

Eastern Illinois University  
**Revised Course Proposal**  
**ENG 3010G: Literary Masterworks**

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:** ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** ENG 3010G
2. **Title (may not exceed 30 characters, including spaces):** Literary Masterworks
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:**
7. **Course description:** An analysis of a group of masterworks from the Western cultural tradition that shape for us the identity of the culture and period to which they belong and that represent the great diversity within the tradition.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
N/A
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No
  - b. **Prerequisite(s)**
    - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
ENG 1001G/1091G and 1002G/1092G
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☒ Yes ☐ No  
  
If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C or better in 1001G/1091G + 1002G/1092G
  - c. **Who can waive the prerequisite(s)?**  
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
  - e. **Repeat status:** ☒ Course may not be repeated.  
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor. N/A

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: N/A

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

ENG 3010G is open to all EIU students; the online version of ENG 3010G should be restricted to off-campus students in the Fall and Spring semesters and open to all EIU students in the Summer.

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General education (Humanities and Fine Arts)

Writing Intensive

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☐ hybrid ☐ other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

- 1) Explore and write about the diversity of cultural perspectives and human values as evidenced by great writers working in a wide range of historical eras and cultural traditions (writing, speaking, critical thinking).

- 2) Assimilate, abstract, and articulate ideas from a series of intellectual and aesthetic experiences (writing, speaking, critical thinking).
- 3) Write a series of substantial papers and exams treating the literary texts read in the course (writing, critical thinking).
- 4) Explore intellectual and aesthetic matters related to the study of literature.
- 5) Discover the intellectual and aesthetic pleasure to be derived from reading great books.
- 6) Consider the value of expression and creativity, especially in literature and literary analysis.

**a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.** 1-4
- **EIU graduates will think critically.** 1-6
- **EIU graduates will function as responsible citizens.** 4-6

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	Essays (50%)	Quizzes & Brief Writing (20%)	Final Exam (20%)	Participation (10%)
Explore and write about the diversity of cultural perspectives and human values as evidenced by great writers working in a wide range of historical eras and cultural traditions (writing, speaking, critical thinking)	X	X	X	X
Assimilate, abstract, and articulate ideas from a series of intellectual and aesthetic experiences (writing, speaking, critical thinking)	X	X	X	X
Write a series of substantial papers and exams treating the literary texts read in the course (writing, critical thinking)	X			
Explore intellectual and aesthetic matters related to the study of literature	X			X
Discover the intellectual and aesthetic pleasure to be derived from reading great books	X			X
Consider the value of expression and creativity, especially in literature and literary analysis	X	X	X	X

**3. Explain how the instructor will determine students' grades for the course:**

One possible example:

- 3 essays (4-6 pages) with at least one essay revised (50%)
- Quizzes and brief written responses in which the students synthesize assigned readings (20%)
- Comprehensive final exam (20%)

- Participation in classroom discussion and oral presentation (10%)

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**  
**a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

The online version of ENG 3010G is designed to utilize EIU's Learning Management System (LMS).

For each course week at a specified time, the instructor will post any necessary lecture notes and detailed instructions for class activities and assignments. Homework assignments will consist of analytic reading responses, which will be posted to the class discussion forum.

Each course day (see schedule, below) will include goals for the day (aligned to student learning objectives for the course), contextual information delivered via web-based instructional technology, reading assignments, and discussion prompts that facilitate synchronous and asynchronous class engagement and response. Regular quizzes will test reading comprehension. Discussion prompts will encourage students to read and respond; collective responses and faculty-group exchange will help students comprehend the material and will create a learning community.

Students' responses to reading questions and their contributions to group discussions will be evaluated for their attention to textual detail, quality of analysis, development of ideas, clarity of presentation, and ability to apply concepts and information conveyed by the instructor and/or class readings. This means, for instance, that a student response should not just indicate familiarity with plot or with a character in the reading. Instead, student responses should develop close analysis of language or style, supported by compelling and clearly presented evidence.

**b. Describe how the integrity of student work will be assured:**

In addition to turning essays in on the Learning Management System (LMS), students will be required to use Turn-It-In.com to ensure integrity of student work.

Quizzes and exams on the LMS will be timed and will randomly assign different questions to different students in order to reduce possibility of academic dishonesty.

**c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Student-instructor interaction will take place via email, the Learning Management System (LMS) discussion board, and through comments on student essays and written responses. In addition, synchronous office hours will be held during which students can contact instructor by phone or via the chat mode supported by the LMS.

Student-student interaction will take place on discussion boards, through email, through peer review of essay assignments, and through several small-group assignments for which students will be able to use the chat mode supported by LMS.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
  - a. course objectives;
  - b. projects that require application and analysis of the course content; and
  - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

This course is writing intensive. At least 35 percent of the grade will be based on the quality of students' written work. Students will re-write at least one assignment for grading.

### PART III: OUTLINE OF THE COURSE

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

The following outline provides an example of content delivered during this course. The online sections of the course are equivalent to the on-campus units. The same material is covered in the same time frame. Online course material will be released before the week of instruction in a 15-week version of the course, providing ample opportunity for students to access readings, communicate as required, engage in synthesis activities and complete all work for the week (including live synchronous discussion sessions and synchronous and asynchronous peer review sessions) before moving on to the next lesson, available by the next Thursday evening.

#### English 3010G Sample Syllabus

Unit 1. (Weeks 1-5) The Medieval Foundations for Western Literature  
Introduction to the major social, philosophical, and historical contexts of the period.  
Discussion of the role of literature in the medieval world.

Reading: Chrétien de Troyes, *Lancelot* (in Arthurian Romances)

Discussion: What is the nature of love? To what degree is courtly love based on oriental models? on Christian models? What roles do men and women play in this system of behavior? How does love ennoble the individual? What are the benefits and limitations of love? How does courtly love suit the age that valued its ideals?

Reading: Dante, *The Inferno*

Discussion: What constitutes moral and immoral behavior for men and women in the medieval period? What are the consequences of moral and immoral behavior? How is the individual to find redemption? What is the role of art in relation to religion?

Reading: Chaucer, *The Canterbury Tales* (selections)

Discussion: What traditions were changing in the late medieval period? On what principles were new traditions and values being formed? What is the role of literature in a complex world? How does the artist convey human multiplicity in a variety of literary forms?

Writing: first essay (4 pages). Suggested topic: compare the nature of the ideal man/woman as expressed in two of the works assigned.

## Unit 2. (Weeks 6-10) Renaissance

Introduction to the major social, philosophical, and historical contexts of the period.

Discussion of the role of literature in the Renaissance. How has the world changed?

Reading: Cervantes, *Don Quixote*

Discussion: What constitutes human greatness in the new age? Why does man struggle for greatness? What are the pitfalls of that struggle? What are the rewards? Why is self-reflection necessary? What role can literature play in shaping the self-conscious individual?

Reading: Shakespeare, *King Lear* and *The Tempest*

Discussion: What is the nature of human error and self-deception? What role can art play in the human search for harmony? Is redemption in this world possible?

Writing: second essay (4 pages). Suggested topic: compare the nature of human failure and redemption in Cervantes and Shakespeare; or, compare the comic and tragic spirit as represented in Cervantes and Shakespeare.

## Unit 3. (Weeks 11-15) Enlightenment and Romanticism

Introduction to the major social, philosophical, and historical contexts of the modern period.

Discussion of the role of literature in the new age. How has the world changed?

Reading: Voltaire, *Candide*

Discussion: What gives meaning to individual life in a complicated and cruel world? How can one without self-deception and without despair live in a complicated world? What explanations have people made up to console and delude themselves?

Reading: Goethe, *Faust Part One*

Discussion: Why do people continue to seek to achieve greatness? What are the rewards and limitations of that endeavor in the modern world? Does knowledge free the individual?

Reading: George Eliot, *Middlemarch*

Discussion: What is the nature of love and marriage in the modern, industrial world? How does the democratic spirit affect this ideal? What constitutes effective human action in a modern society? What is the role of the individual in a changing world? The role of art?

Writing: third essay (4 pages). Suggested topic: analyze how one of the assigned works relates contemporary values and ideals.

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

English 3010G was approved as a general education Humanities course, focusing on the dominant narrative or stories about the course of human life, and the dominant metaphors, or the structure of images, that define the intellectual and cultural context in which narrative forms occur, enabling students to achieve a grounding of their own emerging values as they integrate the contexts of these historical texts into their own experience. This is a technology-delivered version of that course.

- b. If the course or some sections of the course may be technology delivered, explain why.**

The technologically-delivered version of ENG 3010G is designed to reach students whose course scheduling is complicated by personal, financial, and academic concerns (e.g., they need to work at home over the summer in order to remain enrolled in the coming academic year) as well as those enrolled in online degree programs at EIU and served by offerings through the School of Continuing Education.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The 3000 level is appropriate for the general-education element of the course. Because of the level of writing about literature involved in this course, the ENG1002G prerequisite is justified.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

NA

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

NA

### **4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

English 3010G is not a requirement or approved elective for English majors, but is a course strictly required to fulfill General Education requirements.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

Any member of the English department faculty who has passed EIU's Online Course Delivery Institute (or equivalent) may teach the online version of ENG 3010G.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

### **2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

### **3. Text and supplementary materials to be used (Include publication dates):**

Texts may vary with instructor and section, but will include various works of literary fiction, drama, poetry, and non-fiction. Possible assigned texts could include the following:

Chrétien de Troyes, *Arthurian Romances*, D.D.R. Owen, ed.  
Dante, *The Inferno*, Mark Musa, trans. Penguin, 1984.  
Chaucer, *The Canterbury Tales*, Norton Critical, 1989.  
Cervantes, *Don Quixote*, J. M. Cohen, trans. Penguin, 1951.  
Shakespeare, *King Lear*, Penguin, 1981.  
Shakespeare, *The Tempest*, Penguin, 1959.  
Voltaire, *Candide*, Robert M. Adams, trans. Norton Critical, 1966.  
Goethe, *Faust Part One*, John Prudhoe, trans. St. Martin, 1974.  
Eliot, *Middlemarch*, Bert G. Hornback, ed. Norton Critical, 2000.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**



## PART VII: APPROVALS

**Date approved by the department or school:** 16 October 2013

**Date approved by the college curriculum committee:** 23 October 2013

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:** 5 December 2013      **CGS:** NA

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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