Language, Philosophy, & Culture - ENGL - 3327

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

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***	3327

Long Course Title* Masterpieces of British Literature to the Eighteenth Century

Short Course Title MASTERPIECES OF BRIT LIT I

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* 23.1404.00 01

Catalog Descriptions

Prerequisite(s):* ENGL 1304 or equivalent.

Corequisite(s)

Course Description* Students may not receive credit for both ENGL 2303 and 3327. Works by major British authors representative of medieval, Renaissance, and neoclassical periods.

Course Notes

The latter half of the British Literature survey is included in the core. This course should have also entered the new core in 2014. We are rectifying that oversight now.

Authorized Degree Program(s)

If this proposal is a change to an existing course (Core or non-Core), 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 *

Description	ENGL 2303 - English Literature to 1798
	ENGL 2304 - English Literature Since 1798
Programs	English, B.A.

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*	Introduction and critical analysis of the literature of four periods of study: (1) Medieval, (2) Renaissance, (3) Seventeenth- Century, and (4) Restoration and Eighteenth-Century. Students also learn to write a sustained critical and analytical paper about key works studied in class.
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 the final examination, students will demonstrate critical thinking. Students will be asked to think critically about 4 different writers.

Communication Skills, if applicable Students will write a 10-12-page research paper in which they will demonstrate communication skills. The assignment will ask students to research novels based on scholarly books and articles.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social Responsibility, if applicable   In a 2-page review of a UH drama production students will explore social responsibility.

Personal Responsibility, if applicable   In the final paper students will explores personal responsibilty.

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

Tests, Final Essay, and Final Exam.

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: The second half of the British Literature survey entered the new core this year (2014). This course should have been entered into the core at the same time. We are rectifying that now.

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.

University of Houston–English 3327	Fall 2014
Dr. Irving N. Rothman, Professor of English	
English 3327 (Sect.17714), T&TH 8:30–10 a.m., Room: TBA	
Office Hours: T/TH 11:30 a.m., 1-2:30 p.m. and by appt. 713 743–2962; irothman@uh.edu	
Office Phone: 713 743-2962	

Books:
The Longman Anthology of British Literature. Volume 1. Fourth Edition. Ed. David Damrosch and Kevin
        J. H. Dettmar, General Editors. The Middle Ages: Christopher Baswell and Anne Howland
        Schotter; The Early Modern Period: Clare Carroll and Andrew Hadfield; The Restoration and the
        Eighteenth–Century: Stuart Sherman. New York et al.: Longman, 2010.
        ISBN—10: 0–205–65524–6 (v. 1: alk. paper)
Gulliver's Travels.
MLA Handbook for Writers of Research Papers.
Richard Lanham. *A Handlist of Rhetorical Terms.*

Student Learning Outcomes:
Introduction and critical analysis of the literature of four periods of study: (1) Medieval, (2) Renaissance, (3)
Seventeenth- Century, and (4) Restoration and Eighteenth-Century. Students also learn to write a sustained critical
and analytical paper about key works studied in class.

AUGUST		
T–26	Introduction, History; *Note*: Each era begins with an extensive introduction, listing population statistics, details of daily life, a list of rulers during the period, and a timeline of major events during the period. These are worth studying carefully to understand the milieu under study. The Middle Ages, 3–6; The Early Modern Period, 623–626; The Restoration and the Eighteenth Century, 1981–1984. Beowulf 32–62	
TH–28	Beowulf, 63–107, The Táin Bó Cuailnge 111–132, Dream of the Rood 148–152, The Wanderer 172–175, The Wife's Lament 177–178.	
	Submit 2-page review./ Summer Shakesspearean Drama at Miller Outdoor Theater.	

SEPTEMBER		
T–2	Sir Gawain and the Green Knight, 219–277	**In–class Essay (last half hour)**
TH–4	Canterbury Tales, 312–317, Prologue 318–357	

Summer Shakespearean Drama at Miller Outdoor Theater	**2-page review of the UH production.**

SEPTEMBER		
T–9	Miller's Tale 358–374, Wife of Bath 375–402	
TH–11	Pardoner's Prologue and Tale 403–419, The Nun's Priest's Tale 420–436	
T–16	Medieval Drama, The Second Play of the Shepherds 502–529, Mankind 587–612	
TH–18	Everyman: http://www.luminarium.org/renascence-editions/everyman.html	
T–23	Medieval exam	
TH–25	Special Collections Room (Rare Books) [2nd fl] Review of *The Gentleman's Magazine*	*The Gentleman's Magazine* Chart

T–30	Wyatt 667–670, 701–708, & Surrey 667–672, 709–713,; More, Utopia 714–784; Bacon,785-89	
OCTOBER		
TH– 2	Spenser Faerie Queene 822–965; Spenser, , Two Cantos of Mutability 966–997,	

T–7	The Apology for Poetry 998–1032; Marlowe: Hero/Leander 1091–1110; Faustus 1110–1162	(web): Epithalamium,
TH–9	Sonnets 1203–1215	
T–14	Shakespeare, Othello 1272–1359	
TH–16	Shakespeare, King Lear 1359–1444	
T –21	Renaissance Examination	
TH–23	John Donne 1586–1603; Donne, Holy Sonnets 1603–1609; Ben Jonson 1567–1578; Wroth 1609–1617, Herrick 1618–1625, Vaughn 1644–1653 Milton, Paradise Lost Bks 1-6, 1727-1856	
T–28	Herbert, 1626–1639, Lovelace, 1639–1644, Marvell 1653–1667, Milton, L'Allegro 1701–1704, Il Pensoroso 1704–1708, Lycidas 1709–1713, The Sonnets 1713–1717 Milton: Paradise Lost: Bks 7–12, 1856-1975	John Milton, Areopagitica 1717–1726 Data Search Research—MLA International Bibliography database (15") Wolstonecraft, 1976; Blake, 1978
TH–30	Francis Bacon 1069, On the Advancement of Learning (web), Thomas Hobbes, Leviathan (web) Thomas Browne, Religio Medici (web), Burton, Anatomy of Melancholy (web)	Ben Jonson, *The Alchemist* **Research abstract due w/4 topic sentences (T.S.=subject, thesis)**
	NOVEMBER	
T–4	Seventeenth–Century Exam.	
TH–6	Dryden, Odes 2108–2113; Fables Ancient /Modern 2113–2122; Aphra Behn, Oroonoko, 2137-2178.	**Single section of research study due (2–3 pp.)**
T–11	Pope: Essay on Criticism 2440–2459, Windsor Forest 2459–2472, Rape of the Lock 2472–2491, Essay on Man 2501–2509	Pope, trans. of The Iliad, 2491
TH–13	Swift, poetry 2340–2366; Montague Response 2350–2352, Journal to Stella 2366–2370, A Modest Proposal 2431–2437	
T–18	Swift: Gulliver's Travels, Bks 1, 2, 3, 4	Separate volume required.
TH–20	Journalism: 2310–2337 (Mercurius Publicus, The London Gazette, The Daily Courant, A Review of the State of the British Nation, The Tatler, The Spectator, The Female Spectator, The Gentleman's Magazine); 2687–2704 The Rambler and the Idler	Students are encouraged to write for *The Daily Cougar*, UH student newspaper
T–25	Smart (Jubilate Agno), 2638–2641; Collins 2659–2662, Gray, Eton College, 2667–2669; Death of a Favorite Cat, 2669–2670; Elegy 2670–2673; Hogarth, A Rake's Progress 2603–2612	
TH27	Thanksgiving Holiday	
	DECEMBER	
T–2	Johnson, The Vanity of Human Wishes, 2677–2686, Dr. Levet, 2686–2687, the Dictionary 2704–2718; Rasselas, Chptrs. 8–12, 2719–2727; On Shakespeare 2727–38; Boswell, The Life 2748–76	**Research Essay Study, 10–12 pages plus documentation: 2 books and 6 documented articles (JSTOR, no undocumented Internet articles)**
TH-4	Goldsmith, "The Deserted Village," 2777–2788; Crabbe, The Village 2788–2790; Edward Gibbon, pp. 2286–97).	

TU 16	Restoration and 18th–Century Exam	11 a. m.-2 p.m..

	3327 COURSE EVALUATION	
Tuesday, September 2	In–class essay	5%
Tuesday, Sept. 23	Medieval Exam	15%
Thursday, Sept. 25	Gentleman's Magazine, Rare Book Room	5%
Tuesday, October 21	Renaissance Exam	15%
Tuesday, November 4	17th–Century Exam	15%
Theater Options*	Theatre review	5%
Tuesday, December 2	Research paper	15%
Tuesday, Dec. 16	Rest & 18th–C Exam, 11 a.m.-2 p.m.	15%
One work per student	In–class presentation	10%

Note: The full grade on the research paper includes the following submissions during the course of the study:

T–October 28	Computer database search
TH–October 30	Abstract (50 words) and Topic Sentences (Each with a subject and attitude)
TH–November 6	Single section (2–3 pages)
T–December 2	Completed research paper

For the 10-12-page research paper, you must use two full-length books and 6 scholarly articles (with interior documentation, not footnotes) as sources for ideas expressed in your paper. Add a "List of Works Cited." Use interior documentation, not footnotes. according to the Modern Language Association). You can see this stylization in journal shelves in the basement of the library, in the *PMLA*, call number PB6M6. You may treat any novel read in the course, but it may not be a novel you discussed in your 2-page article or in your 4-5-page critical essay.

Note: Four examinations cover four periods of study: (1) Medieval, (2) Renaissance, (3) Seventeenth-Century, and (4) Restoration and Eighteenth-Century. There is no comprehensive examination at the end covering all periods.

T December 16 Final Examination: 11 a.m—2 p.m.

1, You will take the objective portion of the examination without the use of books.
2, You may use your books in answering the long essay questions requiring discussion of two writers.
3, You may use your books in answering two short essay questions on two different writers and excluding writers about whom you wrote in the long essay. Thus, the written portion of the exam will demonstrate your knowledge of four different writers.

The essays must demonstrate your independent understanding and your knowledge of the texts under study. The more specific the responses, the better your exam.

Note: Write a 2-page review of a UH drama production, Fall 2014 season. ($10.00 student tickets):
2014 Drama   Drama schedule to be announced.**To order tickets**: 713 743-2929.

Shakespeare Theatre

See a live performance of a Shakespearean play and write a 2–page report on either Shaksparean play being shown at the Miller Outdoor Theatre this summer.

Shakespeare Theatre
While these performances occur before the beginning of the fall semester, the Shakespearean productions enable you to view live drama—not TV or movies. Directed under the auspices of the UH School of Theatre and Dance sponsored by the UH at the Miller Outdoor Theater (off Main Street—4 miles west of the UH campus) this summer. Tickets are free: All performances are free and begin at 8:30 in the evening.

- The Two Gentlemen of Verona" – Aug. 1, 3, 5, 7, 9

- "1 Hentry IV" – Aug. 2, 6, 8, 10

Miller Outdoor Theatre
6000 Hermann Park Drive
Houston, TX 77030

Title of Work: Beowulf	Date of the Work: mid 8th C (*i.e.*, 757-796)
Author's Name: Anonymous	Author's Dates: 8th C

Major Characters	Characteristic or identifying trait:
Name: Beowulf, son of Ecgtheow and nephew of Hygelac, king of the Geats	Loyal, bold, strong, undaunted, religious, a furious fighter, a leader
Name: Hrothgar, king of the Danes	Aged, sympathetic, worried about the welfare of the Danes
Name: Grendel, the monster	A world-roamer living in dens beneath the sea; jealous, volatile, son of Cain.
Name: Wealhtheow, Hrothgar's queen	Gracious, elegant, high-born, be-jewelled, mindful, sentimental
Name: Wiglaf, young warrior	Loyalty, fealty, strength, angered when the warriors forsake Beowulf.

List 12-15 specific events that occur in the work:

Introduction. The building of Heorot; the ravages of Grendel. [1-188]
    Line of descendants. [53-85]

Appearance of the fiendish Grendel.[86-188]

Beowulf's voyage, reception in Denmark, and entertainment in Heorot.[189-661]
    Unferth urges Beowulf to tell of swimming adventure with Breca. [499-661]
    Description of Hrothgar's queen Wealhtheow. [583-611]

The watch for Grendel.[662-709]
The fight with Grendel.[710-836]
Rejoicing of the retainers.[837-924]
The king's blessing.[925-990]

Royal entertainment; [991-1250] [1069-1159] The Finnsburg Tale. [1917-1050]
Attack by Grendel's mother.[1251-1320] [1126-1196]

Conversation between Hrothgar and Beowulf. [1321-1398] [1197-1284]
The expedition to Grendel's mere. [1399-1491] [1285-1326]

The fight. [1492-1590] [1327-1504]

The sequel of the fight and the triumphant return to Heorot. [1591-1650] 1505-1535]
Speeches by Beowulf and Hrothgar.[1651-1784] [1536-1687]

The parting. [1785-1887] [1688-1771]

Homeward voyage. [1888-1962] Story of the wife of Offa.[1773-1815]

Beowulf's report to Hygelac [1963-2151]; engagement of Freawaru to Ingeld. [1837-
Beowulf, Hygelac. [2152-2199] [1874-2072] ; 2032-66 Feud of Danes and Heatho-Bards.
The robbing of the hoard and the ravages of the dragon [2200-2323] [2072-2221]
Preparation for the fight. [2324-2537] [2288-
    Beowulf's review of his youth, his rule as king. [2417-2537] [2307-2367]
Fight with the dragon outside the barrow.[2538-2711] [2368-2563]
Beowulf's death. [2711-2820] [2564-2663]

Messenger's foretelling the doom of the Geats [2725-2827]

The spread of the tidings.[2821-3030]

Preliminaries of the closing scene. [3030-3136] [2828-2908]

The funeral of Beowulf. [3137-3182] [2909-2976]

Beowulf and the Fight at Finnsburg. Ed. FR. Klaeber. Boston: D.C. Heath & Co., 1922.

List key poetic symbols or images and their significance:

litotes (understatement with affirmative stated by the negative;; "That was a bitter spilling of beer" [727];;

personification: Naegling (Beowulf's sword) [2354];;•

kenning (metaphorical compound word, such as "swan road" for the sea): "Giver of glory" [15], "ring-bestower"
   [33]. "word-hoard" [254]••

Indicate the style of the work: Narrative poetry with historical digressions

Number of books, chapters, cantos, verses: 3182 lines

Rime pattern (iambic pentameter, free verse, etc.): 2 half lines w/caesura

Rime scheme (abab cdcd efef gg): None

Rhetorical effects:

asyndeton: ". . . laughter of warriors, voices rang pleasant, words were cheerful." [611-12]

characterismus: ". . . she brought the mead-bowl to Beowulf, the ring-adorned queen, mature of mind." [622-24]

effiguration: ". . . he struck angrily so that it bit her hard on the neck, broke the bone-rings. The blade went through
   all the doomed body. She fell to the floor, the sword was sweating, the man rejoiced in his work." [1564-69].

metaphor: ". . . the sword was sweating, ..." [1569]

prosopopeia (personification): ". . . . the sword was sweating, ..." [1569]

simile: "The blaze brightened, light shone within, just as from the sky heaven's candle shines clear." [1570-72]

A memorable quotation from the work:

Grendel "Ranging the wastes, where the wretched wight / Made his lair with the monster kin; / He bore the curse of
   the seed of Cain / Whereby god punished the grievous guilt / of Abel's murder / . . . Of his blood was begotten
   an evil brood, Marauding monsters and menacing trolls, / goblins and giants who battled with God / A long
   time." [102-111]

He gave the command for a goodly vessel Fitted and furnished; he fain would sail / Over the swan-road to seek the
   king / Who suffered so sorely for need of men." [199-200]

"It was no good bargain when both in turn / Must pay the price with the lives of friends!" [1195-96]

"And an aged woman with upbound locks / Lamented for Beowulf, wailing in woe. / Over and over she uttered her
   dread / Of sorrow to come, / of bloodshed and slaughter, / Terror of battle, and bondage, and shame." [2950-
   53]

Signature of student making this presentation:

Instructions for student submission of essays on Turnitin

Go to the English 3327 webct homepage, and insert your electronic copy.

Hard copies (paper copies), also, must be submitted to the instructor on the date due.

English 3327–Fall 2010