

CBM003 ADD/CHANGE FORM

COURSE CODE:

<input checked="" type="checkbox"/> Undergraduate Council
<input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Change
Core Category: <u>WI-ID</u> Effective Fall <u>2008</u>

or

<input type="checkbox"/> Graduate/Professional Studies Council
<input type="checkbox"/> New Course <input type="checkbox"/> Course Change
Effective Fall <u> </u>

1. Department: English College: CLASS
2. Person Submitting Form: Natalie Houston Telephone: 32938

RECEIVED SEP 12 2007

3. Course Information on New/Revised course:
- Instructional Area / Course Number / Long Course Title:
ENGL / 2330 / Writing in the Discipline of English
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
ENGL / 2330 / WRITING DISCIPLINE ENGLISH
 - SCH: 3.00 Level: SO CIP Code: 2301010001 Lect Hrs: 3 Lab Hrs: 0

APPROVED OCT 17 2007

4. Justification for adding/changing course: Successfully taught as a selected topics course
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:
ENGL / 2397 / Writing in the Discipline
- Content ID: 298434 Start Date (yyyy3): 20063

6. Authorized Degree Program(s): B.A. English
- 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
 - Are special fees attached to this course? Yes No
 - Can the course be repeated for credit? Yes No


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

 / /

- Start Date (yyyy3): Content I.D.:

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.): Introduction to practices of reading and writing in the discipline of literary studies with emphasis on writing the critical essay and the research paper.

10. Dean's Signature: 

Date: 9/12/07

Print/Type Name: Sarah Fishman

U N I V E R S I T Y of H O U S T O N
CORE CURRICULUM COURSE REQUEST

Originating Department/College: English /CLASS
Person making request: Natalie Houston Telephone: 32938
Dean's signature: _____ Date: _____

I. General Information:

Course number and title: ENGL 2330 Writing in the Discipline of English

Complete catalog description (NOT required if attached to CBM 003 form):
(CBM attached) _____

Category of Core for which course is being proposed (mark only one):

- Communication
- Communication: Writing Intensive Experiences in the Disciplines
- Mathematics
- Mathematics/Reasoning (IDO)
- Natural Sciences
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Social/Behavioral Sciences
- U.S. History
- American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses"
or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course?

ENGL 2330 Writing in the Discipline of English

A. How does the proposed course meet the appropriate Exemplary Educational Objectives?

1. Students will understand that writing is contextual and will develop writing skills specific to the study of literature through invention, organization, drafting, revision, editing, and presentation that addresses literature and meets criteria used in literary criticism, such as thesis, argument, evidence, and MLA formatting.
2. Students will understand and demonstrate the shared writing conventions, practices, standards, constructs and methods of literary studies, such as explication, analysis, critique, and summary.
3. Students will understand and demonstrate through writing the issues and purposes of the study of literature, such as literary genres and their components (narrative, poetic structures, literary devices).
4. Students will understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the study of literature through written exposition and argument.
5. Students will develop the ability to research and write a documented paper or report that conforms to the standards of literary scholarship and to establish an identity in literary studies.

B. Specify the processes and procedures for evaluating the course effectiveness in regard to its goals:

Course improvement and effectiveness will not be assumed but will be measured in part by assessing student achievement via evaluating the in-class and out-of-class writing assignments. Paper 1 and the exercises leading up to it will serve as a pre-test of reading comprehension, critical thinking skills, and writing ability. Results will be available for comparison with the essays written in class later in the semester.

The Ad Hoc Subcommittee that worked for one year, 2006-07, to develop and pilot the course, "Writing about Literature" at the request of the Chair and the Lower Division Curriculum Committee has written a questionnaire that asks students whether the course has met the Learning Outcomes listed on the syllabus, the effectiveness of different pedagogical strategies used within the course, and the adequacy of the syllabus and the choice of texts. This questionnaire will be distributed at the end of the course and filled out by students as one component of a set of course evaluations.

C. Delineate how these evaluation results will be used to improve the course:

Students' responses to the questionnaire will help the instructors and the English Department Lower Division Curriculum Committee determine whether the Exemplary Educational Objectives are being met and will help the instructors evaluate which texts and teaching strategies have been successful. The results of the questionnaire will be the basis for designing better syllabi and choosing the most effective texts, and they can help us ascertain successful teaching practices in the classroom, improve or eliminate practices that do not work well, and design more effective writing assignments.

UC 9346 07F
Page 4 of 5

English 2397, Writing in the Discipline, Spring 2007
TTH 1-2:30, AH Writing Center

Dr. Linda Westervelt
Office: 234D Roy Cullen
Office hrs: TTh 2:30-3:30 and by appt.

- T Jan. 16 Introduction
Th Jan. 18 Shakespeare, sonnets 73, 30, 94, 64, 146
Roberts, chapters 1 (overview, writing about literature) and 12 (problem / thesis)
T Jan. 23 Shakespeare sonnets, cont.
Roberts, chapter 2 (writing about a close reading)
Th Jan. 25 Shakespeare sonnets, cont.
Read Hardy, "The Man He Killed" in Roberts, 371-72, and write a paraphrase
Roberts, chapter 2, cont., esp. pp. 59-63
T Jan. 30 Hardy, *The Mayor of Casterbridge* (Norton critical 2nd ed.), chapters 1-2
Paper 1 due, close reading of sonnet TBA (3-4 pages)
Th Feb. 1 Hardy, *Mayor*, chapters 3-25
T Feb. 6 Hardy, have finished reading *Mayor* by today, chapters 26-45
Th Feb. 8 Roberts, chapter 3 (writing about character)
T Feb. 13 **Paper 2 due, close reading of Hardy**, chapter 44, "He experienced not
only the bitterness . . . 'live on against my will!'" (pp. 240-41) (5-6 pages)
Th Feb. 15 bring Hardy
Selected critical essays in Norton Critical ed. of *Mayor*
Roberts, chapter 4 (point of view)
T Feb. 20 Hardy, *Mayor*, consider Elizabeth-Jane, particularly the last 2 pages of the
novel and her turning Henchard away from her wedding feast. Discuss
handout on character.
Th Feb. 22 Roberts, chapter 6 (writing about setting)
Hardy: Please make and bring a list of the settings in *The Mayor of Casterbridge*.
T Feb. 27 Review Roberts, chapter 3; and discuss Paper 3, writing about character (choose
any but Henchard). Bring thesis sentence for paper 3.
Th Mar. 1 **Paper 3 due, character in Hardy (3-4 pages)**
Discussion of Hardy and Roberts, cont.
T Mar. 6 Roberts, chapter 7 (writing about an idea or theme) and chapter 19 (writing examinations)
Th Mar. 8 **Paper 4, in-class essay (written by hand)**
Spring break
T Mar. 20 Hansberry, *A Raisin in the Sun*, Acts 1, 2, and 3
Revision of Paper 2 due
Th Mar. 22 Hansberry, cont.
Roberts, chapter 5 (writing about plot and structure) and chapter 11 (writing about tone)
Begin discussion of research paper: Roberts, chapter 18 (writing and documenting
the research essay)
T Mar. 27 Hansberry, cont. and bring thesis sentence for paper 5, plot in *Raisin*
T Apr. 3 Visit to library, details to be announced
Th Apr. 5 **Paper 5 due, plot or structure in Hansberry, *A Raisin in the Sun* (5-6 pages)**
Return to Shakespeare sonnets 73, 30, 94, 64, 146
Roberts, chapters 8, 9, and 10 (writing about imagery, metaphor, symbols)
T Apr. 10 **for Paper 7, one-page paper topic proposal (an expansion of an earlier paper)**
Roberts, chapter 14 (writing a comparison-contrast essay), and chapters 8, 9, 10, cont.

- Th Apr. 12 Paraphrases of poems for paper 6 due
Roberts, chapter 18 (writing and documenting the research essay) and Appendix B
See also *Wadsworth Handbook*, chapters 41-45; evaluation of critical sources
- T Apr. 17 Frost, "Design"; Plath, "Lady Lazarus" and Gluck, "Gretel and Darkness"
Paper 6 due, comparison and contrast of 2 poems (will incorporate discussion of imagery, metaphor, tone, and structure, and may include discussion of idea or theme, as appropriate) (5-6 pages)
- Th Apr. 19 Continue discussion of research paper, editing in class
- T Apr. 24 **List of Works Cited due; Documentation exercise due**
Editing in class: bring a draft of your research paper and either the *MLA Handbook* or the *Wadsworth Handbook* as a reference for format.
- Th Apr. 26 **Paper 7 due, Research Paper (8-10 pages)**
Discuss final examination; review Roberts, chapters 19, 14, and 7
- Tu May 8 **Paper 8, Final Examination (essay and short answer), 2-5 pm**

Course description: This course is designed to introduce undergraduates interested in the English major to basic practices of reading and writing in the discipline of literary studies. This course teaches writing about literature, with emphasis on writing the critical essay and the research paper.

Required Texts: Hardy, *The Mayor of Casterbridge*, Norton Critical, 2nd edition

Hansberry *A Raisin in the Sun*

Roberts, *Writing about Literature*, 11th ed.

Kirsznner and Mandell, *The Concise Wadsworth Handbook*

Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th ed.

Students will find the poems listed on the syllabus on-line or in the library.

Please bring a device to class to save work done in the computer classroom.

Grades: Papers 1, 3, and 4 (in class)	5% each (15%)
Papers 2, 5, and 6	10% each (30%)
Final Examination (8)	15%
Research Paper (7), including exercises	30%
Participation	10%

Papers are due in hard copy handed to the instructor on the dates listed on the syllabus. Papers should also be submitted to turnitin.com (class id 1785122, Eng12397). **Attendance and participation** are mandatory. Students will be dropped from the course after four absences, whatever the reason.

Learning Outcomes:

1. Students will understand and practice the process of writing about literature, including invention, organization, drafting, revision, editing, and presentation, that meets the criteria used in literary studies.
2. Students will understand and demonstrate through writing the rhetorical issues of choosing a topic, developing a thesis, and constructing an argument about complex humanistic ideas as these issues are addressed in literary studies.
3. Students will develop and demonstrate writing skills, such as close textual reading or explication, critical thinking and analysis, writing about plot, setting, tone, imagery, and theme that are used when writing about literature.
4. Students will understand and demonstrate through writing the writing conventions particular to literary genres (fiction, poetry, drama).
5. Students will develop the ability to research and write a documented essay (research paper) by exploring library resources, finding and evaluating secondary sources, engaging in the critical thinking involved in assimilating a variety of secondary sources, understanding and avoiding plagiarism, and learning MLA format.