Language, Philosophy, & Culture - ENGL - 2315
UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to ADD to Core

General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.

- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

Course Ownership

Department* **UGRD English - Lower Division**

Does the department chosen use a Department Curriculum Committee?* ⦿ Yes ◯ No

Does the college of the department chosen use a College Curriculum Committee?* ⦿ Yes ◯ No

Will the course be cross-listed with another area?* ◯ Yes ⦿ No

If "Yes", please enter the cross-listed course information (Prefix Code Title)

Implementation

Academic Year to begin offering course:* ⦿ 2015 ◯ 2016 ◯ 2017

Term(s) Course   ✓ Fall (including all sessions within term)
will be TYPICALLY
Offered:*   ✓ Spring (including Winter Mini all sessions within term

                              Summer (including Summer Mini and all sessions within term)

Justification for adding/changing course

Justification(s)   **To meet core curriculum requirements**
for Adding
Course*

Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below

- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.

- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.

- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.

- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.

- Click the appropriate course to select.

- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).

- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

Instructional ENGL   **Course Number*** 2315
Area/Course
Prefix*

Long Course Title* Literature and Film

Short Course Title Literature and Film

Instruction Type and Student Contact Hours

Instruction Type* **Lecture ONLY**

Contact Hours

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.
Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.
Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

Lecture* 3   **Lab*** 0

Grade Options

Grade Option* **Letter (A, B, C.....)**

Course Repeatability

Can this course be ○ Yes ⊙ No
repeated for
credit?*

If Yes, how often Topics may vary; course cannot be repeated for credit.
and/or under
what conditions
may the course be
repeated?

CIP Code

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: http://www.txhighereddata.org/Interactive/CIP/

CIP Code must use this format:
##.####.## ##
digit digit period digit digit digit digit period digit digit space digit digit

CIP Code* 23.0101.00 01

Catalog Descriptions

Prerequisite(s):* ENGL 1304 or equivalent.

Corequisite(s)

Course Description* Representations of literary works and themes as they have appeared in films.

Course Notes

Authorized Degree Program(s)

If this proposal is a change to an existing course (Core or non-Core), there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.
If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.

- Locate and select "Impact Report"

- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301

- Select the external system (catalog) to search for course dependencies.

- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.

- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

Impact Report *

Impact Report for ENGL 2315

There are no results for this report.

Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

Component Area for which the course is being proposed (select one)	**Language, Philosophy, & Culture**
List the student learning outcomes for the course*	* Through the study of Film and Literature, students will write 3,000 words that demonstrate their ability to analyze how film can represent literary works and their themes, cultural values, beliefs and ideas that affect the human experience.
	* Students will be able to identify, analyze, and discuss elements of fiction.
	* Students will be able to analyze film for its technical elements that produce a visual representation of a written work and that through its cinematography, direction, and adaptations of the literature provide a deeper understanding of the human condition.
	* Students will learn and apply correct documentation and citation skills for writing about film and literature.
Competency areas addressed by the course*	**Communication Skills**
	Critical Thinking
	Personal Responsibility
	Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)

- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

Critical Thinking, if applicable
Students will write 3,000 words that demonstrate their abilty to analyze the film and its associated genre (fiction, drama, non-fiction) for aspects of cultural values, ideas, and beliefs that reflect the human experience. See attached assignment.

Communication Skills, if applicable
Students must effectively communicate their ideas with their peers as demonstrated through written peer reivew, critical discussion of thier work, and oral presentations, as well as in the same assignment listed above.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social Responsibility, if applicable

In the same assignment listed above, students will explore, and compare and contrast the social beliefs and values of the time and culture in the selected film and genres with those of contemporary beliefs and values.

Personal Responsibility, if applicable

In the same assignment listed above, students will explore the personal responsibilty taken by the characters in the film and the genre it reflects and compare and contrast it with how they would make similar or different choices based on their own contemporary cultures, values and beliefs. They will also be able to explain the chagnes that the representative film might make in the presentation of characters in ways different from the way they are portrayed in literature.

Syllabus

Syllabus* ✓ Syllabus Attached

Will the syllabus vary across multiple section of the course?* ● Yes ○ No

If yes, list the assignments that will be constant across sections

The attached assessment assignment will remain constant across sections.

Important information regarding Core course effectiveness evaluation:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Additional Information Regarding This Proposal

Comments: Sarah Fishman and Elizabeth Kessler worked together to revise the core information above and attach new syllabus and new core request with the revised assignment included. Jan 5, 2015.

Proposal Completed?

Scroll back to the top of this pane and click to right-directional triangle" " located at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of English
Person Making Request: Dr. Paul Butler   Telephone: (713) 743-1758
                                                 Email: pbutler@Central.UH.edu
Dean's Signature: _____   Date: 5 September 2014

Course Number and Title: English 2315, Literature and Film
Please attach in separate documents:
        x☐ Completed CBM003 Add/Change Form with Catalog Description
        x☐ Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):
* Through the study of Film and Literature, students will write 3,000 words that demonstrate their ability to analyze how film can represent literary works and their themes, cultural values, beliefs and ideas that affect the human experience.
* Students will be able to identify, analyze, and discuss elements of fiction.
* Students will be able to analyze film for its technical elements that produce a visual representation of a written work and that through its cinematography, direction, and adaptations of the literature provide a deeper understanding of the human condition.
* Students will learn and apply correct documentation and citation skills for writing about film and literature.

Component Area for which the course is being proposed (check one):

        ☐ Communication   ☐ American History
        ☐ Mathematics   ☐ Government/Political
Science
        x☐ Language, Philosophy, & Culture   ☐ Social & Behavioral Science
        ☐ Creative Arts   ☐ Component Area Option
        ☐ Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

        x☐ Critical Thinking   ☐ Teamwork

x☐ Communication Skills   x☐ Social Responsibility
☐ Empirical & Quantitative Skills   x☐ Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:
Students will write 3,000 words that demonstrate their ability to analyze the film and its associated genre (fiction, drama, non-fiction) for aspects of cultural values, ideas, and beliefs that affect the human experience.

Sample Assignment
Choose a piece of literature that is represented through film and that demonstrates cultural values, ideas and beliefs, as well as ethical or moral conflicts involving the characters' need to make decisions. Write a 3-5 page essay that explains the conflicts that the character(s) face and how they are portrayed through film and through literature. Referring to the elements of the genre the film is based on, explain how the characters arrive at resolution of the conflicts based on the values and beliefs of their culture. For example, you might refer to Atticus Finch in *To Kill a Mockingbird* and explain how he deals with his ethics and values when given Tom Robinson's case as opposed to those of many of his neighbors and residents of Macomb County, Alabama, and explain how he teaches his children about doing the right thing. Consider how the use of black-and-white as opposed to color filming contributes to or detracts from the impact of the movie. Consider the close-ups, the time period of the movie, and other elements when responding to these issues. Respond to the film and literature by deciding if you would make the same ethical choices and explain your decision. Be sure to use correct citations for quotations, paraphrasing, and documentation.

Communication Skills:
Students must effectively communicate their ideas with their peers as demonstrated through written peer review, critical discussion of their work, and oral presentations.

Empirical & Quantitative Skills:
Click here to enter text.

Teamwork:
Click here to enter text.

Social Responsibility:
Students will explore, and compare and contrast the social beliefs and values of the time and culture in the selected film and genres with those of contemporary beliefs and values.

Personal Responsibility:
Students will explore the personal responsibility taken by characters in film and the genre it reflects and compare and contrast it with how they would make similar or different choices based on their own contemporary cultures, values and beliefs. They will also be able to explain the changes that the representative film might make in the presentation of characters in ways different from the way they are portrayed in the literature.

Will the syllabus vary across multiple section of the course?   x☐ Yes   ☐ No
If yes, list the assignments that will be constant across sections:
The above essay assignment will be consistent across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

SAMPLE CORE SYLLABUS FOR
ENGLISH 2315
LITERATURE AND FILM

Instructor Name: XXX   Section Number: XXX
Office Location: XXX   Meeting Time: XXX
Office Hours:XXX   Class Location: XXX
Email Address: XXX
Blackboard Site: www.uh.edu/blackboard

Prerequisites: Passing grade in English 1304 or equivalent. Students who do not meet this prerequisite cannot remain in the course.

Course Goals and Methods:
English 2315 satisfies 3 hours of the U of H core curriculum requirement in Language, Philosophy & Culture. The catalog describes this Foundational Component Area as "Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures."

COURSE DESCRIPTION
The texts and films in this course will allow us to discuss film techniques, motifs, themes, setting, and characters, and to recognize how literature and film can be reflective of and give insight into cultural issues. This can be accomplished by examining point of view, organization, and themes in literature while understanding cinematography, sound/image relationships, editing and other elements of film through literary works that have been produced as film. Furthermore, we will examine how the works speak to larger social and cultural concerns, such as personal and social responsibility, ethics, political convictions, or other values and concepts that appear in the texts and films. To be able to do this, students will learn new vocabulary to communicate effectively using cinematic terminology in speaking and writing.

Core Objectives (Learning Outcomes):

- **Critical Thinking Skills**-creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**-effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Personal Responsibility**-the ability to connect choices, actions and consequences to ethical decision making.
- **Social Responsibility**-applying social principals

Texts: TO BE DECIDED BY INDIVIDUAL INSTRUCTOR

Film: TO BE DECIDED BY INDIVIDUAL INSTRUCTOR

DVDs available in UH library:
DVDs available via Amazon:
Streaming available via Amazon:
Streaming available via Youtube (not best quality):

Literature: TO BE DECIDED BY INDIVIDUAL INSTRUCTOR

Course Requirements:
TO BE DECIDED BY INDIVIDUAL INSTRUCTOR AND MIGHT INCLUDE THE FOLLOWING:
- Read five novels that have been made into film
- View each of the film versions of the novel outside of class with clips studied for specific film elements in class
- Compare and contrast the novels with their corresponding film
- Address the issues of personal and social responsibility as portrayed in the novels and their corresponding film
- Research paper that includes references to film and the novel selected
- Reader response assignments
- Film response assignments
- 2 short (3-5 pages) papers

Academic Support Services:

"In compliance with the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, the Center for Students with DisABILITIES (CSD) provides 'reasonable and necessary' testing accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities. "Students who want to know more about these services should consult the Student Handbook, or should contact CSD in Room 110 of the Justin Dart, Jr. Center for Students with DisABILITIES (building #568), 713-743-5400 (voice) or 713-749-1527 (TTY); www.uh.edu/csd.

Academic Honesty

Students are expected to do their own work. The University of Houston Academic Policies define and prohibit academic dishonesty as follows: "'Academic dishonesty' means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (Article 3.02; see *Student Handbook*: www.uh.edu/dos/hdbk for further details).

Grading: TO BE DECIDED BY INDIVIDUAL INSTRUCTOR

*This syllabus is subject to change

English 2323 Assessment Assignment

The following essay requires that students will be accountable for all of the competencies listed above.

Sample Assignment
Choose a piece of literature that is represented through film and that demonstrates cultural values, ideas and beliefs, as well as ethical or moral conflicts involving the characters' need to make decisions. Write a 3-5 page essay that explains the conflicts that the character(s) face and how they are portrayed through film and through literature. Referring to the elements of the genre the film is based on, explain how the characters arrive at resolution of the conflicts based on the values and beliefs of their culture. Respond to the film and literature by deciding if you would make the same choices and explain your decision. Be sure to use correct citations for quotations, paraphrasing, and documentation.