PROPOSAL TO LIST A COURSE, OR TO RENEW THE LISTING OF A COURSE, IN THE GENERAL EDUCATION HUMANITIES AREA AT LOUISIANA STATE UNIVERSITY

_____ X Renewal  __________ New Listing

Course designation, number, and title: (e.g.: PHIL/1000/Introduction to Philosophy)

ENGL  2824  HONORS: Critical Analysis of Literature
Course designation  Course number  Course title

Semester credits: 3  Contact hours per week: Lecture: 3  Laboratory: 

Department (or other unit) offering the course and proposing its inclusion: English

College or School: Humanities and Social Sciences

Please attach the requested information. Submit a single electronic copy (pdf file) bearing unit and college/school signatures to gened@lsu.edu.

Chair of the proposing unit, affirming approval by its faculty or appropriate faculty committee:
Signature:  ___________________________  Date: 1-30-12
Typed or printed name: Richard C. Moreland

Dean of College or School, affirming support of the proposal:
Signature:  ___________________________  Date: 2-15-12
Typed or printed name: Gaines M. Foster

Chair, Faculty Senate Committee on General Education, affirming approval by the Committee:
Signature:  ___________________________  Date: __________
Typed or printed name: ______________

Office of Academic Affairs:
Signature:  ___________________________  Date: __________
Typed or printed name: ______________
1. Syllabus

ENGL 2824: HONORS: Critical Analysis of Literature

1a. 2824 HONORS: Critical Analysis of Literature (3) Honors equivalent of ENGL 2024.

Study and writing about Literary Forms.

Course Description:
In his Republic, Plato recalls the ancient quarrel that exists between philosophers and poets over who is the better teacher of virtue. Plato argued that poetry teaches us nothing; it deals only with images, imitations, whereas philosophy deals with concepts and truth. Plato, of course, banished the poets for being liars and for indulging the irrational nature of human beings. Ever since then poets have felt compelled to defend their art against Plato’s charges. These defenses raise questions about the place of poetry in society or the public realm. Some speak of the poet as a seer, which makes him, like the prophet, the spokesman of God. Others speak of the poet as a maker, which makes him, like the politician, a molder of the city. In their various ways, poets have sought to justify private understanding by claiming to speak a collective truth. This puts poetry in competition not only with philosophy but with politics and religion, as well.

This course will look at how poets from ancient Greece to the 20th century have defended poetry against the charges that it is ineffectual at best and, at worst, immoral. It will examine what poets have said about the relation of the poet to society and what, if anything, poetry has to say about the meaning of truth. It will start with Plato and Aristotle and then turn to Sophocles and Aristophanes. Throughout the semester we will read some key documents in the history of criticism, and the main focus will be on the efforts of poets to defend, define, and create poetic works that speak directly and indirectly to the function of imaginative literature.

1b. Texts (Required):
Sophocles, The Theban Plays (Penguin)
Aristophanes, Selected Plays (Meridian)
T. S. Eliot, Selected Prose, ed. Frank Kermode (Harcourt Brace Jovanovich)
Alexander Pope, Selected Poems, ed. Pat Rogers (Oxford U. P.)
D. A. Russell and M. Winterbottom, eds., Classical Literary Criticism (Oxford U. P.)

1c. Learning Objectives for a General Education Course in the Humanities:
LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.
The English Department elaborates this objective as follows:
A. To read a variety of texts—comprehending and interpreting both literal and figurative meaning, and paraphrasing passages accurately;
B. To identify larger themes, structures, literary devices, and rhetorical patterns in texts;
C. To place and interpret texts within a discursive tradition and within broader cultural and historical contexts;
D. To demonstrate the ability to write clear, specific, and effective prose.

Course Goals: This is a General Education course and, as such, it aims for students to develop:

- an effective command of written and spoken English;
- an informed appreciation of the role of literature in defining an individual and a people’s sense of history and identity;
- an appreciation of the methods of critical inquiry;
- an ability to deal with moral and ethical issues;
- an understanding of other cultures and other times

1d. Requirements:
• Class Attendance. It is recommended. You have daily writing assignments that will be collected at the start of class. No work will be accepted if you miss class, arrive late, or leave early.
• Class Participation: You will not be eligible for an A unless you are present for, and prepared to engage in, class discussions.
• Completion of all reading assignments by due date. No makeups for daily writing assignments.
• Daily writing assignment to be handed in at start of class (one page; typed & double spaced; Times New Roman size 12 is the preferred font; margins should be 1 inch). The daily writing is to consist of a response (interpretative and explanatory) to a work of your choice, unless otherwise directed, from that day’s reading assignment (You are responsible for reading all works assigned). Give title of work at head. These are not formal essays but correct writing is expected. They will be graded ✓, ✔-, or 0. Work will not be accepted if you are late or if you miss class. **You may drop the four lowest grades.** In addition to being read and graded, the daily writing will form the basis for our discussions, and you might be called upon to read your journal entry out loud in class.
• Term paper: approx. 12 pages. A critical analysis of one or more authors. Secondary sources required. Topic must be approved by me.
• No electronic copies of assignments will be accepted.
• No cell phones, palm pilots, or lap tops are permitted in class.

Grades: Midterm (20%); Daily Writing Assignments (25%); Participation (5%); Term Paper (30%); Final Exam (20%).

1e. Outline of Course Topics

Week 1
8/23: Introduction
8/25: Plato, *from Republic*, in *Classical Literary Criticism*, pp. 14-50 [in any edition of Plato’s *Republic*: Book II (376d-383c); Book III (386a-398b); Book 10 (595a-607a)].

Week 2:
9/1: Sophocles, *Oedipus*.

**Week 3**
9/6: Sophocles, *Oedipus*.

**Week 4:**

**Week 5:**

**Week 6:**

**Week 7**
10/6: Fall Holiday

**Week 8:**

**Week 9**

**Week 10**

**Week 11**

**Week 12**


Week 13

Week 14
11/24: Thanksgiving Holiday

Week 15
11/29: Auden, The Sea and the Mirror
12/1: Auden, The Sea and the Mirror
2. Why ENGL 2824 belongs in the General Education Program (Humanities):

ENGL 2824, HONORS: Critical Analysis of Literature, introduces students to the critical analysis of literature. It covers a sophisticated and broad range of philosophical and aesthetic approaches, including hermeneutics, deconstruction, Platonism, Aristotelianism, and semiotics. This is a more sophisticated version of ENGL 2024, Critical Strategies. Whereas in 2024 the emphasis is on applying various schools of contemporary theory to the reading of a select body of literature, HONORS 2824 takes a more in-depth approach to the problem of the critical analysis of literature, giving special attention to ontological, aesthetic, and ethical issues associated with literary representation. The course is intended to acquaint students with a variety of works and teach them to interpret both literal and figurative meanings of a text, identify larger themes, and interpret texts according to various critical perspectives and place them within broader historical and cultural contexts. It is broader in its historical and cultural coverage than non-general education courses taught within the department, which tend to focus on narrower topics and on contemporary works. In contrast, ENGL 2824 and other general education courses put greater emphasis on giving students an understanding of their own and other cultural, national, and international traditions. In doing so, they encourage students to reflect on fundamental ethical, moral, and esthetic questions that human beings in diverse cultures have posed throughout the ages. Finally, it introduces students to methods of critical analysis and interpretation and, as such, is fundamental to the discipline of literary studies and the humanities in general.

ENGL 2824 teaches students how to understand the conventions of literary form and the principles of interpretation and engages them in critical questions important to the humanities disciplines, including generic and stylistic analysis, cultural and religious traditions, and historical context. Because literature is fundamental to self-understanding (our self-identity is founded upon our capacity to tell stories about ourselves), and fundamental to the representation of a people and/or culture, a course on methods of interpretation is essential to the humanities curriculum. Because writing is an essential part of this course (the English Department mandates a minimum of 4,000 words per student each semester), ENGL 2824 works with students on how to develop their ideas and express themselves clearly and cogently. By selecting works from a range of periods and/or cultures, it asks students to reflect on what it means to be human, which means reflecting on ethical, philosophical, and historical questions.

3. General Education Competency addressed by ENGL 2824

An LSU graduate will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.

The Department of English has identified the following skills as essential in achieving this learning outcome:
A. To read a variety of texts—comprehending and interpreting both literal and figurative meaning, and paraphrasing passages accurately.
B. To identify larger themes, structures, literary devices, and rhetorical patterns in texts, with some understanding of larger contexts.
C. To demonstrate the ability to write clear, specific, and effective prose.

3a. Describe some of the major pedagogies through which the course will address the general education competency.

The English department’s faculty employ a wide range of pedagogical approaches within its general education courses. The department benefits from class sizes maximized at 40 students, and capped at 20 for honors courses such as ENGL 2824, providing opportunity for a variety of classroom exercises designed to engage the student with the material at hand. In addition to presenting students with new material and new ideas within each distinct general education English course, the unifying focus in English department general education classes is to improve students’ writing/communication skills. Given the relatively small class sizes of English general education courses, all teachers must require 4000-7000 words of written exercises and are expected to provide significant personal comments and advice to each student. The intent is to have English general education courses serve as an extension of the student’s ENGL 1001 (or equivalent) experience. When taken in the student’s freshman or sophomore year, English general education courses provide an excellent bridge between freshman-level English 1001 (English Composition) and the advanced-level English 2000 (English Composition, with a prerequisite of a minimum of 39 hours).

Writing effectively about texts is a major goal of ENGL 2824, along with developing a familiarity with relevant works and their relation to their historical and literary contexts. To achieve these goals requires developing student skills in interpreting texts and identifying larger themes, structures, etc. This can be achieved in a variety of ways. Lecture is one option, though class size permits a variety of alternative and/or complementary strategies. Most instructors recognize that class meetings are more effective in achieving course goals when class discussion is encouraged. Numerous strategies to encourage discussion are available and are frequently used by the faculty. Discussion can be more effectively undertaken by requiring out-of-class written exercises, due each class meeting and used as catalysts for classroom discussion. Requiring individual or group presentations throughout the course further enhances student engagement with the material. Classroom games, competitions, and group projects are often used and serve similar purposes. Service Learning and Communication Intensive options further encourage student engagement. Generally speaking, the English Department welcomes instructional variety and innovation in general education courses, while it strives to ensure that such innovation results in developing strong writers of English prose, able to evaluate texts and identify larger contexts for their objects of study, even as they broaden their intellectual horizons with the content specific to each general education English course.
ENGL 2824 is not a literature course, but a course on interpreting language in a variety of contexts, whether critical, literary, or accompanied by visual images.

3b. Describe how the department will provide direct evidence for the extent to which students are achieving the general education learning competency associated with the course.

Each general education English course will include a written exercise to assess whether students have attained the goals the English department has set for English general education courses. The exercise will take place in class toward the end of the semester and should take 30-40 minutes. The student will be asked to read and write about a passage provided by the teacher. The passage will be an appropriately self-contained extract from a critical essay, or a piece of literature. Students will be asked:

1. To explain the passage’s literal as well as figurative meanings;
2. To identify its larger themes, structures, literary or critical devices, and rhetorical patterns;
3. To discuss its historical and cultural contexts.

This assessment exercise should be included in the grade for the course (generally as part of the final examination) so that students will take the exercise seriously.

The English department will use this exercise to measure whether or not students in these courses have mastered the analytical reading and interpreting skills the department has identified as general education objectives of the course.

The English Department offers over fourteen Humanities general education courses (50-60 total sections each term), each offering students exposure to different material, but all striving for the same learning outcomes. Although these courses pursue the same learning outcomes, each course will be assessed separately. Results for each course will be generated so that the measured outcomes of each course can be judged individually but can also be evaluated against other courses on the English Department list of Humanities general education courses.

The assessment procedure for ENGL 2824 is the following. With 20 or fewer students in the class, we evaluate all student responses on the assessment exercise.

The instructor consults the rubrics for English Gen Ed courses (Humanities), and examines a sample of “anchor responses” from previous semesters, posted on the Department’s Community Moodle site for General Education courses, and works through a couple of them to normalize criteria for evaluating the collected essays. The instructor then evaluates all completed responses for the assessment exercise, for every student who was present at the final exam (or whenever the assessment exercise was administered), as (just) meeting expectations, exceeding expectations, or not meeting expectations for mastery of the objectives as stated below.
A: reading comprehension (interpreting literal and figurative meaning):
   Objective exceeded: Moves swiftly and effectively from the literal to figurative.
   Objective met: Includes figurative analysis with some skill.
   Objective not met: Misapplies figurative analysis or fails to include it at all.

B: produce a valid interpretation of what they have read, using one or more of the following modes of interpretation: formal, generic, thematic, historical, cultural.
   Objective exceeded: Mode of interpretation is central and sophisticated.
   Objective met: Effective mode of interpretation included.
   Objective not met: Mode of interpretation is inadequate or nonexistent.

C: write clearly and effectively:
   Objective exceeded: Structural and rhetorical techniques mastered.
   Objective met: Well organized, grammatically competent.
   Objective not met: Lacking in structure and competent grammar.

The Director of Undergraduate Studies will compute the percentages for each of these three levels and will interpret these results in a report of the findings to the faculty. The full report will summarize the department’s overall results in all general education courses as well as the results within each course offering. The ENGL 2824 instructor’s evaluations will be reported, along with results from other English Gen Ed courses, to the faculty before the beginning of the next regular semester. Every August, the week before classes begin, a departmental meeting will be held to discuss assessment results.

Rubric for assessing learning goals

At the completion of General Education English courses, students will be able to

(1) Accurately read complex poetry and/or prose.
   ___Exceeds expectations     ___Meets expectations     ___Fails to meet expectations

(2) Produce a valid interpretation of what they have read, using one or more of the following modes of interpretation: formal, generic, thematic, historical, cultural.
   ___Exceeds expectations     ___Meets expectations     ___Fails to meet expectations

(3) Write clearly and effectively
   ___Exceeds expectations     ___Meets expectations     ___Fails to meet expectations
Goals and Objectives:

General Education English courses should follow the "Goals and Objectives for the English Curriculum," subsections titled "Objectives for Introductory Literature Courses."

GOALS AND OBJECTIVES FOR THE ENGLISH CURRICULUM

Objectives for Introductory Literature Courses

Introductory literature courses must serve the needs of prospective English majors and minors, liberal arts majors, and students majoring in more scientific or technical fields. Each course will delimit its own subject matter, which students will be expected to learn. Yet fundamental objectives in reading, writing, and critical analysis are common to all these offerings.

Since reading is a major focus of these courses, students will practice a variety of interrelated reading and interpretive skills. More specifically, upon completion of their requirements in introductory literature courses, students should be able

- to paraphrase passages accurately,
- to read closely in order to explicate the literal and figurative meaning of passages,
- to identify larger themes, structures, and patterns in a literary work as a whole,
- to begin to relate a literary work to relevant discursive contexts, such as generic conventions and literary traditions, and
- to begin to understand the larger cultural contexts of a literary work, both diachronic and synchronic.

These courses should further develop students' writing in coordination with the objectives of the rhetoric/composition program. Students should write frequently to communicate their critical and interpretive insights about literary texts. Their writing should move beyond merely retelling a story, into analysis, interpretation, and argumentation.

Students should also think about the process of reading itself. They should be able to identify and use effectively terms basic to literary interpretation, and to be aware that a variety of methodologies may be used to analyze texts.

Reading:

2024 Critical Strategies: Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres. (also 2824 HNRS: Critical Analysis of Literature and Discourse)

2025 Fiction: Ten to fifteen short stories from a standard anthology or its equivalent plus three or four novels, varied, from different historical periods and cultures. A supplementary text may also be chosen.
2027 Poetry: Sixty to one hundred poems from a standard anthology or its equivalent, varied, from different historical periods and cultures. A supplementary text may also be chosen.

2029 Drama: Twelve to sixteen plays from a standard anthology or its equivalent, varied, from different historical periods and cultures. A supplementary text may also be chosen.

2123 Studies in Literary Traditions and Themes: Readings will be drawn from several of the genres of, or in genres different from, Fiction, Poetry, and Drama, and will focus on a significant tradition or theme. Readings will vary according to the balance between breadth and depth sought in the course, but the amounts of reading will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres. (Also 2823 HNRS: Studies in Literary Traditions and Themes)

2300 Interpreting Discourse: Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres.

2593 Images of Women: An Introduction: Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres.

2673 Literature and Ethnicity: Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres.

2674 Introduction to African-American Literature: Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods, cultures, and/or genres.

2148 Shakespeare: Eight to twelve plays including comedy, tragedy, history and/or romance. A standard anthology or individual texts may be chosen.

2220 Major British Authors
2270 Major American Authors
2201 Introduction to World Literary Traditions
2202 Introduction to Modern World Literature

Readings will vary according to the balance between breadth and depth sought in the course, but the amounts will not be disproportional to those in Fiction, Drama, or Poetry. The selections should be drawn from a wide range of historical periods and genres.

Writing in 2000-level courses:

Students should write frequently in a variety of assignments (graded and ungraded), with guidance in the process of revision, for a total of 4000 to 7000 words. Most writing at this level should focus on students' first-hand experience with texts. Writing assignments appropriate to this level include, but are not limited to, journal notebooks, paraphrase or summary exercises, five-minute in-class writings or other write-to-learn activities, imitations, collaborative reports, speculative instruments like dialogues among characters of different plays or novels, formal essays that present and defend theses about a work.