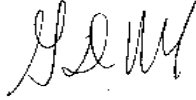Recommendation 2012-11-05: UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends approval of ENG 200, as per the report submitted to the Senate on
Nov. 15, 2012 by the Colonnade Implementation Committee.

Approved 11/20/2012

ENGLISH 200 PROPOSAL

The Colonnade Implementation Committee will spend the fall semester reviewing courses to be included in the Foundations Category. Your department offers English 200 which will be included in that category. Please review your existing course in light of the learning outcomes listed in the Colonnade Plan (see below).

The implementation committee asks that you send me the following material by October 12, 2012:

1. **A sample syllabus for this course.** This should contain course description, student learning outcomes, goals of the course, and types of assignments. You do not need to send us a course schedule of topics, exams, etc.   [**Attached**]

2. **Statement of how your course meets the Colonnade Plan's learning objectives.**

English 200: Introduction to Literature (3 hours) meets the six learning objectives included in the Foundations section of the Colonnade Plan. As documented below, ENG 200 provides an introduction to a variety of literature at the college level. Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts and reading strategies. In this course, students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Because this course relies on primary texts, literacy skills are a key component of the content of course work.

What follows is specific detail of how ENG 200 meets each of the six learning objects outlined in the Colonnade plan.

Learning Objective 1: Students will demonstrate the ability to utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

Over the course of a semester, students in ENG 200 learn introductory knowledge of key literary terms and reading strategies through a variety of readings. They also gain knowledge of reading strategies, which incorporates literacy skills.

Students will become conversant with many linguistic and bibliographic terms (diction, dialect, quarto), formal features (character foil, motif), and genres (lyric poem, science fiction), always examining the ways that form shapes meaning.

Finally, students demonstrate that knowledge through in-class discussion, and three written assignments give them the opportunity to demonstrate that knowledge in discussing and writing about literary texts.

Learning Objective 2: Students will demonstrate the ability to distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

Students in ENG 200 will learn to identify and define different literary genres and the conventions associated with them. They will study the construction of critical analyses of literary texts and how to draw on appropriate textual evidence in support of a thesis.

Students in ENG 200 will do this through discussions and writings that compare different literary genres as well as literature within the same genre, analyzing the way that authors reflect the world around them and how each genre provides for a specific framework in which the author can engage a topic.

Learning Objective 3: Students will demonstrate the ability to show how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.

Students in ENG 200 will explore literary texts within the historical periods in which they were written. Because each time period brings with it a set of problems and concerns specific to that period, each text provides a particular window into that time period.

Through in-class discussion and written assignments, students will consider the ways that those texts reflect understanding of human thought (perception, motivation, relation), philosophy (free will, determinism, good, evil), and social issues (racism, feminism, economics) in response to social, cultural, and historical developments.

Learning Objective 4: Students will demonstrate the ability to evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Students in ENG 200 will perform close readings of the assigned texts, and then engage in class discussions and written assignments tailored to those texts. Discussions and assignments focus on the following:

1. Significant literary movements, and the literary context of those movements

2. Various historical figures within literary movements, and their impact on the literary movements.

3. Texts that arise within literary movements, or that help to define literary movements.

4. The impact that each of the above has, and are in turn impacted by, social, cultural, and historical developments

Students will experience the human expression through close readings or literature, poems, and plays, as well as attendance as a play. They will also complete written assignments and engage in in-class discussion of the readings and the play.

Learning Objective 5: Students will demonstrate the ability to evaluate enduring and contemporary issues of human experience.

Students in ENG 200 will consider in class discussions and in written assignments how literary artists reflect human experience (as well as human nature) through their works.

Each author speaks to the period in which he or she writes, and each author addresses the human experience. Through in-class discussion and written assignments students will identify the questions addressed by the authors, and the way that those questions do or do not speak to contemporary issues.

Learning Objective 6: Students will demonstrate the ability to read, comprehend, and analyze primary texts independently and proficiently.

Students in ENG 200 will read multiple sources from three literary genres and will:

1. Write literary analyses with a total word count of at least 3600 for all formal writing in the course. These essays should demonstrate their ability to apply appropriate terms, strategies, and textual evidence.

2. Engage in in-class discussion with other students and faculty.

ENGLISH 200

3. Brief description of how your department will assess this course's effectiveness.

The English department will assess the effectiveness of English 200 by incorporating the Colonnade Plan Learning Outcomes into our existing assessment structure.

The department will collect samples of writing from every section of English 200. These samples will be chosen randomly and all student information will be removed. Teams of English department faculty will assess these essays following the measures of success in general education courses as established by the department's General Education Assessment Committee:

4 = outstanding (far exceeds expectations)

3 = good (exceeds expectations)

2 = average (meets basic expectations)

1 = poor or unacceptable (falls below basic expectations)

Because of the large volume of essays that must be read, the department will select two target items from the Colonnade Plan Learning Outcomes to assess each year. In 2013, those items will be

Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

and

Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

To target these more specifically to the English 200 course, we will adjust our assessment measures slightly. These measures will read as follows:

Utilize basic formal elements, techniques, concepts and vocabulary of a college level introductory course in literary studies.

and

Distinguish among various kinds of evidence from texts covered in a college level introductory course in literary studies by identifying reliable sources and valid arguments.

Our targets are as follows:

1) 80% of English 200 essays will score 2 (average—meets expectations) or higher for this outcome

2) 30% of English 200 essays will score 3 (good-exceeds expectations) or higher for this outcome.

In the following years we will do the same assessment plan for the other four learning outcomes (two in 2014, two in 2015). In that way, all six learning outcomes will be assessed in a three year period.

The English department's General Education Assessment Committee has operated for several years, and has in place the infrastructure and training to run this assessment. This plan to assess the Colonnade Plan Learning Outcomes will build on this foundation and will serve as a comprehensive approach to evaluating the effectiveness of English 200.

4. **If necessary, a list of any proposed revisions needed to bring you course in line with the Colonnade Plan.**

This course will not require any changes beyond a revision of the catalog description. The common syllabus for the course has always implied that the course is taught from a variety of time periods, cultures and incorporating diversity. The catalog revision will make it explicit:

[REVISED] Catalog Description: Introductory study of fiction, poetry and drama demonstrating techniques by which literary artists reflect human experience. Examines major works with attention to different time periods, cultures, and diversity. Substantial student writing about literature will be required.

Each year the department conducts a formal assessment of the effectiveness of ENG 200. From there the Director of Composition, Christopher Ervin, as well as members of the assessment committee (the entire full-time faculty of the department, in addition to volunteer part-time faculty), institute changes to the common sections of the syllabi. This is an ongoing process and the course is, in that sense, revised on a continuous basis.

EXAMPLE SYLLABUS: ENGLISH 200

ENGLISH 200– Introduction to Literature (3 credit hours)

Instructor Information [Removed from example syllabus]

English 200 provides an introduction to a variety of literature at the college level. Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Because this course emphasizes the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Catalog Description: Introductory study of fiction, poetry and drama demonstrating techniques by which literary artists reflect human experience. Substantial student writing about literature will be required.

General Education Requirements: English 200 fulfills the B.1 (Humanities/Literature) general education requirement. This course will help students attain these general education objectives: (1) proficiency in reading, writing, and speaking; and (2) an informed acquaintance with major achievements in the arts and humanities. **Prerequisite**: Eng 100.

Goals and Objectives

This course examines representative works in the major genres of literature (poetry, fiction, and drama), with attention to different time periods, cultures, and diversity. Through class discussions and through reading and writing assignments, students will question, think, and write critically about literature. The aim of the course is to introduce students to the concepts and methodologies essential to the analysis and appreciation of a significant body of work.

Required Texts
- Gwinn, R. S. *Literature: A Pocket Anthology*. 5th Edition. New York: Penguin, 2009. ISBN-10: 0-205-03222-2.
- Shawn, Wallace. *The Fever*. New York: Dramatists Play Services, Inc., 1992. ISBN: 0-8222-0398-7. Any edition is acceptable.
- Butler, Octavia. *The Parable of the Sower*. NY: Warner Books, 1993. ISBN-10: 0446601977. Any edition is acceptable, even as an e-book.

Important Dates [Removed from example syllabus]

Learning Outcomes

Upon completion of this course, students will demonstrate the ability to:
1. Utilize basic formal elements, techniques, concepts and vocabulary of literary studies.
2. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression literary studies.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.
6. Students will read, comprehend, and analyze primary literary texts independently and proficiently.

As we read and discuss short stories, poems, and plays, we will also be seeking answers to the following related questions:

- What does it mean to be human?
- Why do we value literature? Why is it a Gen. Ed. requirement?
- What is involved in the process of reading sophisticated literature?
- In what ways do different genres call for different reading strategies?
- What are the various conventions associated with fiction, poetry, and drama?
- How do we "interpret" literature? What is at stake in this enterprise? What values and assumptions inform our interpretations? Are some interpretations more "correct" than others?
- What do we write about when we write about literature? What writing conventions do we need to be familiar with? Why do a lot of writing in a literature class?

Course Activities
Students can expect to write some 3600 words (about 12 double-spaced pages) of revised and finished prose. Grades will be determined by the following tasks:
* 3 short papers (about 4 pages each) (15% each, 45% total)
* 3 exams (including final) (10% each, 30% total)
* 3 artistic projects with one-page written analysis (15% total)
* 1 out-of-class play attendance and written review (about 4 pages) (10%)

You are **required** to attend at least one live, local play outside of class--absences must be cleared in advance. The English department may pay for one performance if you clear your attendance with me first. **All assignments must be completed in order to pass the course.** The only opportunity for extra credit is to attend an additional play, reading, or screening beyond the required one, and to write a **detailed** review of that event. Each event is worth **up to** 10 points, with a maximum of 30 points total. You must clear any extra credit with me in advance.

Assessment & Grading

One of the goals for this course is to encourage you to develop critical reading and analytical skills as you practice thoughtful reading and writing about literary texts. A second and equally important goal is to help you continue to develop your writing skills. Thus, you may receive feedback from me on drafts of major essays before submitting them for grading. But once a grade is posted on Blackboard, additional revisions will not be accepted.

All grades will be posted on Blackboard; if your grade has not been posted, I have not yet finished assessing your paper. Please be patient. I usually teach over 100 students per semester, and many assignments are often due on the same day. I will have all work graded in time to help you with the next assignment.

Final grading scale: A = 1000-900, or 90% and up; B = 899-800, 80%--89%; etc.

Course Policies [Removed from example syllabus]

Research: Scholarly sources are the standard. No other sort of research will be accepted in assignments and essays. Because this is an English class, you will be expected to use standard MLA documentation for all written work. Any information you use from another source must be fully documented.

Writing Assignments:

Paper # 1: Literary analysis of fiction. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more works using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, "These two works have many similarities and differences" is vague and weak. "What does "Thunder and Roses" teach us about vengeance?" is much more concrete and specific. You will need to incorporate quotations and specific details from each text to support your claims and use appropriate literary terminology and MLA citation techniques.

Paper # 2: Literary analysis of drama. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more works using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, "These two characters have many similarities and differences" is vague and weak. "What does *An Enemy of the People* teach us about profit and justice?" is much more concrete and specific. You will need to incorporate quotations from each text to support your claims and use appropriate literary terminology and MLA citation techniques.

Drama Review: Students must attend a live play in Bowling Green and write a review of about 4 pages, analyzing plot, characters, themes, direction, staging notes, costumes, lighting, sound, dance, etc. No research is required, but attendance is mandatory. Save your program to assist you. A detailed, step-by-step guide is posted on Blackboard. **The review is due no more than 1 week after the performance.** Ticket stubs must be attached to the paper.

Paper # 3: Literary analysis of poetry. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more poems using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, "These two poems have many similarities and differences" is vague and weak. "Is it better to be a Prufrock or a Ulysses?" is much more concrete and specific. You will need to incorporate quotations and specific details from each text to support your claims and use appropriate literary terminology and MLA citation techniques. Detailed guidelines to writing

a formal poem analysis will be posted on Blackboard. You may **NOT** write about "Because I Could Not Stop for Death," "Two Roads Diverged Into a Wood," or "Whose Woods These Are I Think I Know."