Early British Gothic Literature
ENG 495: Independent Study for Andrew Marcus

Semester: Fall 2017
Course number: ENG 495
Meetings Wednesdays, time TBD

Dr. Elizabeth Tasker
Office: 260 Liberal Arts North
Office phone: 468-2487
Email address: taskerea@sfasu.edu

Course Description
ENG 495: Individual instruction, conference and research for advanced students (SFA General Bulletin). Prerequisite: 12 semester hours of English and instructor consent.

This independent study is dedicated to the study of early British gothic literature. Our focus is on texts that foreground the menacing male, often as a Byronic hero or anti-hero. A main goal of the course is to survey and analyze how oppressive forces of patriarchy and masculinity in British gothic literature reflect the anxieties and the literary aesthetics of the Romantic and Victorian eras.

In addition to reading four novels and several works of poetry, this course will include a thorough exploration of authoritative digital repositories offering access to current cutting-edge scholarship on Romantic and Victorian gothic literature, and a focused literature review on a topic of your choosing. Assignments are designed to assimilate your readings of the primary texts with seminal and current scholarship towards the creation of your own original final deliverable analyzing early British gothic literature.

Required Texts
Lewis, Matthew. The Monk
Radcliffe, Ann. The Italian
Dacre, Charlotte. Zafloya
Stoker, Bram. Dracula

Assignments
Reading Journal Reflections in d2l (11) - 20%
Web Site Analysis (7-8 pages) – 20%
Literature Review (10 pages) – 20%
Final Project: Researched Analytical Argument – 40% (Abstract 5%, Draft 10%, Final 25%)
Reading Journal Reflection
You will keep a reading journal in which to write reflections according to the schedule provided in the calendar below. Your journal should trace one or two primary cultural themes, such as courtship, family relationships, the female role in provincial society, female education, money, or another theme of your choosing. More details will be provided in a separate assignment sheet.

Web Resource Analysis
You will conduct an analysis of one or two web sites and write a 7-8 page report on your findings. More details will be provided in a separate assignment sheet. Sites can include:
Romantic Circles - [http://www.rc.umd.edu/](http://www.rc.umd.edu/)
Romanticism and Victorianism from the British Library: [http://www.bl.uk/romantics-and-victorians](http://www.bl.uk/romantics-and-victorians)
[http://www.bl.uk/romantics-and-victorians/articles/dracula](http://www.bl.uk/romantics-and-victorians/articles/dracula)

Literature Review
You will write a 10-12 page synthesized review of criticism (15 sources) on a focused topic related to early eighteenth century British gothic and one or more texts on our reading list. Details will be provided in a separate handout.

Research Project
The course will culminate with a research project on a topic of your own design. The goal of the research project is to develop a well-focused and researched academic argument on a theme found in reading journals and literature review. It will consist of three deliverables:
Abstract - 1 page (275-300 words)
Draft – 7-8 pages (2200-2400 words) of text, plus links and images.
Final project – either a web site or a conference-length paper, including 8-10 pages (2400-3000 words). Details will be provided in a separate handout.

Grading
For each assignment, I calculate grades on a numeric scale first: I use a 10 point scale for quizzes, presentations, and in-class work, and I use a 100 point scale for tests, papers, and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing
is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned. See me as soon as possible.

Late Work
If you are unable to turn in an assignment on time, you must make arrangements with me in advance of the due date. Otherwise, late work will be accepted for up to one week after the due date, but I will deduct 5 points for every day it is late.

Academic Honesty
Acts of plagiarism and/or cheating are against university policy and can result in failure and/or disciplinary action. According to the SFA policy manual, “Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.” For more specifics, please refer to the university’s policy on academic honesty:
http://www.sfasu.edu/policies/academic_integrity.asp.

Disability Services
SFA provides disabled students equal opportunity to participate in the courses, activities or programs. See Disability Services in Human Services room 325 and at http://www2.sfasu.edu/disabilityservices/.

Weekly Schedule
We will meet for 30-45 minutes once a week, on Wednesdays at a time agreed. Reading Reflections are due on Tuesdays at midnight. All other work will be done through the course d2l website as posted in the schedule below. Changes may be necessary as the course proceeds.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>W 1/17</td>
<td>Introduction – review of Gothic</td>
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<tr>
<td>2</td>
<td>W 1/24</td>
<td><em>Paradise Lost</em>, Book 1</td>
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<td>Web Site Analysis due Fri at midnight</td>
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<td>3/10-3/18</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>W 3/28</td>
<td>Dacre, Charlotte. <em>Zafloya</em></td>
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<td>Literature Review due Fri at midnight</td>
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<td>11</td>
<td>W 4/4</td>
<td>Byron, Manfred. <em>Manfred</em></td>
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<td>Abstract due Fri at midnight</td>
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<tr>
<td>12</td>
<td>W 4/11</td>
<td>Stoker, Braham. <em>Dracula</em></td>
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<td>13</td>
<td>W 4/18</td>
<td>Stoker, Braham. <em>Dracula</em></td>
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<td>14</td>
<td>W 4/25</td>
<td>Stoker, Braham. <em>Dracula</em></td>
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<td>Project Draft due Fri at midnight</td>
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<td>15</td>
<td>W 5/2</td>
<td>Project Draft Review meeting</td>
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<tr>
<td>Final</td>
<td>W 5/10</td>
<td>Final Project due Wed. 5/9 at noon</td>
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**Learning Outcomes**
By the end of this course, student will:
Know the literary characteristics and the cultural symbolism of the gothic in 18th and 19th century England.

Have a detailed understanding of the contents, contexts, literary elements, and authorial techniques in the assigned readings.

Possess familiarity in the organization and scope of current authoritative digital resources available for study and scholarship on British gothic literature.

Be able to describe issues of gender and masculinity in Romantic and Victorian culture.

Have integrated relevant literary criticism into your own theories and arguments about British gothic fiction.

Have completed a tightly-focused research project that effectively integrates primary and critical secondary sources into a research plan, abstract, and article-length study, integrating peer-reviewed digital sources and conforming to MLA style.

The above goals ensure this course fulfills these Texas program learning outcomes:

1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.
4. The student will demonstrate ability to effectively conduct literary research.
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.