

CBM003 ADD/CHANGE FORM

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: English College: CLASS

APPROVED SEP - 4 2013  
*M.M.*

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

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:  
ENGL / 2308 / Introduction-Nonfiction Prose
- Instructional Area / Course Number / Short Course Title (30 characters max.)  
ENGL / 2308 / INTRODUCTION-NONFICTION PROSE
- SCH: 3.00 Level: SO CIP Code: 2301010001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012  
*EFM*

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: 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 / 2308 / Introduction-Nonfiction Prose
- Course ID: 21481 Effective Date (currently active row): 8252003

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.): Study of literary works of nonfiction prose, centering on important aspects of the Western tradition. Emphasis on composition.

10. Dean's Signature: \_\_\_\_\_ Date: 10/8/12

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of English

Person Making Request: Paul Butler

Telephone: (713) 743-1758

Email: pbutler@central.uh.edu

Dean's Signature: \_\_\_\_\_

Date: 09/10/2012

Course Number and Title: English 2308: Introduction-Nonfiction Prose

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 understand and demonstrate appropriate strategies for reading and writing literary nonfiction essays.***
- ***Students will learn to make appropriate written, oral, and visual communication choices in writing various genres of literary nonfiction.***
- ***Students will use critical thinking, writing, and thinking skills and apply them to specific rhetorical situations, depending on the needs of the audience, purpose, occasion, and context, and will explore different styles appropriate to literary nonfiction.***
- ***Students will explore issues of personal and social responsibility in class and in their writing.***

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

- |   |  |
|---|--|
| <input type="checkbox"/> Communication                              | <input type="checkbox"/> American History            |
| <input type="checkbox"/> Mathematics                                | <input type="checkbox"/> Government/Political        |
| Science   |  |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts                              | <input type="checkbox"/> Component Area Option       |
| <input type="checkbox"/> 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 an essay in the literary nonfiction genre that requires them to think, write, and read critically about varied topics in the area of literary nonfiction, such as travel, place, nature, science, work/career, or education.

Sample Paper Assignment: Write an essay of literary nonfiction that explores cultural values, ideas, and beliefs of the time, using the elements of literary nonfiction to explore such topics as travel, place, nature, science, work/career, or education .

#### Communication Skills:

In the same five-page paper as above, students will demonstrate their ability to communicate effectively.

#### Empirical & Quantitative Skills:

Click here to enter text.

#### Teamwork:

Click here to enter text.

#### Social Responsibility:

The same five-page paper will engage students in understanding issues of social responsibility.

#### Personal Responsibility:

The same five-page paper will engage students in understanding 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:

The above essay 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: \_\_\_\_\_

A handwritten signature in black ink is written over a horizontal line. The signature consists of a long horizontal stroke followed by a small loop and a vertical stroke. To the right of the signature, there is a large, hand-drawn L-shaped mark.

SAMPLE CORE SYLLABUS FOR  
ENGLISH 2308: Introduction-Nonfiction Prose

<b>Instructor Name:</b>		<b>Section Number:</b>	XXXXX
<b>Office Location:</b>	XXXX	<b>Meeting Time:</b>	XXXXXX
<b>Office Hours:</b>	XXXXXXXX	<b>Class Location:</b>	XXXXXX
<b>Office Phone:</b>	713-743-XXXX	<b>Email Address:</b>	
<b>Blackboard Site:</b> <a href="http://www.uh.edu/blackboard">www.uh.edu/blackboard</a>			

**DESCRIPTION OF COURSE:**

The course will focus on the study of literary works of nonfiction prose, centering on important aspects of the Western tradition. While our main concern will be students' individual writing, we will also investigate some theoretical and ethical issues. For example, what does it mean to write today as a "public intellectual"? What are our responsibilities as writers in a postmodern world in which globalization, economics, and politics are so inextricably intertwined? The course will involve critical reading as well as writing, and we will look at a wide range of models. The course will focus on public and socially conscious writing. Students will find original topics and will work toward publication of their work.

Some of the genres the course will explore include place or travel writing, profile writing, explanatory writing, cultural writing, environmental, nature, and science writing, and opinion-based writing. Readings will consist primarily of essay collections:

- *The Best American Essays 2011*
- *The Best American Travel Writing 2011*
- *The Best American Science and Nature Writing 2011*
- Jonathan Dixon, *Beaten, Seared, and Sauced: On Becoming a Chef at the Culinary Institute of America*
- Henry David Thoreau, *Walden*

**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
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcomes (based on individual class)

- Students will understand and demonstrate appropriate strategies for reading and writing literary nonfiction essays.
- Students will learn to make appropriate written, oral, and visual communication choices in writing various genres of literary nonfiction.
- Students will use critical thinking, writing, and thinking skills and apply them to specific rhetorical situations, depending on the needs of the audience, purpose, occasion, and context, and will explore different styles appropriate to literary nonfiction.
- Students will explore issues of personal and social responsibility in class and in their writing.

### COURSE EXPECTATIONS:

**Attendance** is a crucial part of your success in this course. Please make attending class every day, on time, a priority. I understand that situations come up that make it impossible to attend class; therefore, in accordance with English Department policy, **four absences** are permitted without any loss of points. Each subsequent absence could result in a subtraction of 25 points. In addition, you have two “free” tardies. After that, each two tardies will count as one absence. If you arrive more than 20 minutes late or leave more than 20 minute early, you are absent.

**Reading and Writing:** The course has reasonable reading and writing requirements that may seem heavy at times. Keep up with the assignments in to get the most out of the class. It is imperative to do the reading and writing assignments for this course.

**Late Work:** In order for the class to work, it’s crucial to complete assignments on time. In general, I do not accept late work unless you have made arrangements with me ahead of time.

**Submission of Work:** It’s important to save your work and make back-up copies since computers can be unreliable. I do not accept email submission of your work. However, I encourage you to email me with questions, comments, or concerns. Feel free to call me to discuss your work.

### EVALUATION

Essay 1	150
Essay 2	150
Essay 3	150
Essay 4	150
Presentation	100
Collaborative Project	150
Participation	150

**TOTAL****1000**

**PARTICIPATION:** In this course, it is essential that everyone participate regularly. In evaluating your participation, I will look at your willingness to enter into discussions of the readings; your discussion of the work shared by others; your full-fledged participation as a member of the class, including writing workshops; your submission of work on time. I'm assigning **150 points** to participation and hope you'll see it as an opportunity to take an active role in the class. If you don't volunteer, I'll call on you, but it's better for everyone if you choose when to participate.

**A NOTE ON CLASSROOM DECORUM:** Please make sure cell phones are turned off during class. Please do not send or receive text messages during class. Laptops are not allowed. Please do not leave the classroom unless it's an emergency.

**ACADEMIC INTEGRITY:** The strength of any academic community depends on the ethical conduct of its participants. This means that all work that you submit in this class must be your own. It is understood that your papers will involve you in conversations with others; however, it is crucial that you appropriately cite the contributions that others have made in your work. If you have questions about how to cite sources accurately, please ask. Plagiarism is a serious offense and inevitably involves far-reaching consequences. It will not be tolerated in this course

**GRADING SCALE ON INDIVIDUAL ASSIGNMENTS AND FOR THE COURSE:**

94-100 %	A	78-79%	C+
90-93 %	A-	71-77 %	C
88-89 %	B+	70 %	C-
84-87 %	B	60-69 %	D
80-83 %	B-	Below 60%	F

**REVISION**

"I can't write five words but that I change seven." –Dorothy Parker

"The best reason for putting anything down on paper is that one may then change it."–B. de Voto

Nancy Sommers suggests that many students look at the process of revision as one that involves merely rewording and approach the problem with a "thesaurus philosophy of writing" (381). For some students, then, rewriting is fundamentally a process of editing and involves making corrections in grammar, punctuation, and usage. Experienced writers, on the other hand, see revision as a process of *re-seeing* (*re-visioning*) the shape and structure of a piece of writing and of thinking about how to fulfill readers' expectations. Sommers writes:

The experienced writers see their revision process as a recursive process—a process with significant recurring activities—with different levels of attention and different agenda for each cycle. During the first revision cycle their attention is primarily directed towards narrowing the topic and delimiting their ideas. At this point, they are not as concerned as they are later about vocabulary and style. The

experienced writers explained that they get closer to the meaning by not limiting themselves too early to lexical concerns. (386)

Your revision process will include both rewriting and editing. I encourage you to revise each essay before you submit the final version. *In addition, you may revise any essay you have turned in on time for a higher grade on or before the due date I assign for the revised essay.*

### ENGL 3340 SPRING 2012 CALENDAR

*Assignments are due on (and must be completed by) the day they are listed. This calendar is my best estimate of our schedule and is **subject to change**.*

#### January

17	T	Introduction. Gary Shteyngart ( <i>Travel</i> 198); Annie Proulx ( <i>Travel</i> 178)
19	R	Continue Shteyngart and Proulx. Buckley ( <i>Travel</i> 52).
24	T	Andre Aciman ( <i>Travel</i> 1); Gessen ( <i>Travel</i> 85); Nobel ( <i>Travel</i> 148)
26	R	Fox ( <i>Travel</i> 71); Klinkenborg ( <i>Travel</i> 110). Essay 1 assigned.
31	T	Obreht ( <i>Travel</i> 159); Vollmann ( <i>Travel</i> 203); McCaughey ( <i>Travel</i> 133).

#### February

2	R	Witt ( <i>Travel</i> 225); Levy ( <i>Travel</i> 117). Presentations. Free writing for Essay 1.
7	T	<b>Essay 1 draft due.</b> Writing Workshop. Bring four copies.
9	R	Sacks ( <i>Science</i> 291); Cohen ( <i>Science</i> 42); Bhattacharjee ( <i>Science</i> 1)
14	T	<b>Essay 1 final draft due.</b> Gawande ( <i>Science</i> 127); Blum ( <i>Science</i> 37)
16	R	<b>Essay 2 assigned.</b> Mooallem ( <i>Science</i> 243); Ketcham ( <i>Science</i> 222); Hawking and Mlodinow ( <i>Science</i> 186); Blum ( <i>Science</i> 37).
21	T	Frasier ( <i>Science</i> 96); Freedman ( <i>Science</i> 112).



23	R	<b>Essay 2 draft due.</b> Writing Workshop.
28	T	Gladwell ( <i>Science</i> 157); Jacobsen ( <i>Science</i> 204). <b>Essay 2 returned.</b>
<i>March</i>		
1	R	Read and discuss <i>Walden</i> .
6	T	<b>Essay 2 final draft due.</b> Begin Dixon. Presentations
8	R	Dixon. Presentations.
13	T	Spring Break.
15	R	Spring Break.
20	T	<b>Essay 3 assigned.</b> Complete Dixon. Als (Essays 1); Berlinski (Essays 5); Durham (Essays 59); Esposito (Essays 68); presentations
22	R	Research and Writing Day for Essay 3. No regularly scheduled class held.
27	T	<b>Essay 3 draft due. Writing Workshop.</b>
29	R	LeDuff ( <i>Essays</i> 107); Lee ( <i>Essays</i> 126); LaValle ( <i>Essays</i> 97); Iyer ( <i>Essays</i> 90); Hitchens ( <i>Essays</i> 85)
<i>April</i>		
3	T	<b>Essay 3 due.</b> McKeithen ( <i>Essays</i> 137); presentations.
5	R	<b>Essay 4 assigned.</b> Purpura ( <i>Essays</i> 155); Smith ( <i>Essays</i> 185); Vannoy ( <i>Essays</i> 210). Presentations.
10	T	<b>Essay 4 Writing Workshop.</b>
12	R	Group Collaborative Projects Work in Class (mandatory).
17	T	<b>Essay 4 returned.</b> Group Collaborative Presentations (mandatory).
19	R	Group Collaborative Projects Presentations.
24	T	<b>Essay 4 final draft due.</b> Group Collaborative Project Presentations.

26 R Class reading of your best essays!

**May**

1 T Essay 4 returned.

8 T Essay 4 (revised for a higher grade) due.