Language, Philosophy and Culture
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 231
3. Texas Common Course Number: 2322

4. Complete course title: Survey of English Lit I

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☒ Language, Philosophy and Culture
   - ☐ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☒ Yes
   - ☐ No

8. How frequently will the class be offered? every semester (Fall & Spring)

9. Number of class sections per semester: 2 - 4

10. Number of students per semester: 85 - 170

11. Historic annual enrollment for the last three years: 256 298 236

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signatures]
   - Date: 1/17/13

   Approvals:
   - [Signatures]
   - Date: 2/19/13

14. Department Head
   - [Signature]
   - Date: 3/21/13

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. 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.

How does the proposed course specifically address the Foundational Component Area definition above?

ENGLISH 231: Survey of English Literature, I: This is an introductory survey or overview of British Literature written from around 750 AD through the Restoration period, 1660. This course is historically oriented, meaning that we will study the literary texts as part of the time period and culture during which they were written; we will also be studying key terminology involved in the literary criticism of these texts and how texts have been evaluated and appreciated in different ways by different generations of readers. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of early British literature, and ultimately, help students develop an appreciation for what the study of literatures of different societies and eras can teach us about ourselves and our shared humanity.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skill (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary traditions in early British literature. The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works of early British literary traditions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading. The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of British texts from 750 AD to the Restoration period of 1660 through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broader social forces have shaped British literary traditions from around 750 AD through the Restoration period, 1660. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question. The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Office Hours: MW 2:45-4:00, WF 11:30-1:30 and by appointment. I am always available for quick questions before class starts and at the end. Please feel free to email me with questions or comments at any time.

Teaching Assistant: TBA
Office: office hours:
e-mail:

Catalog Course Description: ENGL 231 - SURVEY OF ENGLISH LIT I (3-0). Credit 3. Literature of England from Anglo-Saxon times to the late 18th century, including such works as Beowulf, and such authors as Chaucer, Kempe, Spenser, Shakespeare, Donne, Philips, Behn, Dryden, Pope, Swift and Johnson.

Prerequisite: None.

Course Description: This is an introductory survey or overview of British Literature written from around 750 AD up to 1700. This course is historically oriented, meaning that we will study the literary texts as part of the time period and culture during which they were written; we will also be studying key terminology involved in the literary criticism of these texts and how texts have been evaluated and appreciated in different ways by different generations of readers.

Learning Outcomes: at the end of this course, a successful student should be able to

- present a coherent chronological overview of English literary history up to 1700
- demonstrate comprehension and read analytically the literature from the different historical periods
- relate the historical context to the literature
- demonstrate understanding of the different ways literary texts are studied and literary research is conducted

Core Curriculum Objectives:

The course addresses the Foundational Component Area in the following four ways.

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in early British literature.

Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question.

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped British literary traditions from around 750 AD up to 1700.

Core Curriculum Evaluation:

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works of early British literary traditions.

CS: The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of British texts from 750 up to 1700 through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

PR: The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person’s work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.

Grading
A=90-100
B=80-89
C=70-79
D=60-69
F=0-59

Requirements:
- 3 short answer, short essay exams 55% (1st exam=15%, 2 & 3=20%)
- Final comprehensive exam 25%
- 2 short critical essays 10%
- Participation 10%

Short Critical Essays: In these exercises, you will select an author and text to read closely and analytically and analyze HOW and WHY the writer presents his/her ideas in the form they do—how does the WAY the writer presents the material shape how the reader responds to them? This essay is concerned with the “what” is being said but also how the choices made by the writer—use of metaphors, allusions, rhyme of lines, etc—affect the way that the reader understands and perceives the “what” is being said. How does the way in which the idea is presented enhance/underline/reinforce the meaning of what is being said? Prompts will be given throughout the semester suggesting potential essay topics.

Short answer/ short essay exams: You will need a blue book(s) and pen(s) to take these exams. Please try to arrive in class a little early because exams will be distributed promptly at the start of the class period. Two types of learning will be tested: factual information, for example, concerning key terminology used to analyze particular texts and key ideas or themes raised in them, and analytical reading and critical thinking skills, involving explaining a short passage from a text read for class and how it uses key ideas, themes, and motifs central to understanding the work as a whole. On exam 2 the student will be asked to answer a question that tests their knowledge of how to ethically cite a source to build a persuasive argument.

Final Comprehensive Exam: The final comprehensive exam will follow the same format as the short answer/short essay exams described above, however, the student may also be asked to synthesize broader themes and ideas from the course. There will also be a question on the final in which the student will be asked to reflect upon how their knowledge of literary traditions from previous historical periods different from their own has changed in light of the new information they now possess.

Attendance & Participation: You are expected to keep up with course readings. Your participation grade is based upon several factors, including preparation of the reading assignments and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates). All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat or steal or tolerate those who do.”

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive
civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit http://disability.tamu.edu.

Required Texts:

- The Norton Anthology of English Literature Volume 1, parts A, B, & C (9th edition) all readings in these texts unless indicated otherwise ISBN 978-0-393-91300-2
- Materials posted on eLearning (http://elearning.tamu.edu/ or can be accessed through Howdy)

Reading and Exam Schedule: all readings are in the Norton Anthology unless otherwise indicated

**Week 1 MWF**  
**Introduction to Course and Research Methodologies; Anglo-Saxon**

Introduction to course & Research Methodologies

Introduction to Anglo-Saxon, Early English literature; read in Volume A, pp.3-10

The Wanderer; 117-120; from Beowulf, 36-41, 43-45

**Week 2 MWF**  
**English Heroes and Heroines, Anglo-Saxon & Medieval**

From Beowulf, 45-51, 55-58; Judith, 109-117

Introduction to medieval literature, 10-13; start Sir Gawain and the Green Knight, 183-185, 186-196

Sir Gawain and the Green Knight, 196-227

**Week 3 MWF**  
**Medieval Knights in Shining Armor & Everyday Folk: Chivalry**

Taking literature exams; finish Sir Gawain and the Green Knight, 227-238

From Chaucer’s The Canterbury Tales, “The Wife of Bath’s Tale,” 238-243, 301-310

Finish selections from Canterbury Tales; review for exam

**Week 4 MWF**  
**The Elizabethan courtiers and “self-fashioning”**

Exam

Introduction to the Elizabethan period, read in Volume B, 531-551

From Sir Thomas Hobby’s Castiglione’s The Courtier, 704-720

**Week 5 MWF**  
**The Elizabethan courtiers and “self-fashioning”**

Queen Elizabeth, “Verses Written with a Diamond,” “On Monsieur’s Departure,” “Speech to the Troops at Tilbury”; Sir Walter Ralegh “Verse Exchange between Elizabeth and Sir Walter Ralegh” 749-750, 758, 761-763
Sir Philip Sidney Reading Sonnets, from Astrophil and Stella, #1 “Loving in truth” #71 “Who will in fairest book of Nature Know,” 1000-1003, 1037-1039, 1048-1085, 1095-1096


Week 6 MWF  Romance and Pastoral: Creating the Ideal

Edmund Spenser, 766-768, from The Faerie Queene, “A Letter of the Authors” and Book One, Canto 1, 775-795; 1st Essay Due by 5pm Tuesday, October 2

Finish Faerie Queene

Sir Philip Sidney, from The Defense of Poesy, 1044-1045, “Poetry's Historical Importance,” “The Poet as Creator,” from “Definition and Classification of Poetry,” 1046-1051

Week 7 MWF  Elizabethan Tragedy: the Ideal Gone Wrong

Christopher Marlowe, 1106—07, The Tragedy of Dr. Faustus, “Prologue,” scenes 1-4, pp. 1127-1139 Faustus scene 5, Chorus 2, 1139-1148

Faustus, scenes 7-13, 1148-1163

Finish Faustus

Week 8 MWF  Elizabethan Tragedy Continued

Review for Exam. Part of this class will be devoted to discussing how to ethically cite sources in building a persuasive argument. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in academic writing. The student will be tested on this material on the next exam.

Exam #2

Introduction to 17th Century literature: Coterie and Professional writers, pp. 1341-1355

Week 9 MWF  Elizabethan Tragedy Continued

John Donne, 1370-1372, “The Flea,” “The Sun Rising,” “Valediction Forbidding Mourning” 1373,1376, 1385-86

John Donne from Holy Sonnets, #1, 10, 14; “A Hymn to God the Father” 1410, 1412, 1413-14, 1418

John Donne continued.

Week 10 MWF  Elizabethan Tragedy Continued

Finish Jonson; Amelia Lanyer 1430-1431, from Salve Deus Rex Judaeorum, “To the Doubtful Reader,” “To the Queen’s Most Excellent Majesty,” To the Virtuous Reader,” 1431-1433

Lady Mary Wroth, 1560-1562, From The Countess of Montgomery’s Urania, 1562-1565; Robert Herrick 1756, from Hesperides, “The Argument of His Book,” “Delight in Disorder,” “To the Virgins to Make Much of Time,” 1757, 1758, 1762

**Week 11 MWF**  
**The Coming War**

1360-1367; Richard Lovelace, “To Lucasta, Going to the Wars,” “To Althea, from Prison,” “The Grasshopper” 1779-1782

John Milton, from The Tenure of Kings and Magistrates, 1846-50; Gerrard Winstanley from A New Year’s Gift, 1850-55

Reporting the news: Trial narrative 1834-1841; Katherine Philips, 1783, “Upon the Double Murder of King Charles” 1785-86; read on elearning “The Retreat”; 2nd Essay due by 5pm Friday Nov 9

**Week 12 MWF**  
**The Interregnum**


**Exam #3**

Guest Lecturer, Dr. Todd Samuelson, Cushing Library

**Week 13 MWF**  
**The Restoration and early 18th Century**

Introduction to the Restoration, read in Volume C pp. 2177-2199; John Wilmot, earl of Rochester, 2296, read on elearning, “Against Constancy,” “Love and Life”

Restoration Continued.

THANKSGIVING

**Week 14 MWF**  
**The Restoration and early 18th Century Continued**


Mary Astell, From Some Reflections on Marriage, 2420-2423; Eliza Haywood, Fantomina: Or, Love in a Maze, 2739-2758.

Addison and Steele, 2639-2641, The Spectator #10, 11, 69, pp. 2644-2652; review for final exam; 3rd ESSAY Due, 5pm Tuesday, Dec. 4

**Final Exam: TBA**