ENG 510: British Literary Topics
Intertextual Austen

Semester: Spring 2020
Course number: ENG 510-625
Hybrid Course
Meets: Every other Tuesday, 6:00-8:30 pm
Room: Ferguson 292

Dr. Elizabeth Tasker
Office: 260 Liberal Arts North
Office hours: Tues 10:45 a.m.- 12:15 pm, and 5:00 - 6:00 p.m.
Wed 2:30 -5:30 p.m.,
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“All of Austen’s published works are… written for an audience who would immediately recognize both parodic and serious allusions.”

Course Description
According to the SFA Graduate Course Listings for English, ENG 510: British Literary Topics is a course designated for “Intensive study of an aspect of British literature from the Anglo-Saxon period to the present, such as form, genre, or period.”

ENGL 510 "British Literary Topics" (3 credits) typically meets once every week in 150 minute segments for 15 weeks, and also meets for a 2 1/2-hour final exam or seminar presentation. Students are expected to complete weekly reading assignments of primary, secondary, and tertiary materials. Completion and comprehension of the readings is assessed regularly through seminar style discussions, informal presentations, and a series of writing assignments. Students are required to conduct a significant literary research project, which typically includes a research plan, a major class presentation, and a final research paper of 16-18 pages. Formal written work over the course of the semester ranges from 30-35 pages. These activities average at a minimum 10-12 hours of work each week to prepare outside of classroom hours.

This section of ENG 510 is dedicated to an intertextual study of Jane Austen. We will read selections of Austen’s “Juvenalia” and three of her major novels alongside other major works of British literature to which Austen paid homage (in her quirky and playful way). By the end of our study, you will have gained detailed knowledge of Austen’s innovative writing style, her situatedness in British literary history, and numerous critical resources and response to Austen, which signify her place as the preeminent novelist of Regency England and a giant figure of literary and popular culture.
This hybrid course requires lots of reading and writing, including interactive discussions focused on the primary texts, landmark and current works of Austen criticism, and cutting-edge pedagogical theory and practice from expert teachers working in Jane Austen studies. Much of this pedagogy centers on Austen’s narrative innovations, Regency culture, and the ongoing popularity of her themes.

**Required Texts**
You need a printed copy of each of the Jane Austen novels that we will be reading, as well as the works by other authors. I recommend the Norton Critical Editions, as we will be reading some of the supplemental sections, so it behooves you to buy the editions below.

Jane Austen, *Pride and Prejudice*,
___ *Mansfield Park* (The Norton Edition has *Lovers’ Vows* in it as an appendix.)
___ *Northanger Abbey*

Frances Burney, *Cecilia*
Elizabeth Inchbald, *Lovers’ Vows*
Ann Radcliffe, *The Mysteries of Udolpho*
William Shakespeare, *As You Like It*

NOTE: Optionally, I also recommend *Catherine and Other Writings*, which contains our two first Austen readings, “The History of England” and *Love and Freindship*.

**Assignments**
Discussion (Online Posts and In-class Participation) - 20%
Replies – 10%
Critical Summary - 10%
Literature Review Essay Draft – 5%
Literature Review Essay Final – 25%
Conference Paper – 25%
Paper Presentation – 5%

**Discussion and Replies**
You are required to participate in bi-monthly discussions on D2L. These discussions will take the place of classroom discussion on the nights we don’t meet, and, as such, will require you to articulate fairly detailed responses. Each discussion will include multiple questions and will contain other instructions, such as requirements for including quotes or meeting a particular length or word count. The writing style for the discussions is less formal, more conversational, than an essay, but discussion posts should be written in complete sentences without spelling errors. Strive for clarity, detail, and insightfulness. Note that you can edit a discussion post even after you have posted it.

For each discussion, you will start your own thread in which you compose and post a response directly to the discussion topic. If the discussion topic contains multiple questions, you should number your answers within your post. In addition to your own post, you are required to write at
least one reply to a post from one of your peers. Both your threads and your replies should
demonstrate that you have read the texts closely and thoughtfully.

You will receive two grades for each discussion: one for your main thread and one for your
reply. You only have to post one reply, but your reply must engage with your peer’s comments
in a thoughtful manner. Of course, you can reply to more than one person’s post if you like.

**Critical Summary**
You will write one short (2 page) critical summary over one of the secondary sources that I have
provided. Details will be provided in a separate handout.

**Literature Review Essay**
At 12-15 pages, the Literature Review Essay is the biggest writing task of the semester. It will require
finding and evaluating 15 peer-reviewed sources (print and digital) on a well-defined topic of your
choosing within Austen scholarship. You will then write a literature review essay in which you
summarize and synthesize this scholarship, putting the authors in conversation with each other and ending
your own observations and potential avenues for developing your own argument. Details will be
provided in a separate handout.

**Conference Paper and Presentation**
Based on your research in the literature review, as well as your own tightly-focused analysis of
some aspect of Jane Austen’s work, you will write a conference-length (7-8 page) essay, which
you will present to the class on final exam day. Details will be provided in a separate handout.

**Learning Outcomes**
By the end of this course, students will:
- Have a general understanding of the cultural position of the female in late-eighteenth and
- Know the literary characteristics and the cultural function of the novel in England and how
  Jane Austen helped shape that tradition.
- Know the generic and literary traditions that Austen drew from, mixed, and parodied.
- Have a clear grasp of how Austen pays tribute and appropriates the styles of particular
  authors, including Burney, Shakespeare, Richardson, and Radcliffe.
- Have developed a detailed understanding of the contents, contexts, literary elements, and
  authorial techniques in the assigned novels.
- Be able to describe Austen’s novels in detail and from multiple critical approaches.
- Have integrated relevant literary criticism into your own arguments on Austen’s fiction.
- Have completed a tightly-focused, original research project that effectively integrates
  primary and critical secondary sources into a research plan, abstract, and article-length
  research paper conforming to MLA style.
- Have presented a conference-length paper in our classroom mini-conference.

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.

Grading
For each assignment, I calculate grades on a 100 point scale. 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.

Participation & Punctuality
Regular class participation is required. As this is a hybrid course, you need to be present for meeting days and also in the online discussions. We will alternate face-to-face meetings with online meetings as per the course calendar. Once I get if figured out, you may attend the face-to-face meetings via ZOOM.
More than two absences will constitute the lowering of your final grade by five points for each class missed. The exception to this would be a documented medical issue.

If you are unable to complete an assignment on time, you must make arrangements with me in advance of when the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. In the case of unforeseen lateness, contact me as soon as possible. For unexcused late work, I will deduct 5 points for every day of the work-week in which it is late.

Other Course Policies
The number one rule in my course is to treat others respectfully. I welcome lively discussion, but please be mindful about your statements and aware of others’ rights and needs to speak as well. Feel free to articulate in your discussion posts, but please be sensitive to readers who potentially hold opposing viewpoints. I reserve the right to delete anything that I deem inappropriate from the course page.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

ALSO NOTE THAT YOU MAY NOT USE PAPERS THAT YOU YOURSELF HAVE WRITTEN FOR OTHER COURSES.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**AARC**

Writing tutors are available in the SFA Academic Assistance and Research Center on the first floor of the library and through the AARC web page. See the SFA AARC web page for more information: [http://library.sfasu.edu/aarc](http://library.sfasu.edu/aarc)

**Weekly Schedule**

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<th>Week</th>
<th>Class Date</th>
<th>Assignments</th>
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| 1    | No meeting | Review syllabus, read the following PDFs: Katie Halsey’s “Jane’s Reading”  
Start reading *Cecilia* |
| 2    | T 1/21     | Discuss syllabi, “Jane’s Reading,” “History of England”  
Introduce major assignments |
| 3    | No meeting | Read, Post, Reply  
1. PDF excerpt of Richardson’s *Pamela*, PDF of Austen’s “Love and Freindship,” PDF of Gilbert and Gubar  
2. Post a thread to the Discussion Board by midnight on Tuesday, 1/28  
3. Post a reply to at least one thread by Thursday, 1/30 |
| 4    | T 2/4      | Come to class prepared to discuss *Cecilia* (hopefully you have finished it!) |
| 5    | No meeting | Read, Post, Reply  
1. Pride and Prejudice Vol I and II  
3. Post a thread to the Discussion Board by midnight on Tuesday, 2/11  
4. Post a reply to at least one thread by Thursday, 2/13 |
| 6    | T 2/18     | Pride and Prejudice Vol III  
Elaine Bander, “From *Cecilia* to *Pride and Prejudice*”  
Deborah Kaplan, “Mass Marketing Jane Austen: Men, Women, and Courtship in Two Film Adaptations” |
| 7    | No meeting | Read, Post, Reply  
2. Post a thread to the Discussion Board by midnight on Tuesday, 2/25  
3. Post a reply to at least one thread by Thursday, 2/27 |
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<tr>
<th>Week</th>
<th>Class Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8</td>
<td>T 3/3</td>
<td>“As You Like It” and “Lover’s Vows”</td>
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<td>Sa 3/7</td>
<td>Spring Break</td>
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<td>Su 3/15</td>
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<td>9</td>
<td>T 3/17</td>
<td>Mansfield Park, Vol II and III, Critical Essay TBD <strong>Critical Summary due.</strong></td>
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| 10   | No meeting | Read, Post, Reply  
2. Post a thread to the Discussion Board by midnight on Tuesday, 3/24  
3. Post a reply to at least one thread by Thursday, 3/26 |
| 11   | 3/31       | Mysteries of Udolpho, Vol. II & III |
| 12   | No meeting | Read, Post, Reply  
2. Post a thread to the Discussion Board by midnight on Tuesday, 4/7  
3. Post a reply to at least one thread by Thursday, 4/9 |
| 14   | No meeting | **Literature Review Essays due** |
| 15   | 4/27       | **Film Viewing and Discussion OR Peer Review?** |
| Final| T 5/5      | **Conference Papers due. Austen Mini-Conference: Paper Presentations**  
6:00 or 7:00? |