Contact Name: Tim Carens   Email: carenst@cofc.edu    Phone: 3-5658
Department Name: English Graduate Program name: M.A. in English
Course Prefix, Number, and Title: ENGL 574 Special Topics in English Literature Before 1800

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE    CHANGE COURSE    DELETE COURSE

☒ New Course (attach syllabus*)    ☐ Change Number (IV, VII, VIII, IX)    ☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: fall 2015

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

• Course description and objectives
• Method of teaching (e.g., lecture, seminar, on-line, hybrid)
• Required and optional texts and materials
• Graduate School Grading Scale
• Assignments, student learning outcomes and assessment components
• Policies to include attendance, Honor Code, American Disabilities Act statement
• Tentative course schedule with specific topics

List prerequisites and / or other restrictions below
Those who register for the course must be enrolled in the M.A. in English Literature or have the permission of the instructor.

Will this course be added to the Degree Requirements?

a) □ Yes  ☒ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☒ yes  □ no  If so, how many credit hours may the student earn in this course? 9

It is possible, although unlikely, that a student would take this course as many as 3 or more times. Because it is a special topics class, it will be used to designate different courses by different professors. A student would not be allowed to take the same exact version of the course more than once.

III. CATALOG DESCRIPTION Limit to 50 words **EXACTLY** as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A study of an author, topic, or problem in English literature before 1800 that falls outside the routine offerings of the department. The subject for each course will be announced.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

The Joint M.A. in English program requires six courses in three specific periods of literary history: English Literature Before 1800; English Literature After 1800; and American Literature.

Students satisfy these requirements by taking a variety of courses, among them is English 517 (Special Topics), which is currently offered quite frequently, sometimes more than once in the same semester (because professors at the M.A. level often pursue a highly specialized field of inquiry). Many of our students thus take this course multiple times, as the content of the course changes with almost every new iteration.

We propose to create a new special topics course aligned with each of our period requirements: ENGL 574 (special topics in English Literature before 1800) as well as ENGL 575 (special topics in English Literature after 1800) and ENGL 576 (special topics in American Literature).

These new classes will benefit students and administrators by simplifying the processes of registering classes and auditing degrees. Because Banner perceives every instance of 517 as the same course, advisors must currently file a special form to allow students to take the class more than once. Banner also cannot appropriately categorize any instance of 517 as fulfilling one of the historical period requirements. The new special topics classes will thus clarify the requirements that students have already fulfilled.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Acquire a knowledge of English literature within a specific historical period and national culture</td>
<td>Assessment methods will vary according to the specific class, but will generally include class participation, presentations, exams, and extended written analysis of literary and cultural texts. 80% of students should be able to achieve a grade of B or higher on a signature assignment.</td>
</tr>
<tr>
<td>2. Present a persuasive written argument about the topic of the class and the works studied within it</td>
<td>Exams and essays will provide opportunities to demonstrate facility in written argumentation. 80% of students should be able to score a grade of B or better on a signature assignment.</td>
</tr>
<tr>
<td>3. Conduct thorough and appropriate secondary research that demonstrates a knowledge of leading critical and theoretical methodologies and integrates them effectively into written argument</td>
<td>Extended essays will provide opportunities to demonstrate comprehension of current trends in criticism and theoretical approaches and the ability to integrate them effectively into written arguments. 80% of students should be able to score a grade of B or...</td>
</tr>
</tbody>
</table>
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

There will be no impact on other existing programs.

The new course will only affect the existing ENGL 517, which we currently use for all special topics courses. ENGL 517 will be offered much less frequently. This will cause no problem for students, as the program will be offering the same number of special topics classes and those classes will be more accurately categorized.

We will keep ENGL 517 on the books to use for those special topics that do not fit within any of the required historical period categories. (A course on a particular genre, such as the novel or the lyric, might well draw works from different eras and national cultures.)
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There will be no costs associated with the proposed course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  

[Signature] Date: 11/10/14

Signature of Department Chair:  

[Signature] Date: 12/1/15

Signature of Additional Chair*:  

[Signature] Date: 1/19/15

Signature of Schools' Dean:  

[Signature] Date: __________________________

Signature of Additional Schools' Dean*:  

[Signature] Date: __________________________

Signature of the Provost:  

[Signature] Date: 2/13/15

Signature of Budget Director/Business Affairs Office:  

[Signature] Date: __________________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  

[Signature] Date: 2/24/2015

Signature of Chair of the Graduate Council:  

[Signature] Date: 3/18/15

Signature of Faculty Senate Secretary:  

[Signature] Date: __________________________

Date Approved by Faculty Senate: __________________________
GENERAL COURSE OBJECTIVE AND SPECIFIC SCOPE

This course will delve into medieval concerns about the mind and memory, about reading and writing. Through close examination of a number of key medieval texts — including Gower, Langland, Chaucer, and the Pearl-poet — we will endeavor to discover how different authors approached the inherent problems of communication, and how this literature may be more complex than we have ever imagined. We will read a variety of works over the course of the term: from the enigmatic to the inspiring, from the bloody to the peace-making, from the saintly to the raunchy. Old English works will be read in translation, but Middle English works will be read primarily in their original language (no experience necessary). Through our responses to the reading of these various works we will come to appreciate more fully the impact of the medieval on our thinking both as individuals and as a society.

Your command of the material under investigation will be shown through discussion, class presentations, and a major, publication-ready paper.

As in all classes in the English department, it is intended that through reading, writing, and discussion, students in this course will develop the capacity better to understand and respect the views and concerns of others, especially regarding gender, ethnicity, and religion.

STUDENT LEARNING OUTCOMES:
1. Acquire a knowledge of English literature within a specific historical period and national culture
2. Present a persuasive written argument about the topic of the class and the works studied within it
3. Conduct thorough and appropriate secondary research that demonstrates a knowledge of leading critical and theoretical methodologies and integrates them effectively into written argument

TEXTS AND RESOURCES

Always bring the text we are working on to class:


We will also be reading some items online or on handouts.

There are other resources you should have access to (and know how to use), like *The Oxford English Dictionary (OED)* and *The Middle English Dictionary (MED)*, both of which are available through the library’s databases.

GRADING SYSTEM AND SCALE

Your grade in this class is comprised of four major assignments, proportioned as follows on a traditional percentile basis (e.g., 90-100% = A):

- Class Presentations of Scholarship (10%).
- Class Discussion (20%).
- Class Presentation of Research (20%).
• Critical Research Paper (50%).

Class Presentations will be coherent and organized, a means of showing off your competency to the rest of the class. These can be prepared on paper and read (as professional conference papers often are) or guided by mere outline. The first, a presentation of scholarship, will be a minimum of five minutes in length, presenting the background, substance, and ramifications of a scholarly article on the text under scrutiny. The second, a presentation of research, will be a minimum of ten minutes in length, encompassing the same breadth for the results of your own research this term.

The Critical Research Paper is a typed (in standard college format), argumentative and authoritative paper, 18-20 pages in length, in which you demonstrate mastery over both the text of the subject at hand and the criticism of it. Your goal will be to gain fresh insight into a subject, building off the observations of previous minds, and then to convey that insight in a clear and constructive manner.

Discussion is subjective. Note that mere attendance is only partial credit toward participation: a seminar succeeds or fails based on your presence as an active and engaged member of class.

RULES OF THE CLASSROOM

Please inform me as far ahead of time as possible if you will not be in class for any reason. Similarly, if you must leave at the break let me know in advance. Note, however, that I must follow the guidelines of the College regarding attendance: 3 absences, regardless of the cause or duration, will result in outright failure of the course regardless of standing and performance. Alas.

Plagiarism, the submitting of ideas (not just words) as your own that belong to someone else, is intellectual property theft, and it will result in immediate failure of the assignment and, if deliberate, immediate failure in the course. In such cases the matter will also be handed over to the relevant authorities for investigation.

SCHEDULE OF EVENTS (SUBJECT TO CHANGE)

All assignments are due on the date for which they appear on the syllabus. Please read all related material for a given text (introduction, texts, and notes).

27 Aug – Introduction to course, history. Reading Middle English: “Punctuation Poem.”

3 Sep – Sir Gawain and the Green Knight.

10 Sep – Sir Gawain and the Green Knight (cont.).

17 Sep – Langland’s Piers Plowman (Prologue, Passus 1-7).

24 Sep – Langland’s Piers Plowman (cont., Passus 8-14).

1 Oct – Langland’s Piers Plowman (cont., Passus 15-20).

8 Oct – Gower’s Confessio Amantis (Prologue, Book 1).

15 Oct – Gower’s Confessio Amantis (cont., Book 8).

22 Oct – Chaucer’s Troilus (Book 1).

29 Oct – Chaucer’s Troilus (cont., Books 2-3).

5 Nov – Chaucer’s Troilus (cont., Book 4).

12 Nov – Chaucer’s Troilus (cont., Book 5).

19 Nov – Presentations.

26 Nov – No class.
3 Dec – Presentations; Research Paper due.