**English 2320:  British Literature since 1785 Syllabus**

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**Meet Your Instructor**

Chad Hammett received his B.A. (English, History) from The University of Texas at Austin and his MFA in Fiction from Texas State University.  His thesis, a novel, was a semi-finalist for the William Faulkner - William Wisdom First Novel Award. He won the Brown Fellowship for Texas Artists and Writers from the Vermont Studio Center and was a 2009 finalist for the Artist Foundation of San Antonio Awards.  In 2013, UT Press published his book *2 Prospectors: The Letters of Sam Shepard and Johnny Dark*.  He has taught at Texas State since 2002.

**Required Texts**

* *Northanger Abbey* by Jane Austen
	+ ISBN 978-0-14-143979-2 ([also available for free online](https://www.gutenberg.org/ebooks/121%22%20%5Ct%20%22_blank))
* *Pygmalion* by George Bernard Shaw
	+ ISBN 978-1-4165-0040-7 ([also available for free online](https://www.gutenberg.org/ebooks/3825%22%20%5Ct%20%22_blank))
* *Regeneration* by Pat Barker
	+ ISBN 978-0-452-27007-7 (must be purchased)

NOTE ON CLASS TEXTS:

In an effort to keep student costs down, and since many of the texts we’ll be reading are in the public domain, much of the course reading I’ve chosen is available to you for free.  For the books listed above, you are welcome to get the print versions of each text or find them on your own, as long as you find the full text and not a shortened (abridged) version. (*Northanger Abbey*and *Pygmalion*can also be found online for free – links are provided in the course content; *Regeneration*must be purchased.)  It might be helpful to download Kindle and iBooks apps on smartphones or tablets, though you can also read texts on any computer screen.

**Learning Outcomes**

The Department of English has adopted student learning outcomes for general education courses in writing and literature and for all degree programs in English.  You will find these outcomes at [http://www.english.txstate.edu/about/learning.html](http://www.english.txstate.edu/about/learning.html%22%20%5Ct%20%22_blank)  Please review the outcomes for the course/program in which you are enrolled.

**Course Goal**

In addition to the objectives listed in the Sophomore Literature Syllabus, our goal will be to see how literature in general and British Literature (after 1785) in particular connects to our own lives as people living on this planet.

**Course Procedure**

I’ve tried to make this course as straightforward as possible.  The course is divided into ten lessons.  For each lesson, you’ll read the information I’ve provided as part of the lesson, including all linked material (unless I’ve noted that the material is optional) and the literary text(s) for that lesson.  Once you’ve finished the reading, you complete the assignment for that lesson. I’ll grade the assignments promptly as set out in the course guidelines.  Submissions that do not meet the requirements as set out in the assignment will be returned with comments on how you may improve your lesson for resubmission.

​**Important Note:**One big advantage we have in a course like this is the ability to work one on one.  I have set the course up so that you have the ability to form opinions about the texts you read based on the guidance given in the lessons.  If I provided summaries of the texts, then you wouldn’t have to read the texts yourself in order to do the assignments.  Similarly, if I gave my compete analysis of a text, then you wouldn’t have the opportunity to judge it for yourself.**Your written assignment responses are what start our conversation.  I’ll comment upon your paper and we’ll continue the dialogue as long as is necessary to clear up any questions regarding the reading, and in order to prepare for the research paper and the final.**

**Forums**

Each lesson has a corresponding forum in the class TRACS site under the tab “Forums.”  If, for example, you have a question about the reading in Lesson 2, then you can post under the “Lesson 2 Forum,” Feel free to post comments as well as questions about the reading for me (or others taking the course) to answer. ​

**Grading**

Your final grade will be based on my evaluation of the following:

Assignment                                                    % (100 total)

Assignments 1-10                                                     5% each

Research Paper                                                         25%

Final Exam (cumulative)                                          25%

Grading Scale:

|  |  |
| --- | --- |
| **90-100** | **A** |
| **80-89** | **B** |
| **70-79** | **C** |
| **60-69** | **D** |
| **Below 59** | **F** |

**Assignments**

At the end of each lesson, you are asked to write a short paper on a question or questions that allows you to formulate your response to the text and synthesize the lesson material with the text/s you’ve read.  Be thorough in your explanations with plenty of specific examples to help your prove your point.

**Research Paper**

You will write one out-of-class research paper, which MUST meet the specifications discussed on the assignment.  The paper can be turned in at any point between receiving a graded Lesson 7 from me and the taking of your final exam.

**Final Exam**

We will have one cumulative final exam in this course.  The exam will have a multiple-choice section, and a few short essays.  The multiple-choice questions come from both the readings and the lesson content.  The short essay questions mainly address things I’ve asked you to consider as you read.  As with the Lesson Assignments, it’s important to be thorough in your explanation and to give as many specific details as you can.

List of Lessons:

Lesson 1         Romanticism/Wordsworth

Lesson 2         Byron *Don Juan*

Lesson 3         Austen *Northanger Abbey*

Lesson 4         Victorians/*A Christmas Carol*

Lesson 5         Angel of the House/“Goblin Market”

Lesson 6         The Victorian Gentlemen/*The Strange Case of Dr. Jeckyll and Mr. Hyde*

Lesson 7         Research Paper Topic Assigned

Lesson 8         Modernism/“The Love-Song of J. Alfred Prufrock

Lesson 9         *Pygmalion*

Lesson 10      Sassoon & Owen/*Regeneration*

**Communication Policy**

According to "Seven Principles for Good Practice in Undergraduate Education," faculty-student contact is very important.

Accordingly, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to e-mail me by using the Mail tool in the left navigation bar. (It is important to keep all mail related to this course contained within this TRACS site.)

My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

**Free Tutoring Resources**

A variety of free tutoring resources are available for students enrolled in correspondence courses.

All correspondence students have access to several hours of [free online tutoring from Smarthinking](http://www.correspondence.txstate.edu/students/tutoring.html%22%20%5Ct%20%22_blank) for subjects ranging from grammar and writing to mathematics and Spanish. Free online tutoring for writing-related assignments is also available from the [Texas State Writing Center](http://www.writingcenter.txstate.edu/%22%20%5Ct%20%22_blank).

For information on accessing these resources, please visit the Office of Distance and Extended Learning's Free Tutoring page.

Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center (SLAC)](http://www.txstate.edu/slac/%22%20%5Ct%20%22_blank) on the fourth floor of Alkek Library and from the [Math Lab](http://www.math.txstate.edu/resources/lab.html%22%20%5Ct%20%22_blank) in Derrick 233.

**TRACS Technical Support**

Texas State's [Information Technology Assistance Center (ITAC)](http://www.tr.txstate.edu/itac.html%22%20%5Ct%20%22_blank) provides phone and LiveChat technical support for TRACS 24 hours a day, seven days a week, 365 days a year.

To take advantage of these services, visit ITAC online or call 512.245.ITAC (4822).

Note also that a number of online TRACS tutorials are available from [TRACS Facts](http://tracsfacts.its.txstate.edu/%22%20%5Ct%20%22_blank).

Before beginning this online course, it is recommended that you review the[minimum hardware and software requirements](http://www.tr.txstate.edu/itac/student-support.html%22%20%5Ct%20%22_blank) and other important information available on the ITS Course Information page.

**Using Wikipedia**

As a tool for scholarly research, Wikipedia can be either a grade-killer or a valuable friend, depending on who you ask and what you hope to accomplish using it. What is fairly certain is that your professor won't let you cite it in a scholarly research paper.

There are a few common reasons why you can’t site Wikipedia:

* Wikipedia is a general encyclopedia. At the collegiate or university level, your professors are looking for more than general rudimentary material. General encyclopedias usually give baseline information, the type of common knowledge that isn't usually cited. Academic subject-specific encyclopedias will often provide more scholarly and citeable information.
* There is often no way to know who is editing the entries in Wikipedia or what his or her level of expertise is.
* You cannot be sure that the content is “permanent” (although you can look at the revision history on the History page).
* You cannot be sure that the content meets standards of academic rigor. One of Wikipedia’s main principles is that it strives for a neutral point of view (which it abbreviates to NPOV). This standard states that all articles should strive to “represent…all significant views on each topic fairly, proportionately, and without bias.” The problem is that in any knowledge endeavor, much less a collaborative and ad hoc venture like Wikipedia, deciding what's neutral and having something reviewed for NPOV can be controversial undertakings and too uncertain to meet standards of academic rigor. However, having such a debate take place publicly on Wikipedia makes for interesting talk-page reading and for a good pros-and-cons debate.

Two other Wikipedia policies relevant to academic rigor are its verifiability and “no original research” policies.

**Tips for Using Wikipedia Effectively**

Use Wikipedia to get a general overview, and follow the references it provides as far as they can take you.

Look at the Discussion tab to see if the article you’re reading is part of a WikiProject, meaning that a group of people who care about the subject area are working in concert on its content. They may not be experts on the subject, but signing onto a WikiProject implies a writer has more than a casual interest in it.

If it is part of a WikiProject, see if it has been rated. Articles in WikiProjects go through a type of peer review. This is not the same type of peer review your professor talks about regarding scholarly research, but even such a limited review does at least imply that someone from the WikiProject has looked at the article at some point and assigned a quality rating to it. In any case, to be fairly sure that a Wikipedia article expresses what laypeople might need to know to consider themselves reasonably informed, look for a rating of B/A or above.

**Additional Resources**

You may wish to consult any or all of the following for additional help in finding and evaluating sources:

* [Wikipedia assignments](http://en.wikipedia.org/wiki/Schools_and_universities_project%22%20%5Ct%20%22_blank)
* Wikipedia’s [Neutral Point of View guideline](http://en.wikipedia.org/wiki/NPOV%22%20%5Ct%20%22_blank)
* Wikipedia on [verifiability](http://en.wikipedia.org/wiki/Wikipedia%3AVerifiability%22%20%5Ct%20%22_blank)
* Wikipedia on [original research](http://en.wikipedia.org/wiki/Wikipedia%3ANo_original_research%22%20%5Ct%20%22_blank) ([example](http://en.wikipedia.org/wiki/Wikipedia%3AWikiProject_Africa/Assessment%22%20%5Cl%20%22Quality_scale%22%20%5Ct%20%22_blank))
* Wikipedia: [Peer review](http://en.wikipedia.org/wiki/Wikipedia%3APeer_review%22%20%5Ct%20%22_blank)
* [The Seven Steps of the Research Process](http://www.library.cornell.edu/olinuris/ref/research/skill1.htm%22%20%5Ct%20%22_blank). A resource designed to answer questions about evaluating sources of information.
* [Critically Analyzing Information Sources](http://campusgw.library.cornell.edu/resrch/intro%22%20%5Cl%20%222Findingbooks%2Carticles%2Candothermater%22%20%5Ct%20%22_blank). This resource lists some of the critical questions you should ask when you consider the appropriateness of a particular book, article, media resource, or Web site for your research.
* [Distinguishing Scholarly from Nonscholarly Periodicals: A Checklist of Criteria](http://campusgw.library.cornell.edu/newhelp/res_strategy/evaluating/scholar.html%22%20%5Ct%20%22_blank). This resource shows how to evaluate periodicals by looking at their format, intended audience, and appearance.
* [Evaluating Web Sites: Criteria and Tools](http://www.library.cornell.edu/okuref/research/webeval.html%22%20%5Ct%20%22_blank). This resource lists ways to analyze the Web sites you find.
* [Evaluating Resources and Evaluating Web Resources](http://campusgw.library.cornell.edu/newhelp/res_strategy/evaluating/evaluate.html%22%20%5Ct%20%22_blank). These resources, available on the Introduction to Research page at the Cornell University Library Web site, provide additional information.
* [Five Criteria for Evaluating Web Sites](http://www.library.cornell.edu/okuref/research/webcrit.html%22%20%5Ct%20%22_blank). This resource offers a table of suggestions.

Using Wikipedia. The Digital Literacy Project by Cornell Information Technologies. 19 May 2015. <[https://digitalliteracy.cornell.edu/tutorial/dpl3222.html](https://digitalliteracy.cornell.edu/tutorial/dpl3222.html%22%20%5Ct%20%22_blank)>

**Correspondence Course Information**
As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information (.pdf)](https://tracs.txstate.edu/access/content/group/3ef9627f-3a9d-4ae5-0060-c9c6f479b23d/Correspondence%20Course%20Information.pdf%22%20%5Co%20%22Open%20a%20new%20window%22%20%5Ct%20%22_new) page as well as the [Correspondence Studies Student Handbook](http://www.correspondence.txstate.edu/students/student-handbook.html%22%20%5Co%20%22Open%20a%20new%20window%22%20%5Ct%20%22_new).

**Students with Special Needs**

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we strive to provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](http://www.ods.txstate.edu/%22%20%5Ct%20%22_blank), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](http://www.correspondence.txstate.edu/%22%20%5Ct%20%22_blank) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

**Academic Integrity**

The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the Texas State Student Handbook, Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other projects, which are to be submitted for purposes of grade determination. Cheating means engaging in any of the following activities:

* copying from another student’s test paper, laboratory report, other report or computer files, data listing, or programs;
* using, during a test, materials not authorized by the person giving the test;
* collaborating, without authorization, with another person during an examination or in preparing academic work;
* knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
* substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
* bribing another person to obtain an unadministered test or information about an unadministered test;
* purchasing, or otherwise acquiring and submitting as one’s own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.
Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.
Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Please cite all unoriginal material through the use of standard bibliographical practice. [[https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/%22%20%5Ct%20%22_blank)]  Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action.  In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.