English 4348: Women Writers
British Women Writing in the 1790s

Semester: Fall 2023
Course and Section: ENGL 4348-001
Meets: TTh 3:30-4:45
Room: Ferguson 183

Instructor: Dr. Elizabeth Tasker
Office: 203 Liberal Arts North
Office hours:  Tues 2:30-3:30 p.m.,
              Wed 1:30-3:00 p.m.,
              Thurs 9:30 a.m.-11:00 p.m
Office phone: 468-2319
Email address: taskerea@sfasu.edu

Course Description
According to the SFA General Bulletin, ENGL 4348 consists of “close study of American, British and/or world literatures by women writers. This upper-level course may be arranged according to literary period, genre, theme and/or selected writers.”

Prerequisites: ENG 3381 and nine semester hours of English.

This semester we will explore British women writers of the 1790s through a “coffee-talk” approach. By this, I mean that we will engage in new historicist methods to guide close-reading, class conversations, and the collaborative composition of literary zines. Emulating eighteenth-century British sociability and club culture, you will work in groups meeting in imagined Regency-era venues, such as coffee shops, salons, and domestic tea tables, to discuss British women authors of the 1790s and their publications. Through this coffee talk model, you will study and research the literature and prepare deliverables designed to meet 4000-level course goals and program learning outcomes.

ENGL 4348 (3 credits) meets twice each week in 75-minute segments for 15 weeks, and for a 2-hour final presentation. Students are expected to complete weekly reading assignments of primary and critical materials. Completion and comprehension of the readings is assessed through quizzes, group activities, and individual writing assignments. Students will conduct a significant literary research project, collaborate on a final group project/presentation, and produce formal writings totaling 25 pages. This class averages about 6-8 hours of work each week to prepare outside of classroom hours.
Textbooks
Required:
Ann Radcliffe. *Romance of the Forest*
Mary Wollstonecraft. *Maria, or the Wrongs of Woman.*
Maria Edgeworth. *Belinda*
Optional:
Elizabeth Tasker Davis, *Wit, Virtue, and Emotion: British Women’s Enlightenment Rhetoric*
Jane Austen, *Catherine and Other Stories.*

Course Goals
Upon completion of this course, students will be able to:
- Describe the cultural, political, and social contexts of the 1790s addressed by landmark and lesser-known works of British women writers.
- Describe the socio-literary significance of writings on education by three major eighteenth-century women authors representing different sociopolitical perspectives.
- Through written deliverables and class participation, demonstrate close reading and analysis of literary and thematic constructs in three important novels of the 1790s by major British women authors.
- Produce a researched, conference-length academic argument about a key theme of the 1790s as represented by a woman writer of the Regency era.
- Demonstrate detailed understanding of 1790s British sociability and literary club culture through the collaborative creation and publication of a literary zine representing a composite sociopolitical perspective of literary culture and life in 1790s Britain.

The above goals ensure this course fulfills these program learning outcomes:
1. The student will demonstrate the ability to analyze works accurately through close reading.
2. The student will demonstrate the ability to conduct and apply effective textual research.
3. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes.

Assignments
Personal Response Narrative Essay (3 pages) 10%
Reading Quizzes (8-10) 15%
Close Reading Passage Analyses (2) (4 pages each) 30%
Researched Literary Analysis Essay (8 pages) 30% (abstract 5%, draft 5%, final 20%)
Group Project: Literary Zine (12-15 graphical pages/slides) 15%

Personal Response Essay
The personal response essay will allow you to summarize, analyze, and respond to critical readings about and discussion of British women’s identities, roles, and activities in the 1790s. A detailed assignment sheet will be provided.

Reading Quizzes
To ensure preparation and comprehension, there will be unannounced in-class quizzes of the material throughout the semester. Some of these will be completed on your own; others will be done in your
groups. Keep up with the reading. **These quizzes cannot be made up without documentation of the absence for a university-approved reason.**

**Close Reading Passage Analyses (2)**
Over the course of the semester, you will write two close reading passage analyses and responses. You will choose passages by two out of three authors (Radcliffe, Wollstonecraft, Edgworth) to write about. A detailed assignment sheet will be provided.

**Researched Literary Analysis Essay**
After conducting research, you will write an original academic argument in which you present your own ideas about a cultural issue concerning women writers from the course supported by primary and secondary textual evidence. A detailed assignment sheet will be provided. Deliverables will include 1) an abstract with bibliography, 2) a peer-review draft, and 3) a final draft.

**Group Project - Zine**
This will be a group project in which you will develop a team identity and—acting as a group of editorial eidolons—plan and create an inaugural edition of a literary magazine. The project deliverables will consist of a multi-modal digital document, a group presentation over your concept, and a short reflection essay from each group member. A detailed assignment sheet will be provided.

**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 written English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

**A – 90-100%** On essays and written responses, 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%** On essays and written responses, 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%** On essays and written responses, 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 as assigned.
Attendance & Punctuality
Class attendance is required. You are allowed three absences with no penalty. **Missing more than THREE classes can result in your final grade being dropped ten points for every day that you are absent.** For example, if your GPA for the class is 92, and you miss six classes without documented excuses, your final grade will be reduced by 20 points to a 72. Note that excused absences require official documentation. See university policy on guidelines for excused absences. Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you come in after I take role, immediately after class be sure to speak with me or hand me a note about the reason for your lateness. This note will ensure that I add you to the role that day if it is appropriate. Continued lateness will start to count as absences.

Missed Class and Late Work
I will not repeat information given in class to those who were late or absent, and you cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence. Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due and have what I view as a compelling reason to be granted an extension (depending on the circumstances). 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.

Other Classroom Policies
The number one rule in my classroom is to treat others respectfully. The number two rule is to put your best efforts toward enjoying what we are doing. Come prepared and stay awake. I welcome lively conversation on the topic of discussion. Please avoid outside distractions, including the urge to TEXT. Silence your cell phones upon entering class. If you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from noon to 8 p.m. You can also make an appt. by calling 468-4108.

Academic Honesty
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**AI POLICY FOR THIS COURSE**

If you use AI, or any other outside source for your written work, you must cite it. If you copy any text from any source, including ChatGPT, the copied text must be enclosed in quotation marks or formatted in a block quote AND attributed with a parenthetical citation. You should not have any block quotes from ChatGPT/Al longer than three lines. If you use ChatGPT or any other AI tool for brainstorming, even if you paraphrase the ideas generated, you must cite the tool as the source. If you use AI to generate artwork, you must cite the tool. **If you use ChatGPT or any other AI tool, you must include it in a “Works Consulted” section at the end of your deliverable along with a full disclosure of how you used it.**

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Weekly Schedule

Readings are due on the date listed. Changes may be made as the course proceeds.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 8/29</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Th 8/31</td>
<td>Tasker, from “A Revolution in Mood”</td>
</tr>
<tr>
<td>2</td>
<td>T 9/5</td>
<td>Tasker, from “On the Page” and “In Sociable Venues”</td>
</tr>
<tr>
<td></td>
<td>Th 9/7</td>
<td>Hannah More, <em>Structures</em>, “Tawney Rachel,” “The Servant Man Turned Soldier”</td>
</tr>
<tr>
<td>3</td>
<td>T 9/12</td>
<td>Mary Wollstonecraft, <em>Vindication of the Rights of Women</em></td>
</tr>
<tr>
<td></td>
<td>Th 9/14</td>
<td>Maria Edgeworth, <em>Practical Education</em> and “Essay on the Art of Self Justification”</td>
</tr>
<tr>
<td></td>
<td>Th 9/21</td>
<td><em>Romance of the Forest, Vol. 1</em>, chaps 3-7</td>
</tr>
<tr>
<td>5</td>
<td>T 9/26</td>
<td><em>Romance of the Forest, Vol. 2</em>, chaps 8-14</td>
</tr>
<tr>
<td></td>
<td>Th 9/28</td>
<td><em>Romance of the Forest, Vol. 3</em>, chaps 15-19</td>
</tr>
<tr>
<td>6</td>
<td>T 10/3</td>
<td><em>Romance of the Forest, Vol. 3</em>, chaps 20-23</td>
</tr>
<tr>
<td></td>
<td>Th 10/5</td>
<td><strong>Close reading of Radcliffe passage due</strong></td>
</tr>
<tr>
<td>7</td>
<td>T 10/10</td>
<td>Mary Wollstonecraft, <em>Maria, or the Wrongs of Woman</em>, Vol 1, preface-chap 4</td>
</tr>
<tr>
<td></td>
<td>Th 10/12</td>
<td><em>Maria, or the Wrongs of Woman</em>, Vol 1, chaps 5-8</td>
</tr>
<tr>
<td>8</td>
<td>T 10/17</td>
<td><em>Maria, or the Wrongs of Woman</em>, Vol 2, chap 9-Conclusion</td>
</tr>
<tr>
<td></td>
<td>Th 10/19</td>
<td>Maria Edgeworth, <em>Belinda</em>, Vol. 1 chaps 1-2. <strong>Close reading of Wollstonecraft passage due</strong></td>
</tr>
<tr>
<td>9</td>
<td>T 10/24</td>
<td>Maria Edgeworth, <em>Belinda</em>, Vol. 1 chaps 3-10</td>
</tr>
<tr>
<td>10</td>
<td>T 10/31</td>
<td><em>Belinda</em> Vol 2, chaps 13-18. <strong>Close reading of Edgeworth passage due</strong></td>
</tr>
<tr>
<td></td>
<td>Th 11/2</td>
<td><em>Belinda</em>, Vol 2, chaps 19-23</td>
</tr>
<tr>
<td>11</td>
<td>T 11/7</td>
<td><em>Belinda</em>, Vol 3, chaps 24-27</td>
</tr>
<tr>
<td>12</td>
<td>T 11/14</td>
<td>Intro to Austen’s Juvenalia</td>
</tr>
<tr>
<td></td>
<td>Th 11/16</td>
<td>Intro to Abolition literature <strong>Historicized Literary Analysis - peer review draft due</strong></td>
</tr>
<tr>
<td>13</td>
<td>S 11/18</td>
<td>THANKSGIVING BREAK</td>
</tr>
<tr>
<td></td>
<td>S 11/26</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>T 11/28</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Th 11/30</td>
<td>Group work <strong>Historicized Literary Analysis – final essay due</strong></td>
</tr>
<tr>
<td>15</td>
<td>T 12/5</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Th 12/7</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Th 12/14</td>
<td>1:00-3:00 pm. <strong>Presentations and Literary Magazine – Inaugural Editions due.</strong></td>
</tr>
</tbody>
</table>
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741