Opium-Eater"

### Week 4

T Sep. 13 William Blake, *Songs of Innocence*

William Blake, *Songs of Experience*

R Sep. 15 Charlotte Smith, *Elegiac Sonnets*

\*Quiz (1)

### Week 5

T Sep. 20 Percy Bysshe Shelley, selections from *A Defence of Poetry*

Percy Bysshe Shelley, "Ozymandias", "Ode to the West Wind", "To a Sky-Lark"

R Sep. 22 John Keats, "La Belle Dame sans Merci: A Ballad" "Ode on a Grecian Urn" "Ode to a Nightingale" "To Autumn"

### Week 6

T Sep. 27 Mary Wollstonecraft, *A Vindication of the Rights of Woman* [excerpt]

\*Peer-Review/Conference (First Draft of Close-Reading Analysis)

R Sep. 29 Jane Austen, *Sense and Sensibility* (1)

### Week 7

T Oct. 4 *Sense and Sensibility* (2)

\*Oct 3<sup>rd</sup> Due: Close-Reading Analysis

R Oct. 6 *Sense and Sensibility* (3)

### Week 8

T Oct. 11 *Sense and Sensibility* (4)

R Oct. 13 Introduction to the Victorian Period

Robert Browning, "My Last Duchess" "Porphyria's Lover"

Lord Alfred Tennyson "Ulysses" "St. Simeon Stylites"

\* **Quiz (2)**

### Week 9

T Oct. 18 Elizabeth Barrett Browning, "Aurora Leigh" [excerpt], "Mother and Poet"

George Eliot, "Brother and Sister"

R Oct. 20 Christina Rossetti "Goblin Market"

### Week 10

T Oct. 25 \* **Conference (Prospectus with Bibliography)**

R Oct. 27 Michael Field, [Maids, not to you my mind doth change] [A girl]  
"To Christina Rossetti" "Eros"

Thomas Hardy, "Hap" "Neutral Tones" "The Darkling Thrush"

**Oct 28<sup>th</sup> \* Due: Prospectus with Bibliography**

### Week 11

T Nov. 1 Walter Pater, Preface and Conclusion to *The Renaissance*  
Oscar Wilde, "The Decay of Lying"

Oscar Wilde, *The Importance of Being Earnest*

R Nov. 3 Oscar Wilde, *The Importance of Being Earnest*

### Week 12

T Nov. 8 Voices from World War I

Rupert Brooke, "The Soldier",

Siegfried Sassoon, "The Rear-Guard" "Glory of Women"

Wilfred Owen, "Anthem for Doomed Youth" "Dulce Et Decorum Est"

**\* Conference (Annotated Bibliography – 3 sources)**

R Nov. 10 Virginia Woolf, *Mrs. Dalloway*[excerpt]

**\* Quiz (3)**

**Week 13**

T Nov. 15 Modernist Manifestos

F. S. Flint, and Ezra Pound, Imagisme (1913)

Blast (1914)

Mina Loy, Feminist Manifesto

T. E. Hulme, “Autumn”

H.D., “Oread”

Ezra Pound, “In a Station of the Metro”

Virginia Woolf, *A Room of One’s Own*[excerpt]

**\*Nov 14 Due: Annotated Bibliography**

R Nov. 17 William Butler Yeats, “The Lake Isle of Innisfree”, “The Second Coming”  
“Sailing to Byzantium” “Byzantium” “Easter 1916”

**Week 14**

T Nov. 22 **\* Conference (First Draft of Critical Essay)**

R Nov. 24: No Class- Thanksgiving

**Week 15**

T Nov. 29 T. S. Eliot, “Tradition and the Individual Talent”

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

R Dec. 1 James Joyce, “Two Gallants” in *Dubliners*

E. M. Foster, “The Curate’s Friend”

Radclyffe Hall, “Miss Ogilvy Finds Herself”

**Week 16**

T Dec. 6 W. H. Auden, “In Memory of W. B. Yeats” “Lullaby”

Dylan Thomas, “Do Not Go Gentle into That Good Night”

Philip Larkin, “Aubade” “Church Going”

**\*Quiz (4)**

R Dec. 8 Jean Rhys, "The Day They Burned the Books"  
"On Not Shooting Sitting Birds"

Wrap-up, Course evaluation

**\* Due: Researched Critical Essay**

## Classroom Policies

### Attendance

Attendance is required. If a student misses more than **three** periods, he or she will fail the entire course. The only reasons to be absent are illness, attendance at university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. More than one absence will affect the course grade.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

### Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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:

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.

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

**Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.**

### Classroom Behaviour

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require



that you demonstrate respect for ideas that may differ from your own. Disrespectful behaviour will result in dismissal, and accordingly absence, from the class.

### **Assignment Submission**

Late papers will not be accepted. Failure of technology is not an excuse.

### **Mode of Submission**

All papers will be submitted as MS Word (.doc) documents to E-learning/Canvas and as hard copies. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

### **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### **Course Evaluation**

Course Evaluation Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/>.

### **Writing Center**

The University Writing Center is located in Tigert 302 and is available to all UF students.

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.