

UC 12104 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: ENGL College: CLASS
 2. Faculty Contact Person: Maria C. Gonzalez Telephone: 3-2938 Email: mgonzalez@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
ENGL / 3351 / American Literature Since 1865
 • Instructional Area / Course Number / Short Course Title (30 characters max.):
ENGL / 3351 / AM LIT SINCE 1865
 • SCH: 3.0 Level: JR CIP Code: 2314020001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): BA/BS
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

ENGL 13351 American Literature Since 1865
 • Course ID: 21622 Effective Date (currently active row): 6042012

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 or equivalent. Description (30 words max.): First semester: critical examination of major and selected minor writers from the colonial period through Hawthorne and Melville; second semester: from Whitman and Twain to the present.

10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: English

Person Making Request: Hazel A Pierre

Telephone: 713 743 2946

Email: hapierre@uh.edu

Dean's Signature: _____

Date: August 30, 2012

Course Number and Title: ENGL 3351 American Literature Since 1865

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to demonstrate general knowledge of the development of American Literature in the post-Civil War period.

*Students will demonstrate familiarity with literary realism, naturalism, modernism and the aesthetic qualities/values associated with each.

*Students will demonstrate basic skills in applying critical theory to literary analysis of the texts of poetry, short stories and novels.

*Students will be able to demonstrate critical thinking skills in oral and written discussions.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a five page paper that asks them to analyze poems by any two poets under review. In so doing they will be asked to discuss the thematic concerns of the poets against the historical and literary background in which the works were produced. Sample Paper Assignment: After reading Whitman's Leaves of Grass, discuss his ideas about the individual and his role in society.

Communication Skills:

In the same paper, students will demonstrate their ability to communicate effectively in writing by producing a cogent argument defending their main thesis.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same five page paper, students will consider ideas of social responsibility as they discuss Whitman's ideas of individualism and democracy.

Personal Responsibility:

In the same paper, students will also have the opportunity to relate these ideas to issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

All sections will assign the same kind of five page paper described above. That assignment will be constant across sections.

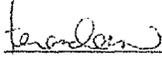
Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments

such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: 

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English 3351 [Section 20033]: American Literature Since 1865
Fall 2012 – T+Th 11:30 – 1:00; Rm 102

Dr Hazel Pierre
Office: R Cullen 222A
Office hours: T 2:30 – 3:30; Th 2:30 – 3:30 (or by appointment)
Tel.: 713 743 2946
e-mail: hapierre@uh.edu

Course description

1865 marked a pivotal point in America's social and political history as the nation entered a period of reconstruction with the end of the Civil War (1861-65). The question of how the United States could arrive at a more perfect union in accordance with the lofty ideals inscribed in the Constitution was again at heart of many debates. In other words: how do you define what it means to be American in that moment of Reconstruction and in the many pivotal historical periods that followed? This course examines this question using the lens of seminal American writers who have not only re-defined Americanness at various times but also have contributed to literary and cultural movements such as naturalism, modernism, and feminism, postmodernism. We will read across the genres of poetry, short stories and 2 short novels as we discuss how different writers have addressed these questions.

Primary texts include:

Poetry:

- | | | |
|----------------|---------------|--|
| • Walt Whitman | Robert Frost |] Most of the selected poems are available |
| • e e Cummings | Adrienne Rich |] on Project Gutenberg online. |
| • Sylvia Plath | |] Other readings will be posted Blackboard |

Short Stories/Essays:

- | | | |
|-----------------|--------------------|--|
| • Mark Twain | F Scott Fitzgerald |] Most of the selected stories are available |
| • Kate Chopin | Zora Neale Hurston |] on Project Gutenberg online. |
| • James Baldwin | William Faulkner |] Other readings will be posted Blackboard |

Novels:

- Ernest Hemingway – *The Old Man and the Sea*
- Toni Morrison - *Beloved*

Secondary texts include:

- Terry Eagleton – *How to Read a Poem*

Expected Learning Outcomes:

- Students will be able to demonstrate general knowledge of the development of American Literature in the post-Civil War period;
- Students will demonstrate familiarity with literary realism, naturalism, modernism and the aesthetic qualities/values associated with each.
- Student should acquire basic skills in applying critical theory to literary analysis of the texts of poetry, short stories and novels.
- Students will be able to demonstrate critical thinking skills in oral and written discussions.

Course Requirement/Grading:

- Complete readings assigned in preparation for class discussions;
- One short essay assignment (5 pages) [25% of grade]
- One longer essay assignment (8-10 pages) [35% of grade]
- Pop Quizzes (4/5) [20% of grade]
- Electronic Journal (Blackboard) [10% of grade]
- Class participation and Attendance [10% of grade]

Reading Assignments:

Students will be expected to come to class having prepared the assigned readings (poems, short stories, novels) so that you can participate responsibly in class discussions.

Access and use of Blackboard will be critical for taking quizzes, writing your journal entries and staying informed about announcements (for example, reminder about pop quizzes, essay deadlines, class cancellations during weather and/other environmental conditions and any other matters arising). If you do not already have your log in/password privileges for using Blackboard, you should contact the IT support services.

Essay Assignments:

One short essay (5 pages) and another longer essay (8-10 pages) will be assigned during the course of the semester. Students will be allowed approximately three (3) weeks to prepare these essays with the opportunity to submit topic sentence outlines and first drafts before the final paper. Students are encouraged to take advantage of the opportunity to submit drafts of their essay assignments since the process usually assists in clarifying ideas and refining composition skills. An improved grade is usually an added benefit.

Pop Quizzes

At least four pop quizzes will be given during the semester. The lowest grade will be eliminated when calculating the average. Quizzes will be available on Blackboard on specified dates between the hours of 9:00 a.m. and 1:00 a.m. It is not possible to make up a missed quiz.

Electronic Journal – Access on Blackboard:

You will be required to write journal entries periodically on various topics and readings discussed in class. Your journal entries will be made on Blackboard. Keeping this journal is another platform to help improve your writing skills. A blend of informal and formal writing will be allowed here. Entries should not exceed 2 pages (unless otherwise advised). This will be worth **10%** of the overall grade. Journal entries that demonstrate effort, thoughtfulness and reasonable writing skills will be rewarded with top grades. Further direction for completing this assignment is included on Blackboard.

Class Participation:

You should come to each class having prepared the required readings and with some questions and notes from which you will be able to actively and enthusiastically contribute to discussions. Each student will undoubtedly have a unique and valuable perspective on the texts being read which can only serve to enhance the exchange of ideas that class discussions provoke. Students will be rewarded for their willing and active participation.

Enjoy the course!