

English 5306
Women in British Novels
Spring 2020

Instructor: Dr. Laura Payne
Office: MAB 114
Office Hours: By appointment)

Email: lbutler@sulross.edu
Phone: 837.8744/837.8151

Required Texts:

The Wife of Bath's Tale by Geoffrey Chaucer

Roxanna by Daniel Defoe

Pride and Prejudice by Jane Austin

Wuthering Heights by Emily Bronte

Jane Eyre by Charlotte Bronte

Tess of the D'Urbervilles by Thomas Hardy

A Room with a View by E.M. Forster

Course Description: English 5306 is an intense, graduate-level literature course. During the semester, we will explore the introduction and then development of the female voice and protagonist in British novels as she developed from Chaucer in the Middle Ages through the turn into the twentieth century. These novels offer glimpses into the history and culture of the British view to women, as well as varied examples of authorial voices between the genders as they explore the strengths and challenges of the female experience in a time when women's place in fiction (both as authors and characters) is developing. The object of this course is to delve into the novels and attempt to appreciate the complexities of the characters, their cultures, and their authors' intents in drawing the fascinating characters. Students will further appreciate British fiction, both in terms of the cultures and authors that produce it and the elements of fiction techniques which illustrate it.

Course Objectives: Students in English 5306 will:

- examine the historical development of British novels during the era of the Booker Prize;
- analyze pedagogical, research, and theoretical methodologies inherent in the literature;
- understand literary techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
- prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
- develop the appropriate language for expert navigation of the genre and the academic discussion of British novels as a genre;
- prepare professional documents which reflect careful and successful rhetoric;
- communicate carefully, fully, and successfully via an online environment.

Marketable Skills:

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

Student Learning Outcomes:

SLO 1 – Students will demonstrate a critical understanding of the significance of major authors, literary works in different genres, and definitive literary movements in literature, theory, and writing, as focused by their programs.

SLO 2 – Students will demonstrate the ability to critically analyze and interpret literature, theory, and writing, as focused by their programs.

SLO 3 – Students will demonstrate the ability to conduct and utilize research methodologies in the study of literature, theory, and writing, as focused by their programs.

First Class and Beyond:

On the first class day, I will post opening/welcoming remarks and suggestions for getting started in the course. On subsequent days, please check announcements for instructions, lectures, and answers to class questions, which will be posted each class day (i.e. Monday-Friday) when necessary and/or appropriate. Much of my “lecturing” occurs in the announcements. I will be “off-line” on the weekends, which will begin by 12 p.m. Fridays and continue until 12 p.m. Mondays. Office hours are by appointment, although, as department chair, I am in much of the week during business hours. I will be “off-line” during the week after 3 p.m. daily (i.e. look for email responses within 48 hours—or check the announcements, as I often answer general course questions there).

Coursework

****Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. Please contact Tim Parsons if you have technical problems or questions.****

****Blackboard only works best in Firefox, Chrome, or Safari (rather than Explorer).**

The vast majority of this course will be completed via the writing about and discussion of readings and concepts. We will read and write about selections from the required texts for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester's work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write two essays and an annotated bibliography. You will also complete a course journal that will hold course materials generated this semester. The course journal will consist of only assigned writings in the form of “elements.” You will participate in directed discussion boards, which will contain conversations about the assigned readings. These also serve as the class participation component of the course, as they include assigned items such as and in particular analytic participation (i.e. comments and reactions to one another's writing) and will largely determine the course grade. You will, finally, write a timed final examination, which will synthesize the semester in analytic writing.

****I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend the approximately three hours a week working on this course, with additional time for the actual reading and writing of the manuscripts, etc. determined by your personal reading and writing pace—just as you would for an onsite course.**

Detailed Assignment Description:

Discussion Boards—The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting around a seminar table with one another and talking about our readings, writings, thoughts, and reactions to the coursework. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately **five hundred words**. Responses to posts should be approximately **two hundred words**. You will substantively respond to two posts. Respond to posts which have not already received two responses yet. DO NOT respond to a post with two responses already unless you have no other options. The discussion boards will improve our communication skills and practice of methodologies/pedagogies of literature through improved abilities to articulate our growing knowledge-base and expertise in the field.

Readings—The readings for the course involve, naturally, novels representing and featuring both female authors and, most significantly, female protagonists. Thus, we will be able to read great and varied examples of literature as a way to understand and critically appreciate the development and currency of the female character in British prose literature. I will also post lectures for you to read, in which I will impart ideas regarding the field, often tied to my own teaching and writing life. This all allows us to increase confidence in our writing and analytic abilities as a way into teaching of reading and writing. The novels are quite heady, so please create a strict reading schedule and stick to it to ensure you do not fall behind.

Primary Source Analysis Essay—The essay will follow a detailed assignment which asks you to examine and critically analyze one or more of the novels in terms of its content, authorship, technical and literary elements, cultural significance, etc.. The essay will be 3-5 pages in length and formatted using MLA. Detailed assignment will be found in the course module under “assignments.”

Research Essay—This essay will further analyze the genre by writing a fully researched critical analysis of one or more of the pieces read this semester. Potential subjects might include theoretical readings, pedagogical approaches, literary analysis, authorial intents, cultural criticism, etc. The essay will be 12-20 pages long and follow the MLA requirements for formatting and citations. The detailed assignment will be found in the course module under ‘assignments.’

Annotated Bibliography—The assignment will ask that you create a bibliography of five potential secondary sources for the research essay. The annotations will be summary annotations and feature an abstract of the research essay with sources found credibly via library indexes. Consult the detailed assignment found under the assignments tab.

Final Examination—The final examination will be closed-book essay prompts in a timed environment. The explanation and prompts will appear under the assignments tab.

Assignments: Students in English 5306 will be required to follow the reading, writing, and discussion environment schedule as presented in the syllabus and be prepared to discuss assignments at the “class period” in which they are due. Students will be expected to write assignments consistently and timely, as this online course only works as well as the students completing the work. **Again, the online course works best if you do the work at the time it is assigned—I have found that the course works much, much better if we are all working in tandem.**

The formal assignments will be weighted as follows:

Primary Source Essay	20%
Research Essay	30%
Discussion Boards	20%
Annotated Bibliography	20%
Final Examination	10%

Total

100%

Grades: English 5306 will be graded on a scale of 100 with an A=90-100, B=80-89, C=70-79, D=60-69, and F=59 and below.

Attendance: As this is a web-format course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the readings and writing assignments. *If you miss due dates, I will not expect others in the class to consider your work in arrears. If you fail to participate in a discussion board during the assigned timeline, you will miss out on a major component of your discussion board grade. If you see a zero attached to your discussion board, you may **not** make it up—move on to the next available discussion board. Late work on all assignments **except** discussion boards will result in an automatic ten points being taken off your grade; thus, if you received a B on an assignment, it will be reduced to a C. I do not accept any late work for this course after the final exam period has ended. If your manuscript is late, it will **not** be workshopped by the class, as this would disrupt the work schedule for the entire course.*

****Please note that this course necessitates that students complete discussion boards and major assignments on the day on which the assignments are made. Thus, discussion boards must be posted by 7 p.m. on Tuesdays and responses be posted by midnight on Thursdays. This will ensure that the course's discussions move forward timely and with minimum inconvenience to your fellow students. Thus, if you miss the assignment, you will not be able to make it up and will lose the credit. Please move on to the next one.**

Late Work: Assignments (with the exception of discussion boards as discussed above) that are turned in late receive a 10-point deduction, regardless of how late the work is. Thus, an assignment that is graded at a B will be automatically reduced to a C, if the assignment is late. Assignments are due as listed in the schedule. Assignments turned in at any time after the posted due date and time are considered late. Please let me know in advance if you are experiencing a problem. I will not accept any late work after the final examination period for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of late or missed work.

The Learning Center: The Learning Center is an academic support service available to all Sul Ross students. I strongly encourage you to make the center an integral part of your writing process by visiting the tutors frequently during the semester. The benefits of such visits are readily apparent in your work. The Center is located on the first floor of the library

For distance students, we offer online tutoring via Blackboard. Reserve 48 hours for the process.

Disabilities Statement: Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Academic Ethics: Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

Miscellaneous yet Important:

If, for any reason, you require accommodations for the successful completion of this course, please let me know as soon as possible so that we may make arrangements.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691.

I require that all discussions of our work remain tactful, sincere, and highly ethical. Take the time with one another's ideas that you would wish taken with your own. If you do not feel up to this challenge, please find another course.

My office hours are, of course, "cyber" hours, although I will be available on campus at Sul Ross during above listed hours, as well. Please do not hesitate to call the office phone. Or, I can provide further numbers and arrange more convenient times to speak as necessary. I will answer emails within 48 hours of receiving them (with the exception of weekends), so please do not wait until the last moment to ask questions. Also, please check the announcements for the class each day—I often address course issues and give suggestions and directions there, as they affect all students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***If the course requires students to take proctored exams or to purchase additional***

software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Discussion Board 4: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Five

Read: *Pride and Prejudice* by Jane Austin

Discussion Board 5: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Six

Primary-Source Analysis Essay Due!

*Read detailed assignment research essay and assignment for annotated bibliography

Read: *Pride and Prejudice* by Jane Austin

Discussion Board 6: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Seven

Read: *Wuthering Heights* by Emily Bronte

Discussion Board 7: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Eight

Read: *Wuthering Heights* by Emily Bronte

Discussion Board 8: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Nine

Read: *Jane Eyre* by Charlotte Bronte

Discussion Board 9: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Ten *Annotated Bibliography Due

Read: *Jane Eyre* by Charlotte Bronte

Discussion Board 10: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Eleven

Read: *Tess of the D'Urbervilles* by Thomas Hardy

Discussion Board 11: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Twelve

Read: *Tess of the D'Urbervilles* by Thomas Hardy

Discussion Board 12: Answer the prompt as listed in Blackboard. Respond to 2 posts!

****Check Announcements!!**

Week Thirteen **Research Essay Due!

Read: *Tess of the D'Urbervilles* by Thomas Hardy

Discussion Boards 13: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

****Check Announcements!!**

Week Fourteen

Read: *A Room with a View* by E.M. Forster

Discussion Boards 14: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

****Check Announcements!!**

Week Fifteen

Read assignment for final examination

Read: *A Room with a View* by E.M. Forster

Discussion Board 15: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

****Check Announcements!!**

Week Sixteen

****Final Examination Due Wednesday at 11:55 p.m.**

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