Language, Philosophy, & Culture - ENGL - 3324

UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to ADD to Core

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General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.

- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

Course Ownership

Department*	**UGRD English - Upper Division**

Does the department chosen use a Department Curriculum Committee?*	⦿ Yes ◯ No

Does the college of the department chosen use a College Curriculum Committee?*	⦿ Yes ◯ No

Will the course be cross-listed with another area?*	◯ Yes ⦿ No	**If "Yes", please enter the cross-listed course information (Prefix Code Title)**

Implementation

Academic Year to begin offering course:*	⦿ 2015 ◯ 2016 ◯ 2017

Term(s) Course will be TYPICALLY Offered:*	☑ Fall (including all sessions within term)
	☐ Spring (including Winter Mini all sessions within term
	☐ Summer (including Summer Mini and all sessions within term)

Justification for adding/changing course

| Justification(s) for Adding Course* | **To meet core curriculum requirements** |
| | **To reinstate course to inventory** |

Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below

- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.

- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.

- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.

- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.

- Click the appropriate course to select.

- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).

- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

Instructional Area/Course Prefix*	ENGL	Course Number*	3324

Long Course Title* The Development of the Novel

Short Course Title DEVELOPMENT OF THE NOVEL

Instruction Type and Student Contact Hours

Instruction Type* Lecture ONLY

Contact Hours

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.
Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.
Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

Lecture* 3	Lab* 0

Grade Options

Grade Option* Letter (A, B, C.....)

Course Repeatability

Can this course be repeated for credit?* ○ Yes ◉ No

If Yes, how often and/or under what conditions may the course be repeated?

CIP Code

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: http://www.txhighereddata.org/Interactive/CIP/

CIP Code must use this format:
##.####.## ##
digit digit period digit digit digit digit period digit digit space digit digit

CIP Code* 23.0100.00 01

Catalog Descriptions

Prerequisite(s):*

ENGL 1304 or equivalent.

Corequisite(s)

Course Description* Comparison of novels representing various periods in Western cultures with emphasis on a broad historical perspective of the genre, as well as its special characteristics.

Course Notes

Authorized Degree Program(s)

If this proposal is a <u>change to an existing course (Core or non-Core)</u>, there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.

If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.

- Locate and select "Impact Report"

- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301

- Select the external system (catalog) to search for course dependencies.

- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.

- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

Impact Report *

Programs	English, B.A.
	Periods

Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

Component Area for which the course is being proposed (select one)	**Language, Philosophy, & Culture**
List the student learning outcomes for the course*	Students will learn the fundamental concepts relevant to the history of the novel: • Prose narrative, Romanticism, Realism, etc. • Elements of fiction such as point of view or narrative voice(s), setting, theme, character, stream of consciousness • Critical analyses of literary texts • Realism, etc
Competency areas addressed by the course*	**Communication Skills** **Critical Thinking** **Personal Responsibility** **Social 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 selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) 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.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

Critical Thinking, if applicable

In one of their three tests, students will demonstrate critical thinking. Tests cover readings and lecture materials. Questions, in addition to assuring that assignments have been read, also probe their understanding of the fundamental concepts relevant to the history of the novel.

Communication Skills, if applicable

In a 1500 word essay on a single aspect of one of the assigned novels, students will demonstrate communication skills.

Empirical & Quantitative Skills, if applicable

**Teamwork, if
applicable**

**Social
Responsibility, if
applicable**   In one of the three tests, students will explore issues relating to social
responsibility consciousness.

**Personal
Responsibility, if
applicable**   In one of the the three tests, students will explore issues related to
personal responsibility.

Syllabus

Syllabus* ☑ Syllabus Attached

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

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

Important information regarding Core course effectiveness evaluation:

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.

Additional Information Regarding This Proposal

Comments:

Request to add ENGL 3324 to core curriculum as "Language, Philosophy & Culture" component area. Also change the course title to: "The Development of the Novel". (former title: Literature, Arts, and Society)

Proposal Completed?

Scroll back to the top of this pane and click to right-directional triangle" " located

at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

ENGLISH 3324	DEVELOPMENT OF THE NOVEL	Barry Wood
Fall 2014	Syllabus	bwood@uh.edu
MW 2:30-4:00		

ENGLISH 3324 earns elective credit for English majors. Students must have completed ENGL 1303 and 1304. This course follows the development of the novel through Spanish, French, British, German, and American literatures. The assigned books are as follows:

Miguel de Cervantes (Spanish)	*Don Quixote*	1605, 1615
Voltaire (French)	*Candide*	1758
Charlotte Bronte (English)	*Jane Eyre*	1847
Gustave Flaubert (French)	*Madame Bovary*	1857
Emile Zola (French)	*The Masterpiece (L'Oeuvre)*	1886
Erich Maria Remarque (German)	*All Quiet on the Western Front*	1928
William Faulkner (American)	*Light in August*	1932
John Barth (American)	*The Floating Opera*	1956
Toni Morrison (American)	*Beloved*	1987

Gentle Warning: Like all novel courses, this one has a lot of reading. Nine (9) novels is pretty standard for a novel course, but you should still add up the pages to get an idea of how much you need to read over the semester (over 3,000 pages), or each week (300 or so), or even each day (about 50). The biggest hazard with novel courses is getting behind in your reading.

Requirements:
1. Three Tests (34, 33, and 33 points: total 100 points): These cover readings and lecture material.They are designed primarily to assure that you have read everything assigned, and have grasped fundamental concepts relevant to the history of the novel: (1) Prose narrative, Romanticism, Realism, etc.; (2) Elements of fiction such as point of view or narrative voice(s), setting, theme, character, stream of consciousness. Each test has about 3 extra questions, so you have a few extra opportunities to earn points. Approximately half of the questions are quotations requiring identification of author, novel, or speaker.
2. Essay (50 points): A 1500 word essay on a single aspect of one of the assigned novels.
3. Writing to Learn (50 points): Regular submissions (300 words) on topics provided.
4. Base Grade: Your tests (34 + 33 + 33 = 100 points) plus your essay (50 points) + 14 WTLs (50 points) = 200 points. Add up to 10 points for an extra credit assignment. Divide by two to get a %. Convert percentage grade to a UH letter grade. This letter grade is your "base grade." If you are happy with your base grade, it will be your grade for the course.
4. Extra Credit: Read *Einstein's Dreams* and write an intelligent commentary (400 words) on the effectiveness use of the novel to explore ideas. (Voltaire's Candide does this, too.)
3. Optional Final Exam: You may try to raise your grade by writing the optional final exam. This may affect your "base grade" in four ways: (1) leave it where it is, (2) raise it one notch on the grading scale (C+ to B-, B to B+, B+ to A-, etc); (3) raise it two notches (C+ to B, B+ to A); (4) raise it three notches (B- to A-, B to A). The final cannot lower your base grade.

Student Learning Outcomes
Students will learn the fundamental concepts relevant to the history of the novel:
- Prose narrative, Romanticism, Realism, etc.
- Elements of fiction such as point of view or narrative voice(s), setting, theme, character, stream of consciousness
- Critical analyses of literary texts
- Realism

Policies, Procedures, Details:
1. **Attendance:** The first sign of a student problem is repeated absence. A "student problem" may mean many things: behind in your reading; a work/schoolwork conflict; etc. Report you situation if a sudden problem arises that will affect your attendance, reading, and ability to complete the course. Report immediately in person or by e-mail.
2. **Remove hats in class.** Only cowboys wear hats indoors, and then only in the saloon.
3. **Cell Phones and Laptops:** Texting in class—you will be asked to leave. Laptops are allowed for taking notes, but not for surfing the Internet, Facebook, tweeting, writing or reading e-mail.
4. **Missed Tests and Deadlines:** If a problem arises such that you miss a test, come to see me at the end of the next class so we can schedule a makeup test.
5. **Incompletes and Withdrawals:** Incompletes are rarely given and even more rarely completed.

Week Seven _____
  Madame Bovary
  Emile Zola, *The Masterpiece*

Week Eight _____
  The Masterpiece
  The Masterpiece

Week Nine
  Monday: Week Eight WTL Due
  Remarque, All Quiet on the Western Front
  All Quiet on the Western Front
  WTL GRADE (tentative)

Week Ten _____
  Faulkner, Light in August
  Wednesday: ESSAY DUE
  Light in August

Week Eleven _____
  Light in August
  Wednesday: TEST NO. 2a   ESSAY DUE

Week Twelve _____
  The Floating Opera
  The Floating Opera

Week Thirteen _____
  Morrison, Beloved
  VIDEO: Interview with Toni Morrison
  THANKSGIVING
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Week Fourteen _____
  Beloved
  Beloved

Week Fifteen
  Last Day of Class   TEST No. 3

  Friday, December 12: OPTIONAL FINAL DUE

Week Seven _____
Madame Bovary
Emile Zola, *The Masterpiece*

Week Eight _____
The Masterpiece
The Masterpiece

Week Nine
Monday: Week Eight WTL Due
Remarque, All Quiet on the Western Front
All Quiet on the Western Front
WTL GRADE (tentative)

Week Ten _____
Faulkner, Light in August
Wednesday: ESSAY DUE
Light in August

Week Eleven _____
Light in August
Wednesday: TEST NO. 2a   <u>ESSAY DUE</u>

Week Twelve _____
The Floating Opera
The Floating Opera

Week Thirteen _____
Morrison, Beloved
VIDEO: Interview with Toni Morrison
THANKSGIVING
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Week Fourteen _____
Beloved
Beloved

Week Fifteen
<u>Last Day of Class</u>   TEST No. 3

Friday, December 12: OPTIONAL FINAL DUE