



UNIVERSITY OF  
CALGARY

COURSE TITLE: Jane Austen from Film to Book			
Course Number	ENGL 388 01	WINTER 2020	
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Karen Bourrier	Email	Karen.bourrier@ucalgary.ca
Instructor Email Policy	Most emails will be responded to within three days		
Office Location	SS 1140	Telephone No:	n/a
Office Hours	Tuesdays 2pm to 4pm		
Class Dates/Times/Location	Mondays and Wednesdays, 9:30am to 10:45am, SS 109		

## Course Description

At the time of her death in 1817, Jane Austen had a modest following among a few critical readers. Two hundred years later, she is a pop culture phenomenon. Austen is a multi-million pound literary brand with new merchandise and new adaptations of her novels produced every year. In this course, we will analyze Austen's novels and the popular culture that surrounds them. We will read three of Jane Austen's most popular novels--*Pride and Prejudice*, *Emma*, and *Sense and Sensibility*--as both literary critics and fans. What literary techniques did Jane Austen pioneer? Why are her novels still so popular today? Do we read Austen for the romance or the realism? How can one author belong to both high culture and pop culture? Will the real Jane Austen please stand up?

## Texts and Readings

Austen, Jane. *Emma*. Peterborough, ON: Broadview Press.

---. *Pride and Prejudice*. Peterborough, ON: Broadview Press

---. *Sense and Sensibility*. Peterborough, ON: Broadview Press

\*NB: these texts are available as discounted package at the campus bookstore.

## Course Objectives

- To be able to identify and analyze literary terms and devices contributing to Austen's style
- To articulate why Austen is important today, and learn what makes a successful adaptation of Austen's novels through studying adaptations and creating one
- To gain an understanding of the historical context of Austen's novels, and to appreciate this context through experiential learning
- To participate in high-level discussion of the novels and their adaptations through team-based learning

## Grading System: Specifications Grading

This course will use specifications grading for evaluation. Students will determine which final grade they would like to aim for, consult the bundle of assignments for each grade, and plan their workload accordingly. Students will earn their final grade according to the number and type of assignments they

complete to the specifications. Students must meet ALL of the requirements to earn a specific grade level. Rubrics for each item will be available on D2L at least two weeks in advance of the assignments.

Plus or minus grades will be awarded to students who complete most but not all of the tasks in the next grade up. For example, a student who meets all the criteria for a “B”, but receives a grade of 65% on the midterm, could receive a C+ depending on the overall quality of their work. Exceptional work in all completed categories may result in a half grade higher. Final grade decision rests with the instructor.

There are no extra credit assignments in this course.

For more information on specifications grading, see Linda Nilson, *Specifications Grading* (Stylus Publishing, 2016).

### A Level

- Complete page-to-scene analysis according to specs on rubric
- Earn a minimum of a B+ (77%) on the midterm
- Earn an A on team-based learning for high level group participation
- High level participation in group creative project according to specs
- High level participation in the final ball and at least two other experiential learning components of the class
  - Complete critical reflections on at least two of these experiences

### B Level

- Earn a minimum of a B- (70%) on the midterm
- Earn at least a B on team-based learning for consistent attendance and group participation
- Participate in group creative project according to specs
- Participate in the final ball and at least one other experiential learning components of the class
  - Complete a critical reflection on at least two of these experiences

### C Level

- Earn a minimum of a C- (60%) on the midterm
- Earn at least a C on team-based learning for consistent attendance and group participation
- Participate in group creative project according to specs
- Participate in at least two of the experiential learning components of the class

### D Level

- Earn a minimum of 50% on the midterm
- Earn a minimum of a pass on the team-based learning
- Participate in group creative project according to specs
- Participate in at least one experiential learning component

### F Level

- Does not meet the minimum requirements for a D

## Late, Missed and Subpar Assignments

Every student has two days of grace that can be used for any written component of the course (critical reflections or final papers). This eliminates the need to request extensions and allows you some flexibility in managing your workflow.

Each student will also receive one “resubmit” on a written assignment (either a critical reflection or final paper) that does not meet the minimum criteria for a pass as specified by the rubric. To receive credit, students must revise to specification within five days (including weekend days) of receiving a resubmit.

After you have used your two days of grace and one resubmit, you are automatically down to the lower grade level. In the case of very serious extenuating circumstances (e.g. chronic illness, hospitalization, a death in the family, please contact me either before or on the day of the missed assignment or experiential learning component to make alternate arrangements for evaluation).

There are no retakes on the exam, and no substitutions for in-class experiential learning components. (Students may still receive an A level in the course while missing one experiential learning component.)

## Assignments:

### Midterm

A multiple-choice midterm examination covering all three of the novels as well as adaptations and literary terms and ideas covered in class will be held in Week 10 of class. See grade bundles for information on the level you must achieve on this exam to earn a specific final grade.

### Team-Based Learning

A major goal of this class is to foster critical thinking and discussion skills within a collaborative environment. In order to do so, we will be working in teams, assigned by the professor via an online survey in the second week of class, in order to analyze the assigned texts. At the end of class, teams will evaluate each member using a rubric that accounts for attendance, preparedness, and participation in team discussions. I will also take into account a self-evaluation based on the same rubric.

### Creative Group Project

In the team-based learning groups, students will work to produce creative adaptations of our final novel, *Sense and Sensibility*. You may choose to present the story as a YouTube Video, a board game or a card game, a graphic novel or any other format you as a group propose. To take part in this group project, **you must be in class in weeks eleven and twelve**. If you cannot attend due to extenuating circumstances (e.g. death in the family, serious illness), email me in advance to make alternate arrangements.

### Experiential Learning

A major goal of this class is to have students gain a deeper understanding of the history of the Regency period and its influence on Austen’s novels. To that end, we will be participating in four experiential learning components throughout the class, ranging from Regency card games to Regency dance, and culminating in a final ball on April 8<sup>th</sup>. Students will have the opportunity to think about what they have learned in a critical reflection after the games, dance, and ball components.

## Page-to-Scene Analysis

In 1,000 words, analyze the way that a director translates one of Austen's scenes from the book to film. Alternately, you may choose to analyze a scene that never appears in the novel, and offer an explanation for why the director includes it. Full assignment and rubric to follow.

## COURSE SCHEDULE

### Week One

- Monday January 13: Jane Austen's Shopping Cart (on Pinterest)
- Wednesday January 15: *Pride and Prejudice* (pages 43 to 92)

### Week Two

- Monday January 20: *Pride & Prejudice* (pages 93 to 160); Men, Women & Marriage
- Wednesday January 22: *Pride & Prejudice* (pages 161 to 234); entailment, primogeniture, and professions for men

### Week Three

- Monday January 27: *Pride & Prejudice* (pages 235 to 314); flat characters vs round characters
- Wednesday January 29: *Pride & Prejudice* (pages 315 to 385); narratology, minor characters, and character space

### Week Four

- Monday February 3: Ending of *Pride and Prejudice*; *Bridget Jones and Lizzie Bennet Diaries* (screened in-class; episodes 1, 2 and 30)
- Wednesday February 5: Experiential Learning: Jane Austen's Games

### Week Five

- Monday February 10: *Emma* (pages 50 to 144); The Unlikeable heroine; reflection on experiential learning due midnight on D2L
- Wednesday February 12: *Emma* (pages 145 to 232); Narratology and Free Indirect Discourse

## Reading Week

### Week Six

- Monday February 24: *Emma* (pages 232 to 327); politeness theory & the episode at Box Hill
- Wednesday February 26: *Emma*; Romantic and Familiar Marriage (pages 327 to 405)

### Week Seven

- Monday March 2: Adaptations of *Emma*: *Clueless* + *Emma Approved*; narratology and the unnarratable
- Wednesday March 4: Experiential Learning: Regency Dance

## Week Eight

- Monday March 9: *Sense & Sensibility* (pages 41 to 130); “Sensibility” in the 18th and early 19th centuries; Reflection for experiential learning (Regency Dance) due by midnight on D2L
- Wednesday March 11: *Sense & Sensibility* (pages 131 to 212); Bourdieu, Taste and Cultural Capital

## Week Nine

- Monday March 16: *Sense & Sensibility* (pages 213 to 303); the Fallen Woman
- Wednesday March 18: *Sense & Sensibility* (pages 304 to 381)

## Week Ten

- Monday March 23: **Midterm exam**
- Wednesday March 25: Creative Projects

## Week Eleven

- Monday March 30: Creative Projects; reflection on experiential learning for Regency Dance Due
- Wednesday April 1: Creative Projects Publication Day

## Week Twelve

- Monday April 6: Experiential Learning: Research and planning for Final Ball (this counts as participating in one experiential learning component but there is no reflection for this activity); **Paper Due** (for A-Level bundle) by midnight on D2L
- Wednesday April 8: Final Ball in Gallery Hall, TFDL

## Week Thirteen

- Monday April 13: Easter Monday
- Wednesday April 15: Last Day of Classes; Experiential Learning Reflection due for Final Ball on D2L by midnight

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **Scribe and Muse Club for English Students:**

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students.  
<http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboyn@ucalgary.ca](mailto:maboyn@ucalgary.ca).

Find The English Pages research guide here:

[https://library.ucalgary.ca/sb.php?subject\\_id=52619](https://library.ucalgary.ca/sb.php?subject_id=52619)

**Follow the Department of English on Facebook & Twitter:****Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

**Student Accommodations:****ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

[ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf> .

**Emergency Evacuation/Assembly Points:** <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act:** <http://www.ucalgary.ca/legalservices/foip>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Contact for Students Ombudsman’s Office:** <https://www.ucalgary.ca/student-services/ombuds/role>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference – please participate in USRI Surveys."

**PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- b) parts of the work are taken from another source without reference to the original author,
- c) the whole work (e.g., an essay) is copied from another source, and/or,
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

## **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.html> "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.