

Course Syllabus for ENGL 3020

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Course: ENGL 3020 v2.0.(1) British Literature I: The Middle Ages,
Renaissance, and Eighteenth Century

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Description



Table of contents

Instructor & Course Information

Course Outcomes and Module Learning Objectives

Course Materials and Resources

Technical Information and Assistance

Grading and Course Work

Working with the Course Material

Grade Breakdown and Grading Scale

Module Quizzes

Close Reading Activities

Assignments

Long Paper

Exams and Proctoring

Course Policies

Engagement and Participation

Academic Integrity

Accessibility

Netiquette

Diversity Statement

Extensions

Transcript Information

Instructor & Course Information

ENGL 3020 British Literature I: The Middle Ages, Renaissance, and the Eighteenth Century (3 credit hours)

Instructor: Erica Daigle

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Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within two business days.

Catalog description: Survey of English literature from the Anglo-Saxon period through Chaucer, Shakespeare, and the 17th and 18th centuries.

Prerequisites: The satisfactory completion of ENGL 1001 or equivalent credit is prerequisite for all English courses numbered 2000 and higher.

This course will introduce you to English literature from the Anglo-Saxon period through the later seventeenth century. In each module, you will analyze important texts through historical, cultural, and literary contexts. You will demonstrate your understanding of these writings through multiple-choice and writing assessments, including a long paper assignment that will be due before the final exam. The hope is that you will gain a new appreciation for literature in English and that you will learn analytical skills to serve you in other areas of life.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes (COs)

When you complete this course, you will be able to:

1. Interpret literal and figurative meaning in various texts from the Anglo-Saxon period, the Middle Ages, the Renaissance, and the eighteenth century in Britain
2. Identify themes, literary structures and devices, conceits, and rhetorical patterns in poetry, prose, and drama
3. Write clear and specific prose with attention to grammar, spelling, and punctuation
4. Organize an argument in both shorter and longer essays that is supported by textual analysis using citations

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 01: Anglo-Saxon Heroic, Religious, and Elegiac Poetry

1. Describe warrior culture and explain how it influences Anglo-Saxon literature
2. Explain the role of Christianity in the development of Anglo-Saxon literature
3. Identify and analyze the characteristics of Anglo-Saxon poetry
4. Discuss the major themes in Anglo-Saxon literature

Module 02: *Beowulf*

1. Define *epic* and discuss how *Beowulf* fits that genre
2. Explain how the Anglo-Saxons defined heroism and identify *Beowulf*'s heroic characteristics
3. Discuss how *Beowulf* reflects Anglo-Saxon heroic culture
4. Discuss the tension between Christianity and warrior culture in the poem

Module 03: *Sir Gawain and the Green Knight*

1. Identify the contributions to English literature made by the Normans after 1066
2. Define *romance* and explain how *Sir Gawain and the Green Knight* fits that genre
3. Discuss the differences between the chivalric romance and older heroic poetry
4. Analyze the themes, imagery, and poetics of *Sir Gawain and the Green Knight*

Module 04: *The Canterbury Tales*

1. Define *estates satire* and discuss how *The Canterbury Tales* fits that genre
2. Explain Chaucer's technique of creating realistic characters whose tales match their personalities
3. Identify the meaning and message of each tale in the reading assignment and how the poem's structure reinforces this meaning
4. Discuss the narrator's attitude toward the pilgrims he describes

Module 05: Medieval Drama

1. Discuss the development of drama in the Middle Ages and define the four types of medieval plays
2. Explain how *The Second Shepherd's Play* and *Everyman* fit into the history of medieval drama
3. Describe the double plot and comedic elements of *The Second Shepherd's Play*
4. Discuss how *Everyman* enacts medieval Catholic salvation

Module 06: Renaissance and Reformation

1. Explain how literature changed with the arrival of the Renaissance in England
2. Describe the development of Protestantism in England and how it affected Renaissance writers
3. Discuss the tone, imagery, and major themes of Mary I's and Elizabeth I's writings

Module 07: *The Faerie Queene*

1. Discuss the significance of chivalry and knighthood to Spenser's epic poem and identify how the knights in the story fit the chivalric ideal
2. Explain the political and religious imagery and themes in *The Faerie Queene*, especially in the characterizations of the knights
3. Identify the allegorical elements of *The Faerie Queene*
4. Describe the form and poetic devices Spenser uses in the poem

Module 08: The Sonnet

1. Describe the development of the sonnet form
2. Analyze figurative language and rhetorical devices in sonnets
3. Identify the most commonly used sonnet conventions and imagery
4. Discuss the ways in which different poets use the sonnet form and compare their sequences

Module 09: Renaissance Drama—*Twelfth Night*

1. Explain how plays were written and produced in the Elizabethan theater
2. Describe the characteristics of Shakespearean comedy and how *Twelfth Night* fits into that category
3. Analyze the themes, characterization, language, and plot of *Twelfth Night*
4. Formulate a writing topic that can be developed into a formal essay thesis

Module 10: Renaissance Drama—*The Duchess of Malfi*

1. Discuss the characteristics of Jacobean tragedy and how *The Duchess of Malfi* fits the genre
2. Explain Webster's use of characterizations based on the humors, especially the malcontent
3. Analyze Webster's treatment of women in *The Duchess of Malfi*
4. Discuss themes, characterizations, language, and plot in *The Duchess of Malfi*

Module 11: Ben Jonson and the Cavalier Poets

1. Identify and discuss the characteristics of Ben Jonson's poetry and his influence on cavalier poetry
2. Discuss the different ways in which the cavalier poets contributed to the genre
3. Explain different conventions and themes of cavalier poetry, such as *carpe diem*, Platonic love, the royalist cause, and classical allusion

Module 12: Metaphysical Poetry

1. Identify the characteristics of metaphysical poetry and discuss poets' use of rhetorical and poetic devices
2. Explain the central importance of conceits to metaphysical poetry and analyze conceits in given poems
3. Discuss the influence of John Donne on his fellow coterie poets and on subsequent generations of the metaphysical school
4. Compare and contrast the characteristics and conceits of different metaphysical poems

Module 13: John Milton

1. Discuss Milton's view of government in his political writings and *Paradise Lost*
2. Describe Milton's conception of free will in several of his works, especially as related to Christian humanism
3. Explain Milton's use of epic conventions and biblical and classical allusion in *Paradise Lost*
4. Identify and discuss the themes, rhetorical devices, and characterizations of *Paradise Lost*

Module 14: The Age of Dryden

1. Explain the political and social changes that took place in England during the Restoration
2. Discuss the importance of Dryden to English literature and explore the themes and imagery in his works
3. Define *satire* and explain how different writers of this period applied it in poetry and prose
4. Describe the political and social implications of "imperfect enjoyment" poetry, especially in relation to Cavalier and metaphysical poetry

Module 15: The Early Eighteenth Century

1. Identify the Augustans and explain the characteristics of their poetry and prose

2. Discuss the evolution of satire in 18th-century poetry and prose
3. Identify the characteristics of mock-epic and how they apply to *The Rape of the Lock*
4. Compare Pope's use of mock-epic with other epic poems we have studied

Module 16: Liberty and Pre-Romanticism

1. Discuss different conceptions of liberty in eighteenth-century England and how different writers applied these to ideas of government
2. Describe English attitudes toward slavery, particularly in the context of contemporary ideas about freedom
3. Identify the characteristics of pre-Romantic poetry
4. Discuss the treatment of freedom and nature in pre-Romantic long poems

Course Materials and Resources

Required Materials

The following book is required for this course:

Stephen Greenblatt, gen. ed. *The Norton Anthology of English Literature*, 10th edition. 2018.

Purchase options:

- Package 1, containing *Volume A: The Middle Ages*, *Volume B: The Sixteenth Century and the Early Seventeenth Century*, and *Volume C: The Restoration and the Eighteenth Century*
 - ISBN: 978-0-393-60312-5
- Three separate volumes:
 - *Volume A: The Middle Ages*, ISBN: 978-0-393-60302-6
 - *Volume B: The Sixteenth Century and the Early Seventeenth Century*, ISBN: 978-0-393-60303-3
 - *Volume C: The Restoration and the Eighteenth Century*, ISBN: 978-0-393-60304-0

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting fifteen weeks or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. The length of your readings will vary from module to module, so be sure to look through the course before starting so that you can prepare yourself accordingly. Assignments involving longer poems, prose, and plays will take more time, and shorter poems will be a quicker read. On average, you will read between twenty and thirty pages per module. Regardless of the length of the reading, you should devote equal attention to all modules. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

In this course, writing will make up the majority of graded work. There is a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Working with the Course Material

Most of your work in this course will be written responses that will require thoughtful analysis and textual support, including a final paper that will involve a drafting process. This will require thorough and careful reading of the texts, and this includes awareness of particular literary devices and tricks of language that authors use. Therefore, it is your job to understand not only the plot points that make up the story, but also the particular tools that writers use in the eras we will study. Your Moodle course will point you to online resources that will help you recognize and interpret these elements, as well as write about them in clear, concise prose.

To appreciate how the story and the literary devices work together, it is essential that you understand the historical and cultural contexts in which these works were produced. Therefore, you should spend equal time studying the short readings that will accompany the original texts. Your assignments and exams will include questions that reference these contexts, and you will be expected to use this knowledge to interpret the readings.

You should remember that the oldest works in this course are presented in translation (from the Anglo-Saxon, or Old English); however, the texts in Middle English, such as Chaucer, are not. These works are accompanied by extensive footnotes, and reading them may take longer than you anticipate. Be sure to give yourself enough time to read them before working on your assignments, and read them more than once if you have trouble with the language. Taking notes while reading may also be helpful.

Grade Breakdown and Grading Scale

You will take two examinations in this course. A mid-course exam follows module 08 and covers all material from modules 01–08. The final exam is taken after all modules are completed and covers material from modules 09–15.

The exams consist of a combination of the types of questions on the quizzes and module assignments: multiple-choice, short-answer, and essay. You will have a maximum of three hours to complete each exam, and you will be able to use your textbook and a dictionary for the essay portion only.

Your grade will comprise the following components:

- 16 module assignments = 70 points each
- 16 quizzes = 20 points each
- 16 close reading exercises = 10 points each
- Two exams = 100 points each
- Long paper = 100 points total (topic + draft + final)

Total grade = scores weighted by the following predetermined percentages.

Grade Computation

PLEASE NOTE: *Regardless of your other grades, you must earn a passing average on the exams to pass this course. Provided you earn a passing average on the exam, your course grade will be determined as follows.*

Average of module assignments	20%
Average of quizzes	15%
Average of close reading exercises	10%
Mid-course exam	15%
Final exam	15%
Long Paper	25%

GRADING SCALE

The following grading scale applies:

97%–100% = A+
93%–96% = A
90%–92% = A-
87%–89% = B+
83%–86% = B
80%–82% = B-
77%–79% = C+
73%–76% = C
70%–72% = C-
67%–69% = D+
63%–66% = D
60%–62% = D-
0%–59% = F

Module Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the textbook and module notes. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz once, and it is not timed. Each quiz is worth 20 points. The average of your quiz grades will count for 15% of your overall grade.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Close Reading Activities

Description

In each module you will complete an H5P activity that will require you to use close reading skills. You will be asked to look at passages from the module readings and answer specific questions about language, poetic and literary devices, and meaning. Before you attempt each activity, review the process of close reading at the [Purdue Online Writing Lab site](#). For help with poetic/literary devices, check out this useful [Literary Devices site](#).

You may complete these activities as many times as you like, and they are worth 10 points each, regardless of the number of questions. You must earn a required score of 60%, or 6/10, in order to complete the activity. Within the activity, you may retry question and attempts until you receive the required score. Once you achieve 60%, you can move on to the next activity in the module. This average of your scores for this activity is worth 10% of your overall grade.

Directions

In each module, click on the H5P activity card to begin. You will be directed to a slideshow of questions for that module. You will be required to answer each question, and your score will update with each question attempt. Before submitting your answer, you may check to see if you answered correctly. If you answer a question incorrectly, you will have the opportunity to answer again. If you answer correctly, you will proceed to the next content page.

Assignments

Purpose of the Assignments

The module assignments consist of analytical questions about the readings and will require thoughtful, well constructed responses. Specific requirements are given in the assignment instructions in Moodle that specify the expected length and detail of the responses. The assignment instructions also include a detailed guide to quoting and citing different kinds of literary texts, as well as examples of how to integrate textual examples into your argument.

Your writing should also be relatively free of mechanical and spelling errors. There will be links to writing resources in the course that will help you with grammar, style, and punctuation. Please use these resources liberally if you are unsure about construction or style. You should wait until you receive feedback from your first assignment before moving on so that you can adjust to your instructor's grading methods.

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment.

Submission Guidelines

Each assignment requires written responses to short and long essay questions about the module readings. The questions will cover information in both the textbook and the module notes sections. You will enter your responses directly into Moodle, in paragraph form and with correct citations.

The assignments are worth 70 points each, and the average of your assignment grades will count for 20% of your overall grade. Your instructor will grade each completed assignment within seven calendar days. Please note that your instructor will not grade more than three assignments in a seven-day period.

Long Paper

Purpose of the Assignment

To gain some practice with argumentation and the writing process, you are required to write a critical analysis on a topic you wish to explore in any of the works we are reading in this course. This paper will be completed in three stages: the paper topic, the draft, and the final submission. Your topic must be approved by your instructor, and then you should craft a thesis statement from which your paper develops. This paper is argumentative, which means that your thesis is an opinion or claim based on your reading. You will use direct quotations and supporting details from the text to support your thesis, which you will practice in each module assignment. You should

Your thesis should be a specific question about one or more texts in relation to a broader topic. Here are some examples of broad topics in this course:

- Heroism: warrior culture, chivalry, kingship
- Genre: epic, elegy, morality/mystery plays, allegory, romance, comedy, tragedy, prose
- Cultural and historical contexts (religion, politics, social norms, gender)
- Poetic forms/conventions: close reading, sonnet, lyric, epigram, Cavalier, metaphysical, satire, pre-Romanticism, speech, autobiography
- Human relationships: love, friendship, hierarchies, inversion
- The art of writing (criticism, imagination, literary genius)
- Slavery and freedom (republicanism, individualism, democracy vs. monarchy)

For example: "Heroism in *Beowulf*" is too broad for a topic. A narrowed-down thesis statement might be, "King Hrothgar is not heroic according to the Anglo-Saxon definition of heroism in *Beowulf*." You would then find passages from the text of *Beowulf* that define Anglo-Saxon heroism, and then choose examples of Hrothgar's actions that you believe do not align with this definition.

Directions

You must first submit your thesis for approval, then a first draft of your paper, and last an edited final draft. Part of your grade will depend upon how well you revise, and part will depend on correct usage and spelling. This includes correct citations, punctuation, and grammar. Look back at your assignments and review your common mistakes before writing your draft. The timeline for submission is as follows:

- Topic submission: Module 09
- Draft submission: Module 13
- Final paper submission: Module 16

Submission Guidelines

Submissions should meet the following requirements:

- Length: 7 pages minimum and 9 pages maximum
- Formatting: Times New Roman font, double-spaced, numbered pages
- Citations: Consistent style of your choice (Chicago, MLA, APA, etc.)
- No title page or Works Cited page required

Grading Table

Assignment Criteria	Maximum Points
Topic Submission	10
Paper Draft	50
Final Paper	40
Total:	100

Exams and Proctoring

You will take two exams in this course. A mid-course exam follows Module 08 and covers all material from Modules 01–08. The final exam is taken after all modules are completed and covers material from modules 09–15.

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the final paper in order to take the final exam.

Carefully read the following information, which is also included in the exam modules in your course. Navigate to those exam modules when you are ready to take your exams.

Content

The exams consist of a combination of the types of questions on the quizzes and module assignments: multiple-choice, short-answer, and essay. You will have a maximum of three hours to complete each exam, and you will be able to use your textbook and a dictionary for the essay portion only.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- You may use your textbook and a dictionary to answer the essay portion of the exam.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with Louisiana State University at Baton Rouge. When you are ready to create your account, read and follow the [ProctorU Registration Directions](#) to register in ProctorU's system. When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- *Technical Specifications*: provides specifications and a link to [test your equipment](#)
- *How It Works*: video explaining testing process
- *Getting Started*: instructions for first time users
- *Contact Us*: provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Optional Proctored Exam Reviews

If you have completed an exam and wish to review the results of your exam attempt, you must request an exam review. Follow the instructions in each exam review module carefully in order to make sure that the exam will be available for your review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online & Continuing Education ODL](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor. You are encouraged to use the module Q & A forums to ask any questions pertaining to the contents of the module. Your instructor will make every effort to respond within two business days.

Additionally, feel free to email your instructor with any questions or concerns.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, you should use the MLA citation method. Ignorance of this citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively. To help you with formatting, I have provided a document of [guidelines for writing about literature](#) that is linked in each assignment.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Exams

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Exams must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an exam. If asked to retake an exam, you will be notified within thirty days of the original exam. Grades will be awarded on the basis of the second exam only.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No. 110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Extensions

A two-month extension of enrollment is available for a fee of \$75 for most students; however, students who enrolled at their home institution through Acadeum are not eligible and cannot receive an extension. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.



Request an extension [ENGL 3020 Extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.