CBM003 ADD/CHANGE FORM

	or	
☒ **Undergraduate Council** ☐ **New Course** ☒ **Course Change** **Core Category:** <u>**Lang/Phil/Culture**</u> **Effective Fall** <u>2014</u>		**Graduate/Professional Studies Council** ☐ **New Course** ☐ **Course Change** **Effective Fall** <u>2013</u>

1. Department: <u>English</u>   College: <u>CLASS</u>

   APPROVED SEP -4 2013

2. Faculty Contact Person: <u>Paul Butler</u>   Telephone: <u>3-1758</u>   Email: <u>pbutler@central.uh.edu</u>

3. Course Information on New/Revised course:
   - Instructional Area / Course Number / Long Course Title:
     <u>ENGL</u> / <u>2306</u> / <u>Introduction to Poetry</u>

     RECEIVED OCT 12 2012

   - Instructional Area / Course Number / Short Course Title (30 characters max.)
     <u>ENGL</u> / <u>2306</u> / <u>INTRODUCTION TO POETRY</u>

   - SCH: <u>3.00</u>   Level: <u>SO</u>   CIP Code: <u>2301010001</u>   Lect Hrs: <u>3</u>   Lab Hrs: <u>0</u>

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): _____
   - 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: <u>Letter (A, B, C ...)</u>   Instruction Type: <u>lecture ONLY</u>   (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
   <u>ENGL</u> / <u>2306</u> / <u>Introduction to Poetry</u>

   - Course ID: <u>21473</u>   Effective Date (currently active row): <u>642012</u>

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.): Selected works of poetry emphasizing composition.

10. Dean's Signature: _____   Date: <u>10/8/12</u>

    Print/Type Name: <u>Sarah Fishman</u>

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of English

Person Making Request: Dr. Paul Butler   Telephone: (713)743-1758

                                                                        Email: pbutler@Central.UH.edu

Dean's Signature: _____   Date: 9/18/2012

Course Number and Title: English 2306, Introduction to Poetry

Please attach in separate documents:

         X☐ Completed CBM003 Add/Change Form with Catalog Description

         X☐ 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 identify, analyze, and discuss elements of poetry.
- Students will be able to demonstrate their ability to analyze the material for elements of poetry.
- Students will be able to identify cultural values and philosophies in given works and analyze how they are incorporated into the poetry.
- Students will learn and apply correct documentation and citation skills for writing about poetry.

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

☐ Communication	☐ American History
☐ Mathematics	☐ Government/Political Science
X☐ 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):

X☐ Critical Thinking   ☐ Teamwork
X☐ Communication Skills   X☐ Social Responsibility
☐ Empirical & Quantitative Skills   X☐ 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 an essay that demonstrates an understanding of elements of poetry and cultural values, ideas, and beliefs that affect the human experience.

Sample Assignment
Write an essay on an approved poetry that incorporates cultural values, ideas and beliefs of the time, using the elements of poetry. Be sure to use correct citations for quotations and paraphrasing and documentation.

Communication Skills:
Students must effectively communicate their ideas through the essay above.
Click here to enter text.

Empirical & Quantitative Skills:
Click here to enter text.

Teamwork:
Click here to enter text.

Social Responsibility:
In the above paper, students will explore the social beliefs and values of the time and culture in the poetry they choose.

Personal Responsibility:
In the above paper, students will explore the personal responsibility in the works they choose and through properly documenting and citing their quoted and paraphrased material in their essays.

Will the syllabus vary across multiple section of the course?   x☐ Yes   ☐ No
If yes, list the assignments that will be constant across sections:
The assignment listed above will be the constant assignment 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: _____

SYLLABUS FOR ENGLISH 2306
INTRODUCTION TO POETRY

Instructor Name: Section Number: XXXXX
Office Location: XXXX   Meeting Time: XXXXXX
Office Hours: XXXXXXXX   Class Location: XXXXXX
Office Phone: 713-743-XXXX   Email Address:
Blackboard Site: www.uh.edu/blackboard

Prerequisite for the course — English 1304

Course Goals and Methods:
English 2306 satisfies 3 hours of the U of H core curriculum requirement in Language,
Philosophy & Culture. The catalog describes this Foundational Component Area as
follows: "Courses in this category focus on how ideas, values, beliefs, and other aspects
of culture express and affect human experience. Courses involve the exploration of
ideas that foster aesthetic and intellectual creation in order to understand the human
condition across cultures."

Core Objectives
  • **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and
    analysis, evaluation and synthesis of information
  • **Communication Skills** — to include effective development, interpretation and
    expression of ideas through written, oral and visual communication
  • **Social Responsibility** — to include intercultural competence, knowledge of civic
    responsibility, and the ability to engage effectively in regional, national, and
    global communities
  • **Personal Responsibility** — to include the ability to connect choices, actions and
    consequences to ethical decision-making

Student Learning Outcomes
  • Students will be able to identify, analyze, and discuss elements of poetry.
  • Students will be able to demonstrate their ability to analyze the material for
    elements of poetry.
  • Students will be able to identify cultural values and philosophies in given works and
    analyze how they are incorporated into the poetry.
  • Students will learn and apply correct documentation and citation skills for writing
    about poetry.

Required Texts
Hunger, J. Paul, Alison Booth, and Kelly J. Mays, eds. *The Norton Introduction to Poetry,*
        9th ed.
Supplemental readings from journals and poetry reviews

Course Requirements:
- Students will write several shorter assignments (1-2 pages) and three longer essays (3-5 pages); longer essays will require multiple drafts.
- Students should type all assignments, and the print should be dark enough to read easily. Students are responsible for saving copies of any work turned in for grading.
- Students must turn in all assigned work to be eligible to pass the course.
- Students should turn in assigned work on time.
- Students are expected to attend class. Students with more than 6 hours of unexcused absence (4 T/Th classes, 6 in a MWF class) may be dropped for excessive absence at the instructor's discretion; while such withdrawal is not automatic, excessive absence will affect the final grade in any case (see attendance policy under "Professionalism"). Other than religious holidays, as detailed below, only University-sponsored activities count as excused absences.
- Religious holidays may be excused if the student submits a notice to the instructor stating his or her intention in advance of the absence.
- Students are expected to do their own work. The University of Houston Academic Policies define and prohibit academic dishonesty as follows: "'Academic dishonesty' means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (Article 3.02; see *Student Handbook* URL www.uh.edu/dos/hdbk for further details). The primary concern in this course is plagiarism, again defined in the Academic Honesty Policy: "Representing as one's own work the work of another without acknowledging the source." Plagiarism will be dealt with according to its type and severity: faulty citation of sources will be treated as a matter for teaching and revision; willful and knowing academic dishonesty will be dealt with according to University policy and can result in failure of the assignment or the course, and/or suspension from or expulsion from the University.

Academic Support Services

"In compliance with the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, the **Center for Students with DisABILITIES (CSD)** provides 'reasonable and necessary' testing accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities." Students who want to know more about these services should consult the Student Handbook, or should contact CSD in Room 110 of the Justin Dart, Jr. Center for Students with DisABILITIES (building #568), 713-743-5400 (voice) or 713-749-1527 (TTY); www.uh.edu/csd.

Learning Support Services

For help on the mechanics of papers (grammar, punctuation, etc.), students should visit Learning Support Services now located in Cougar Village, room N 109.

The Writing Center

For help with developing ideas, thesis development, and so forth, students should visit the University of Houston Writing Center located in 210-217 Agnes Arnold Hall.

Grading
Course work will be weighted roughly as follows:
Brief writing exercises /daily work   25%
Oral and written group presentations   20%
Critical paper   30%
Professionalism   25%

Professionalism
Professionalism includes being on time, meeting deadlines, collaborating with your peers, and completing assigned work in groups. You must also have regular attendance, be willing to participate in all facets of classroom life, and make a sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. After 4 absences (6 in MWF classes), your professionalism grade will become an F. In some cases, professionalism could mean the difference between one grade and the next—or, in borderline cases, between passing and failing.