**General Education Course Inclusion Proposal**

**Integrative Thinking**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: “**EN 283: British Literature Survey I”

**Home Department:** English

**Department Chair Name and Contact Information** (phone, email):Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): once per academic year

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

As the NMU Bulletin suggests, EN 283 provides a focus on “British literature from before the Middle Ages to the 18th century, concentrating on major figures and works and on the development of modern issues in literature.” Students will develop interpretive strategies, analyze texts from multiple perspectives, consider the intentions of the authors and/or his or her audiences over the centuries.

Additionally, the importance of students becoming active readers as participants in a collaborative learning community will be stressed. Students will complete reading and writing/multimodal assignments designed to scaffold their development in the following areas: reading comprehension, reading motivation, critical thinking, and literary analysis.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:**

***Critical Thinking***

Critical thinking undergirds all of the work students engage in for EN 283. Students will compose several written reader response forum postings, compose analytical and/or reflective essays, and/or complete exams.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to incorporate evidence from Shakespeare’s texts to generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate insight from texts into conclusions about the human condition.
* For the ***Evaluate*** learning outcome dimension, students will not only assess the quality, appropriateness, credibility of texts but will also appraise the quality of their own learning through reflective practice.

***Integrative Thinking***

The literary and dramatic works examined in this course offer readers’ insights into the ways that the literature of the British Isles from the 8th through the 18th centuries, explore the human condition. Therefore:

* To satisfy the **Connections to Discipline**outcome dimension, students will make connections between or among multiple disciplinary perspectives in forum postings and/or analytical essays.
* For the**Transfer**outcome dimension, students will transfer (i.e. adapt and apply) various skills between literary studies and one or more disciplines outside of literary studies such as art and history.
* For the **Integrated Communication** outcome dimension, will require students to communicate complex ideas by choosing, from among a variety of texts (content) and rhetorical modes (forms), those best suited to assignment objectives .

Upon successful completion of this course, students will be able to demonstrate a sophisticated understanding of various older literary works through personal connections to these texts, as well as identify ways that both fiction and nonfiction texts reflect the human condition. To achieve these outcomes, students will be required to read texts carefully, and to communicate to a broader audience artistic, literary, or rhetorical analyses and evaluations, demonstrating how they synthesize ideas gleaned from reading the texts.

Students will participate in multiple forum postings and/or in-class discussions about the works read for class. Students must demonstrate obvious engagement with and understanding of the texts. Insights, predictions, connections, evaluations, inferences and conclusions will be supported by textual evidence. The instructor will use rubrics to evaluate students’ writing and/or exam answers, which should demonstrate students’ understanding of ways their writing reflects students’ integrated thinking*.*

**C. Describe the target audience (level, student groups, etc.):** Being able to critically read, analyze, evaluate, and synthesize fiction and nonfiction multimodal texts is central to academic, career, and personal achievement. This course draws students from all majors and minors. As a 200-level class, the course is designed for sophomore-level, English and non-English majors.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.):** Along with “EN 284: British Literature Survey II,” this course serves as a requirement for the “English Major— Graduate Bound.” The course is also an option as a **British Literature Survey or Period Course for Secondary Education English majors and minors.**

**E. Provide any other information that may be relevant to the review of the course by GEC:**

The course provides ample encouragement for students to improve their reading comprehension and their understanding of a range of cultural studies, and, most importantly, on becoming strategic readers and talented writers.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** *(This is one illustrative example. This will change if course is taught during a regular term of shortened term and whether it is taught online, face-to-face or as a hybrid course.)* |
| **Evidence** | Assesses quality of information that may be integrated into an argument | ***Task Type:*** Students will create multiple evidence-based writing assignments and/or other classroom activities that may include presentations, memorization, creative work, or exams. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight:*** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is a 200-level class. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | ***Task Type*:** Students compose an **analytical essay or answer essay questions on an exam**. *Integrate* dimension is assessed via assignment-specific rubrics.  ***Frequency*:**  at least once  ***Overall Grading Weight*:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is a 200-level class. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | ***Task Type*:** Students take reflective exam and/or construct a reflective essay, as well as through other classroom activities, which may include presentations or group work. *Evaluate* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least once  ***Overall Grading Weight*:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is a 200-level class. |

**PLAN FOR LEARNING OUTCOMES**

**INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome.* ***Type*** *refers to the types of assignments used for assessment such as written work, presentations, etc****. Frequency*** *refers to the number of assignments included such as a single paper or multiple papers****. Importance*** *refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience**  *OR* | Connects academic knowledge to experiences |  |
| **Connections to Discipline** | Makes connections across disciplines | ***Task Type:*** The ability to establish connections between or among multiple disciplinary perspectives will be assessed through, most importantly, multiple evidence-based writing assignments, as well as through other classroom activities, which may include presentations, creative work, or tests.Connections to Discpline dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is 200-level class. |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | ***Task Type:***  The ability to apply skills, abilities, theories, or methodologies gained in one situation to new situations will be assessed through, most importantly, writing assignments, as well as through classroom activities, which may include lecture-based discussion, presentations, or creative work. In all cases, students will be expected to adapt and apply to later assignments those skills, etc. acquired in preparing earlier assignments, ~~as well as to their thinking and subsequent writing in other classes, such as art and history~~. Transfer dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is 200-level class. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | ***Task Type:*** At least one of the assignments indicated above will require students to communicate complex ideas by choosing, from among a variety of course readings (content) and rhetorical modes of expression (forms), those best suited to the assignment prompt.Integrated Communication dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because this is 200-level class. |

English 283: English Literature I

Fall, 2008

**Instructor: Dr. David Wood**

**Office: Gries 209**

**E-mail:** [**dwood@nmu.edu**](mailto:dwood@nmu.edu)

**Office hours: MTWTh 1-2**

## Course Description

This course is a survey that encompasses the major prose, poetry, and drama of writers in English from the 7th century, Anglo-Saxon period, through to the 18th century, neo-classical age. Drawing on everything from that brute masterpiece of monster stories, *Beowulf,* to the engaging subtlety of Chaucer; from the bloody spectacles of Marlowe to the witty passions of Shakespeare; from the totalizing portrait of the universe presented by Milton to the wry ironies of Pope and Swift, this class will expose you not only to the most influential literary works in the English language but in many ways the most exquisite— and, in doing so, it will deepen your understanding of the intellectual traditions that directly impact both how and what we think today. As part of our study, we will consider a range of the specific social, economic, political, cultural, and religious influences that helped shape the literature of this vast period.

## Course Objectives

In this class you will learn to:

* Read literature carefully and analytically
* Respond to literature both orally and in writing
* Analyze the influences that impact these texts
* Understand the ideas and literary genres that define these historical periods
* Develop your own ideas regarding how literature reflects the various forms human identity has taken throughout the ages

## Required Items

* *The Norton Anthology of English Literature*, Volume 1, 7th edition.
* William Shakespeare, *Much Ado About Nothing*. Penguin ($5, or so).

## Graded Assignments

1. Three tests: with both in-class and take-home components. (Worth 60% of your grade)
2. Final paper. (Worth 20 % of your grade)
3. Active participation: discussion, reading quizzes, and class-activities. I expect regular attendance (see below). (20%)

**Grading Policy**

A 93-100 B 82-87 C 72-77

A- 90-92 B- 80-81 C+ 70-71

B+ 88-89 C+ 78-79 D 60-69

F <60

**Course Policies**

**Late Work**: In order to be fair, all students must complete and hand in every assignment on time. You will be permitted one late shorter paper, at my discretion.

**NMU’s Non-Discrimination Statement**  
Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906-227-2420.

# **Disability Services**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu.  Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Attendance**: Your presence is required for this class. Discussion is a major aspect of this course and your participation in it will help you to succeed on all of the graded assignments listed above. I will assign an F for participation to any student who misses more than 4 classes (excused or unexcused).

**Grading Policy**

A 93-100 B 82-87 C 72-77

A- 90-92 B- 80-81 C+ 70-71

B+ 88-89 C+ 78-79 D 60-69

F <60

## Class Calendar

It is required that you read the work before you come to class and that you always bring your book. Page numbers refer to the *Norton Shakespeare*.

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It is required that you read the work before you come to class and that you always bring your book. Page numbers refer to the *Norton Anthology*, vol.1, 7th ed.

**Old English Period**

## Week 1—The Beginnings of Literature in English

8.26— Introduction to English History, Culture, and Literature: “Caedmon’s Hymn,” a passage from Chaucer’s “General Prologue,” and Shakespeare’s sonnet 73. (handouts)

8.28— “The Dream of the Rood” (26), “The Wanderer” (99); “Battle of Brunanburh” (handout)

## Week 2

9.02— *Beowulf* (29-60)

9.04— *Beowulf* (61-99)

**Middle English Period**

## Week 3— Celtic Influence / Arthurian Romance

9.09— Marie de France: “Lanval” (126-140)

9.11— *Sir Gawain and the Green Knight*, Part 1 and 2 (158-181)

## Week 4— Medieval Literature in the Fourteenth Century

9.16— *Sir Gawain*, Part 3 and 4 (181-210)

#### 9.18— Geoffrey Chaucer: “The General Prologue” (ll. 1-42), “The Wife of Bath’s Prologue” (253-272)

## Week 5— More Medievals

9.23— “The Wife of Bath’s Tale” (272-281)

9.25— Test #1

**Renaissance English Literature**

**Week 6— Courtier Life vs. Renaissance Self-Fashioning**

9.30— Sir Thomas More: *Utopia* (506-523)

10.02— Sir Thomas Wyatt: “Whoso list to hunt” (527), “They flee from me” (529), “My Galley (528), “Stand Whoso List” (534)

—Henry Howard, Earl of Surrey: “The soote season” (570), “So cruel prison how could betide” (572), “Wyatt resteth here, that quick could never rest” (574)

## Week 7— Renaissance Sonneteers

10.07— Edmund Spenser (865): Sonnets 34, 54, 64, 75, and 79

— Sir Philip Sidney (917): Sonnets 1, 2, 6, 7, 31, 37, 45

10.09— William Shakespeare (1029): Sonnets 3, 12, 18, 19, 20, 30, 55, 73, 87, 129,130, 135, 138, 154

## Week 8—Some Literary Theory, Some Drama

10.14— Sidney, *Defense of Poesy* (933-54)

10.16— Christopher Marlowe: *Doctor Faustus*

## Week 9—Renaissance Drama: Identity, Reality, and Illusion

10.21— *Doctor Faustus*

10.23— Shakespeare: *Much Ado About Nothing* (Act 1)

## Week 10— Renaissance Drama: Gender and Genre

10.28— *Much Ado* (Acts 2-3)

10.30— *Much Ado* (Acts 4-5)

## Week 11— Seventeenth-Century Poetry: The Metaphysicals

## 11.04— TEST # 2

11.06—John Donne: “The Flea” (1236), “Elegy 19. To His Mistress Going to Bed” (1256), “Holy Sonnet 10” (1270), “Holy Sonnet 14” (1271)

—George Herbert: “The Altar” (1597), “Redemption” (1597), “Easter Wings”(1599)

—Robert Herrick: “To the Virgins” (1649)

—Andrew Marvell: “To His Coy Mistress” (1691)

## Week 12— Restoration Woman

## 11.11— Aphra Behn: *The Fair Jilt* (online)

11.13— John Milton: *Aereopagitica* (1801)

—Aemelia Lanyer, “Eve’s Defense of Women” (1700)

**Week 13— Full Circle: Back to English Epic**

11.18— *PL*, Book 1

11.20— *PL,* Book 2

**Neo-Classical Age**

## Week 14— Wit, inc.

11.25— *PL*, Book 9

11.27— Happy Thanksgiving

**Week 15— Wit, cont’d**

12.02— Alexander Pope, *The Rape of the Lock*

12.04—Jonathan Swift, “A Modest Proposal”

## Finals Week— Final Exam

**Final Papers Due**

***Please note: Depending on the pace of our course, the reading schedule is subject to change.***