ENGL 210 British Literature to 1660-DEAdd-2016-10-05

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*Indicates a required field

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Proposing Department/Unit*	English Department	**Contact Phone***	7243572261

Course Level*	undergraduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ENGL 210
Course Title*	British Literature to 1660
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online

Brief Course Outline*	 **Course Catalog Description:** Surveys British literature from its beginnings to about 1660, acquainting students with the experience of reading many of the primary materials (whole works whenever possible or full, free-standing parts) and provides them with background information concerning the development and flowering of the various genres, the dominant ideas of each period, and the social and cultural context of the separate works. **Sample Required Text:** *The Norton Anthology of English Literature*, ed. Stephen Greenblatt, 9th ed., 2012, Vol. A: The Middle Ages, and Vol. B: The Sixteenth and Seventeenth Centuries, online edition. **Sample Course Readings:** Unit 1: *The Beginnings of British Literature* Week 1: Celtic and Anglo-Saxon origins; "Caedmon's Hymn"; Bede's *History* (selections) Week 2: Old English elegy; *The Dream of the Rood;* begin *Beowulf* (trans. Seamus Heaney) Week 3: *Beowulf,* cont'd. Week 4: Arthurian literature; Marie de France, "Lanval"; unit assessment (midterm or paper) Unit 2: *Middle English Literature* Week 5: introduction to Middle English language; Chaucer, *The Canterbury Tales*, "General Prologue" and "The Miller's Tale" Week 6: Chaucer, "The Wife of Bath's Prologue and Tale," "The Nun's Priest's Tale"; Middle English lyrics Week 7: *Sir Gawain and the Green Knight* Week 8: Langland, *Piers Plowman* (selections); *Everyman*; unit assessment (midterm or paper) Unit 3: *The Sixteenth Century* Week 9: More, *Utopia* (selections); Wyatt and Surrey, selected poems Week 10: Elizabeth I, selections; Spenser, selected poems and *The Faerie Queene,* book 1 Week 11: Marlowe, *Doctor Faustus* (selections); Shakespeare, *Twelfth Night;* unit assessment (midterm or paper) Unit 4: *The Early Seventeenth Century* Week 12: Donne and Herbert, selected poems; Lanyer, "The Description of Cookham"; Jonson, selected poems Week 13: Bacon, "Of Studies"; Herrick and Marvell, selected poems; Cavendish, *The Blazing World* (selections) Week 14: Milton, *Lycidas* and selected poems; final review Week 15: final exam or paper

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*	Dr. Christopher M. Kuipers received his doctorate from the University of California-Irvine, considered one of the top literature programs globally. He has taught and researched early British literature extensively. Besides writing a dissertation chapter on Chaucer, he has edited and translated texts in Old and Middle English, and, using new corpus linguistic tools, he updated the Old English portion of a new electronic dictionary based on Carl Darling Buck's famous comparative dictionary of Proto-Indo-European synonyms. In addition to these and other Germanic medieval languages such as Old Icelandic, Dr. Kuipers has also studied the languages and literatures of Middle Welsh, Old French, and Old Occitan, the tongue of the troubadours. He has presented and published frequently on medieval topics, and he has taught the graduate version of this course a number of times.

Dr. Kuipers has taught online courses at IUP continually since the first online-only term of Winter 2008. He has offered well over a dozen online sections of undergraduate and graduate English courses, including multiple online sections of ENGL 121 Humanities Literature. Since 2009, he has also used the Moodle course management platform for his face-to-face instruction. He has served or is serving on doctoral committees for dissertations focused on distance education pedagogy. He has also presented at a regional conference on the topic of what beginning online instructors should know. In October 2014, he received financial support from his department and the College of Humanities and Social Sciences to attend workshops and presentations at the Teaching Professor Technology Conference, where cutting edge practices and technologies in distance education are featured. |
| **For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*** | There are four primary goals for ENGL 210 British Literature to 1660:

1. Build an appreciation for both major and minor authors and texts of this broad segment of British literature.

Students will develop familiarity with this literature and its writers through relevant readings from the appropriate volumes of a leading anthology by Norton, Longman, Broadview, etc. Readings can be made available both in print and online versions to support various learning styles and access needs. For instance, Norton's anthology is now available fully online in a digital edition, along with a comprehensive publisher website with many additional ancillary materials.

2. Differentiate the various literary periods before 1660 and connect the literature to these contemporary sociocultural backgrounds.

In line with the chosen anthology, course readings will proceed chronologically through units representing the various literary periods. Besides primary readings, students will be required to read and show comprehension of the relevant secondary materials provided by the textbook and the publisher website, including maps, overviews of language and culture, author headnotes, and other detailed introductory materials, and these will be further supported by materials provided by the instructor, whether as digital handouts, podcasts, video lectures, or other appropriate online delivery methods. Students will be given online quizzes on significant ideas, terms, dates, and historical events, and both formal and informal online writing assignments will ask students to apply these backgrounds while analyzing the primary texts.

3. Differentiate between various literary genres and trace their respective development within this timeframe.

Many literary genres--such as epic, romance, drama, lyric poetry, etc., but especially the various genres of poetry--originated and/or developed very significantly over this timeframe. In the chronological arrangement of the course, readings from one generation of poets, dramatists, etc. will often inform students' readings of the next generation, and students will be guided in this both by the anthology as well as the instructor's overviews, provided in appropriate online modes as above. Formal and informal online writing assignments will ask students to look backwards as needed in order to compare works in the given genre from one era or generation with those of an earlier one.

4. Develop appropriate skills for literary analysis in both reading and writing.

Online diagnostics and reviews of the relevant terms and skills will be offered, especially for English minors or other students who may not have taken the ENGL 122 gateway course. Students will be writing and analyzing throughout the course in both formal and informal capacities, as listed above. |
| **How will the instructor-student and student-student interaction take place?*** **(if applicable)** | The instructor will interact with students primarily through email, but other tools will be used as appropriate, including blogs, wikis, and/or the comment and news items functions of the online learning management system (LMS). In addition to in-person office hours, the instructor will be available on request by phone, text, Skype, or other online modes.

Besides the threading tools and other means provided by the LMS for student-student interaction, at least one non-LMS tool will be offered for the class, such as a FaceBook group, a Twitter or SnapChat following, or other social media platform. To protect their privacy, students participating in any such class-related social media group will be required to open new accounts or to otherwise adjust their settings to limit communication to class-related topics. To ensure standards of good online behavior, the instructor will monitor, but participate only minimally, in any such student social media outlet. |
| **How will student achievement be evaluated?** | Informal work, such as blog entries or other brief written responses, will be evaluated on a straightforward check plus, check, check minus rating. Quizzes and other short objective assessments will be scored according to a simple points-based system. Tests and formal assignments will be evaluated according to rubrics available ahead of time, and comments will be shared with students by email, the LMS commenting fields, or any other convenient mode listed above under instructor-student interaction. Evaluations will be posted and available for immediate viewing on the LMS gradebook. |

How will academic honesty for tests **and assignments be addressed?***	There will be a pointed discussion of the principles and purposes of academic honesty at the beginning of the courrse, and students will be required to read the IUP academic integrity policy. Their click logs will verify that they have linked to this policy statement. Another growing academic integrity problem is the incidence of online student imposters, where students have one or more others take all or some of the course on their behalf. To help combat this difficult-to-detect problem, students will be asked to submit a written statement that they and they alone are creating and submitting all work for their course, and that they understand this and other ramifications of IUP's integrity policy. For written assignments, the instructor may elect to use the Turnitin submission platform as a supplementary LMS. The usual red flags, such as suspiciously learned prose, or vastly different performances on informal vs. formal work, will be investigated further as needed. Tests and quizzes will be time-limited, logged electronically. These will also be designed to elicit unique, open-ended responses, and will be "open book" and "open web," as it were. For instance, a quiz question about defining a literary term would ask students to Google the term, find two or more existing definitions, and then to compare and evaluate these definitions as the "answer" to the quiz. Another simple but powerful social tool for reducing dishonesty will also be employed: the occasional reminder of "in-group" big ideals, to the tune of "we all agree that good IUP students always try their best on the toughest assignments, right in line with the principles of our university honor code." The "honor code" may be a fiction, but no less powerful for that reason.

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