

Course Material Submission Form

OAN Match Definition Form

Today's Date: | [October 30, 2007](#)

Use this table to specify institutional data	
College/University:	Cleveland State University
Name and title of individual submitting on behalf of the college/university	
Name:	Jae-won Lee
Title:	Director of Curricular Affairs
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Indicate the reason for this submission:

New Course Match
 Course Renumbering Only (do not use for calendar changes)
 Revised Materials - Faculty review panel requested clarification
 Revised Materials - Institution submitting additional information
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change
 Revised Materials - Other

Describe specific revisions being made for "Revised Materials" submissions:

Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):

Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:
 2008 Academic Year Summer Autumn Spring

Quarter institutions complete this row:
 20 Academic Year Summer Autumn Winter Spring

Ohio Articulation	OAH032
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Number (OAN) (Use a separate form for each OAN.):	
Number of courses in the match:	2 (up to 10)
Current status of match:	<input checked="" type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted
Course or Courses being matched to or currently matched to the OAN listed above. (Course Numbers must be exactly what will appear on a student's transcript.):	Course Number
	1. ENG 321
	2. ENG 322
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.

Course Number. (Course Numbers must be exactly what will appear on a student's transcript.):	ENG 321	Course Title:	British Literature I
Hours (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> Semester Hours		<input type="checkbox"/> Quarter Hours	
Total Credit Hours	4	Lecture Hours	4
		Laboratory Hours (if applicable)	N. A.
Course Placement in Major:		<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input type="checkbox"/> Major Not Offered <input type="checkbox"/> Other	
Pre-Requisite Course work (if applicable) (Be sure this is consistent with the OAN definition):			
Catalog/Course Description: Survey of British Literature from its Anglo-Saxon Beginnings to 1789.			
Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations): The Norton Anthology of English Literature, 8th ed, Vols. A, B, and C.			
Course Objectives and/or Plan of Work: The lecture portion of class meetings will			

provide the historical and cultural context for the works and authors being discussed. This knowledge will give the student the necessary context for understanding British literature. Both classroom time and student assignments will be aimed at analyzing texts, using the full range of methods appropriate to undergraduate literature majors. The essay assignments and examinations will exercise and evaluate the students' ability to read, discuss, and write about various works, authors, and movements in the earlier periods of British history.
 (Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

Description of Assessment and/or Evaluation of Student Learning (The assessment plan needs to be appropriate for the expected rigor of the course) : Instructors will use a variety of means to assess and evaluate student learning, bearing in mind the different students learn in different ways. Formal exams, a variety of writing assignments, quizzes, a journal, and class participation will assess both student performance and the success of instruction. In order to pass the course, students must pass in ALL THREE categories: the exams, the three papers, and daily preparation (including participation, quizzes and journals)..

For students who succeed in all three categories, the final grade will be determined like so:

1) Final exam	25%
2) Mid-term exam	15%
3) Shorter essay	15%
4) Longer essay	25%
5) Critical review	10%
6) Quizzes, journal and participation	10%

Master Syllabi and Working Syllabi (if both are used):

ENGLISH 321 BRITISH LITERATURE I

Professor Marino
 Office: RT 1846
 Phone: (216) 687-6874
 E-mail: j.marino22@csuohio.edu

Fall 2006
 TTH 8-9:50 pm
 MC 413
 Hours: T 1:30-3:30 and
 by appointment

This course is an introduction to English literature from the beginnings until the late 18th century. It must cover nearly eleven centuries in fifteen weeks; this will only be a preliminary tour, focused on the most famous highlights, but should allow you to come back and visit on your own later. The course should give you a sense of how English literature developed over its first thousand years, some familiarity with its most famous figures and works, and better skills for reading and analyzing literary works from earlier periods. Along the way, there will be some cultural history, and some history of the English language itself.

Texts

⇒ *The Norton Anthology of English Literature*. 8th ed. Vols. A, B, & C. Ed. Stephen Greenblatt, et al. New York: Norton, 2006. This is the primary text for the course, and you are expected to bring the appropriate volume to every class. Each assignment lists page numbers from this edition.

▷ A good college-level dictionary.

Required Assignments

This is first and foremost a reading course. Students who do not do the reading, or students who do not allow time to concentrate on the reading, will get little value from the course.

1) Exams. There will be two exams, emphasizing the ability to recall, analyze, and write about the works covered in the class. These will involve recognition and discussion of passages from the reading as well as short blue-book essays.

2) Papers. There will also be three written assignments: one brief critique of a professional academic essay, and two essays in which you make your own arguments about the works we have read. (Honors program students will have different assignments.) A two-page critical review of a published scholarly article on one of the works from the syllabus will be due, with a copy of the original article, will be due on September 28. The shorter essay of 3-4 pages on November 9. A final paper of 6-8 pages is due on December 7. The 3-4 and 6-8 page papers are meant to be fundamentally argumentative essays about works we have studied, rooted in detailed analysis of the text. Instructions for papers will be distributed well in advance.

3) Preparation and participation. Every student is expected to come to class having prepared. One sign of this preparation is a daily reading journal, including a moderate paragraph (never more than half a page) for each day's reading. I will collect your journal at the beginning of class each Friday. Your entries should prepare you for class discussion, centering more on questions and analysis than on plot summary or generalized reactions. Additionally, there will be quizzes, including surprise quizzes, on the reading as I consider them appropriate (and particularly when I notice signs of weak preparation and participation). These quizzes will be factored into your participation grade.

Informed and engaged participation in class discussion is a basic expectation.

Grading

In order to pass the course, you must pass in ALL THREE categories: the exams, the three papers, and daily preparation (including participation, quizzes and journals). If you end the semester with a failing average in any of one these three areas, you will earn a failing grade.

For students who succeed in all three categories, the final grade will determined like so:

1) Final exam	25%
2) Mid-term exam	15%
3) Shorter essay	15%
4) Longer essay	25%
5) Critical review	10%
6) Quizzes, journal and participation	10%

Goals for English Majors

If you are an English major, you should know that the department has defined the following three goals for English majors. Our program should:

- A) provide graduates with a high level of competence in the written and spoken language
- B) provide graduates with excellent analytical and problem solving skills

C) provide students with an understanding of basic methods of research and of effective and ethical use of different kinds of evidence in constructing an argument.

All of the work in the course (reading, discussing, analyzing, and writing), should contribute to the “analytical skills” section of goal B. The written assignments and the writing required on the exams directly address the “written” section of goal A, and class participation addresses the “spoken” section. The critical review assignment is designed with goal C in mind.

TAG Competencies

For purposes of the Ohio Transfer Assurance module, this course is designed to ensure the following competencies:

- . Knowledge of the historical and cultural context which produces British literature
- . Familiarity with the techniques used to analyze a text in a university setting
- . Accurate critical reading, writing and discussion of selected British authors, periods, or movements.

The lecture portion of class meetings will provide the historical and cultural context for the works and authors being discussed. Both classroom time and student assignments will be aimed at analyzing texts, using the full range of methods appropriate to undergraduate literature majors. The essay assignments and examinations will exercise and evaluate the students’ ability to read, discuss, and write about various works authors in the earlier periods of British history.

Course Policies and Expectations

⊃ My fundamental obligation is to teach the students who are doing the work; I will not accommodate unprepared students by wasting prepared students’ time. If only one student comes to class prepared, I will gear the day’s lesson to that student.

⊃ Unless the university officially cancels classes, snow or other weather will not be considered an excuse for missing class.

⊃ Students are permitted up to three absences from class with no questions asked. Students should save these absences for genuine emergencies. Every absence beyond the third will result in one third of a letter grade being deducted from the student’s final grade. No distinction between “excused” and “unexcused absences.” If, after the drop deadline, some unforeseen circumstance will require you to miss several classes, contact me as soon as possible.

⊃ Students who miss examinations or other work must make them up on their own time, and as soon after the original test as possible. If you have not made an exam or quiz up before it is returned to your classmates, you will receive a zero for that test.

⊃ Students are expected to arrive in class having already read the assigned works, thought about them carefully, and prepared to make an informed, considerate contribution to class discussion.

⊃ You are expected to come to class on time and to remain for the full time (as determined by the teacher). If for some reason you must leave early, ask me for permission in advance and sit by the door, so as not to disturb your fellow students. Do not distract or disrespect your classmates or me with talking, whispering, or leaving you cellphone’s ringer on. If you are late repeatedly (late enough that you enter class while work is already underway) I will mark an absence against your record. You will receive one warning before this happens.

⊃ I reserve the right to answer any telephone which rings in my classroom.

Plagiarism

Plagiarism, or academic dishonesty of any kind, will receive the maximum punishment CSU allows.

Plagiarism consists of at least two types: using others' thoughts and research without acknowledging your debts to them, and using others' language as if it were your own. As my colleague Glending Olson puts it, "Plagiarism is the unacknowledged use of information or ideas you got from reading some source. If you use such material, you must indicate where you got it; if you borrow some actual language you must always, always put it in quotation marks - - merely indicating the source is not enough."

No one who reads your writing should ever be in doubt about which words or ideas are originally yours and which are borrowed. If any language taken from anyone else could be mistaken for your own, you have an absolute responsibility to remove the ambiguity. If you feel confused, or don't know where the line is, or if you feel you have crossed the line inadvertently, come to me for help. If you do not request timely assistance, you must bear the full consequences of any plagiarism.

Honors Component

Students from the Honors program will undertake more involved writing tasks. The two page critical review will be replaced by a longer bibliographical review, and for the final paper Honors students will write an 8-12 page critical essay that will both analyze one of the primary texts from the class and also engage with recent literary theory and criticism about that text. This essay should be written in stages, with my feedback on at least one draft. If you are a student in the Honors program, see me as soon as possible to discuss assignments and deadlines.

A Few Additional Resources

⇒ The back of your anthology (pp. A27-A65) has a number of useful reference sections, including a glossary of important literary terms and handy explanations of things like British money, geography, religious denominations, and aristocratic titles. It does help clarify matters.

⇒ There are also a number of supplements to your anthology on the web at Norton Literature Online: <http://wnorton.com/literature/>

⇒ The Voice of the Shuttle webpage (<http://vos.ucsb.edu>) maintains an extensive series of links to resources for the study of English literature, among many other subjects.

⇒ And you should never neglect the CSU library's English literature portal: <http://www.ulib.csuohio.edu/portals/eng-m.shtml>.

Special Needs

Students with special needs should approach me as soon as possible to arrange accommodations.



Weekly Schedule

Week One

Early Middle Ages: Anglo-Saxon Literature

T **Aug 29** Introduction. Course goals and syllabus. Anglo-Saxon poetry, with examples. Caedmon's hymn. 25-26

Th **Aug 31** "The Dream of the Rood," 26-28, "The Wanderer," 100-102, "The Wife's Lament" 102-103 "The Battle of Maldon," (handout)

Week Two

T **Sept 5** *Beowulf*, selections (Grendel; the Dragon). 34-61; 80-100.

Th **Sept 7** Arthurian myths, 118-128; Marie de France, *Lanval*. 142-155. Middle English lyrics. 436-437; Chaucer, lyrics and occasional verse, 316-318

Week Three

Later Middle Ages: Middle English Literature

T **Sept 12** *Gawain and the Green Knight*, Parts 1 and 2. 162-185

Th **Sept 14** *Gawain and the Green Knight*, Parts 3 and 4. 185-213

Week FourT **Sept 19** Chaucer, *Canterbury Tales*: General Prologue and The Miller's Prologue and Tale. 218-255.

Th **Sept 21** Chaucer, *Canterbury Tales*: The Wife of Bath's Prologue and Tale. 257-284.

Week Five

T **Sept 26** *The Wakefield Second Shepherd's Play*. 408-435; Julian of Norwich, *A Book of Showing*, selections. 372-382

Th **Sept 28** Kempe, *The Book of Margery Kempe*, selections. 384-397; Malory, *Morte D'Arthur*, selections. 439-456

Critical review due

Week Six

The English Renaissance/The Early Modern Era

T **Oct 3** Spenser, *Faerie Queene*, Book 1 Cantos 1 & 2. 719-742; *Amoretti* [#34, 37, 64, 67, 68, 75] 903-906; Wyatt, "Whoso List to Hunt," "My Galley," and "They Flee from Me." 595, 597, 599-600. Surrey, "Love That Doth Reign and Live Within My Thought." 608-609

Th **Oct 5** Sidney, *The Defense of Poesy*. Selections. 954-974; *Astrophil and Stella* [#5, 7, 20, 31, 41, 45 47, 52, 71] 976-986

Week SevenT **Oct 10** Marlowe, *Dr. Faustus*. 1023-1055

Th **Oct 12** Bacon, selected *Essays*. 1531-1542; Marlowe, "The Passionate Shepherd to His Love" 1022; Mary (Sidney) Herbert, "Psalm 52." 994-995; Jonson, "On My First Son," "Inviting a Friend to Supper," "To Penshurst," "Song: To Celia," and "Still to Be Neat." 1430-32, 1434-36, 1444; Wroth, "Pamphilia to Amphilanthus" [#16, 39, 40]. 1457-1459

Week Eight

M **Oct 17** Shakespeare, *King Lear*. 1106-1162

W Oct 19 Shakespeare, *Sonnets* [#12, 18, 20, 29, 35, 55, 60, 73, 87, 94, 110, 116, 129, 130, 135, 138, 144, 147]. 1062-1076.

Week Nine

M Oct 24 Midterm exam

W Oct 26 Donne, "The Flea," "The Sun Rising," "The Indifferent," "The Canonization," "A Valediction: Forbidding Mourning," "A Lecture on the Shadow," "Elegy 19. To His Mistress Going to Bed," *Holy Sonnets* [#5, 10, 14]. "Good Friday, 1613. Riding Westward." 1263, 1266-1268, 1271, 1275-1276, 1281, 1283-1284, 1295-1300.

Week Ten

The English Civil War and After

M Oct 31 Milton, *Paradise Lost*, "The Verse" and Books 1 & 9. 1832-1850; 1973-1998.

W Nov 2 Milton, *Areopagitica* and sonnets. 1816-1829
(Last day withdraw from class with a "W")

Week Eleven

The Restoration and Eighteenth Century

M Nov 7 Congreve, *The Way of the World*. 2228-2284

W Nov 9 Dryden, *Mac Flecknoe*, 2111-2117; selections from critical writings, 2125-2132; Locke, *An Essay Concerning Human Understanding*, selections. 2152-2155; Newton, "A Letter of Mr. Isaac Newton," 2156-2160

Short paper due

Week Twelve M Nov 14 Behn, *Oroonoko*. 2183-2226; Locke, selections from *Two Treatises of Government*. 2830-32

W Nov 16 Addison and Steele, selections from *The Spectator*. 2470-2492. Pepys, selections from *The Diary*. 2134-2142

Week Thirteen

T Nov 21 Haywood, *Fantomina*. 2566-2584; [Rochester, poems 2168-2177; Behn, "The Disappointment" 2180-2183]

THANKSGIVING

Week Fourteen T Nov 28 Swift, *Gulliver's Travels*, Part 1. 2328-2365; "A Modest Proposal." 2462-2468

Th Nov 30 Swift, *Gulliver's Travels*, Part 4. 2418-2462.; Equiano, selections from *The Interesting Narrative*. 2851-2859

Week Fifteen

T Dec 5 Pope, *Rape of the Lock*. 2514-2532

Th Dec 7 Boswell, *The Life of Samuel Johnson, LL.D.*, selections. 2781-2810. Burney, *The Journals and Letters*, selections. 2811-2827

Final paper due

Final Exam: 8-10 pm, Dec. 12

Additional Documentation:

OBR Use

Approved-Effective Date	
Pending (i.e. Additional Information Requested)	
Disapproved	
Today's Date	