I. General Education Review – Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>English</th>
<th>Course # (i.e. ENEX 200)</th>
<th>ENLT 219</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>British Literature: Victorian to Contemporary</td>
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II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>John Glendening</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>5266</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Casey Charles</td>
<td></td>
</tr>
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</table>

III Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

The goal of this course is to familiarize students with the history of British literature (authors, works, periods, and trends) from around 1830 to the present, helping them to place texts within their cultural and literary contexts and to comprehend, in general, the relationship between British literature and the shaping of the modern world. Students should gain understanding of (1) relevant cultural issues (e.g., literacy, urbanism, class structure, capitalism, science, technology, religion, imperialism, gender) as they relate to literature; (2) important literary trends (e.g., romanticism, realism, naturalism, aestheticism, modernism); (3) significant authors and their works; and (4) terms and concepts important for understanding texts written in this literary-historical period. It is hoped that students will gain appreciation for the exploratory power of literary art as it confronts human experience.

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Students will turn in three five-page essays and write a comprehensive in-class essay as part of the final examination. These papers will support theses about individual texts through close reading and the application of relevant literature, cultural, and historical knowledge.</th>
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<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Students will evaluate suggested subjects and thesis positions for essays and then develop their own theses and strategies for supporting them through consultation with the instructor and other students.</td>
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<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>The target is an academic audience with general knowledge of basic literary concepts and of the texts being written about.</td>
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<tr>
<td>Revise written work based on constructive feedback</td>
<td>Students are required to revise one essay based on professor feedback. The revision is assessed and graded as if it were a new one, its grade replacing that of the earlier version.</td>
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<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>200-level courses in the English department share some common outcomes; the information literacy outcome, developed with Sue Samson, is: “Students will support their literary research with access to academic information resources provided by the library and will include both in-text citations and a bibliography of sources that adheres to the MLA style of documentation.” In enacting these outcomes, writing assignments require students to utilize proper citation methods for incorporating sources and paper criteria indicate that papers are partly graded on proper use of those methods.</td>
</tr>
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</table>
Begin to use discipline-specific writing conventions

200-level courses in the English department share some common outcomes; those relevant to the writing course designation are: “Students will be able to perform a literary close reading, demonstrating an ability insightfully to interpret primary literary texts by thoughtfully integrating quoted passages into the larger argumentative claims of an essay.” Also, “Students will be able to write rhetorically effective papers (well-reasoned and grammatically consistent), driven by a thesis and sustained by an ordered, coherent argument or sequence of ideas.” Writing assignments require students to enact these expectations, which are included in paper criteria and directly addressed in course pedagogy, including (among other pedagogical methods) modeling those conventions in class discussion and assigning short writing exercises in class that allow students to practice them.

Demonstrate appropriate English language usage

Acceptable spelling, diction, grammar, and punctuation are required to receive a better than average grade on an essay, regardless of content.

V. Writing Course Requirements Check list

<table>
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<tr>
<th>Question</th>
<th>X</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students?</td>
<td></td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
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<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>☐</td>
<td>Yes</td>
<td>X  No</td>
</tr>
<tr>
<td>Handouts for upcoming writing assignments are given well in advance of due dates. Instructions are detailed</td>
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<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>Papers are carefully marked, with errors noted and suggestions for improvement made with an eye to revision.</td>
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<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>X Yes □ No</td>
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**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

Students will turn in three five-page essays and write a comprehensive in-class essay as part of the final examination. The three critical essays must support a thesis that engages an important topic, is not self-evident, lends itself to textual support, and is focused on one main idea.

**Informal Ungraded Assignments**

None

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

**British Literature: Victorian to Contemporary**

**ENLT 219**

**Fall 2008**

John Glendening
Office: LA 119
Office Hours: 10:00-12:00, MWF and by appointment
Phone: Office—243-5266, Home—728-1530
E-mail: john.glendening@mso.umt.edu

**Description**

The goal of this course is to familiarize students with the history of British literature (authors, works, periods, and trends) from around 1830 to the present, helping them to place texts within their cultural and literary contexts and to comprehend, in general,
the relationship between British literature and the shaping of the modern world. Students should gain understanding of (1) relevant cultural issues (e.g., literacy, urbanism, class structure, capitalism, science, technology, religion, imperialism, gender) as they relate to literature; (2) important literary trends (e.g., romanticism, realism, naturalism, aestheticism, modernism); (3) significant authors and their works; and (4) terms and concepts important for understanding literature. It is hoped that students will gain appreciation for the exploratory power of literary art as it confronts human experience.

Texts

Eliot, *Silas Marner* (Dover)
Forster, *Passage to India* (Penguin)

**Required for all Department of English literature courses

Exams

There will be a mid-term, a final examination focused especially on the second half of the course, and a number of reading quizzes. On exams students will need to demonstrate knowledge and understanding of texts and their literary, biographical, cultural, and historical contexts. The unannounced quizzes test familiarity with assigned readings.

Writing

Three essays including a required revision, with assignments given well in advance. Plagiarism will lead to dismissal and an F for the course. Definition of plagiarism from Student Conduct Code: “representing another person’s words, ideas, data, or materials as one’s own.”

Attendance
After four unexcused absences your grade will decline. The midterm and final exams must be taken on the days and at the times they are scheduled.

Grading

Tests—40%, papers—50%, participation/quizzes—10%

Schedule

Week One: Introduction, Victorian Period
Week Two: Carlyle, Dickens, social criticism and reform 1
Week Three: E. B. Browning, Tennyson
Week Four: Ruskin, Arnold, Social criticism and reform 2
Week Five: R. Browning, Pre-Raphaelites
Week Six: G. Eliot, Silas Marner, Trollope, Hardy
Week Seven: Darwin, Huxley, science and technology
Week Eight: Hopkins, Fin de siècle, Wilde
Midterm Examination
Week Nine: Conrad, Heart of Darkness
Week Ten: Twentieth Century, modernism, Yeats
Week Eleven: Forster, Passage to India
Week Twelve: Woolf, Joyce
Week Thirteen: Eliot, Auden, Beckett
Week Fourteen: Late 20th century
Week Fifteen: Post-colonial
Final Examination

Conduct

UM policy on honesty: "All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University."

Student Conduct Code: http://www.umt.edu/SA/VPSA/index.cfm/page/1321

Departmental Assessment

The English Department’s ongoing process of assessing its curriculum requires professors to read student papers to learn how students in general are progressing
through the program. Thus your professor may choose a copy of one of your papers or ask for an electronic version of it to use in this assessment process. All identifying information will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student’s grade. If you do not want your work used in such a way, please inform your professor and s/he will not forward it to the Assessment Committee. Otherwise, we appreciate your tacit consent.