



Tuesday, November 15, 2011

General Education and I-Series Course Submission and Review

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ENGL202 Literature of the Western World II: Renaissance to Modern

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General Information

Title	Literature of the Western World II: Renaissance to Modern
Course Number	ENGL202
College	ARHU - Arts and Humanities
Department	English
Submitted By	Thomas Colborn Moser Jr

CORE Information

CORE Fundamental Studies	No
CORE Distributive/Advanced Studies	(HL) - Literature
CORE Diversity	No

General Education Information

Fundamental Studies	None
Distributive Studies	Humanities

Diversity None

Course Questions

General Questions

Please give a brief description of the course:

This course covers literature from a period spanning nearly five centuries, beginning with the Renaissance and concluding with literature of the 20th and 21st centuries. Students will explore important themes and literary techniques in the evolution of Western literature from the Renaissance to the present day. This is the period of print publication, of industrialization, of the questioning of religious, political, intellectual, and cultural authority—in short, the modern era.

Please list any pre- or co-requisites for this course:

None

If there are pre- or co-requisites, please justify them with respect to their appropriateness for a General Education course:

N/A

Please list any restrictions (e.g. majors only) placed on this course:

None

What is the approximate course size (students/academic year)?

70

Please describe how student learning will be assessed (i.e. exams, homework, papers, group projects, etc.):

Assignments: 1. Papers (60% of total grade - 20% each): You will write three papers over the course of the semester, 1000-1750 words in length—one each on Don Quixote, Madame Bovary, and To the Lighthouse. I will announce assignments at least 10 days in advance of the due date. Papers are due by the beginning of class on the date specified. If you are late for class, your paper will be considered late. I will subtract one-third of a letter grade for each class session that your paper is late (A becomes A-, A- becomes B+, etc.). Submit your paper as a hard copy in class. I do not accept emailed papers. Make sure your paper is correctly formatted, including (but not limited to) an original title, the topic you've chosen to write on, correct spacing, and a correct word count. Papers will be considered late and will continue to accrue penalties until submitted in the proper format. Papers will be graded on the originality and depth of your analysis, your use of close reading of the text

(attention to individual words or passages), the clarity of your thesis, the unity of your argument, and the quality and clarity of your writing (including organization and grammar). You should also make sure that you have fulfilled the assignment—that you've answered the question posed, and that you've written the right amount of words or pages, neither more nor less than is required. If you have questions about these requirements, either in general or for a specific assignment, come see me during my office hours or email me for an appointment. I am also happy to help you with any ideas or drafts you are working on before a paper's due date. 2. Participation (10% of total grade): I will assign daily reaction papers which are due, typed each class—these will often be used as a springboard for class discussion. You will receive credit (check mark) for each reaction paper you hand in that shows a reasonable effort to answer the question I've posed and demonstrates that you've done the reading for the day. You should consider these reaction papers a safe place to try out ideas. You can feel free to re-use ideas from reaction papers in class discussion or, if appropriate, on one of the major papers in the class. In addition to the reaction papers, I may give brief in-class writing assignments or quizzes. I may also offer occasional extra credit assignments. I will add up the number of assignments you've received credit for over the course of the semester, multiply by four, and divide by the total number of assignments (minus extra credit) to determine your participation grade on a 4-point scale. I may also adjust this number based on your in-class participation: you'll receive a bonus for exceptional participation, and a penalty if you're disruptive, leave class without my permission, or don't participate in group activities. You may not make up a missed reaction paper without a properly documented (and notified) excused absence. You may have to read a passage—or an entire text—more than once in order to be able to talk or write about it for class. 3. Final Exam (30% of total grade): Your final exam will consist of passage recognition and short essays. I will only include passages that we've discussed in class, or passages that clearly reflect issues we've discussed in class. The essay questions will ask you to compare multiple works from the semester in reference to a major theme or technique we've discussed.

Comments on the course that you feel may be useful for the review process. Also, if this is an existing course that you are planning on making changes to via VPAC (i.e. changing the title), please list those proposed changes here:

This is an updated version of a long-standing course. Our aim is to create a more flexible rubric that will permit us to offer wide-ranging courses of greater appeal than the old survey course. We will be changing the title and description through VPAC.

Learning Outcomes

Learning outcomes are phrased as "*At the completion of this course, students will be able to...*". Answers are expected to demonstrate how the course will (1) give students the ability to meet the learning objective and (2) determine that students were successful in meeting the learning objective.

Learning outcomes in **this color** are **REQUIRED**

Humanities

Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under "Humanities," students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.

Must address **at least 4** of the following Learning Outcomes

At the completion of this course, students will be able to...

...demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.

Students will read and discuss works from a range of time periods and genres, using the appropriate techniques and concepts of literary analysis. Analytical skills and understanding of the concepts will be demonstrated in the course of class discussion, formal papers, and essay questions on exams.

...demonstrate understanding of the methods used by scholars in a specific field in the humanities.

Students will read both primary and secondary sources, investigating texts from the perspective of reader response, new criticism, feminist criticism and deconstruction. Students will be provided with pertinent in-class materials to establish social and historical context and to offer a range of critical lenses through which to consider the primary texts. Students will demonstrate understanding of these methods as part of the production of their own papers in the course. In addition, this knowledge will be tested by direct questioning on the final exam.

...demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of approaches and techniques in the visual, literary, or performing arts.

...describe how language use is related to ways of thinking, cultural heritage, and cultural values.

Students will analyze the ways in which texts reflect historical and cultural assumptions and patterns and in which linguistic developments in the history of the English language are reflected in changing literary practices. Students will note the ways in which technological changes affect how literature and authorship are thought of and the ways in which evolution in political thought is reflected in literature. In addition, because some of the literature is necessarily read in translation, students will consider the issues associated with the translation of text from one language and culture to another. Students will recognize cultural constructs underlying and reflected in the genres and patterns of the texts they read and discuss ways in which differing cultural assumptions are represented in those texts. This knowledge will largely be demonstrated by in-class discussion and smaller exercises/assignments. In addition, it will be taken as an underpinning for material presented by the students in their papers and will be tested for by direct questioning on the exam.

...conduct research on a topic in the humanities using a variety of sources and technologies.

...demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

Discussion and written work require students to formulate a thesis and to argue in support of that thesis using appropriate methods and concepts for the theoretical approach and type of text under analysis. Students will demonstrate these skills in the presentation of their own papers, as well as in class discussion; indeed to a large degree class discussion will consistently focus on honing the skills of formulating appropriate questions and theses and identifying the appropriate evidence and lines of argumentation for supporting various positions.

...demonstrate understanding of the creative process and techniques used by practitioners in a specific field of the visual, literary, or performing arts.

Course Syllabus

View the course syllabus [here](#).

Note: Your browser may download the syllabus, in which case you will have to open it in a separate program, i.e. Adobe Acrobat or Micro\$oft Word, in order to view it.

Another Note: Some people are uploading Word .docx files (newer Word format). If your computer doesn't have a fairly recent version of Word installed (2007 or later), your computer won't know what to do with a .docx file and may try to open it as a "zip" file. You will have to either upgrade your version of Word, or install Micro\$oft's Compatibility Pack to allow earlier versions of Word to open the file.

Review and Sign-Off : Completed!

Submission Log

Departmental Review

College Review

Faculty Board: Humanities