



## HPR 147

Jane Austen, Good Judgment, and You!

Tuesdays/Thursdays 11-12:15  
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Chafee 225: 10:30-12  
or by appointment

"IF A BOOK IS WELL WRITTEN, I ALWAYS FIND IT TOO SHORT." – JANE AUSTEN

GEN ED: HUMANITIES &amp; WRITING

Jane Austen's novels rank among the finest in the English language, yet few beyond Shakespeare can rival the breadth and depth of her timeless legacy. She's everywhere! And one of the aims of this course is to show you how that's the case.

While *Pride and Prejudice* and *Persuasion* show up all over the place on coffee mugs, calendars and bookmarks, Austen's deeper significance may lie in the psychological and philosophical depth of her perceptions about human motivation, cognition, and behavior.

We will read, discuss, and write about the novels in expected ways, but we will also think hard about why Jane Austen's legacy endures in a culture that is radically different from her own. We'll delve into the stories themselves, closely and with attention to specific detail. And we'll watch a movie adaptation of each novel in class, considering how the film version interprets Austen's stories and characters, how each uses formal techniques to convey expressive qualities, how they deal with the central role of judgment from the novels, and whether they are faithful adaptations of the novels themselves.

On top of conventional reading and writing, our class will subdivide into smaller groups (based on info you provide to me about yourself), each of which among other things will be responsible for designing and teaching an entire class on one of the novels. Student led classes have been creative and inspiring over the years, and I expect you will continue that tradition!

In the end, I hope you will come to appreciate not only Austen's genius as a writer but also her status as an astute observer of human conduct – with an impact that transcends the age into which she was born.

## WHAT'S IN THIS SYLLABUS?

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Books  
Movies  
Funky Resources

Books (these editions are required)

*The Annotated Pride and Prejudice*. Revised and expanded edition, ed. David Shapard (2012).

*The Annotated Persuasion*. Ed. David Shapard (2010)

Movies (to be viewed in class; will also be on reserve)

Pride and Prejudice (BBC Miniseries 1995)

Persuasion (Screen Two Movie 1995)

Funky Resources and other film adaptations

The Lizzie Bennet Diaries <https://www.youtube.com/user/LizzieBennet>

Lost in Austen (TV Mini-series 2008)

Jane Austen at The Republic of Pemberley <https://pemberley.com/>

Giant Colin Firth Statue from P&P BBC series

[https://www.youtube.com/watch?v=NpnCwgZU\\_rM](https://www.youtube.com/watch?v=NpnCwgZU_rM)

Bride and Prejudice (Feature Film, Bollywood style adaptation 2004)

Bridget Jones' Diary (Feature Film, loose adaptation 2001)

Pride and Prejudice (The "Kiera Knightley version" - Feature Film, 2005)

Persuasion (BBC Adaptation, 2007)

Pride and Prejudice and Zombies (novel; Feature Film, 2016)

## GOALS and GEN ED outcomes!

Apply and combine concepts of literary interpretation

→ Identify structure, perspective, setting, character, theme

Recognize different models of thinking at work in character development

→ Identify cognitive, moral and aesthetic forms of judgment

Develop an approach to exploring the novels and movies

→ Pose questions; make and support claims; undertake comparisons

Search for contemporary manifestations of Austen's legacy

→ Conduct research; identify impact on other genres and popular culture

Create and lead an entire class period with a small group

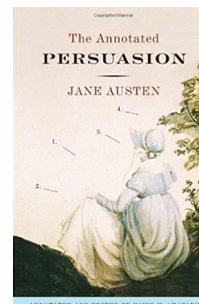
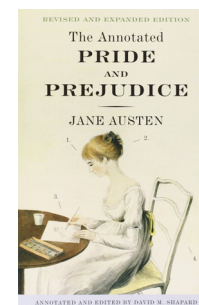
→ Isolate key aspects of novel; develop creative teaching methods

Recognize and employ conventions of good writing

→ Use standard grammar, syntax, voice; write to specific audiences

Produce written products that display evidence of shaping and polishing

→ Attend to and incorporate instructor and peer feedback in drafting



## How am I given feedback and grades in this course?

### Mini Paper Warm Up (One paper, 800-1200 words) – 10% of final grade.

This is a low-stakes writing exercise designed to frontload early practice and extensive feedback before you start to work on longer papers. You will write a very short essay using the first 12 chapters of *Pride and Prejudice*. This allows us to calibrate reading and writing expectations without the pressure of lugging around an uncertain grade. By following directions and submitting on time, you receive an A grade on this short essay.

### Major Papers on the Novels (Two papers, 2500 -3000 words each) – 45% of final grade.

These papers form the backbone of your writing for the course and can be drafted and redrafted in response to continuous feedback. They are not research papers but instead require you to use the book extensively and directly to support your claims and analysis. Each paper examines one of the novels and will analyze how different kinds of judgments work in relation to the literary aspects of the novel. You are provided with prompts that give you a choice as to how approach these intersections in each novel. Again, you will be provided with opportunities to think about and prepare these papers in class, and will receive extensive feedback on your initial draft.

### Class Leadership (Guided writing using variety of prompts) – 25% of final grade

Each of you will be assigned to small groups very early on; among other things, each group takes charge of one whole class day and designs a variety of methods for teaching peers about the chosen emphasis, focus, or theme for the day. Your group must do more than a mere presentation; you should:

- (a) Engage in background research about Austen's legacy in contemporary culture
- (b) Select a focus based on that research and come prepared to teach the class using innovative, illuminating, and relevant techniques aimed at enhancing your peers' understanding of your topic
- (c) Create a one-page summary of your leadership plan
- (d) Reflect individually in writing, using a guided prompt, on the aims and results of your group's class leadership plan; provide thoughtful feedback in writing on individual contributions to your group as well as your own contribution
- (e) Provide thoughtful feedback in writing about other group-led classes

### Film Adaptation Paper (One paper, 2000-2500 pages) – 20% of final grade

This last paper allows you to compare one of the film adaptations (either *Pride and Prejudice* or *Persuasion*) to the novel, using a specific, pre-determined, evaluative perspective that you develop yourself in consultation with me and peers. This paper should be tightly focused but can approach the comparison from a great variety of angles.

**Grading Scale** (used for each assignment. URI final grade can only go to A; but assignments may be graded as A+ and that will be averaged in as such)

A+ 98	B+ 88	C+ 78	D+ 68
A 95	B 85	C 75	D 65
A- 92	B- 82	C- 72	F 62 or lower



## Accommodations

If you have special needs such as those involving a learning disability, physical accommodation, or health-related concerns of any kind, please reach out to Cheryl during the first week so that we can arrange appropriate measures for you to flourish in this class. Same goes for athletes, musicians, artists, and others who function as ambassadors for the university - please provide your excused absence dates and forms ASAP in the term.

## Overwhelmed?

Communicate with me: If life intervenes and you are overwhelmed, please consider letting me know. I can help you to avoid making bad choices (missed deadlines, missed exams, etc.) when life gets hectic. I understand that challenges occur. Reach out! [cheryl@uri.edu](mailto:cheryl@uri.edu) 401-874-4022

Use the Writing Center: You can bring your essay drafts to the Writing Center if you are worried about your grammar and prose style as a writer. Check our deadlines and schedule appointments in advance! Don't wait until the last minute. <https://web.uri.edu/aec/writing/>

Consult the Counseling Center: The Counseling Center in Roosevelt Hall offers expert services for students who struggle with myriad life issues. It is perfectly natural to find college life deeply unsettling, especially at the beginning or at moments of change. <http://web.uri.edu/counseling/>

Find other humans to hang with: Some of life's great conversations grow out of shared struggles, including things like course papers and group projects, but why face the demons alone? Try the 193 Degrees coffee house in the Memorial Union for companionable navel gazing, or take in a concert, a play, a lecture by a visiting scholar, a basketball game, a dance. Join a club! Go on a student trip!

## Regarding Attendance:

Consistent attendance is expected; your grade will be negatively affected if absences become frequent or patterned (more than 3). I do not, however, penalize you for an occasional absence. Please try to alert me ahead of time, or leave a message, if you find you cannot make it one day.

## Technology in Class:

Most of our work in class involves consulting the hard copy of our novels, engaging in group discussion, watching films, and participating in peer-organized learning activities. For this reason, our default mode will be no-tech: please turn off cell phones, tablets, laptops and other electronic devices before class - no messaging or consultation of anything electronic please (unless you are entitled to a machine for reasons of disability, you are an EMT on call, or a parent/caregiver). We will at times have writing workshop days or other sessions requiring use of a computer in class - you are given ample notice to bring a machine on such days. Otherwise, penalty for consulting tech in class: first time = sing to class (or if your phone rings we answer it); second time = meet with Dean of Students for violating class conduct policy. Violation recorded as behavioral infraction; permanent.

## Academic Honesty:

All submitted work must be your own. Papers on the novels are not research papers and should rely exclusively on your own use of the books. For leadership preparation and the final film adaptation paper, if you consult other sources (articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will fail the assignment. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 - 8.27.21 of the [University Manual \(web.uri.edu/manual/\)](http://web.uri.edu/manual/).

## Class Preparation:

I expect you to have finished each novel by the date indicated, not after, and to participate knowledgeably and fully during in-class activities, of which there are many! Honors courses are less about lectures and more about student-directed learning, so please adhere to the schedule of assignments and readings (next page) in planning your time prior to class. This will make the most of what is offered!

## Tardiness:

If you are seven or more minutes late for class you must sing or recite poetry, perform a brief dramatic monologue, tell a good joke or otherwise entertain us. You have a six-minute grace period. After that, you're on. Chronic lateness will be treated as a behavioral problem and addressed formally as a violation of class policy. I am also subject to this penalty. Alas!

## And while we're on behavior:

Call me old fashioned but I believe in respectful communication in the classroom. Does this mean you must treat all interpretations as equal? No. Does this mean you must agree with everything everyone says? No. Does this mean you can't critique a viewpoint you judge to be misguided or unsupported by the course material? No. Does this mean I discourage dissent? Never!

But it does mean we should strive for civility in addressing each other, and show some consideration for the fact that other peoples' views may be upsetting or provocative at times. Consider offering your thoughts as collaborative gifts of mind, honestly rendered, not bombastic missiles of uncertain aim. And conversely, receive constructive feedback from peers and from your instructor as offered in your own interests, with generous goodwill, and the intention to empower you in reaching the goals you have set for yourself. Learning how to offer and receive good critical feedback is a hallmark of an educated person - let's cultivate those skills together during the term!

## PRIDE AND PREJUDICE

Novel must be completed by Tuesday Sep. 26

Date	Class Content	Preparation, Checkpoints, Deadlines
R Sep 7	Introduction Course Overview	
T Sep 12	Introduce forms of judgment: cognitive, moral, aesthetic	<u>Checkpoint:</u> should be finished with Vol. I of Pride and Prejudice
R Sep 14	Introduce literary touchpoints: Structure, perspective, setting, character, theme	<u>Preparation:</u> review Chapters I-XII in Vol I of Pride and Prejudice
T Sep 19	Workshop: Writing a College Paper	<u>Preparation:</u> bring computer plus hard copy of first paragraph for Mini-paper to work on in class  <u>Checkpoint:</u> should be finished with Vol. II of Pride and Prejudice
R Sep 21	Workshop: Writing a College Paper	<u>Preparation:</u> bring computer and hard copy of Mini-paper draft to class
<b>T Sep 26</b>	Pride and Prejudice – seminar discussion	<u>Deadline:</u> Mini-paper (hard copy) due in class  <u>Deadline:</u> should be finished with Vol III, i.e., Pride and Prejudice completed
R Sep 28	Pride and Prejudice – seminar discussion	
T Oct 3	PP Group 1 Leadership Session	<u>Checkpoint:</u> Begin to prepare Major Paper on Pride and Prejudice
R Oct 5	Film and Discussion – BBC Pride and Prejudice	
T Oct 10	Film and Discussion – BBC Pride and Prejudice	
R Oct 12	Writing Workshop: Pride and Prejudice paper	<u>Preparation:</u> Bring computer and printed draft of Pride and Prejudice paper to class
T Oct 17	Film and Discussion – BBC Pride and Prejudice	
<b>R Oct 19</b>	Film and Discussion – BBC Pride and Prejudice	<u>Deadline:</u> Major Paper (hard copy) on Pride and Prejudice due in class
T Oct 24	Film and Discussion – BBC Pride and Prejudice	<u>Checkpoint:</u> should be making progress in reading Persuasion
R Oct 26	Comparison of Film to Novel – Seminar Discussion	<u>Preparation:</u> make list of comparative points that interest you
T Oct 31	PP Group 2 Leadership Session	<u>Checkpoint:</u> should be most of the way through Persuasion

## PERSUASION

Novel must be completed by Thursday November 2

Date	Class Content	Preparation, Checkpoints, Deadlines
R Nov 2	Persuasion – Seminar Discussion	<b>Deadline:</b> Persuasion must be complete
T Nov 7	Persuasion – Seminar Discussion	
R Nov 9	Writing Workshop: Persuasion paper	<u>Preparation:</u> bring computer and hard copy of first paragraph for Major Paper on Persuasion to class
T Nov 14	PER Group 1 Leadership Session	
R Nov 16	Writing Workshop: Persuasion paper	<u>Preparation:</u> Bring computer and printed draft of Persuasion paper to class
T Nov 21	Film and Discussion – 1995 Feature Film Persuasion	
T Nov 28	Film and Discussion – 1995 Feature Film Persuasion	<b>Deadline:</b> Major Paper (hard copy) on Persuasion due in class
R Nov 30	Comparison of Film to Novel – Seminar Discussion	Preparation: make list of comparative points that interest you
T Dec 5	PER Group 2 Leadership Session	
R Dec 7	Wrap Up: Austen's novels and their adaptations	
M Dec 11		<b>Deadline:</b> Final/redrafted versions of Major Papers due in hard copy to Cheryl
T Dec 19 11:30-2:30	Film Adaptation Paper Workshop - Optional	<b>Preparation:</b> bring computer and hard copy draft of Film Adaptation paper
R Dec 21		<b>Deadline: Film Adaptation Paper due via SAKAI by noon</b>

### TIME MANAGEMENT

One of the most challenging aspects of starting college – or undertaking a course like this, which requires quite a lot of independent reading, writing, and activity preparation – is figuring out how to manage course demands in balance with other areas of your life.

The **URI Academic Enhancement Center** offers far more than course-related tutoring or writing assistance; it provides Academic Skills Development through targeted coaching just for you. Consider reaching out to them for an appointment if you'd like some guidance in structuring your time and obligations: <http://web.uri.edu/aec/academic-coaching/>

Another exciting opportunity to learn about effective study, time management, and academic success will take place on Thursday, September 28 from 7-8:30 pm in Edwards Hall! Dr. Saundra Maguire, a national expert on student learning, will offer a student workshop called **Metacognition: The Key to Acing Courses**. Thousands of students have benefitted from this workshop: Dr. Maguire teaches you how to re-frame your thinking about how you learn – and thus how to restructure your study time, approach to revision, and test-taking. I encourage you to attend!

Do please use  
your  
resources!

