

General Education Course Proposal

Proposed Course: Engl. 102 Masterpieces of English Literature Units 4
Prefix No. Title

Department: English **School:** Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
 Breadth: B1___; B2___; C1___; C2___; D___; E___
 Integration: B___; C X; D___; International/Multicultural___

Existing Course ___; **Revised Course** X; **New Course** ___
Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Discussion and written analyses of influential poetry, drama, fiction, and nonfiction by British authors as well as colonial and post-colonial works influenced by English literature. Historical and cultural contexts of works. Not applicable to the English major.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 4; Year 3 4-5

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Andrew... 5-9-00
 Department Chair Date

 School Curriculum Committee Date
Patricia... 9/8/00
 General Education Subcommittee Date

 School Dean Date
J. Echeverria 9/8/00
 Associate Provost Date

1/14/98

Revised 5/12/00
~~*Revised 1/15/98*~~

Attachment # 2: Statement of elements common to all sections of course
Proposed Course: Engl. 102 Masterpieces of English Literature

English 102: Masterpieces of English Literature 4 units

Catalog description: Discussion and written analyses of influential poetry, drama, fiction, and nonfiction by British authors as well as colonial and post-colonial works influenced by English literature. Historical and cultural contexts of literary works. Not applicable to the English major.

Content: The course focuses on works of English literature widely acknowledged as influential and as "masterpieces." It may address colonial and post-colonial literature by including representative works or through discussion. Texts will represent a variety of literary genres, styles, and historical periods. Discussion of the literature will include discussion of the historical, cultural, and philosophical contexts of the works. Throughout the course, students will engage in close reading and analysis of the texts through discussion and written assignments. They will discuss ideas, themes, beliefs, and values as expressed in the texts from the perspective of their subjective responses as well as more analytical approaches to the works. They will also be introduced to techniques of literary criticism, the concept of genre, literary terms, critical approaches to literature, and the relationship between content and form.

Objectives:

Students will:

- read, discuss and analyze masterpieces of English literature
- explore the concept of a "masterpiece" and why these works are considered masterpieces
- explore the connection between the texts and the historical periods which produced them
- explore the connection between the ideas in the literature and contemporary civilization
- explore and reflect critically on the beliefs and values expressed in the literature
- distinguish between subjective and objective responses to the literature and understand the connection between the two
- develop an appreciation for literature by making connections between the literature and their own lives
- practice close reading of texts, with attention to the nature and role of language
- learn techniques of literary criticism and be introduced to a beginning vocabulary of literary terms
- practice writing about literature, using techniques of literary criticism

Required student activities:

- close reading of texts as homework for every class period
- participation in discussion of literature (as a class or in small groups or through group or individual presentations)
- final exam (according to CSUF policy and schedule)
- writing assignments totaling a minimum of 4,000 words with at least 70% of the total in the form of sustained multiparagraph assignments. Writing assignments

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Required student activities (cont.)

must include at least 2 out-of-class critical analysis papers of a minimum of 4 pages (1,000 words) each and at least one essay exam (minimum of 800 words). Assignments may also include quizzes, short in-class essays, in-class reading responses, out-of-class reading response journal entries, additional out-of-class papers, additional essay exams. Writing assignments will encourage students toward disciplined independent thinking about the form and content of literature and give them the opportunity to write critical analyses of literary works.

--required attendance

Grading policy: Each syllabus will contain a grading policy. The grade for the course will be based on a combination of grades on written assignments (both in-class and out-of-class), presentations, exams, and participation in class discussions. At least 60% of a student's grade for the course will be based on writing assignments.

Representative text: Abrams, et al., eds. The Norton Anthology of English Literature, 5th ed. New York: Norton.

Instructors may also choose to supplement the anthology with 1-6 additional texts (usually novels or plays).

Approximate schedule for course: The course is generally organized in one of two ways:

- 1.) chronologically with 1-5 class periods on each work; works to represent at least 3 major literary periods
- 2.) by theme with 3-6 works in each theme grouping and 2-5 weeks on each theme; works to represent at least 3 major literary periods

With either of these organizations, the works selected for the course should represent at least three genres (poetry, fiction, drama, non-fiction prose).

Attachment # 3: Typical Syllabus

Proposed Course: Engl. 102 Masterpieces of English Literature

ENGLISH 102: MASTERPIECES OF ENGLISH LITERATURE

Fall 1998
MWF 10:50-11:55
ED 390

Professor R. Jenkins
Office: PB 498
Phone: 278-4922
E-mail: ruth_jenkins@zimmer.csufresno.edu
Office hours: MF 8:45-10:35
F 2:50-4:10

“What has praise and fame to do with poetry? What has seven editions (the book had already gone into no less) got to do with the value of it? Was not writing poetry a secret transaction, a voice answering a voice? So that all this chatter and praise and blame and meeting people who did not admire one was all ill suited for the thing itself--a voice answering a voice.”

--Virginia Woolf
Orlando

REQUIRED TEXTS:

Abrams, et al. eds. The Norton Anthology of English Literature, 5th ed. New York: Norton.
Bronte, Charlotte. Jane Eyre. Penguin.
Rhys, Jean. Wide Sargasso Sea. Norton.
Shakespeare, William. Othello. The New Folger Shakespeare. Washington Square Press.
Shelley, Mary. Frankenstein. Penguin.
Tagore, Rabindranath. The Home and the World. Penguin.
Woolf, Virginia. Orlando. Harcourt Brace Jovanovich.

A compact college dictionary of your choice (bring to class)

COURSE REQUIREMENTS:

1. Attendance. Because this course is built upon group discussions, shared reactions, and your participation, being absent will hinder both your learning and the progress of the class. **After 6 absences, your semester grade will be lowered one grade for each additional absence.**
2. Timely and careful readings of the materials assigned and extensive written responses (formal and informal) of at least 4,000 words.

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Course requirements (cont):

3. Reading Response Journal. In your journal, which should be separate from your regular notebook, you will respond to all the literature that we will be reading. **Before** class, you need to enter the following in your journal and show it to me at the beginning of each class:
 1. List words that you are not sure of the meaning AND write out the definition that you feel best applies.
 2. Record your emerging understanding of the piece of literature--**at least one full page.** (We will discuss this in more detail in class.)

ALWAYS bring your journal to class. I will often ask you to refer to it for discussions and will collect it occasionally to review and assess. To receive full credit for the journal, in addition to recording thoughtful and detailed responses, it must be completed in a timely fashion. Daily responses are due the day the literature is discussed in class; missed work can be submitted on the first day back.

4. Papers. At four points during the semester, after our class discussions, you will write a longer critical analysis of one of the works (minimum of 4 pages or 1,000 words). Each of these papers should have a clear controlling idea (thesis) as well as organized evidence to develop that idea. (We will also discuss this in more detail in class.)
5. Quizzes, midterm and final. There will be occasional, unannounced quizzes to reward you for your timely and careful reading. There will also be a midterm exam and a final comprehensive exam, both of which will consist of essay questions. (The final is Monday, December 14 from 11:00 to 1:00.)

GRADING POLICY: Your semester grade will be determined by the following percentages:

- 10% = Participation (including attendance, group work, and quizzes)
- 10 % = Reading Responses (Journal)
- 40% = Papers (10% each)
- 20% = Midterm exam
- 20% = Final exam

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS:

--Unless otherwise noted, readings are from the Norton Anthology.

August

24 Introduction to the course and requirements

26 Introduction to critical reading and writing

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August

28 Introduction to critical reading and writing, cont.

CYCLE ONE:

31 about Chaucer, Geoffrey and The Canterbury Tales (65-70) and “The General Prologue” (70-90)

September

2 about Donne, John (584-86), “The Canonization” (590-91), “The Flea” (594-95), and “A Valediction Forbidding Mourning” (597-98)

4 about Browning, Robert (1876-82), “Porphyria’s Lover” (1882-83), and “My Last Duchess” (1885-86)

7 Labor Day: no scheduled classes

9 Papers due (Chaucer, Donne, Browning)
about Eliot, T.S. (2455-59), “The Love Song of J. Alfred Prufrock” (2459-63)

CYCLE TWO

11 about Milton, John (653-36); about Paradise Lost (662-64); from Paradise Lost, Book One (664-83)

14 from Paradise Lost, Book Four (720-38); Book Eight (746-54)

16 about Coleridge, Samuel (1481-83; “The Rime of the Ancient Mariner” (1487-1504)

18 about Shelley, Mary Wollstonecraft. Frankenstein (1-86)

21 Frankenstein (1-86)

23 Frankenstein cont. (87-144)

25 Frankenstein cont. (145-end)

CYCLE THREE

28 Paper due (Eliot, Milton, Coleridge, Shelley)
about Shakespeare, William (465-67); Othello (ix-25)

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September

30 Othello cont. (26-55)

October

2 Othello cont. (56-167)

5 Othello cont. (168-265)

7 about Charlotte Bronte; Jane Eyre (chapters 1-6)

9 Jane Eyre cont. (chapters 7-10)

12 Jane Eyre cont. (chapters 11-17)

14 Jane Eyre cont. (chapters 18-24)

16 Jane Eyre cont. (chapters 25-30)

19 Jane Eyre cont. (chapters 31-end)

21 **Paper due (Shakespeare, Bronte)**
Preparation for midterm exam

23 **MIDTERM EXAM (bring blue book[s])**

26 about Tagore, Rabindranath; The Home and the World (17-84)

28 The Home and the World cont. (85-142)

30 The Home and the World cont. (143-203)

November

2 about Rhys, Jean; Wide Sargasso Sea (Part One, 17-61)

4 Wide Sargasso Sea cont. (Parts Two & Three , 65-190)

CYCLE FOUR

6 about Swift, Jonathan (882-84); "A Modest Proposal" (1048-54)

9 about Wordsworth, William (1328-31); "Lines" (1336-39)

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November

- 11 Coleridge, "The Eolian Harp" (1484-85); "Dejection: An Ode (1524-27)
- 13 about Shelley, Percy Bysshe (1668-71); "Ode to the West Wind" (1700-02);
"To a Sky-Lark" (1733-35)
- 16 about Keats, John (1767-70); "Ode to a Nightingale" (1791-93); "To Autumn" (1814-15)
- 18 about Tennyson, Lord A.(1877-81); "Mariana" (1881-83); "Lady of Shalott" (1883-87)
- 20 **Paper due (Tagore, Rhys, Swift, Wordsworth, Coleridge, Shelley, Keats, Tennyson)**
about Arnold, Matthew (2038-43); "Dover Beach" (2059-60); "Dover Bitch" and
"Dover Bash" (handouts)
- 23 about Hardy, Thomas (2146-47); "Shelley's Skylark" (handout)
- 25-27 Thanksgiving break: no scheduled classes
- 30 about Woolf, Virginia; Orlando (1-50)

December

- 2 Orlando cont. (51-118)
- 4 Orlando cont. (119-226)
- 7 Orlando cont. (227-329)
- 9 Semester review

FINAL EXAM - Monday, December 14, 11:00-1:00

Two reminders:

Students with disabilities have the responsibility to identify themselves to the instructor so that reasonable accommodations for learning and evaluation can be made.

The University has a written policy on cheating and plagiarism which specifies the

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consequences of such acts, including failure in a course or expulsion from the University.
A full statement of this policy is available from the Dean of Student Affairs Office, Joyal 262.