

**UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution**

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost. * * *

Change Effective for Term: Fall 2010

School/College: College of Arts and Sciences (CAS)

Department: English (ENG)

Subject: **ENG**

Course Number: **310**

Check here for NO CHANGE: _____

INACTIVATE Course

INACTIVATE Crosslisting(s)

INSTRUCTIONS: *Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.*

AS CURRENTLY OFFERED

- 1. Title: Chaucer and the Fourteenth Century
- 2. Credit Hours: (3)
- 3. Repeat Status: (see CURRENT Course Description below)
- 4. Crosslisting(s):
- 5. GE Distribution: h

REQUESTED CHANGE

- to:
- to: Total ____ -or- Variable ____ to ____
- to: Max of ____ credits -or- _____
- to:
- to: **FYE** First Year Experience **CAP** Capstone
- H** Humanities **S** Social Science
- GB** Global Studies **F** Fine Arts
- HW** Health&Well Being **FQ** Finance&Qnt Lit
- N** Nat Science and / or **NL** Nat Sci Lab
- T** Technology

6. CURRENT Course Description:

Introduction to the literature of the late Middle Ages, including the Gawain poet, Langland's Piers Plowman, the great mystics, early cycle drama, and Chaucer's major works: the minor poems, Canterbury Tales, and Troilus and Criseyde. All but Chaucer read in modern English translation.

**UM-FLINT
RECEIVED**

OCT 19 2009

**College of Arts & Sciences
Dean's Office**

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair

Date

10-19-09

Department Chair of Crosslist(s) or Prerequisite(s)

Date

Dean

Date

10/26/09

Dean of Crosslist(s) or Prerequisite(s)

Date

GECAC

Date

REVIEWED BY:

Catalog Editor

Date

Provost

Date

Catalog Coordinator (Registrar's Office)

Date

REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

Course Title: Chaucer and the Fourteenth Century		
Department: English	Course Prefix: ENG	Course Number: 310
No. 1	Learning Outcome: Reflect on one's own learning process	
Narrative: This course requires students to consider the relevance of premodern literature in a postmodern world, and the role of Chaucer as the patriarch of the traditional literary canon. This course allows for a prolonged consideration of the "literary tradition" that has emerged from the early canonization of Chaucer, and the exclusion of alternative forms (and people) that tradition has required. In addition, students will reflect upon the role of the author as the creator of a literary work, and the limitations of that modern notion in a premodern context when translation and reshaping as opposed to original creation were primary authorial skills.		
Assessment tools: In-class discussion, creative writing, analytical essays, exams, one-on-one conferences		
No. 3	Learning Outcome: Demonstrate the ability to think critically	
Narrative: Like all literature courses, this course focuses on teaching students how to critically read, discuss and write about literature. Emphasis will be placed on reading medieval texts in historical and cultural context and as agents in the English literary marketplace of the fourteenth-century. Students will be expected to examine the formal elements of these texts and also to consider the complex relationships between medieval literature, history, culture, and politics. Student work will demonstrate the ability to formulate interpretative conclusions about literary texts and their contexts, to construct arguments, and to find and analyze evidence to support their interpretive conclusions.		
Assessment tools: In-class discussion, creative writing, analytical essays, group activities, exams		
No. 5	Learning Outcome: Produce competent written work	
Narrative: Students will read and write about literary texts. Emphasis will be placed on constructing, developing and writing effective arguments about literature, with particular attention paid to developing effective theses, structuring paragraphs, and introducing and analyzing textual evidence for claims. This course will also include creative and reflective writing projects, and the incorporation of secondary sources.		
Assessment tools: creative writing, analytical essays		
No. 6	Learning Outcome: Participate in dialogue that involves respectful and careful listening	
Narrative: Literature courses emphasize discussion and interaction with others. Discussion of course material will occur regularly in large class and small group activities. Students will demonstrate their ability to engage respectfully with the ideas of their classmates and to offer original feedback and responses to those ideas. Online discussion may also be another venue for discussion.		
Assessment tools: In-class discussion, group activities.		
No. 8	Learning Outcome: Demonstrate knowledge of culture and the arts	
Narrative: This course brings students into contact with the ultra-canonical figure of Geoffrey Chaucer, which requires an examination of an array of late medieval genres, Middle English, challenging literary styles, and a cultural context quite different from our own. Students interpret, translate, and recite Middle English with attention to vocabulary, phonetics, and tone. Students are urged to integrate Chaucer's early canonization as the "father of English literature" into their growing awareness of the literary tradition.		
Assessment tools: In-class discussion, creative projects (including performances), analytical essays, group activities, and exams		