# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENGL 208 British Literature** |  |
| [Replacing](#Ifapplicable)  | **EngL 205 British Literature to 1700****EngL 206 British Literature since 1700** |
| A.2. [Proposal type](#type) | **Course: revision** **and deletion** |
| A.3. [Originator](#Originator) | **Alison Shonkwiler** | [Home department](#home_dept) | **English** |
| A.4. [Context and Rationale](#Rationale)  | **The plan is to combine two existing courses and give the revised version a new course number. Combining our two, earlier and later surveys of British literature will allow for greater flexibility in the range of texts to be covered. The same amount of content will be covered each time it is taught, but the period range will change, similar to how we have revised our 300-level period courses, only without the option to repeat for credit. Currently ENGL 205 British Literature to 1700 (which is required for several majors) runs far more often than ENG 206 British Literature since 1700 (which is only required by ELED, but they are planning on suspending their English program). Combining the courses will make scheduling easier, while still allowing the students a sense of literary historical change and development. Instructors will have discretion about the historical configuration of the course as long as it remains a survey covering a minimum of 300 consecutive years. When offered will be updated to “Annually” rather than the less informative “As needed.”** |
| A.5. [Student impact](#student_impact) | **It is possible that more students will be exposed to post-1700 British literature, and they will have the opportunity to cover earlier British literature in their 300-level if that is of interest.** |
| A.6. [Impact on other programs](#impact)  | **ENGL 208 will continue to meet the SED requirement for a British literature survey, and for the short term that ELED still needs it (as they are suspending their English program), it can replace their ENGL 205 requirement, and their ENGL 206 requirement can be completed by an alternate 200-level ENGL course.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **ENG 205 to be deleted****ENG 206 to be deleted** | **ENG 208**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **ENGL 205: British Literature to 1700****ENGL 206: British Literature since 1700** | **British Literature**  |
| B.4. [Course description](#description)  | **ENGL 205: Students study works of British literature from the Middle Ages through the seventeenth century.****ENGL 206: Students study works of British literature from the eighteenth century to the present.** | **Students study works of British literature between the Middle Ages and the present, focusing on a period of at least 300 consecutive years, studying major historical and literary contexts.** |
| B.5. [Prerequisite(s)](#prereqs) | Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement). | Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement). |
| B.6. [Offered](#Offered) | **As needed (both)** | **Annually** |
| B.7. [Contact hours](#contacthours)  | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **No** | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **No** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Gain a sense of canonicity, literary history, and how texts change over a course or three centuries |  | Exposure to a variety of texts from different periods followed by classwork, responses, quizzes, papers and exams |
| Practice of close reading and analytical skills |  | Classwork, essays, exams |
| Be able to analyze both literary (mainstream and marginal) and non-literary texts |  | In addition to printed texts, exposure to non-print sources such as images, film, performance or other visual media and class exercises or presentations to elicit analysis |
| Understand periodization, and how major literary and cultural movements develop ove times |  | Quizzes, presentations, essays, exams |
| Engage in basic literary research |  | Class exercise |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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 As with the previous 205 or 206 courses, 208 will continue to survey a greater variety and span of texts that were written over a longer period of time than in the closer focus of our 300-level courses.

Instructors will choose their focus, and could for instance, cover c. 500-1500s, mid-17th century to mid-twentieth century, or 1800-present. Thus, the course could still be taught using a similar syllabus from either the old ENGL 205 or ENGL 206 but might now also be taught by taking a 300-year span from the center that starts in 1600 and ends in 1900 focusing on say:

* Milton
* Restoration
	+ Etherege, Wycherly and Behn
	+ The Collier Controversy
	+ Rise of sentimentalism: Lillo’s *The London Merchant*
	+ John Gay and *Beggar’s Opera*
* Enlightenment
	+ Pope, Swift and Johnson
* Romanticism
	+ Blake, Wordsworth, Coleridge, both Shelleys (Mary and Percy), and Keats
* Victorianism
	+ Hardy, Dickens, and Eliot

**OR:**

British Literature c. 500 to 1500 would introduction students to British literature from the Old English up to the sixteenth century including Old, Middle, and early modern English. Texts/authors might include, for example: *Beowulf*, *The Mirror of Simple Souls*, Piers Plowman, *Wakefield Cycle*, Dante, *Sir Gawain and the Green Knight*, Christine de Pizan, Boccaccio, Chaucer, Thomas Malory, More’s *Utopia*, Marlowe’s *Dr. Faustus*, Philip Sidney, early Shakespeare.

**OR:**

British Literature Since 1720 would introduce students to major currents in more recent British literary history. The time will be divided equally between developing close and patient analyses of individual texts and understanding the historical, social, cultural, aesthetic, and literary contexts from which they spring. Authors might include: Daniel Defoe, Charlotte Smith, William Wordsworth, John Keats, Jane Austen, Alfred Lord Tennyson, Robert Browning, Oscar Wilde, George Bernard Shaw, Virginia Woolf, James Joyce, T. S. Eliot, W. H. Auden, Philip Larkin, Nadine Gordimer, Salman Rushdie, Tom Stoppard and Caryl Churchill.

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Daniel Scott | Chair of English |  |  |
| Earl Simson | Dean of FAS |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Lesley Bogad | Chair Educational Studies |  |  |
| Gerri August/Julie Horwitz | Co-Interim Deans FSEHD |  |  |
| Carolyn Obel-Omia | Chair Elementary Ed. |  |  |