

Instructor: Laura Chilcoat
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Office: **TBD**
Office hours: Tues 6:00 – 7:00pm

Survey of English Literature, 1750 – Present
ENL 2022; Section 5829
AND 0032
Tues 3:00 – 4:55/Thurs 4:05 – 4:55

Course Description and Statement of Goals

This course is a survey of English literature from 1750 to the present day; as such, we will be reading and writing about a variety of works in order to get a sense of the development of English literature in this time span. The goal of this course is to encourage an understanding of each individual work within the larger context of English literature and culture and, by way of this, to learn how to read poetry, drama, nonfiction and fiction critically. We will also focus on how to write about literature. A primary goal of the course is to construct essays that write about these genres in a thoughtful, convincing, and effective manner.

Building upon the reading and writing skills learned in ENC 1101 and 1102, ENL 2022 also teaches students to write critical arguments about literary texts. Students will practice constructing well-supported, polished, and persuasive writing. Students should be able to make historical, literary historical, critical or theoretical statements about the texts they have read and should be able to support those statements. They should have a basic understanding of issues of canon formation, literary history, and literary and cultural influence.

Required Texts:

Charlotte Bronte – *Jane Eyre*; ISBN: 9780141441146
Mary Shelley – *Frankenstein*; ISBN: 0486475824
Oscar Wilde – *The Importance of Being Earnest*; ISBN: 0486264785
Janet E. Gardner – *Reading and Writing About Literature*
Other readings will be available via Sakai, see schedule

**I have listed the ISBNs for preferred editions, but feel free to bring whatever you may have to class. Also note that most are available for free on the Internet (Project Gutenberg is a good source).

Course Policies

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than **six** periods during a summer or spring semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. I will exempt from this policy **only** those absences involving 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 two missed classes or conferences will lower your final course grade by a full step; and each additional absence will count as another step (a step is from A- to B+; B+ to B, etc.).**

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

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 and defines plagiarism 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):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) 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, 15 Aug. 2007

<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

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 also providing the exact location from which it came.

Classroom Behavior

Please keep in mind that UF 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 behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class

work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

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.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai *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.

Writing Center

The 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.

Assignments

Discussion Posts (5; 400 words)

Every other week, you will be required to write a 500 hundred word response to the readings (Janet Gardner's *Reading and Writing about Literature* is excluded). This should be a close reading – so choose something from the text, and analyze it, question it, place it historically (this means there should be *at least* one quote). If you are responding to Tuesday's reading, it must be posted by noon on the preceding Monday (so your peers have time to respond). If you are responding to Thursday's reading, it must be posted by 6 pm the preceding Wednesday.

Points

150

Discussion Response (5; 200 words)

On the weeks when you are not writing a close reading, you should respond to the close reading of your peers. Make sure it is from the current week. You may split this up into no more than two responses (i.e. you can write one 200 word response to one person's post, or you can write two 100 hundred word responses posts in response to two people's posts). They must be posted before class time.

100

In-Class Presentation **100**

You will lead the class discussion for 10 to 15 minutes. This means that you should come prepared with questions, interesting passages, and/or historical context. Extra credit if you bring in a critical essay in the discussion.

Mid-term Essay (1000 – 1500 words) **180**

This essay will be a close reading of anything on our syllabus from before Week 8. (You may choose to do something that is not on our syllabus as long as it is published from before 1850).

Final Essay (2500 – 3000 words) **320**

This essay will be a formal researched paper. You will choose at least one text from our syllabus, and make an original argument

Quizzes/Participation **150**

We will have occasional quizzes which will be extremely easy if you have completed the reading. Students will need to regularly speak in class discussions, participate during in-class activities and small-group work, and peer review/workshopping sessions.

Total Points: 1000

Grading Scale:

A Grading Scale

A	4.0	93-100%	C	2.0	73-76%
A-	3.67	90-92%	C-	1.67	70-72%
B+	3.33	87-89%	D+	1.33	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.67	80-82%	D-	0.67	60-62%
C+	2.33	77-79%	E	0.00	0-59%

	SATISFACTORY (Y)	UNSATISFACTORY (N)
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<p>CONTENT</p>	<p>Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.</p>	<p>Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.</p>
<p>ORGANIZATION AND COHERENCE</p>	<p>Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.</p>	<p>Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.</p>
<p>ARGUMENT AND SUPPORT</p>	<p>Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.</p>	<p>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</p>
<p>STYLE</p>	<p>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</p>	<p>Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.</p>
<p>MECHANICS</p>	<p>Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.</p>	<p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p>

COURSE SCHEDULE (Tentative)

Sources from Sakai are marked (Sk)

Week	Date	Reading due/ Class topic	Due
Week 1	Thurs 8/22	Review syllabus, expectations, and assignments	
Week 2	Tues 8/27	Austen – Love and Friendship <i>Reading and Writing About Literature</i> - Chapter 2	Group A Post Group B Response
	Thurs 8/29	Mary Wollstonecraft – Vindication excerpt (Sk)	
Week 3	Tues 9/3	Mary Shelley – <i>Frankenstein</i> <i>Reading and Writing About Literature</i> –p. 21-36	Group B Post Group A Response
	Thurs 9/5	Mary Shelley – <i>Frankenstein</i>	
Week 4	Tues 9/10	Wordsworth poems (Tintern; Lucy) (Sk) Coleridge poems (Rime of the Ancient Mariner) Keats poems (Odes nightingale/urn; La belle dame)	Group A Post Group B Response
	Thurs 9/12	Charlotte Brontë – <i>Jane Eyre</i>	
Week 5	Tues 9/17	Charlotte Brontë – <i>Jane Eyre</i> <i>Reading and Writing About Literature</i> – p. 40-48	Group B Post Group A Response
	Thurs 9/19	Charlotte Brontë – <i>Jane Eyre</i>	
Week 6	Tues 9/24	Charlotte Brontë – <i>Jane Eyre</i> <i>Reading and Writing About Literature</i> – Ch. 5	Group A Post Group B Response
	Thurs 9/26	Charlotte Brontë – <i>Jane Eyre</i>	
Week 7	Tues 10/1	Charlotte Brontë – <i>Jane Eyre</i>	
	Thurs 10/3	Peer Review	Rough Draft of Midterm
Week 8	Tues 10/8	Charlotte Brontë – <i>Jane Eyre</i>	
	Thurs 10/10	No Class (RMMLA Conference) Final Draft of Midterm (Turn in via Sakai)	Final Draft of Midterm
Week 9	Tues 10/15	Charlotte Brontë – <i>Jane Eyre</i> Readings – Spivak; Gilbert and Gubar (Sk)	Group B Post Group A Response
	Thurs 10/17	Excerpt from <i>Wide Sargasso Sea</i> (Sk) <i>Reading and Writing About Literature</i> – Ch. 6	
Week 10	Tues 10/22	Dickens – <i>Bleak House</i> chapters 1-4 (Sk)	Group A Post Group B Response
	Thurs 10/24	Elizabeth Barrett Browning (sonnets; Aurora Leigh excerpt) (Sk) Robert Browning -Childe Roland; The Last Duchess	

Week 11	Tues 10/29	Tennyson poems (Sk) Dante Gabriel Rossetti poems Christina Rossetti poem	Group B Post Group A Response
	Thurs 10/31	Sherlock Holmes (Story TBD) <i>Reading and Writing About Literature</i> – Ch. 7	
Week 12	Tues 11/5	Oscar Wilde – <i>The Importance of Being Earnest</i>	Group A Post Group B Response
	Thurs 11/7	Oscar Wilde – <i>The Importance of Being Earnest</i>	
Week 13	Tues 11/12	George Egerton – A Cross Line New Woman essays (Sk)	Group B Post Group A Response
	Thurs 11/14	No Class (VISAWUS Conference) Meet on Wednesday for conferences	
Week 14	Tues 11/19	Virginia Woolf (Sk) <i>Reading and Writing About Literature</i> – Ch. 8	Final Essay proposal due
	Thurs 11/21	Sassoon – Rear Guard; Glory of Women (Sk) Brook – Soldier Owen – Anthem for the Doomed Youth; Dulce et	
Week 15	Tues 11/26	Achebe (Sk) Gordimer Walcott	
	Thurs 11/28	No Class Thanksgiving	
Week 16	Tues 12/3	Peer review	Rough Draft of Final Essay