Meet Your Instructor

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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](#))
- *Pygmalion* by George Bernard Shaw
  - ISBN 978-1-4165-0040-7 ([also available for free online](#))
- *Regeneration* by Pat Barker ([available for purchase](#) in print or electronic formats)
  - ISBN 978-0-452-27007-7 (must be purchased)

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. Please note the following:

- You are welcome to get the print versions of each text listed above or find them on your own online, as long as you find the full text and not a shortened (abridged) version.
• The first two, Northanger and Pygmalion, are available for free on computers and e-readers (search for Project Gutenberg versions). If you decide to read them on your computer, keep in mind that these selections are lengthy and may be more challenging to read on a computer screen.
• In addition to the texts above, you will find links to numerous other readings throughout Modules.

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**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). Please review the outcomes for the course/program in which you are enrolled.

**General Education Core Curriculum (Code 090)**

**Communication Foundational Component Outcomes**

Students will examine ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

**Core Objectives/Competencies Outcomes:**

• **Critical Thinking**  
  o Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

• **Communication**  
  o Students will effectively develop, interpret and express ideas through written, oral and visual communication.

• **Social Responsibility**  
  o intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

• **Personal Responsibility**  
  o Students will relate choices, actions and consequences to ethical decision-making.

This syllabus supplements the general Sophomore Literature Syllabus, available online at [http://www.english.txstate.edu/studentres/syllabus/sophomore.html](http://www.english.txstate.edu/studentres/syllabus/sophomore.html)

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**Course Description**

In sophomore literature at Texas State University, you will read and analyze literary texts; develop an appreciation of literature as an art form; and gain an understanding of the role of literature in its historical, social and cultural contexts.
Sophomore literature at Texas State University-San Marcos consists of six three-hour courses, distinct by nationality/geography and time period:

**English 2310: British Literature before 1785.** Representative authors and works of British literature from the beginnings through the Neoclassical Period.

**English 2320: British Literature since 1785.** Representative authors and works of British literature from the Romantic period to the present.

**English 2330: World Literature before 1600.** Representative authors and works of literature from the ancient world to the early modern world. Readings may come exclusively from the Western tradition or from various literary traditions, such as those of Africa and Asia.

**English 2340: World Literature since 1600.** Representative authors and works of literature from the modern world. Readings may come exclusively from the Western tradition or from various literary traditions, such as those of Africa and Asia.

**English 2359: American Literature before 1865.** Representative authors and works of American literature from the beginnings through the Civil War.

**English 2360: American Literature since 1865.** Representative authors and works of American literature from the Civil War to the present.

All six sophomore literature courses share the following defining characteristics:

- They emphasize survey, rather than specialized, knowledge about literature.

This basic knowledge gives you the facility to ask increasingly sophisticated questions of literary texts.

- They equip you with basic tools of textual analysis, teaching you to read literature closely with attention to form, syntax, and language.

- They heighten your awareness of literature as art and its capacity to order experience in aesthetically pleasing and moving ways.

- They place literary works in context—historical, social, cultural—exploring particular works as a record of human experience and as part of a definable tradition.

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**Course Description**
In sophomore literature at Texas State University, we will read and analyze literary texts, develop an appreciation of literature as an art form, and gain an understanding of the role of literature in its historical, social and cultural contexts. The course includes representative authors and works of British literature from the Romantic Period to the present. We’ll try to arrive at a definition (if possible) of the term “Representative” as well as the word “British.” In addition, we’ll do our best to determine how British Literature—particularly its values and biases—helped shape the world in which we live today. We’ll also practice some of the skills necessary for academic success in all disciplines.

Course Goal

In addition to the objectives listed in the Sophomore Literature Syllabus (see above), 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.

Writing Intensive Designation

Undergraduate courses for which at least 65 percent of the grade must be based on written exams or assignments, and at least one assignment must be 500 words or more in length. Writing intensive is a designation intended to address the writing policy for undergraduate degree programs.”

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 will complete the assignment for that lesson. As set out in the course guidelines, I’ll grade the assignments promptly. 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 complete 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.

Grading

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% (100 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments 1-10</td>
<td>50% (5% each)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading scale:

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

Assignments/Lessons

Assignments

At the end of each lesson, you are asked to write a short paper on a question(s) 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 prove your point.

Please note the following:

- You are not allowed to submit more than two assignments per week.
- You may not resubmit an assignment after it has been graded.

Research Paper
You will write one out-of-class research paper (minimum 1000 words), which MUST meet the specifications discussed for the assignment. The paper can be turned in any time between receiving your grade on the Lesson 7 Assignment and taking your final exam.

**Final Exam**

We will have one cumulative final exam in this course. The exam has a multiple-choice section (40%), and a few short essays (60%). 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.

**Lessons**

The following lessons can be found in Modules:

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 at ch34@txstate.edu if you have any concerns, questions, or problems. 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.

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**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.

**Do Not Cite Wikipedia**

There are a few common reasons why you can’t cite 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 citable 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 Talk tab in Wikipedia 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 on [original research](https://en.wikipedia.org/wiki/Wikipedia:Original_Research) (example)
- [Critically Analyzing Information Sources](https://owl.english.purdue.edu/owl/resource/270/01/). 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.

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**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](https://www.txstate.edu/disability_services), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](https://www.txstate.edu/extension) at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

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**Academic Integrity**

The Texas State University 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/] 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.