

ENGL 2130: Introduction to British Literature

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Office Hours: Thursdays 2-4pm or by appointment

By 1800, Great Britain was one of the most powerful empires in the world, having colonized portions of Africa, the Caribbean, and North America. Why was such a small island consumed with gaining such great power? Could national and political power somehow transfer to personal ability and agency, or vice versa? In this class, we will consider the potential connections and conversations between political power and personal agency in British literary texts, including the works of Elizabeth I, John Donne, William Shakespeare, and John Milton, to name only a few. Through the exploration of these texts, we will consider Great Britain's obsession with power and agency—be it through theological, political, sexual, or literary contexts—in order to interrogate the ways in which the world of medieval, Renaissance, and Restoration Great Britain continues to shape our understanding of the world around us.

Course Prerequisite: ENGL 1030

Course Student Learning Goals:

In this course, students will...

- Analyze, interpret, and employ aesthetic, ethical, linguistic, and/or philosophical discourse in relevant contexts
- Identify the formal features and literary devices of a text
- Assert and argue a claim based on critical thinking and textual evidence

Unit 1: Renaissance literature

In this unit, students will...

- Employ a close reading analysis of a literary text
- Explain a literary text's historical context using textual evidence
- Identify and compare the formal features and literary devices of sonnets, lyric poetry, speeches, and drama

Unit 2: Restoration literature

In this unit, students will...

- Compare and explain varying historically appropriate political arguments to assigned literary texts
- Critically analyze and differentiate differences between an assigned literary texts and its source text
- Craft, organize, and present an analytical argument as a team based on course texts

Unit 3: Romantic literature

In this unit, students will...

- Identify and compare the formal features and literary devices of Romantic short poetry and the novel form
- Analyze a literary text from different critical viewpoints
- Evaluate and apply written feedback from first close reading analysis to the second close reading analysis to improve written analysis, organizational skill, and effective use of source texts

Course Materials:

Required (please get the edition listed):

Mary Shelley, *Frankenstein* (Penguin Random House edition): ISBN 9780143131847 (physical copy)

Recommended (you may purchase any of these if you prefer a physical book to a screen):

William Shakespeare, *Much Ado About Nothing*

John Milton, *Paradise Lost*

All other reading material will be provided on Canvas via links in the modules.

Technological Requirements for the course:

- A computing device that allows you to access and use all the functions of our Canvas site
- Access to the internet
- Word processing technology ([Clemson offers Microsoft Office Suite to students](#) or [Google Drive](#) docs can be saved as .doc or .pdf files for your assignments)

Course Grading Policy:

Course assignments add up to a total of 1000 points. Specific points amounts for each assignment as well as the accompanying percentage are listed below. All grades in the "Grades" tab will be listed as percentages. Partial credit will be considered on the Final Exam.

Note: All grades except for the Close Reading Analyses are point-based. The Close Reading Analysis assignments are holistic grading based on a rubric attached to the assignment.

Course Grade Distribution:

- Close Reading Analysis #1: 200 points (20%)
- Close Reading Analysis #2 + Remix: 200 points (20%)
- Exam #1: 200 points (20%)
- Exam #2: 200 points (20%)
- Quizzes: 100 points total; 20 points each (10% total; 2% each)
- Engagement: 100 points total (10%)

Assignment Details:

Close Reading Analysis: For this assignment, you will be asked to write a 1-2 page double-spaced close reading analysis of how power functions in a text we have read as a class. We will discuss what “close reading” means and how to do it. Your thesis statement should be a persuasive claim that adds some new understanding in relation to the idea of power in the story.

For this assignment, you are not required to provide a Works Cited unless you decide to do outside research. If you use any sources in the creation of your essay, you must place them in (parenthetical) in-text citations and in a Works Cited according to MLA, Chicago, or APA style.

There will be no extra credit or rewrites of essays. Work diligently on your critical reading and writing skills to improve over the semester.

Remix: For this assignment, you will remix your Close Reading Analysis 2 into a new form. The form it takes on should be more accessible to a popular audience while still maintaining the main concepts and insights of the Close Reading Analysis. The remix could be a way of taking action on an issue related to the Close Reading Analysis; it could be a creative interpretation of the analysis you did of the text itself, taking on the form of artwork, poetry, a playlist, or other form; it could be a public action remix, working to build a connection between the reading and your own community. The form it takes is up to you, but options are presented in the assignment page.

Exam #1 and Exam #2: These exams build on the quizzes and close reading analysis that you have already completed and allow you to finetune your analytical skills based on the feedback you’ve received. It will consist of multiple choice and short answer questions, quotation identification, textual annotation, close reading analysis, and/or defining and explaining literary devices or historical context. Exam #2 is not cumulative; it will only cover the materials for the second half of the course. These exams will be taken in class and will be handwritten (you only need to bring a pen/pencil). This exam is an INDIVIDUAL assignment, meaning if you share answers or “help” someone out with the answers, that will be considered a violation of Clemson's Academic Integrity policy.

Quizzes: Reading quizzes will be multiple choice and/or short answer questions on Canvas that will test your reading comprehension or relation to course content (see lecture slides). These quizzes will be timed and you will not be able to repeat quizzes. If you miss the deadline of a quiz with an excused absence, it is your responsibility to contact me so that I can reset the quiz for you to take it. Quizzes are due by 11:59 pm EST as stated on the course calendar. You may take quizzes ahead of the deadline, but you may not wait until after the deadline. The quizzes are to be completed outside of class time; if you are using class time to complete the quizzes, you will receive a 0 for that quiz.

Engagement: Engagement in the course is graded across three categories: punctuality (getting there on time to do things), preparedness (being ready to do things with books/materials), and activity (doing the things). Engagement is graded three times in the semester (at the end of September, October, and the final day of class). Navigate to “Assignments” → “Engagement August/September” to view the rubric for expectations and how engagement is assessed.

Course Policies and Information

Deadlines: All work is due on the date under which it appears on the course calendar. If you will not be able to come to class the day something is due or if you have extenuating circumstances that mean you will not turn an assignment in on time, then it is **your responsibility** to get in contact with me ahead of time and find a way to make things work. Usually, this means turning in the assignment early or coming in to my office to take a quiz or exam early. **Otherwise, for each calendar day a paper is late, starting immediately after the stated deadline, the grade on that paper will be reduced by a full letter grade (e.g., from a “B” to a “C” to a “D” to an “F”).**

Absences: This is an in-person, on campus class; therefore, you should make every effort to be in class. When you cannot be in class, you are responsible for in-class assignments, work that is due, and obtaining any notes from a classmate for any missed class.

You are allowed 3 unexcused absences without penalty. For any further absences to be counted as "excused," you will need documentation. Without documentation, any unexcused absences after the first three will lower your monthly Engagement grade.

Please plan to arrive and leave at the appropriate times. The number of students who ask me if it's "okay" to arrive late or leave early due to other commitments has grown in the past few years, and therefore, I am particularly strict in this area. Three unexcused late arrivals and/or early departures from class (meaning arriving later than 5 minutes or leaving earlier than dismissal) will count as 1 unexcused absence. I get that things happen and come up, so plan accordingly. You get those three unexcused absences for a reason--use them wisely.

Here is Clemson University's list of reasons for excused absence:

1. A medical complication (pregnancy/childbirth-related, physical injury, illness, etc.) too severe or contagious for the student to attend class, when certified by an attending

physician. Healthcare providers at Redfern Health Center do not provide written excuses; however, students should retain paperwork of medical visits affirming date and time. Whenever possible, students should visit Redfern as outpatients without missing class. An absence for a non-acute medical service does not constitute an excused absence. Course instructors may, at their discretion, require documentation of medical absences.

2. Death of an immediate family member (spouse, parent or legal guardian, child, grandparent, grandchild, or sibling, including a corresponding in-law or step-relative). Students must be excused for absences from classes for at least five (5) consecutive business days.
3. Serious illness or emergency in a student's immediate family (course instructors may require documentation).
4. Participation in authorized University-sponsored activities, not to include practice for the activities. Course instructors may require documentation from the course instructors or staff advisor of the sponsored University group.
5. Religious observances and practices which prevent the student from being present during a class period (prior consultation with the instructor is necessary).
6. Participation in court-imposed legal proceedings (e.g., jury duty or subpoena).
7. Required participation in military obligations as certified by the student's commanding officer.
8. Interviews for jobs, co-op assignments, internships, graduate school, or professional school. Students should make every effort to schedule appointments around their class obligations and will provide documentation beforehand to verify a class conflict.

Note what this list does NOT include: Arriving late or leaving class early because you have a test in another class, your next class is on the other side of campus, you have to get your oil changed, etc.

Email: I will be emailing you with course reminders and assignments, and these will be delivered to your Clemson email account. To contact me, please write to my email: crmckel@clemson.edu. I look forward to going through your paper drafts and outlines in person, but I generally will not comment on drafts via email. Please write and ask before sending me a draft without explanation or questions. I almost always respond to emails within 24 hours on a weekday; it may be 48 hours over holidays or weekends.

Response Time on Assignments: Quizzes should be graded within 24 hours after the deadline. For the Close Reading Analyses and exams, expect to receive a grade within two weeks of the deadline. If you ever have any questions about feedback or when you will receive feedback, email me at crmckel@clemson.edu

Computer Skills and Digital Information Literacy Skills: The following skills are expected of learners in this course:

- Receiving and send email through your Clemson email
- Downloading and uploading files
- Navigating our Canvas site

Laptops/Technology: I allow the use of laptops/tablets in class to view Canvas documents, to take notes, and to engage in group work. If you are using your laptops or other electronic device for anything unrelated to class, you are not only distracting yourself, but you are also distracting those around you. If this happens, I can and will give you a zero for engagement for the day because you are not participating. I also will ban the use of laptops/tablets if this becomes too much of an issue.

Video recording and/or taking pictures of other students, of the instructor, or of the board/powerpoint slides without consent by said students or instructor will not be allowed in this course.

University Resources and Policies

Academic Success Center: The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit www.clemson.edu/asc for more information on their services and workshops.

Writing Center: The Writing Center offers one-to-one tutoring and feedback for writing assignments and it is free for you as a Clemson student! They offer Zoom appointments, emailed feedback, or brief in-person appointments. Visit <https://clemson.mywconline.com/> to learn more.

Cooper Library: Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian](http://clemson.libguides.com/ask) (<http://clemson.libguides.com/ask>) for more information or to get in touch with a librarian.

Technical Support: If you have trouble with Canvas or another university system, check here first: [Clemson System Status](#). There, you can see if there is a current issue and when it might be resolved. If there's no current issue listed, try logging out and closing your browser before trying again. You can also look at the [Canvas Help Guides](#) for more information.

CCIT's Support Center offers a wide range of support options and hardware repair with several contact methods to help you answer your questions as quickly as possible:

- Phone: (864) 656-3494
- Email: ITHelp@clemson.edu
- Chat: [Live Online Chat](#)
- Web Form: [Help Request Form](#)

- Troubleshoot: [Knowledge Base](#)
- Everything CCIT Does: [Browse Services](#)

Academic Integrity: As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form. See the [Undergraduate Academic Integrity Policy](#) website for additional information and [the current catalog](#) for the policy. For graduate students, see the current [graduate student handbook](#) for all policies.

Student Accessibility Services: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to [request, obtain, and send these](#) to their instructors via SAS as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

Academic Grievances: Academic grievances are handled by Dr. Jeffrey Appling in Undergraduate Studies. Students are advised to visit the [Ombuds Office](#) prior to filing a grievance. Concerns can be directed to the appropriate University ombudsman by letter, walk-in, appointment (appointments are not necessary but are encouraged) or telephone. Please be advised that because of technological limitations, the ombuds office cannot ensure the confidentiality of email, so please do not use email as a means of communication.

Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is available online. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director for Equity Compliance. She

can be reached at (864) 656-3181 or via email at alesias@clermson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Emergency Preparedness Statement: Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson Police Department. [Visit here for information about safety.](#)