

UNIVERSITY OF FLORIDA  
ENL2022 Survey of English Literature 1750-Present  
SYLLABUS  
Fall 2023

**Instructor Name:** Ms. Claudia Mitchell  
**Course:** ENL2022  
**Section:** 1830  
**Class#:**  
**Course meeting times:** MWF, Period 7 (1:55pm-2:45pm)  
**Classroom:** MCCA 2186  
**Office Hours:** Monday 3:30-4:30pm  
**Course website:** Canvas  
**Instructor Email:** [claudiamitchell@ufl.edu](mailto:claudiamitchell@ufl.edu) OR Canvas Inbox

**Course Description:**

*Theme: What does humor reveal?*

This survey course serves as an introduction to literary periods of British literature, including the Romantic Period, the Victorian Era, and the Twentieth and Twenty-First centuries. Our major focus will be twofold: 1) We will consider the literary body of each era of writing- what styles, content, and thematic elements define each period? 2) Viewing each era through a defining comedic work within it, we will consider what comedy reveals about the society and literary landscape it seeks to satirize and mock. Students will be asked to consider what is being “made fun of”, and why; what is an acceptable comedic target across time, and how that changes; what larger literary tropes, dominant political leanings, and societal problems—among other things—can we divine about each period, based on what elements are used to comedic effect?

The authors and texts covered during this course will expand our understanding of the historical and cultural contexts that shaped and continue to inform British identity today. As we work together through our readings, we will reconsider our ideas about literature, its purpose, and its connections to the society that produced it. We will encounter a wide variety of literary forms including poetry, novels, short fiction, drama, and non-fiction essays. In this course, we will try to understand these works, the histories they reveal, the reality and fantasy within a nation, and the complexity of human stories. Our readings confront, consider, and contribute to new and old ideas relating to science, medicine, religion, economics, race, class, gender, and sexuality. Following a roughly chronological order, we will trace the ways Britishness has grown and developed and what these stories tell us about a nation, its desires, and its people.

In this course, students will hone their ability to draw critical and insightful conclusions from their analysis of each text and practice utilizing textual evidence and critical scholarship to form arguments. Among the primary aims of this course is to help students develop the critical skill of

analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical context shape the meaning and significance of literature. By becoming more skillful readers of literature and its contexts, students become better readers of the worlds that literature addresses, develop their ability to decipher meaning from language, and better understand their own interactions with science, technology, media, commerce, and politics.

### **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:

- *Persuasion*, Jane Austen..... ISBN 0199535558
- *Three Men in a Boat (to say nothing of the dog)*, Jerome K. Jerome..... ISBN 0140437509
- *The Importance of Being Earnest*, Oscar Wilde..... ISBN 0140436065
- *To the Lighthouse*, Virginia Woolf..... ISBN 0143137581
- *The Hitchhiker's Guide to the Galaxy*, Douglas Adams..... ISBN 0345418913
- *The 392*, Ashley Hickson-Lovence..... ISBN 1916052320

Additional readings will be provided to you over Canvas or in-class.

The editions listed above are the ones I will be teaching from, and which we will use to reference page numbers. *If you choose not to purchase the above versions, I strongly recommend using an ebook or kindle version as your alternative*—that way, you can still keep apace with the rest of the class, as we can provide searchable text strings to direct you to the relevant pages.

Keep in mind that older texts are often also available online through sources like Project Gutenberg.

Feel free to also check these books' availability on [the UF Smathers Library website](#) and the [Alachua County Libraries website](#).

Here is the website of a local book vendor, [Third House Books](#), where you can place your book orders.

Here are other, nation-wide book vendor alternatives for you to place your textbook orders with:

[Bookshop](#) (the latest, hippest, online book market for independent booksellers)

[AbeBooks.com](#) (second hand, affordable; potentially longer receipt time)

[Amazon Books](#)

## Major Assignments and Points Distribution

### **1. Attendance & Participation 100 points** [Due: daily]

Students are expected to read the assigned readings before class. Consistent contribution to class discussions, participation in in-class activities, and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade. *You should come to class each day with one typed or written question or observation to raise during class discussion and hand in during class for participation credit.* Also be certain to bring your texts to class every day—either electronic copies, print-outs, or books – and paper and pen or pencil with which to write.

**Attendance:** Attendance is mandatory and will be assessed by class roll. Students will lose 2 points from their final participation 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. *Please reach out to me prior to any foreseen absence so that I can excuse you.*

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

## **2. Critical Responses (300 words each, 1500 words total) 50\*5 = 250 points [Due: Various]**

Four times over the course of the semester students are required to write a brief (500 word) response to the week's reading. *These responses must be uploaded to our course Canvas discussion board BEFORE class the day on which they are due.* Discussion boards will be available to students each week (excepting weeks when a major assignment is due, and holiday weeks like Thanksgiving). Students can choose any four of the posted discussion boards throughout the semester to make their four required responses.

These responses raise either interpretive or critical questions concerned with textual meaning. They comment on themes, figurative language and symbolism within the narrative. They also may make judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of interpretive and critical responses indicates that there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgment. Students are also expected to comment on their peer's responses at least 3 times across the semester; completion of these comments will be included in the final grade.

## **3. "Explain The Joke" Close Reading Paper and Presentation: (750 words) 150 points [Due: Various]**

Students will choose, from a work we have read in class, a single joke—a funny scene, a caricature, a pun, a moment of irony, a running gag, etc.—and dissect its humor. Using specific comedy terminology learned in class, students will identify the elements of humor present in the chosen scene, and coordinate them with their relevant historical context to explain what makes the joke funny. Students may also identify elements which may have allowed the joke to "land" in its time, but which render it unfunny to modern readers.

For this assignment, students will compose a brief essay and present it aloud to the class during the week in which the reading is due. This assignment will also serve to introduce students to the concept of a conference presentation paper.

**4. Literature Review Paper (1000 words) 150 points [Due:**

For this assignment, students will choose one text we have read in this course, and produce a well-developed literature review explicating the scholarly conversation surrounding that text. This paper may take the form of a critical history (an explanation of how scholars and literary critics have approached and responded to the text over time), or a focused analysis of a particular point, character, scene, or symbol in the text on which scholars have varying or clashing opinions. This paper may be used as “scaffolding,” to aid students in building towards the final research paper, or may be an independent literature review on a different text.

**5. Annotated Bibliography (750 words) 100 points**

As a preliminary step towards the final paper, students will submit an annotated bibliography explaining how they will use three chosen sources. All the sources MUST be scholarly in nature, either from peer reviewed journals or book chapters. The annotations MUST include short summaries of each source and clear explications of the argumentative position students plan to take regarding the source. (Students are not bound to using these particular sources in the final essay, though of course they may choose to. The assignment is designed to aid you in constructing and thinking through your argument for the final paper.)

**6. Researched Critical Analysis Essay (2,000 words) 250 points**

This critical essay will be a formally researched paper, where each student will make an original argument. The argument could be about one or more literary texts through a particular theoretical, historical, or critical lens. This paper must include a thesis statement substantiated with proper textual evidence and scholarly research. The paper should include both direct (primary) evidence from the chosen course text, along with a minimum of four secondary sources.

**Grade Distribution:**

1. Attendance and Participation.....100 points
2. Critical Responses.....250 points
3. Explain the Joke Presentation.....150 points
4. Literature Review Paper.....150 points
5. Annotated Bibliography.....100 points
6. Researched Critical Analysis Essay.....250 points

**TOTAL.....1000 points**

## Course Policies

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

**Attendance Policy:** This class will be primarily discussion-based, and attendance and participation are both extremely important to your success in the course. Attendance at each class session is expected with the exception of up to three unexcused absences, and any excused absences. Absences will be excused in accordance with UF policy. Excused absences include those involving university-sponsored events, such as athletics and band, religious holidays, and absences due to illness or injury (<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. More than three unexcused absences will result in a lowered course grade. There will be a separate participation grade that will be evaluated based on your level of active engagement in class. This grade will take into consideration your participation in class discussion, your attentiveness in lectures, and your engagement in class activities.

**Late Policy:** Attendance will be taken at the beginning of class. If a student is late, they are responsible for speaking with the instructor after class to ensure they were counted as present. Persistent tardiness distracts other students and the instructor and will affect the student's final participation grade.

**Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade.

**Paper Format & Submission:** Class assignments are to be submitted via Canvas, in .doc or .docx format. Papers in .pages format will not be accepted. Remember to convert your paper to .docx format before submitting it to Canvas if you are not writing in Microsoft Word.

**Late Papers/ Assignments Policy:** Work submitted late without a previously-arranged extension will receive an automatic lowered score of one letter grade per day late. All assignments are due via Canvas **by the due date and time stamp**. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.

**"Hurricane" Policy:** Here in Florida, we sometimes cancel classes or postpone assignments due dates during hurricane season in the event of severe weather. In these instances, the University and instructors recognize that personal health and safety comes first—meaning, before classwork. Likewise, I understand that sometimes students will experience extenuating circumstances that prevent them from submitting assignments on time—our own personal hurricanes. Students in this class may submit to me a "hurricane policy request" once during the semester. No documentation or personal details regarding the reason for the extension need be

submitted as part of this request. In response to the request, I will grant a no-questions-asked assignment deadline extension. Additional extension requests will require documentation.

**Canvas and Email:** Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, allow one business day for a response.

**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. *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.

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.
- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

**Accommodations for Students with Disabilities** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<https://disability.ufl.edu/>) for information about available resources for students with disabilities.

**Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of ENL 2022. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.**

**UF Grading Policies:** For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**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 (cblount@ufl.edu), in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

**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; <http://www.counseling.ufl.edu/cwc/>).

**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://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>.

**Recording Policy:** Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing 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. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. 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.

**Grading Scale (& 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 and 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? Does the paper offer a strong understanding of the text and is your content relevant to your argument/assignment? Do you provide adequate support, such as outside sources and textual evidence?
- 2) **Organization:** How well-structured are your paragraphs? Do your overall ideas flow well? Does the paper employ topic sentences? Do paragraphs support the thesis statement?

3) **Mechanics:** How frequently do you make errors in grammar, style, and spelling? Is the paper formatted correctly in MLA style?

**A-level paper:** Follows and meets the assignment requirements. The paper has a thesis statement that is clearly articulated, supported, and is analytical. Paragraphs build and support the argument of the paper. Examples and quotes from texts are used to support ideas and claims. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is correct. The paper should have a clear conclusion that does more than just summarize.

**B-level paper:** Follows and meets most of the assignment requirements. The paper includes a thesis, but wording may be unclear or weaker in argument. Paragraphs build on the argument, but do not necessarily offer strong connections between the text and argument. The paper does not analyze the text as in-depth as the “A” paper. Paper may have vague language, spelling and grammar errors, or superficial analysis. MLA formatting is correct. Paper includes a strong conclusion.

**C-level paper:** Follows and meets some of the assignment requirements. Does not have a fully developed or articulated thesis statement. It is descriptive rather than analytical. Paragraphs do not engage or defend the thesis statement. Writing is disorganized, but may include some analysis of text. Paper does not incorporate sufficient textual evidence to support the main argument. MLA format has some errors. Conclusion lacks clarity.

**D-level and below paper:** Does not meet assignment requirements. The paper lacks a developed thesis statement. Paper does not engage or defend key arguments. Does not successfully incorporate textual evidence. Paper includes disregard of proper grammar and spelling rules. Writing is vague and includes errors and weak argumentation. Does not follow MLA format. Paper does not include a conclusion.

**For Writing Support:** Review all instructor comments on all graded work, and reach out to the instructor if there are criticisms or suggestions regarding your writing which you do not understand. For additional support, your instructor is available to you during office hours.

*I strongly encourage students of all levels of writing ability to take advantage of the UWP Writing Studio!* This is a free resource available to students to help you with your writing, at all stages of the drafting process from brainstorming to final edits. To schedule an appointment with a UWP Writing Studio tutor, visit this link: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/> Appointments are available both online and in-person.

## Class Schedule

*Students should note that the schedule is a guideline and is subject to change. It is the students' responsibility to review the Canvas schedule to keep up-to-date with course changes.*

### UNIT I – *The Romantic Period*

8/23-8/25

#### **WEEK 1**     *Introduction: What makes us laugh?*

**Wednesday:** Introducing Syllabus & Class Expectations; Why do we laugh? (in-class viewing) <https://www.youtube.com/watch?v=9WzVMZunzaM>  
*She Stoops to Conquer*, Oliver Goldsmith (production clip)

**Friday: Lecture on Romanticism;** “She dwelt among the untrodden ways,” Wordsworth; “My heart leaps up when I behold,” Wordsworth

8/28-9/1

#### **WEEK 2**     *Introducing the Romantic Era*

**Monday:** “To Toussaint L’Overture,” Wordsworth; “I wandered lonely as a cloud,” Wordsworth; “The world is too much with us,” Wordsworth

**Wednesday:** “Ode on a Grecian Urn,” John Keats; “When I have fears that I may cease to be,” Keats

**Friday:** “Love’s Philosophy,” Shelley; “To a Skylark,” Shelley, “Ozymandias,” Shelley, “Mock on, Mock on, Voltaire, Rousseau,” William Blake

9/4-9/8

#### **WEEK 3**     *Romantic Poetry Continued*

**Monday:** NO CLASS, Labor Day Holiday

**Wednesday:** Writing Workshop: Turning Ideas into Drafts

**Friday:** NO CLASS; Instructor absence

9/11-9/15

#### **WEEK 4**     *Political Turning Points*

**Monday:** Phyllis Wheatley: “On Imagination,” “Hymn to the Evening,” “On Being Brought from Africa to America”

**Wednesday:** Samuel Johnson, Essay “The good sort of woman”

<https://www.johnsonessays.com/the-idler/no-100-the-good-sort-of-woman/>

**Friday:** Mary Wollstonecraft, *Vindication of the Rights of Woman* (excerpts from Introduction and Ch 4, Canvas)

### UNIT II – *The 19<sup>th</sup> Century- Changes and Continuations*

9/18-9/22

**WEEK 5**

***Early 19<sup>th</sup> Century***

**Monday:** Lecture on Austen and contemporaries; Begin *Persuasion* Ch. 1-4

**Wednesday:** *Persuasion* Ch. 5-8

**Friday:** *Persuasion* Ch. 9-12

9/25-9/29

**WEEK 6**

***Persuasion Continued***

**Monday:** *Persuasion* Ch. 13-16

**Wednesday:** *Persuasion* Ch. 17-20

**Friday:** *Persuasion* Ch. 20-24 (end)

**CLOSE READING ASSIGNMENT DUE FRIDAY**

10/2-10/6

**WEEK 7**

***The Victorian Era***

**Monday:** Lecture- **The Victorians: Industrialization, Revolution, Social Change**

Read (in-class) Carlyle, Excerpt from *On Heroes*

**Wednesday:** *Three Men in A Boat*, Ch. 1-7

**Friday:** **NO CLASS Friday; Homecoming**

10/9-10/13

**WEEK 8**

***Three Men in a Boat***

**Monday:** *Three Men in a Boat*, Ch. 8-14

**Wednesday:** *Three Men in a Boat*, Ch. 15-19

**Friday:** **Writing Workshop – Finding and Using Sources**

**LITERATURE REVIEW DUE 10/15**

10/16-10/20

**WEEK 9**

***Late Victorian Era, Turn of the Century***

**Monday:** Lecture—Attitudes on Homosexuality in Victorian England;

*The Importance of Being Earnest*: Act 1

**Wednesday:** *The Importance of Being Earnest*: Act 2

**Friday:** *The Importance of Being Earnest*: Act 3

**UNIT III    *20<sup>th</sup> Century—Modernism, Postmodernism and Beyond***

10/23-10/27

**WEEK 10**

***Modernism***

**Monday:** Introduction to Modernism; Read *A Room of One's Own*, Virginia Woolf (Canvas)

**Wednesday:** *To the Lighthouse*, *The Window* Ch. 1-8

**Friday:** *To the Lighthouse*, *The Window* Ch. 9-15

10/30-11/3

**WEEK 11**

*To the Lighthouse*

**Monday:** *To the Lighthouse*, The Window Ch. 16-19

**Wednesday:** *To the Lighthouse*, Time Passes Ch. 1-5

**Friday:** NO CLASS, Veteran's Day

**CRITICAL ANALYSIS PAPER DUE FRIDAY**

11/6-11/10

**WEEK 12**

*To the Lighthouse*

**Monday:** *To the Lighthouse*, Time Passes Ch. 6-10

**Wednesday:** *To the Lighthouse*, The Lighthouse Ch. 1-6

**Friday:** *To the Lighthouse*, The Lighthouse Ch. 7-13 (end)

11/13-11/17

**WEEK 13**

*Postmodernism*

**Monday:** *Hitchhiker's Guide to the Galaxy* Ch. 1-12

**Wednesday:** *Hitchhiker's Guide to the Galaxy*, Ch. 13-24

**Friday:** *Hitchhiker's Guide to the Galaxy*, Ch. 24-35

**ANNOTATED BIBLIOGRAPHY DUE 11/19**

11/20-11/24

**WEEK 14**

**Monday:** Conferences; Finish *Hitchhiker's Guide*

**NO CLASS Wednesday; NO CLASS Friday; Thanksgiving**

11/27-12/1

**WEEK 15**

*Postmodernism*

**Monday:** *The 392*, Pages 1-50

**Wednesday:** Workshop 3—Integrating Sources into an Argument

**Friday:** *The 392*, Pages 50-100

12/4-12/6

**WEEK 16**

*Conclusion: Where to now?*

**Monday:** *The 392*, Pages 100-120

**Wednesday:** FINAL CLASS DAY; Conclusions and Celebrations

**FINAL RESEARCH PAPER DUE 12/8**