

# ENGL 3440: British and Anglophone Literature from 1780 to the Present

Fall 2026 | Dr. Laura Hensch (she/her)

| Class Information               | Professor's Information                                 |
|---------------------------------|---------------------------------------------------------|
| Meeting Times: TR 9:35–10:55 AM | Email: Laura.Hensch@unt.edu                             |
| Meeting Place: Lang 312         | Office: Lang 408G                                       |
| Section: 001                    | Office Hours: Tues. & Wed. 2-3 PM<br>and by appointment |

## Course Description



This course offers an overview of British literature from 1780 to the present, covering key figures and ideas in Romantic, Victorian, modern, and contemporary British writing. To better understand these authors and their ideas, we will keep tabs on major historical events and social issues of each generation; and to gain a more vivid sense of the past, we will engage with examples of music, art, popular culture, emerging technology, and philosophical ideas that were circulating while these writers were working. At the same time, we will make it a course-long goal to generate lateral connections between works, authors, and social issues from different eras, including the era in which we currently live.

## Texts and Materials

- **Required Textbooks:** hard copy of *The Norton Anthology of English Literature, Eleventh Edition, Package 2* (Volumes D, E, and F). ISBN: 978-1-324-06281-3

The least expensive way to buy these books is as a set ("Package 2").

**Materials Needed for Class:** Paper, notebook for taking reading/class notes, pens/pencils, a small journal for your Commonplace Book (see Assignments).

You should also familiarize yourself with our Canvas site, where you can find digital copies of the syllabus and schedule; resources for assignments; submission portals for in-class writing and major assignments; announcements; and other important course materials.

## What to Expect

Survey courses require you to read broadly across multiple centuries; and in exchange, they allow you to build a structural understanding of the trajectory of literary movements—a kind of mental organization system that then helps you place and contextualize your future reading. I see my own undergraduate survey courses as fundamental to my intellectual growth as an English major. By the end of this course, you should be able to speak confidently about each of the literary areas we will be covering, and you should also be able to discuss some of the more complex issues that arise in British literary studies. Finally, I hope that you will find some works, authors, and movements that you absolutely love.

To achieve the benefits of a survey course, you have to rise to the occasion by putting in the necessary time to read and prepare. You won't like every author or style, and you will often feel you don't understand a work very well after a first and second reading—that's OK! In fact, embracing uncertainty is vital to your intellectual growth. John Keats called this skill "negative capability," or the ability to dwell comfortably with uncertainty and mystery while learning. The important thing is to keep going—don't let uncertainty or confusion stop you from moving forward.

This class will involve some lecturing and a lot of discussions. Discussions are energizing and fascinating when many people have thoughts and questions to share. In order to encourage focused, serious reading before class, I will give short reading quizzes at random points at the beginning of class (usually at least once per week). Sometimes, in lieu of a quiz, I will start class with a writing prompt and have you free-write for 5-10 minutes to show your knowledge of the readings. You will not do well on these quizzes and responses if you skim only the first few lines of the reading, nor will you do well if you stick to online/AI summaries; but you will easily succeed if you do the reading and underline interesting words, phrases, and ideas. Moreover, you should have plenty to add to class discussions if you stay in the habit of annotating and jotting down notes and questions in your course notebook. In turn, if you are

engaged during class and you take notes, you will be well prepared to succeed on the midterm, final, and in-class essay(s).

In short, reading and taking notes are the keys to your success. If you find that you are struggling despite reading and taking notes, raise your hand to ask a question, or come to my office hours so we can work together to find techniques that work for you.

## **Low-Technology Class**

This course is a low-technology class, which means that you should always put away your phone, laptop, tablet, and earbuds before class (unless you have ODA accommodations affecting these matters). I instituted this policy because studies show that digital devices (especially phones and laptops) are distracting not only to the person using them, but also to those around them. I have found that classes are far more engaged and energetic without digital devices.

## **Grade Distribution**

Participation, Engagement, and Professionalism: 20%

Reading Quizzes and Reading Responses 15%

Essay #1 (completed in class, September 15 and 17): 10%

Essay #2 (date TBD): 10%

Midterm (Thursday, October 15): 20%

Final Exam (Thursday, December 10, 8-10 AM): 25%

## **More Information about Graded Course Components**

### **Participation, Engagement, and Professionalism**

Your participation is crucial to the class, which is why it is worth 20% of your final grade. You will receive grades for your participation and engagement throughout the semester. This portion of your grade not only includes your professional behavior, attendance, participation, and attention, but also your work during in-class activities.

See the following table for behaviors that raise or lower your participation and engagement score.

| Ways to Boost and Maintain Your Participation and Engagement Score                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ways to Lower Your Participation and Engagement Score                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Attending class</li> <li>• Being on time, prepared, and professional</li> <li>• Taking notes in your notebook</li> <li>• Giving your complete attention to class lectures, discussions, and activities.</li> <li>• Keeping your phone, laptop, headphones, and other devices put away (out of sight) and on "silent" or "do not disturb" for the entire class period until you need to take pictures of your work at the end of class.</li> <li>• Listening actively to your classmates and me; showing your attentiveness by responding verbally or nonverbally (nodding your head, using facial expressions, looking at the person who is talking, etc.)</li> <li>• Contributing to discussions</li> <li>• Being courteous and respectful to your classmates and me</li> <li>• Asking questions</li> <li>• Answering questions when I call on you</li> <li>• Participating fully in group activities</li> </ul> | <ul style="list-style-type: none"> <li>• Missing class</li> <li>• Having your phone out</li> <li>• Using digital devices during class (except for times when you are specifically directed to do so or if you have disability accommodations)</li> <li>• Wearing headphones or earbuds during class</li> <li>• Using your laptop or tablet for things unrelated to class</li> <li>• Not paying attention (i.e. not knowing what is going on when we start a group activity)</li> <li>• Having side conversations during lectures or class-wide discussions</li> <li>• Not participating in group work, doing the bare minimum for group work, allowing your group to do the bulk of the work for you, etc.</li> <li>• Leaving the room regularly (unless you have disability accommodations to do so)</li> <li>• Arriving late</li> <li>• Being unprepared for class</li> <li>• Sleeping</li> <li>• Being disrespectful or unprofessional</li> </ul> |

## Quizzes and Reading Responses

To encourage on-time attendance and preparation (completing assigned readings before class to enable lively discussions and useful activities), we will have regular informal, open-book/open-note quizzes at the beginning of class at least once per week. [Note: “open-book and open-note” applies ONLY to handwritten notes and hard copies of readings—no computers, tablets, or phones should be open during quizzes unless you have disability accommodations.] At times, the quiz may take the form of a written informal mini-essay (which you can think of as focused free-writing).

Because I recognize that different people are struck by different aspects of readings, the majority of quiz questions will be open-ended, allowing you to demonstrate that you have read and thought about the readings. I also almost always add an extra credit question that is slightly more obscure or challenging.

The open-book/open-note policy is designed to encourage you to take notes before class, take notes during class, annotate your readings, use time-saving bookmarks or sticky notes to allow you to locate the week’s readings easily, and jot down a few questions/observations while reading. Do not fall into the trap of believing that you can do all of the readings *while* taking the quiz—that isn’t possible.

I will begin the semester with weekly quizzes held on Thursdays at the start of class, with anything from that week’s readings being fair game for questions; however, if it seems like the class is lagging in preparation and engagement on Tuesdays, I reserve the right to implement pop quizzes that may be held on any day or every day.

Quizzes cannot be made up when you miss class unless you have a university-approved, excused absence (see the Attendance and Absences section for more information). I will drop your lowest quiz score at the end of the semester.

If you have any concerns or questions about these quizzes, or if you have accessibility/disability accommodations to arrange, please email me or come to my office hours.

## Essay 1: In-Class Romanticism Essay

During Week 4, you will pick a poem from the unit that you want to write about for your in-class essay. Pick a poem that you like and that has enough depth and content to allow you to build an argument with several analytical claims. If you are uncertain about literary essays, close reading, or analytical paragraphs, I highly recommend *The Wiley Guide to Writing Essays about Literature*, which is available as an ebook through the UNT Library. On Tuesday of Week 5, we will discuss and practice a bit of analysis;

and I will bring a printed large-print version of your poem to class. Then you will annotate the poem carefully and work on prewriting (brainstorming, mindmapping, outlining, note-taking). On Thursday, you will write an essay based on your annotations. (Note: I must be able to see the roots of your essay in your annotations.) You will also connect the poem to some larger themes in Romanticism. Your grade is based on both the annotations/prewriting (30%) and the essay itself (70%). I generally will not count off for spelling or other minor errors as long as I can read your work. In class, I will discuss what I am looking for in an analysis.

Digital devices, including AI glasses, are not permitted during this essay. You will only have access to the annotations and prewriting you completed in class.

## Essay #2

The second essay will be very similar to the first, but it will take place in the week before Thanksgiving.

## Midterm and Final Examinations

The midterm and final will contain a mixture of multiple-choice, short-answer, and essay questions. They will cover the material we have read up until that point in the course.

## Standard College Workload Expectations

Have you ever wondered why most university courses only meet for 3 hours per week, while most high school classes meet for 5 or more hours per week? For universities in the United States that use the college credit-hour system, the credit you receive is based on something called the Carnegie Unit, which dictates that **for every hour you spend in class, you are expected to complete at least 2-3 hours of work outside class (completing readings, doing assignments, and studying for exams)**. For instance, this course is a three-credit-hour class, so **you will be in class for approximately 3 hours per week, and you are expected to spend an additional 6-9 hours per week outside of class in completing readings and working on assignments**. It is my responsibility to carefully select readings and assignments that will not exceed this workload; it is your responsibility to be aware of these standard expectations and, if you want to succeed in this course, to put in the expected time outside of class.

If you are struggling with time management or your college workload, consider taking advantage of UNT's free personal academic coaching, which is like a personal

trainer for your academic skills! Visit this link to make an appointment:

<https://learningcenter.unt.edu/academicsupport/coaching.html>.

# Course Policies

## Attendance and Absences

I will take attendance during each class. Attendance is part of your participation and engagement grade. **Overall, you cannot do well in this course if you miss class regularly: unexcused absences will directly and significantly affect your grades for informal weekly work (quizzes and participation/engagement), which together make up 35% of your final grade in this course.** Your attendance record can also affect my decision making when you are straddling the line between two grade categories, i.e. an "A" and a "B." Generally, to do well, you should **aim to miss no more than 2-3 classes per semester in a Tuesday/Thursday class.**

When you cannot avoid missing class, it is important to be proactive: get notes from a classmate, complete the assigned reading, and check the Canvas site for announcements or notes. It is YOUR responsibility to use these methods to discover the work and material you missed—it is not my responsibility to catch you up or give you a detailed overview of what we covered in class. If you are struggling with techniques or content from class days you missed, please come to my office hours.

If you have an absence lasting longer than 5 days due to an extenuating circumstance (not related to the excused absence items below), I will request that you receive documentation through the Dean of Students.

**Excused Absences:** According to UNT's [Policy 06.039, Student Attendance and Authorized Absences](#), an absence will be considered "excused" for:

- a. religious holy day, including travel for that purpose;
- b. participation in an official university function;
- c. required military service, including travel for that purpose;
- d. pregnancy and parenting under Title IX;
- e. when the University is officially closed.

In addition, a student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence, and delivering the request personally to the faculty member assigned to the course for which the student will be absent.

Students are permitted to make up work for excused absences. They must contact the professor to request an excused absence and complete any missed work within 10 calendar days of the beginning of the absence.

## **Deadlines and Late Work**

Most of your graded work will be completed in class, so there aren't many deadlines.

**In-class weekly work** such as in-class writing, activities, and quizzes cannot be made up if you are absent unless you have an approved, documented excuse (see above).

For work turned in late (i.e. no extension was requested and/or the work is received after the extension deadline), I will deduct one letter grade (10 points) per day on the assignment.

## **Academic Freedom**

UNT has a robust policy regarding academic freedom and academic responsibility. Crucially, this policy encompasses not only the rights of faculty members but also the rights "of the student to freedom in learning." As a student in this classroom, therefore, you have the right to encounter and debate new ideas, diverse forms of knowledge, and unfamiliar or contrary points of view. According to UNT policy, "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." At the same time, to encourage the free exchange of ideas, and to ensure that your right to learn is protected, the tone for such discussion must always be civil and respectful; personal attacks, insults, discriminatory speech, and disrespectful approaches will not be tolerated. For more information, please consult the full UNT policy at <https://policy.unt.edu/policy/06-035>. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know.

## **Audio/Video Recording**



Although UNT is a publicly supported institution, our classroom is not a public space. Therefore, in order to protect the intellectual property and privacy rights of both faculty and students, video and audio recordings are prohibited during class. The exception is for students who have been granted explicit approval as an ODA accommodation. For more information, please consult the full UNT policy at <https://studentaffairs.unt.edu/office-disability-access/faculty/faculty-guide/accommodations-explained/Audio-Recording-Faculty.html>

## Use of Text-Generating AI

In this class, generative AI use is NOT permitted for any portion of your work. That's because this course is designed to build your own skills in analysis, reading, writing, thinking critically, and more. These are vital life skills that you cannot develop if you do not do the work yourself.

Because AI tools are increasingly built into everyday technology, they are not always obvious. **Please note that generative AI includes not just chat resources like ChatGPT, Microsoft Copilot, and Bard (etc.), but also resources like Google's and Bing's AI Overviews, Grammarly, Quillbot, and anything that says it will "help you write" or that it will polish your writing, paraphrase your writing, rearrange/combine your sentences, reduce or increase your word count, or correct a large number of errors for you all at once.** These seemingly harmless tools often do a lot more than provide answers or correct errors: by suggesting different words and different sentence structures, they change the logic and content of your argument. They also often sneak in new ideas instead of just working with what you wrote. In internet search engines, AI overviews contain frequent errors (they make up facts and sources).

If you are ever unsure about whether a resource constitutes an unauthorized use of generative AI, you should contact me to ask.

You are not permitted to wear AI glasses during any in-class quiz, graded writing response, in-class essay, or examination. It is your responsibility to get access to regular prescription glasses and bring them to class so that this won't be an issue.

## Communication Expectations

Communication is key to your success. Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you

contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Important college skill: **check your UNT email at least once per day.** Class cancelations and other announcements will be sent via email (sometimes through Canvas—sometimes not). If I need to communicate with you about your grade, missing work, or other concerns, I will also use UNT email, and it is often vital for you to respond in a timely manner.

When you need to reach me follow these practices:

- Communicate with me formally through my UNT email address: [laura.hensch@unt.edu](mailto:laura.hensch@unt.edu).
- Send emails only from your own UNT email account. Legally, I cannot respond or provide information to you if you write from a personal account because I cannot verify it is really you.
- Include the course number (i.e. ENGL 2321) in your email.
- Use appropriate salutation such as "Dear Dr. Hensch" or "Hi, Professor Hensch!"
- Treat all emails as professional communication.
- Respect the personal identities and privacy of yourself, of me, and of others.
- Think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or personal information. If your emails contain any information that causes me to be concerned for your safety or the safety of others, I am required by law to report it.
- Refrain from making personal attacks or using language that discriminates based on sex, gender, sexuality, race, ethnicity, class, and/or culture. Such language is a violation of the UNT Code of Conduct and will be reported.

*Note | I cannot discuss any information relating to academic records through email.*

## **Disruptions**

Respect the class environment by using your time effectively and helping your classmates do the same. Like you, your classmates are financially invested in this course, and they have the right to a non-disruptive environment that is conducive to learning. Disruptive behavior includes

- Using your phone (except for activities that use your phone in class and disability accommodations that you have set up with me)
- Eating an elaborate, loud, messy, or fragrant meal; snacks are okay as long as they are not disruptive through sound, sight, or smell
- Holding side conversations during lectures and discussions
- Entering late, especially when done in a noisy or distracting way
- Leaving the room during class (exceptions will be made for occasional emergencies and for those with disability accommodations)
- Being disrespectful - see "Participation and Civility"

If any student is behaving in a disruptive manner, I have the right to remove that student from class with zero credit for attendance or participation for the day.

## **Syllabus Change Policy**

I have made every attempt to provide your syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus, and announcements of changes will be made both in class and on Canvas Announcements.

## **University Policies**

### **Academic Integrity Standards and Consequences**

According to UNT Policy 06.003, [Student Academic Integrity](#), academic dishonesty occurs when students engage in behaviors including, but not limited to:

- Cheating: submitting work that is not your own (including use of generative AI)
- Fabrication: i.e. making up information/sources/passages/citations
- Facilitating academic dishonesty: helping someone else cheat
- Forgery: pretending your work is someone else's (fake doctor's notes, etc)
- Plagiarism: using someone else's words or ideas without citing it correctly
- Sabotage: setting someone else up to fail
- Submitting previously submitted work: you may not "re-use" any work from another class.

A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I am obligated to report any academic dishonesty.

In this class, I will determine a penalty on a case-by-case basis. Generally, for your first offence, you get a zero on the assignment. After a second offence, you fail the course automatically.

## Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the [Code of Student Conduct](#). The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc.

The [Dean of Students Office \(opens in a new window\)](#) enforces the [Code of Student Conduct \(opens in a new window\)](#). The Code explains:

- What conduct is prohibited
- The process the DOS uses to review reports of alleged misconduct by students
- The sanctions that can be assigned

When students may have violated the Code, they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

## Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at: [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) and the Dean of Students Office (940-565-2648).

Visit [Title IX Student Information](#) for more resources.

## ADA Accommodations

UNT makes reasonable academic accommodation for students with disabilities. To receive accommodation, follow these steps:

1. Register with the Office of Disability Access (ODA) to verify their eligibility.
2. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs.
3. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.
4. Students must obtain a new letter of accommodation every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#). You may also contact them by phone at 940.565.4323.

## Emergency Notification & Procedures

UNT uses a system called [Eagle Alert](#) to quickly provide students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.