

ENL 2022: Survey of English Literature: 1750-Present
Section 8049, Class# 12605, Fall 2022

Instructor Name: Chandler Mordecai

Pronouns: she/her/hers

Instructor Email: mmordecai@ufl.edu

Course meeting times & locations: Tuesday: Period 5 - 6 (11:45 AM - 1:40 PM) and Thursday (R), Period 6 (12:50 PM - 1:40 PM)

Location: Tuesday: **Black Hall 0315** Thursday: **Little Hall 0113**

Office Location and Hours: **TUR 4361. Tuesday 10:30 a.m.-11:30 p.m. and Thursday 11:30-12:30** or by appointment

Resource Personnel:

1) Digital Humanities Specialist: Ms. Tiffany Esteban tcesteban@ufl.edu

Course Description:

This survey course serves as an introduction to literary figures and works throughout the Romantic Period, the Victorian Era, and the Twentieth and Twenty-First centuries. 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 connection to identity. 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. In addition to close readings, critical responses, a critical analysis paper, and a multimodal project, each student will participate in two panel discussions regarding a text with 2-3 peers. Students will also practice analyzing and researching literature and presenting arguments through writing and participating in class discussions.

COVID Statement:

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

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 Texts:

- *The Norton Anthology of English Literature*, volume 2, 10th edition ed. Stephen Greenblatt, ISBN-10: 9780393603132
- *Frankenstein*, Mary Shelley, W.W. NORTON & COMPANY, ISBN:9780393927931

Assignments (see below for Grading Rubric):

(200 (50*4) points) - 4 Critical Response Papers (500 words each, 2,000 words total)

Throughout the semester, you will write and submit 4 response papers analyzing the assigned reading. These response papers can be completed on readings of your choosing, but cannot be submitted after the class in which the reading is assigned. These papers should employ close reading strategies and raise critical issues or observations concerned with textual meaning, such as a certain theme, motif, symbol, or character within the text. No secondary sources will be allowed for critical response papers. You may also use these response papers to pose questions about the text you wish to discuss in class. You must submit response papers **prior** to the day of class by **midnight** on the day before. Responses submitted after midnight prior to the day of class will not be accepted.

(150 points)-Panel Proposal and Discussion: 2 panel proposals at 300 words each (600 words total)

Each student will participate in 2 panel discussions with 2-3 peers. Panels cannot exceed more than 3 people per panel. The idea is to simulate the format of a professional conference panel without all the formality. This requires preparing a one-page, double-spaced statement in response to a text and topic of your choice. Topics may include a symbol, theme, character, etc. present in the text. Each participant in your panel will submit a panel statement about the text/topic. Statements can include your thoughts and opinions, but should include a critical/analytical perspective. You may use **one** secondary source, but you are not required to use secondary sources. You should develop your thoughts and opinions on your own through your proposal, and then the Panel will allow you to engage with other panel participants and their proposals. The panel proposal paper is designed to tailor your discussion to your topic, but you will have the opportunity to clarify, expand, or counter your opinion during Panel discussion. Students will also participate in a special “TikTok Presentation Panel,” in which each student will create a TikTok video for the primary text instead of writing a proposal. More instructions will be given on this panel. Follow this procedure so your Panel runs smoothly:

1. Panelists distribute their proposals to me and to one another on their designated Panel Discussion Board in Canvas; *submit by Noon the day before your panel* so everyone has time to prepare. No submission will equal a zero for the panel.
2. *You are not required to meet outside of class*, but read over each panelist's proposal prior to class and be prepared to engage with each proposal.
3. In class, the panel will begin with each of you reading your statement. (I'll project your statement on screen)
4. Next, panelists will ask each other questions and may amplify their own views.
5. Finally, the rest of the class will pose questions and comments. One panelist will call on the audience members. If I raise my hand, call on me in turn.
6. Because of COVID uncertainties this semester, I will schedule Makeup Panels as needed.

(150 points) - Close Reading Analysis with Research (1,000 words)

This essay will be a close reading of any one text on our syllabus that we have previously covered in class and supported by 1-2 peer-reviewed, critical articles.

(50 points)-Prospectus for the Researched Critical Essay (200 words)

The prospectus will present your idea for the Researched Critical Essay. This should present your tentative thesis and detail at least one source, and a description of the source and how you intend to use it in your paper.

(250 points) Researched Critical Analysis Essay (1,500 words)

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-3 critical academic sources.

(100 points)-Digital Adaptation or Interpretation/Creative Final Project (700 words)

You are required to reflect on some aspect of British identity or culture through a creative medium. Taking inspiration from a work we have read in class, you might create a podcast, video essay, a painting, a scrapbook, a graphic novel or use any other media form for your project. Other options for this project include a video essay, a digital presentation, a digital map outlining a timeline, a creative rendition, such as memes, TikTok video, or a Twitter thread. You will present your digital adaptation to the class. You will be introduced to digital writing tools during the course. You will need to include a 700-word artist's statement on how your interpretation of the topic is original and significant.

(100 points) - Active Participation/Attendance

Attendance and participation in discussion and group activities are vital to success in this course. Students will be required to work in small groups, participate in class discussion, conduct writing workshops, class activities, homework and complete peer reviews. Students are expected to be

prepared for unannounced quizzes and activities on readings. Students must be present for all in-class activities in order to receive credit. In-class activities cannot be made up.

You will be required to generate at least one question, comment, observation, or criticism of the assigned reading and share it with the class during discussion. Failure to participate in class discussion will result in a reduction of your participation grade. Students are required to bring a copy of the assigned text to class. Failure to bring a copy of the assigned reading will also result in a reduction of your participation grade. I will complete “text checks” to make sure you have your textbook or copy of the assigned reading.

All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** Attendance is mandatory and will be taken daily. You will receive a lowered course grade after **four** 50-minute absences (or equivalent). Double-period classes count as 2 absences. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six 50-minute absences**. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF’s twelve-day rule (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).
3. Students who arrive late to class will receive a partial absence.

4. **Paper Format & Submission:** 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.
5. **Late Work or Assignments:** You are allowed to make up **one writing assignment**. If an emergency occurs that affects your ability to complete your work, please notify me as soon as possible. Extensions may be granted at my discretion, but requests must be made **at least one day prior** to the due date of the assignment. A late paper or assignment will receive a **ten point deduction** for each day it is late. I understand that emergencies and extenuating circumstances can occur, so please communicate with me your issues or concerns.
6. **UF's policy on Harassment:** UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <https://titleix.ufl.edu/about/title-ix-rights/>
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. **Canvas and Email:** Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, please allow at least 24 hours for a response.
9. **Academic Honesty and Definition of Plagiarism.** Academic Honesty and Definition of Plagiarism. 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.

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.

10. **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.

11. **Accessibility:** The process for receiving accommodations for your disability may be more complicated than you realize. For many universities, documentation requires access to affordable healthcare, time, printer services, and knowledge of the institution's bureaucratic processes. You might face experiences that may not qualify you for accommodations, such as:

Your disability is undiagnosed, self-diagnosed, or is difficult to document

Your disability only affects you sometimes

You are injured and do not qualify for accommodations

Your disability is stigmatized, such as anxiety or depression

You may be estranged from your family or support system

You may be a caregiver for a sick, elderly, or young person

You are a single parent

You work a full-time, part-time, or multiple jobs

You are food, housing, or clothing insecure

Further, the concept of disability is rapidly changing during the COVID-19 pandemic. It is highly likely that some of our class community will be directly affected by COVID-19, and our job is to collectively show compassion and patience.

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.

12. **Students in Distress:** For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

Please note: I am a mandatory reporter of any known instances of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Outside of these issues, I will always talk with you confidentially about the things you are facing.

13. **Inclusivity:** To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.

14. **For information on UF Grading policies, see:**

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

15. **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.

16. **Course Evaluations.** Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course:

<https://evaluations.ufl.edu/evals/Default.aspx>

17. **Classroom behavior:** You should use computers, laptops, and e-readers for course-related activities only, including taking notes and using e-copies of readings. 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. 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 behavior, as determined by the instructor, will result in dismissal, and accordingly absence, from the class.
18. **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.)
19. **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 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.

Grading Scale:

A 4.0 93-100%

A- 3.67 90-92%

B+ 3.33 87-89%

B 3.0 83-86%

B- 2.67 80-82%
 C+ 2.33 77-79%
 C 2.0 73-76%
 C- 1.67 70-72%
 D+ 1.33 67-69%
 D 1.0 63-66%
 D- 0.67 60-62%
 E 0.00 0-59%

Tentative Weekly Schedule:

Schedule may change throughout the semester. Schedule notes major assignment due dates, but does not note homework assignments and class activities you are required to complete.

Texts that are not in your textbook will be uploaded to Canvas under the files tab. The syllabus also provides links to supplemental material you are required to read in advance to class and in connection to the assigned reading.

The course calendar notes readings and assignments that should be completed PRIOR to each class session.

Week:	Date:	Topic:	Panel and Participants (to be added)	Due Dates:
1	R-8/24	Course and Syllabus Overview TikTok Introduction Assignment Overview William Wordsworth: "What is a Poet?"		
2	T-8/30	Unit 1: The Romantic Period Lecture: Introduction to Romanticism Readings: Anna Letitia Barbauld: "A Summer Evening's Meditation" (p. 43-45)		

	R-9/1	Workshop 1: Close Reading Paper William Blake: <i>From Songs of Innocence and of Experience</i> : “The Lamb” (p. 129-130), “The Chimney Sweeper” (p. 131) <i>From Songs of Experience</i> : “The Tyger” (p. 139-140), “London” (141)		
3	T-9/6	Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i> : Introduction: p. 223-227 Chapter 4: p. 242-249 In-Class Creative Activity		
	R-9/8	Samuel Taylor Coleridge: “Rime of the Ancient Mariner” (p. 448-464)		
4	T-9/13	Workshop 2: Finding and Using Sources William Wordsworth: “Lines” (p. 299-302), “I wandered lonely as a cloud” (p. 345-346) In-Class Creative Activity		
	R-9/15	Percy Shelley: “Mont Blanc” (p. 784-788), “Ozymandias” (p. 790-791),		
5	T-9/20	Lecture: Introduction to the Gothic Mary Shelley’s <i>Frankenstein</i> : Letter 1-Chapter 4		
	R-9/22	Mary Shelley’s <i>Frankenstein</i> : Chapter 5-12		
6	T-9/27	Mary Shelley’s <i>Frankenstein</i> : Chapter 13-21	Panel 1:	

	R-9/29	No Class-Hurricane Ian		
7	T-10/4	Unit 2: The Victorian Age Finish Mary Shelley's <i>Frankenstein</i> : Chapter 21-End Lecture: Introduction to the Victorian Era		
	R-10/6	Alfred, Lord Tennyson: "The Lotos-Eaters" (p. 152-156), "The Charge of the Light Brigade" (221-222)		
8	T-10/11	"Industrialism: Progress or Decline?" (p. 626-627) Elizabeth Barrett Browning: "The Cry of the Children" (p. 110-114)		
	R-10/13	Christina Rossetti: "Goblin Market" (p. 542-554)	Panel 3	
9	T-10/18	<u>Joseph Le Fanu-"Carmilla"</u> : Prologue-Chapter 8		Close Reading Analysis with Research Due

	R-10/20	<u>Joseph Le Fanu-"Carmilla"</u> :Chapter 9-End		
10	T-10/25	Workshop 3: Prospectus for the Researched Critical Essay “Empire and National Identity” (p. 682-686) Richard Kipling: “The White Man’s Burden” (p. 970-972).	Panel 4:	
	R-10/27	Unit 3: Modernism and Beyond Lecture: Introducing Modernism/Twentieth Century William Butler Yeats: “The May Who Dreamed of Faeryland” (216-217)		
11	T-11/1	Mina Loy, “Feminist Manifesto” (p. 204-208) Ezra Pound, “A Few Don’ts by an Imagiste” (p.192-195)		
	R-11/3	In-Class Manifesto Creative Activity		
12	T-11/8	Workshop 4: Digital Project Component Overview of TikTok for Literary Analysis T.S. Eliot “The Love Song of J. Alfred Prufrock” (p. 654-657),	Panel 5:	

	R-11/10	T.S. Eliot “The Love Song of J. Alfred Prufrock” (p. 654-657)		
13	T-11/15	Virginia Woolf: <i>Mrs. Dalloway</i> (p. 282-318)		Prospectus for the Researched Critical Essay Due
	R-11/17	Virginia Woolf: <i>Mrs. Dalloway</i> (p. 319-354)		
14	T-11/22	Virginia Woolf: <i>Mrs. Dalloway</i> (p. 355-392)	*Special TikTok Presentation Panels*	
	11/23-27	Thanksgiving Break-No Class		
15	T-11/28	Angela Carter: “The Bloody Chamber”-PDF on Canvas		Researched Critical Analysis Essay Due
	R-12/1	Stevie Smith: “Sunt Leones”(p. 729), “Not Waving but Drowning,” (p. 731) Carol Ann Duffy: “Medusa” (p. 1211)	Panel 6	
16	T-12/6	Digital Presentations of Final Project in class		
	12/12			Final Project Due/Artist’s Statement

