

ENL 2022: Survey of English Literature 1750 - Present

Sentiment and Sympathy in British Literature

Section 1215 (Class #13348) Spring 2020 Syllabus

Instructor Name: Yvonne Medina

Office Location and Hours: Turlington 4405

Wednesdays 1 – 2 pm

Thursdays 12:30 – 1:30 pm appointment

Instructor Email: yvonnemedina@ufl.edu

Course Website: Canvas

Course Meeting Times & Location:

Tuesday Period 7 (1:55 – 2:45 pm) in Mechanical and Aerospace Engineering Building B Room 229

Thursday Period 7-8 (1:55 – 3:50 pm) in Classroom Building Room 212

COURSE DESCRIPTION

In this course, we will explore English literature from Romanticism to modernism with a strong focus on the long nineteenth century. Authors at this time were responding to the lofty ideals of the French Revolution and rapid industrialization at home. English literature from this period is preoccupied with the tension between rationality and imagination, fact and fancy, as authors contend with the legacy of the 18th century's exaltation of reason. We will discuss how literary authors use sentiment and sympathy to explore the imaginative faculties, promote social change, and make ethical and aesthetic claims about the role of art in people's lives. We will also discuss how sympathy and sentiment are embodied in the figure of the child as adults invest this figure with their own ideals of innocence. The texts we will read encompass a variety of genres including poetry, novels, short stories, children's literature, and essays from a range of authors from England, Ireland, and Scotland. These texts include examples from several literary movements such as sentimental and Gothic novels as well as realism and fin de siècle decadence. In our class discussions, we will examine how class, race, gender, sexuality, age, and disability inflect the characters, author, and style of each text.

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

You do not need to purchase any texts for this course. Most texts are in the public domain and etexts can be accessed for free via Project Gutenberg. I will provide all other texts in the Files section of our Canvas website.

GRADE DISTRIBUTION

- Participation and in-class discussion (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Annotated Bibliography and Final Paper Prospectus (15%)
- 4 Reading Responses (20%)
- 1 Final Paper (30%)

COURSE POLICIES

1. *Assignments:* You must complete all assignments to receive credit for this course.
2. *Attendance:* Attendance is mandatory and will be taken daily. You may miss up to three 50 minute class periods without penalty. Note that missing a class session on Thursday will count as two absences since we meet for two class periods. After three unexcused absences, you will receive a lowered course grade. If you miss two full weeks of class (six 50 minute unexcused absences), you will automatically fail the course. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness (documentation required), religious holidays, military obligation, and those absences covered by UF's 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 and for making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.

3. *Tardiness*: Arriving late to class three times will count as one absence. If you are tardy you must see me after class so I can give you partial credit for attendance.
4. *Paper Format & Submission*: Papers will be submitted in an accepted electronic file format (.doc, .docx, .rtf) on Canvas; no other formats are permitted. Your papers must be formatted according to MLA style and should be in 12-point Times New Roman font and double spaced with 1-inch margins and the appropriate heading and pages numbered. If you encounter a technological glitch on Canvas then you may email me the paper.
5. *Late Papers/Assignments*: All papers are due by midnight on the due date. Papers received late will be docked by a third of a letter grade for every day it is late i.e. an A- paper turned in one day late will receive a B+. No late papers will be accepted after three days unless there are extenuating circumstances. If you would like to request an extension then you must contact me at least 48 hours before the due date.
6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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.
8. *Accommodations for Disabilities*: Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester.
9. *Mental Health*: Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
10. *Grading Policies*: For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

11. *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). Grade appeals may result in a higher, unchanged, or lower final grade.
12. *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>
13. *Classroom Behavior and Netiquette*: 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 will result in dismissal, and accordingly absence, from the class. You are also expected to be courteous in email messages and threaded discussions.
14. *Trigger Warnings*: Some of the literary works we discuss in this course contain disturbing and potentially traumatic material. These discussions may trigger unwanted thoughts. You may leave the classroom if you need to excuse yourself from the discussion. I will not count it as an absence if you contact me later to explain why you left the classroom. You will be responsible for any material that you miss or any related assignments. Ask me or another student for notes and information about what you missed.
15. *Laptop Policy*: Laptops and other tablets should only be open to conduct research or read an online version of the text. Cell phones should be in silent mode and out of sight. Internet surfing will result in a lowered participation grade. If it appears to me that a device is distracting, then I will inform you in person or via email that the behavior is decreasing your participation grade.
16. *UF's Policy on Sexual Harassment*: 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: <https://titleix.ufl.edu/policystatement/>
17. *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.)
18. *Writing Studio*: The writing studio is located on the second floor of Turlington and its services are available for free to all UF students. You may set up an appointment online and meet one on one with a writing tutor who will help you refine your work at any stage of the writing process. I strongly encourage you to use this service. <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>
19. *Food Insecurity*: If you, or anyone you know, is experiencing food insecurity, the Pantry is a resource to visit. There is no proof of need required in order to shop at the Pantry; you must only bring in your valid UFID card. For more information visit <https://pantry.fieldandfork.ufl.edu/>
20. *Student Nighttime Auxiliary Patrol (SNAP)*: SNAP is a free, nightly, campus safety and transportation service for students sponsored by UF Student Government, Student Traffic Court and UF Transportation and Parking Services.

SCHEDULE OF READINGS

The calendar contains the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. If an assignment is due on January 30th, for example, it is due by midnight that day. Students should note that the schedule is a guideline and may change.

<i>Week</i>	<i>Date</i>	<i>Reading</i>	<i>Due</i>
1	T 1/7	Introduction to the Course	
	Th 1/9	p. 3-20 Norton Anthology Overview of the Romantic Period. Provided on Canvas Edmund Burke, Excerpts from “A Philosophical Inquiry into the Origin of Our Ideas of the Sublime and the Beautiful; With an Introductory Discourse Concerning Taste”	
2	T 1/14	Mary Shelley, <i>Frankenstein; Or, The Modern Prometheus</i> Letters plus Chapters 1-4	
	Th 1/16	Mary Shelley, <i>Frankenstein; Or, The Modern Prometheus</i> Chapters 5-13	
3	T 1/21	Mary Shelley, <i>Frankenstein; Or, The Modern Prometheus</i> Chapters 14-18	
	Th 1/23	Mary Shelley, <i>Frankenstein; Or, The Modern Prometheus</i> Chapters 18-24 Harvard Writing Center’s “A Brief Guide to Writing an English Paper” https://hwpi.harvard.edu/files/hwp/files/bg_writing_english.pdf	
4	T 1/28	Samuel Taylor Coleridge “The Eolian Harp” Percy Bysshe Shelley “Defence of Poetry”	
	Th 1/30	William Blake, Read the following poems from “Songs of Innocence and of Experience” Songs of Innocence: “The Little Black Boy,” “The Chimney-Sweeper,” “Infant Joy” Songs of Experience: “The Tyger,” “A Poison Tree,” “Infant Sorrow” Peruse this online archive of William Blake’s art and illustration. http://www.blakearchive.org/ William Wordsworth, “Ode: Intimations of Immortality from Recollections of Early Childhood,” “My heart leaps up”	First Reading Response due
5	T 2/4	Excerpts from “The Children’s Employment Commission 1842”	
	Th 2/6	Chapters from Henry Mackenzie, <i>The Man of Feeling</i>	
6	T 2/11	Jane Austen, <i>Sense and Sensibility</i> Chapters 1-8	

	Th 2/13	Jane Austen, <i>Sense and Sensibility</i> Chapters 9-25	
		Saturday, February 15th	Close Reading due
7	T 2/18	Jane Austen, <i>Sense and Sensibility</i> Chapters 26-34	
	Th 2/20	Jane Austen, <i>Sense and Sensibility</i> Chapters 35-50	
8	T 2/25	Charles Dickens, "Doctor Marigold"	
	Th 2/27	Christina Rossetti "Goblin Market," "In an Artist's Studio"	
		Saturday, February 29th	Second Reading Response Due
9	T 3/3	<i>No Class, Spring Break</i>	
	Th 3/5	<i>No Class, Spring Break</i>	
10	T 3/10	Charlotte Brontë, <i>Jane Eyre</i> Author's preface Chapters 1-6	
	Th 3/12	Charlotte Brontë, <i>Jane Eyre</i> Chapters 7-19	
11	T 3/17	Charlotte Brontë, <i>Jane Eyre</i> Chapters 20-26	
	Th 3/19	Charlotte Brontë, <i>Jane Eyre</i> Chapters 27-38	
12	T 3/24	George MacDonald, "The Golden Key"	
	Th 3/26	Oscar Wilde, <i>The Picture of Dorian Gray</i> Preface and Chapters 1-6	
		Saturday, March 28th	Third Reading Response due
13	T 3/31	Oscar Wilde, <i>The Picture of Dorian Gray</i> Chapters 7-10	
	Th 4/2	Oscar Wilde, <i>The Picture of Dorian Gray</i> Chapters 11-17	
		Saturday, April 4th	Option to submit prospectus early
14	T 4/7	Oscar Wilde, <i>The Picture of Dorian Gray</i> Chapters 18-20	
	Th 4/9	Gerard Manley Hopkins "Pied Beauty," "God's Grandeur," "Hurrahing in Harvest" William Butler Yeats "The Stolen Child," "The Lake Isle at Innisfree"	
		Saturday, April 11th	Prospectus and Annotated Bibliography due
15	T 4/14	Writing Workshop – Engaging with Scholarly Sources	
	Th 4/16	Virginia Woolf, "A Room of One's Own"	
16	T 4/21	<i>Last Class Meeting</i> Peer Review – Revising, Editing the Final Paper	
		Friday, April 24th	Fourth Reading Response Due

Final Paper is due Wednesday, April 29th
You may also individually request extensions for due dates up until May 2nd

ASSIGNMENT OVERVIEWS

1. *Participation and In-Class Discussion*

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade. 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.

2. *Reading Responses (2000 words)*

Students are required to write 4 500 word responses to four texts we have covered in the course. Students may structure their responses like a close reading or raise and develop an interpretive or critical question surrounding the text. They may make judgments regarding the period, history, politics and ethical questions that are relevant to the text. Each response should engage with evidence from the source text.

3. *Close Reading (1000 words)*

This assignment will test students' skills in close reading. Students will be expected to analyze a text's content, form, and literary qualities carefully. They will develop an argument regarding the whole of the text through their close reading. No outside sources may be used for this assignment.

4. *Prospectus and Annotated Bibliography (1000 words)*

Students will provide a 250 word prospectus that outlines the central argument of their final paper. They will also compile an annotated bibliography of 3-5 scholarly sources that deal with the source material, author, or theory they engage with in their final paper. The annotations will explain how each source contributes to their own argument. The annotated bibliography will have 750 words.

5. *Final Paper (2000 words)*

Students will develop an argument about a particular text or compare two texts we have read over the course of the semester. This assignment asks students to combine close reading skills with critical concepts or historical information introduced in class or supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence. Students should also position their argument within the current scholarly conversation surrounding their chosen text(s).

GRADING SCALE

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

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/ugrad/current/regulations/info/grades.aspx>
<http://www.isis.ufl.edu/minusgrades.html>

ASSESSMENT RUBRIC

	SATISFACTORY	UNSATISFACTORY
CONTENT	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.	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.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	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.
ARGUMENT AND SUPPORT	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.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	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.
MECHANICS	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.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.