

ENGL 2120: British Literature – Exploring the Canon

CRN: 11314	Instructor: Ms. Nicole K. Turner
Section: 002	Office hours: Monday 11:30-1:00 or by appointment
Location: Adderhold 332	Office Location: Rm. 2411 24th floor, 25 Park Place
Meeting Time: MW 9:30-10:45	✉ Email: nturner20@gsu.edu

Course Description:

This course surveys British Literature spanning the Medieval Period through the turn of the 20th Century. As a class, we will consider the contexts that the covered texts were produced in, their lasting significance in the British literary canon, and the effect and resonance of the texts on us as individuals. The class practices questions about the political, social, cultural and historical impact these texts have had (and continue to have) on readers, listeners, and playgoers alike. The course is designed to help students build upon existing reading comprehension and analytical skills. Our primary goal is to help students develop their own academic voice to engage in the long-lasting academic conversation about this literary work.

Required Readings/Textbook:

Broadview Anthology of British Literature: One-Vol Compact, 2015
ISBN-13: 9781554812547 / ISBN-10: 1554812542

Frankenstein, Mary Shelley Broadview Third Edition 2012.
ISBN-13: 781554811038 / ISBN-10: 1554811031

*You are required to purchase these versions of the required texts so that you will be (literally) on the same page as the rest of the class. We will begin using the Broadview Anthology at the beginning of Week 3, so plan to have your books ordered and delivered by that date. Not having the book is not an excuse to not complete the assigned reading, so please stay in touch with me if you experience shipping delays. **You are expected to bring your textbook/reading materials to class on the day that the reading will be covered in class.** Failure to bring your reading materials to class means that you are unprepared to participate in class, which will have a negative impact on your course grade. There are other editions of the course books in circulation, so carefully reference the ISBN of the book when ordering. The books are linked in the

GSU bookstore, but if you are ordering from elsewhere, please be mindful of the edition/ISBN.

Course Modality

Our face-to-face courses consist of regular classroom meetings. Your success will also rely on your logging into iCollege and checking your GSU student email regularly to engage with course materials, other students via the discussion board, and me. Our course will include whole-class interactions, small-group work, and self-paced activities. Please come to class prepared to participate in class proceedings, interact with others, write, and submit assignments.

Students who are unable to attend classes in-person should work with their academic advisers to build a schedule of fully online classes. Students who need accommodations for a disability should contact the Access and Accommodations Center at <https://access.gsu.edu/>. Additional information about accommodations may be found below.

Course Communication

All assignment material and course announcements will be posted on our class iCollege site. I may also use my GSU faculty email address to send information to your GSU student email address. You will need to check both our class iCollege site and your campus email throughout each week. Remember, you are responsible for all information posted for class. For any reason, please contact me through my GSU email address. I check my email at least once per day throughout the week. This means I may not respond to an email sent on Friday until Monday--plan accordingly! I will only respond to emails sent by your @student.gsu.edu account.

Community

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with respect at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. In our online community, special care must be taken to pay attention to communicate in a positive and supportive way. Disruptive behavior such as disrespecting a member of the class, posting derogatory comments, or consistently missing scheduled collaborative work time does not support community building. If a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community extends beyond our iCollege and classroom spaces to course emails and all environments used for our course.

interactions.

Please see the Code of Conduct for information regarding GSU's Disruptive Student Behavior Policy.

Community of Care and Mental Health Resources

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

Student Accommodations

Students who wish to request accommodation may do so by contacting the Access and Accommodations Center. Information specific to matters related to Covid can be found on their homepage. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance of a formal Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. The starting point for getting a plan in place is the Eligibility Verification Form. Contact the Access and Accommodations staff for more information.

Please schedule an individual appointment with me so that we may discuss any accommodations you need in our class and together come up with a plan for your success. To respect your privacy, we will not discuss these accommodations in class discussions or in collaborative group settings.

Course Policies

Attendance/Punctuality/Participation

Participation and engagement are expected and integral to success in the course. Our course calendar reflects all of our objectives and assignments for each week. Please review the week's plan in advance of class that day in case you have questions or concerns about completing the assigned tasks. Note the cycle of work and deadlines for each week. Deadlines are vital to maintain a productive rhythm in our class and one assignment often builds on another.

Your success will rely on logging into iCollege and checking your GSU student email

regularly to engage with course materials, other students, and me. Our course will include whole-class interactions, small-group work, and self-paced activities.

A portion of your final course grade is connected to daily writing and activities structured to ensure your success. This work is integral to your instruction and learning in our course. To effectively participate in class:

- Be prepared to discuss the reading material assigned for that day by considering the following questions while reading: what occurred in the text, what major characters were involved, what themes were presented, what context about the period might be relevant to your reading of the text?
- Always have your text with you to reference during class.
- Come with specific questions, commentary, and insights about the text.
- Be punctual, not disruptive, and respectful to the classroom community.

If you ever have questions about my expectations, collaborating with others, what you need to hand in, what I have received in iCollege, or your course grades, please feel free to email your questions or to sign up for an office hour appointment.

Missed and Late Work

All major assignments must be completed to pass the course. If you need to discuss an extension on a major assignment, you must do so promptly (preferably prior to the submission deadline, but no later than a week of the deadline). Extensions will be handled on a case-by-case basis.

In-class work (quizzes, in-class writing and activities, ect) are time-sensitive and cannot be made up as they are a part of that face-to-face class meeting. This work assists you with weekly learning, is often scaffolding into a project in a specific way, and may be collaborative. It is especially important that you complete this work on time in class, and being late or absent might cause you to miss this important work. I will drop 3 of the lowest in-class work grades at the end of the semester with no questions asked.

I do understand that emergencies can arise and that accommodations may be needed for students who find that, during the term, they are not able to attend class or participate fully in courses. Please email me as soon as possible to discuss allowances that I can make in the case of a necessary absence.

You are still responsible to keep up with reading and get notes from a classmate whenever you are absent.

Plagiarism and Academic Honesty

You should familiarize yourself with Georgia State's Policy on Academic Honesty This policy refers to every piece of writing you do for class, including drafts, reading

responses, discussion posts, and finished essays. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned into this class that is plagiarized or violates the university academic honesty policy will receive an automatic 0 for the assignment grade and must be referred to the College of Arts and Sciences for further review and potential disciplinary action.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.”
At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation. In addition, using work from previous courses or other current courses (from any course at any school whether high school or college) is also a violation of the academic honesty code.

Georgia State Writing Studio

The Writing Studio's mission is to support you in your writing for our course and beyond, as noted below,



“...to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication. We support a community where writers, readers, and teachers all learn from each other, by responding to each other's texts with engaged conversation.”

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note, that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu. Appointments during the term will be held online.

Major Assignments

Assignment	Weight
In-class writing, Activities, Quizzes, Participation etc.	15%
“Defining England” Image Board Project	5%
Reading Response Discussion Boards and Replies	15%
Midterm Paper	20%
Final Research Paper	25%
Final Exam	20%

Assignment Descriptions and Grading Criteria

In-Class Writing, Activities, Quizzes, etc: This category consists of any in-class work, activities, and/or quizzes that we complete over the course of the semester. By nature of needing to be in class to complete this work, this work cannot be made up.

I will drop three of the lowest grades in this category at the end of the semester; this includes if you need to miss class and/or do poorly on a reading quiz.

How Do You Define “England?” project | This project asks you to make a digital collage/image board that uses visuals to represent your understanding of England and Britishness. These references can come from previous academic encounters with British literature, or they can come from non-academic encounters with British life and culture (movies, TV, cultural iconography, news media, etc). Your image should have more than 12 images that reflect your “picture” of British life and culture. When designing your image board, take time to consider the size of certain images over others—large images imply greater significance than smaller images, central images might garner more attention than images in the corners. Be creative, and do not leave any white space behind on your page. Submit your image board to the appropriate dropbox on iCollege.

Tips: You can use whatever platform you’d like, but using [collage templates on platforms like Canva](#) or downloading a collage app on your own might be helpful!

Reading Response Discussion Board and Replies | Every week, students are asked to post a reading response discussion board post after completing that week’s assigned

reading. These posts can (and should) be informal, but they should be substantive. Prompts for each week are provided under the discussion board tab on iCollege. You are asked to post 250-300 word posts each week, and reply to at least 3 of your peers by the end of that same week. Peer replies should range from 50-100 words each and express curiosity/interest in the post you are replying to.

****If you need miss a Discussion Board, you are entitled to one “SKIP” and you should post in the forum you want to skip simply saying “SKIP.” This will mark you exempt from both the replies and the post.**

Midterm Paper: Literary Playlist Annotated Essay | Instructions for your midterm essay can be found [here](#).

Final Paper | Instructions for your final essay can be found [here](#).

Final Exam | Your final exam is a cumulative exam that tests your knowledge of the assigned readings over the course of the semester. This exam will consist of a mixture of multiple choice questions, short essay questions, and passage identification questions.

Assigned Readings:

Beowulf, Chaucer's *Canterbury Tales* (“General Prologue,” “The Miller’s Tale,” “The Wife of Bath’s Tale”), Moore’s *Utopia*, Shakespeare’s *Twelfth Night*, Swift’s *Gulliver’s Travels*, Shelley’s *Frankenstein*, Wilde’s “Preface to *The Picture of Dorian Gray*” and “The Decay of Lying,” Select World War I Poets (Owen, Sassoon, Pope, Brooke, Graves, McCrae), Woolf’s *A Room of One’s Own*, Joyce *Dubliners*.