

---

# English Department AUCC and gtPathways Course Requirements

---

## Purpose

The leadership of the CSU English Department created this document so that new instructors of All-University Core Curriculum courses would be fully informed of the AUCC and gtPathways expectations for content and learning objectives as determined by the Colorado Department of Higher Education. In order to create a more consistent and accessible set of guidelines, this document provides a course-by-course overview of descriptions, AUCC objectives, and gtPathways requirements for each of the following courses.

## Additional Resources

In addition to the course requirements, guidelines for syllabus expectations are included. Sample syllabi for all of the following courses are available on the N-drive of your provided office computers. For e-copies of sample syllabi of any given course, you may also make a request by email to Sheila Dargon at [sheila.dargon@colostate.edu](mailto:sheila.dargon@colostate.edu).

Additional materials may be found in Writing@CSU wikis for E238, E240, E270, E276, and E277. For additional information about access to these course wikis, contact Roze Hentschell at [roze.hentschell@colostate.edu](mailto:roze.hentschell@colostate.edu).

## General Guidelines

Simply click on any of the resources on the next page to view the course description and the AUCC and gtPathways requirements for each course.

Below the title of each resource, you can click “Back to Top” to quickly return to this page.

Note: The included Text/Materials lists for each of the following courses should be considered as suggestions and not as required reading.

---

## Courses

---

E140 – The Study of Literature	3
<a href="#">E142 – Reading Without Borders</a>	7
<a href="#">E232 – Introduction to Humanities</a>	13
<a href="#">E238 – Twentieth-Century Fiction</a>	16
E242 – Introduction to Shakespeare	20
E245 – World Drama	23
E270 – Introduction to American Literature	26
E276 – Survey of British Literature I	30
E277 – Survey of British Literature II	33
AMST100 – Self/ Community in American Culture, 1600-1877	36
AMST101 – Self/ Community in American Culture, Since 1877	37

---

## Syllabus Resources

---

Higher Learning Commission (HLC) Syllabus Requirements	38
Sample Course Syllabus Outline	42
Academic Honesty Policy	50



## E140 – The Study of Literature

[Back to Top](#)

### **Description**

This course introduces the student to a wide variety of literary texts and critical approaches. It covers four literary genres (fiction, non-fiction, poetry, and drama) and a variety of critical perspectives (writers of both sexes, from various countries and racial and ethnic groups). It introduces many basic formal elements (imagery, point of view, poetic meter, etc.) and interpretive skills (identifying what counts as evidence, recognizing or constructing patterns, etc.). And it introduces students to numerous ways of reading based on a broad sampling of current important theoretical models.

As an approved course in the 3B Arts and Humanities category of the All-University Core Curriculum, E140 meets the five criteria listed for this category:

1. **Foundational knowledge:** the course covers four literary genres, a wide range of historical periods from ancient to contemporary, and a variety of cultural perspectives. It introduces many basic formal elements and interpretive skills. And it introduces students to numerous ways of reading based on a broad sampling of current important theoretical models.
2. **Patterns of human expression:** the course addresses such comprehensive matters as story-telling (as a means of exploring and communicating human experiences and values); image making (all the ways that we express ourselves that go beyond the most basic information sharing); how various individual and cultural perspectives both overlap and differ from each other; and what it means to engage with the world imaginatively, aesthetically, sensorially, and critically.
3. **Expressive ability:** students write many short papers in the course, both critical and creative, analytic and synthetic, rigorous and explorative. Because class sessions are mainly discussions, they also hone oral skills.
4. **Understanding others:** at the most basic level, this is what one does when reading literature.
5. **Core competencies:** the course requires and helps students develop skills in reading, writing, critical thinking, and speaking; it also helps develop their abilities to work both independently and collaboratively.

## AUCC Requirements

Course Number & Title	E140 The Study of Literature
Course Description	Basic principles of reading literary texts.
Course Overview	E140, The Study of Literature, attempts to explore what literature has to offer us and how it reflects (and affects) our views of the world. Far from being merely entertaining (although it is often entertaining), the study of literature hones critical thinking skills by asking the reader to consider both <i>how</i> a piece of writing is put together and <i>why</i> an author makes deliberate choices to craft a message in a particular way. Additionally, our goal is to critically examine what that piece of literature's message (or, more accurately, <i>messages</i> ) mean in a broader cultural and historical context. Throughout this course, we will examine fiction, poetry, drama, and non-fiction from a diverse selection of writers from a range of historical and cultural perspectives in order to better understand our world, our peers, and ourselves.
Texts/Materials	<i>250 Poems: A Portable Anthology</i> (2 <sup>nd</sup> Ed.), edited by Peter Schakel and Jack Ridl <i>The Iceman Cometh</i> by Eugene O'Neill <i>Cat's Cradle</i> by Kurt Vonnegut <i>Waiting for the Barbarians</i> by J.M. Coetzee
Course Objectives	Upon successful completion of the course, students will be able to 1. articulate in speech and writing an understanding of structure in literary works; 2. recognize the conventions of a variety of literary genres (for example, poetry, prose, short fiction, long fiction, and drama); 3. apply basic analytic literary concepts with accuracy; 4. work with multiple layers of meaning and irony.
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/ Approaches	The broad nature of this introduction can include very many different types of reading, but approaches to E140 among all our faculty share the view that techniques used to read literature are applicable to life as well. Literary analysis in the course seeks to open multiple perspectives on how meaning is contingent on context and shifting point(s)-of-view.



## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*

## Additional Resources for E140

Additional optional resources such as syllabi, sample policy statements, paper assignments, in-class activities, study questions, a core description, guidelines, and more are available for this course on the Writing@CSU website under “Teaching Guides,” or at the following link:

[http://writing.colostate.edu/guides/teaching/e140/index.cfm?teaching\\_guides\\_active=courses](http://writing.colostate.edu/guides/teaching/e140/index.cfm?teaching_guides_active=courses)



## E142 – Reading Without Borders

[Back to Top](#)

### **Description**

**Global and Cultural Awareness.** E 142 fulfills the objectives and goals of the Global and Cultural Awareness requirement by exposing students to an ethnically and culturally diverse group of global writers. The selected readings focus on different kinds of intercultural and transnational experiences, such as immigration, exile, education, and diaspora. Taken together these readings will provide insight into a broad range of human behavior, including learning, cognition, and human development. Depending on the instructor's choices the course may introduce students to diverse perspectives including those of Guatemalans, Mexicans, Asian Americans, Chinese immigrants, Sudanese refugees, Ethiopians, Kenyans, African Americans, Iranians, French, holocaust survivors and their children, Ghanaians, and Native Americans. In each text students will encounter different cross-cultural exchanges that illustrate how different cultures might productively communicate or violently conflict with one another.

### **Learning Outcomes and Coursework.**

Student Learning Outcomes. Students will be able to:

1. Engage in the cross-cultural study of many different forms of writing.
2. Explore the interactions among different cultural, ethnic, and national groups, and make responsible comparisons and distinctions between these groups.
3. Contextualize specific texts and events within both global and domestic history.
4. Understand how seemingly local or isolated events take part in larger transnational dynamics.
5. Demonstrate enhanced critical thinking, reading, and writing skills about cultural identity.

**Outcome 1**, “engage in the cross-cultural study of many different forms of writing,” seeks flexibility and scope in the student’s textual and media literacy (i.e. “reading competency”), and shall be met by syllabus reading-lists that include a variety of forms, such as textual genres in fiction and non-fiction, graphic novels, drama, dramatic or documentary films, and other media. **Outcome 2**, “explore the interactions among different cultural, ethnic, and national groups and make responsible comparisons and distinctions between these groups,” depends upon non-fiction readings or other media that ground the course in a historical and thematic framework for analysis of the forms engaged in pursuit of Outcome 1. **Outcome 3**, “contextualize specific texts and events within both global and domestic history,” and **Outcome 4** “understand how seemingly local or isolated events take part in larger transnational dynamics,” follow chiefly as specific effects of critical-thinking practices in the classroom, which **Outcome 5** “Demonstrate enhanced critical thinking, reading, and writing skills about cultural identity” extends especially to writing.

### **Critical Thinking.**

Reading Without Borders will facilitate enhanced critical thinking in multiple ways. Students will learn to identify the different questions that one might ask and arguments one might make about different texts including non-fiction, fiction, graphic novels, drama, and film (**Information Acquisition**). The generic difference between the texts will require students to reflect on what methods of interpretation are most appropriate to each. The online forum for the class provides a venue for students to formulate and share these reflections. Furthermore students will develop their own hypotheses after working with critical and contextual readings that will provide models of academic argumentation (**Application**). Students will develop these hypotheses in four short essays. In these assignments students will identify and assess the assumptions that creative texts make about how cultures interact and compare how these texts represent different cultural perspectives. The secondary readings will provide exposure to approaches to culture from the social sciences, literary studies, and media studies (**Analysis**). Students will work to synthesize the materials in the course to construct larger arguments about how writers represent these cultural phenomena in their final papers (**Synthesis**). The readings will expose students to alternative points of view and to place themselves in the position of different participants in these intercultural exchanges. In their own writing students will be required to defend and criticize different points of view while learning the academic conventions that govern responsible engagement with alternative points of view (**Communication**). The reading and writing assignments provide students with multiple opportunities to evaluate the quality of their own arguments and those of others. The online forum is a venue for sharing preliminary findings. Peer review workshops allow students to evaluate their own conclusions and those of their peers (**Evaluation**).



Developing students' skills as close and sophisticated readers of texts is central to this course's concerns. Students will learn to recognize how genre considerations affect and control their readings, and how cultural and historical contexts influence how a text is produced and how it is read, how a differing cultural or historical perspective of the reader can result in a reading widely at variance with readings within the writer's historical and cultural context, how meaning can be conveyed through a variety of indirect methods (irony, figurative language, etc.), how their readings can be related to their own lives and experiences, and how to construct and convey their interpretive ideas. Through the use of a variety of genres such as short fiction, graphic novels, and non-fiction, and film, students will learn to recognize the various purposes and types of writing such as descriptive, narrative, persuasive, and imaginative **(Information Acquisition)**. Students will be asked to demonstrate their comprehension of reading material through oral and virtual discussions as well as in written reports on themes presented within the works **(Application)**. In these reports, students will be asked to use summary, paraphrase and quotations to explain the point of view of the author **(Analysis)**, as well as to interpret the ideas by relating them to their own ideas and experiences **(Synthesis)**. Students will be instructed how to cite ideas taken from the writing both in their written and oral reports **(Communication)**. By comparing texts from various cultural points of view, students will be asked to evaluate the credibility and relevance of these works **(Evaluation)**.

Reading Without Borders will contribute to the development of academic written competency by training students to engage in criticism of the works studied. Through guidance, students will learn to generate analytical questions and to select material from their readings to support their arguments **(Information Acquisition)**. They will be trained to summarize, paraphrase and quote relevant support from the texts for their arguments, and learn to choose when each of these approaches is appropriate in order to integrate their ideas with those of others to communicate primary themes **(Synthesis)**. This is a skill which will generalize to other types of academic writing. They will also develop and use appropriate vocabulary in their writing, as well as hone and apply their knowledge of grammar, punctuation, and spelling. In addition, they will be taught the conventions of scholarly documentation **(Application)**. In their written assignments, students will develop the ability to convey arguments using a variety of writing tools, including technological resources such as threaded discussion **(Communication)**. They will engage in peer review of their writing in order to develop their ability to critique their own as well as others' work **(Analysis)**. They will learn to respond to feedback and to integrate the ideas of both peers and their instructors into their in-class writing and their essay assignments **(Evaluation)**.

## AUCC Requirements

Course Number & Title	E142 Reading Without Borders
Course Description	Authors from a range of international, cross-national, cultural, and ethnic backgrounds focusing on themes of immigration, exile, or education.
Course Overview	Students in E 142 will read and analyze texts in multiple genres at the instructor's discretion. These readings will address different kinds of cross-cultural and transnational encounters. Reading about encounters between characters, fictional and non-fictional, from different national and cultural traditions will expand the student's cultural literacy and prepare them to participate in an increasingly global culture. The readings represent a range of nationalities, ethnicities, and cultural traditions. Students will engage in critical writing in essays of varying lengths as well as participating in classroom and virtual discussions.
Texts/Materials	<p>Books</p> <p>David Bartholomae and Anthony Petrosky, eds., <i>Ways of Reading</i>  Sonia Nazario, <i>Enrique's Journey</i>  Gene Luen Yang, <i>American Born Chinese</i>  Dave Eggers, <i>What Is the What?</i>  Marjane Satrapi, <i>Persepolis</i>  Art Spiegelman, <i>Maus</i>  Ama Ata Aidoo, <i>The Dilemma of a Ghost</i>  K. Tsianina Lomawaima, <i>They Called It Prairie Light: The Story of Chilocco Indian School</i>  Toni Morrison, <i>The Bluest Eye</i></p> <p>Films</p> <p>Cary Fukunaga, <i>Sin Nombre</i>  Marjane Satrapi and Vincent Paronnaud, <i>Persepolis</i></p>
Course Objectives	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>engage in the cross-cultural study of many different forms of writing</li> <li>explore the interactions among different cultural, ethnic, and national groups and make responsible comparisons and distinctions between these groups</li> <li>contextualize specific texts and events within both global and domestic history</li> <li>understand how seemingly local or isolated events take part in larger transnational dynamics</li> <li>demonstrate enhanced critical thinking, reading, and writing skills about cultural identity.</li> </ol>



Pedagogical Methods	Mixed lecture-discussion
Range of Topics/ Approaches	

## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*



## E232 – Introduction to Humanities

[Back to Top](#)

### **Description**

This course introduces the student to the study of the humanities through works of literature from the Western tradition. Beginning with the Mesopotamian and Ancient Greek period and ending with the twentieth century, the student will read, reflect on, and grapple with texts which are entertaining and thought-provoking, and which have challenged and redefined the authority of the cultural tradition of which they are a part. The course is roughly divided into three periods: ancient, medieval, and modern. As students learn about the diverse cultural contexts in which particular works emerged, they will also ask in what ways they continue to be relevant to us today.

As a course that fulfills the 3B Arts/Humanities category of the All-University Core Curriculum, E232, meets all of the criteria for such courses. The course introduces the study of humanities by focusing on Western literature in cultural contexts. It places selected works of Western thought in historical, philosophical, religious, and artistic contexts to illustrate the changing values and worldviews of the Western world from ancient times to the present. At the same time the class will reflect on its own dynamic and developing view of these perspectives on human experience. The course explores central questions that Western texts have asked (or failed to ask) about humans and their relationships to their communities, to others outside these communities, to nature, to the divine, and to the self, through a focus on the familial, civic, religious, political, and economic institutions that shape human interaction. The course hones writing and speaking skills and critical thinking abilities that are central to the core competencies.

## AUCC Requirements

Course Number & Title	E232 Introduction to Humanities
Course Description	Great literature of the Western cultural tradition from ancient times to present.
Course Overview	E232 places selected works of Western thought in historical, philosophical, religious, and artistic contexts to illustrate the changing values and worldviews of Western literature from ancient times to the present. The course explores central questions that Western texts have asked (or failed to ask) about humans and their relationships to their communities, to others outside these communities, to nature, to the divine, and to the self, through a focus on the familial, civic, religious, political, and economic institutions that shape human interaction.
Texts/Materials	Selections may be taken from : ANCIENT AND CLASSICAL : Gilgamesh, Old Testament, Homer, Plato, Sophocles, Euripides, Virgil. MEDIEVAL : Marie of France, Dante, Boccaccio. EARLY MODERN : Machiavelli, Montaigne, Shakespeare. MODERN : Voltaire, Goethe, Austen, Douglass, Dostoevsky, Nietzsche, Ibsen, Kafka, Joyce, Kundera.
Course Objectives	Upon successful completion of the course, students will be able to 1. apply foundational knowledge in the reading and interpretation of a variety of literary and disciplinary genres (such as drama, philosophy, fiction, poetry, essay) over a wide range of historical periods ; 2. reflect on the contrasts and similarities of experience as verbalized in ancient and modern times, and account for their differences on the basis of historical or cultural factors; 3. apply basic analytic literary concepts with accuracy; 4. work with multiple layers of meaning and irony.
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/ Approaches	Lectures may contextualize authors and texts in historical and artistic tradition, while they employ literary critical terminology to analyze works for structure and artistry. Discussion may at the same time encourage the class to explore the point of views under study, and reflect on the fluidity and multiplicity of perspective(s) throughout human experience.



## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (3) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

- (3) Several out-of-class writing assignments.

OR

- (4) One or more rewrites of an out-of-class writing assignment.

- (4) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*

## E238 – Twentieth-Century Fiction

[Back to Top](#)

### **Description**

This course explores a variety of generic conventions and ideological concerns in the twentieth-century fiction, emphasizing the late-century post-colonialist and post-modernist writers. At stake for all of these writers are issues of subjectivity and agency, differing definitions of desire and memory, and position of the individual in relation to a larger, and often politically oppressive, society.

As an approved course in the 3E Global and Cultural Awareness category of the All-University Core Curriculum, E238 exposes the student to a wide ethnic, cultural, and global diversity of the writers and perspectives in the novels and short story collections assigned. Depending on the instructor's choice, the course includes writers from Mexico, Dominican Republic, Antigua, Colombia, England, Ireland, France, Czechoslovakia, Russian, Zimbabwe, South Africa, India, Japan, and New Zealand. Also included may be U.S. writers out of the mainstream: Afro-American, Native American, Asian American, Chicano(a). More specifically, the works cover a variety of political ideologies, tribal myths, the effects of colonial and post-colonial values, violent national and international conflicts, and other cultural problematics.

A number of works (for example, Kundera's novels) show in great detail the ways in which people's public and private lives are profoundly affected by various political ideologies. Novel such as Silko's *Ceremony* explore the confusion of values experienced by people of minority cultures in trying to reconcile or accommodate their native culture with that of the white majority. Other novels (for example from contemporary Africa) treat the effects of colonial and indigenous tribal values on a young person's coming of age. A book such as Marquez's *One Hundred Years of Solitude* explores the complex and ultimately violent international relationships between US owned companies and Latin America in general. Several works invite students to debate these issues in light of their own assumptions and perspectives. Finally the course demands that students make use of the core competencies in articulating both orally and in writing their ideas and feelings.



## AUCC Requirements

Course Number & Title	E238 20 <sup>th</sup> Century Fiction
Course Description	Twentieth-century fiction chosen for its relevance to global and cultural awareness
Course Overview	This course explores a variety of generic conventions and ideological concerns in the twentieth-century novel, emphasizing the late-century post-colonialist and post-modernist writers. At stake for all these writers are issues of subjectivity and agency; differing definitions of desire and memory; and the position of the individual in relation to a larger, and often politically oppressive, society.
Texts/Materials	Course may include fiction by Silko, Kindera, Camus, Morrison, Erdrich, Garcia Marquez, O'Brien, Dangaremba, Puig
Course Objectives	<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> <li>1. Have a deeper understanding of the formal elements of fiction (plot, characterization, point of view, narrative structure, setting, description, dialogue, conflict, symbolism) as well as basic interpretive skills needed to make sense of these formal elements;</li> <li>2. Be exposed to a wide ethnic, cultural, and global diversity of writers, and</li> <li>3. Have a deeper understanding of cultural difference as expressed in a variety of literary texts;</li> <li>4. Be more skilled in expressing their informed conclusions in oral and written presentations.</li> </ol>
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/Materials	Depending on the instructor's choices the course includes writers, in translation, from Mexico, Dominican Republic, Antigua, Colombia, England, Ireland, France, The Czech Republic, Russia, Zimbabwe, South Africa, India, Japan, and New Zealand. Also included may be US writers both in and out of mainstream attention. The course may cover, in greater or lesser detail, issues of the influence of political ideologies, tribal identities, the effects of colonial and post-colonial values, sometimes violent national and international conflicts, and other cultural problematic.

## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*



## Additional Resources for E238

Additional optional resources such as syllabi, sample policy statements, paper assignments, lesson plans, discussion questions, exams, quizzes, and more are available for this course on the Writing@CSU website under “Teaching Guides,” or at the following link:

[http://writing.colostate.edu/guides/teaching/e238/index.cfm?teaching\\_guides\\_active=courses](http://writing.colostate.edu/guides/teaching/e238/index.cfm?teaching_guides_active=courses)

## E242 – Introduction to Shakespeare

[Back to Top](#)

### **Description**

This course is designed to introduce students, mainly lower-division and non-English majors, to reading in the Humanities. Instructors, choosing from various available reading models (for example, New Critical, cultural, psychoanalytic, reader response, feminist, structuralist, archetypal) will offer their students multiple strategies for reading and locating Shakespeare, strategies which can be applied to other texts in the Humanities as well. The goal of the instruction of multiple ways in reading is to make students aware how each model of reading places emphasis on different aspects of the text, context, and reader, leading to different interpretations of how literature represents human experience.

As an approved course in the 3B Arts/Humanities category of the All-University Core Curriculum, E242 fulfills all five of the criteria for this category.

The course uses the fundamental methods and perceptions involved in the study of literature. In exploring the infinite variety of Shakespeare's works, the student is brought to the realization that the act of reading and the interpretive act that accompanies it are not unproblematic processes and that meaning does not lie as an objective given within the text, but results from interpretive acts to which the reader subjects the texts.

Drama animates a spectrum of social, political, emotional, economic, gendered characters in relation to one another. Students cannot read Shakespeare without learning more about themselves and contemplating language which illuminates all human experience. The course provides an opportunity for studying romantic, tragic, comic, and historic forms of drama. The romantic/tragic explore human desire, cosmic "absolutes", ethics and morality, and the limitations of human aspiration. The comic explores social interdependence and hierarchy, and the flawed and the "human" in human behavior. Histories explore political power and historical context.

The course trains the student in close reading and communicating his/her analysis and interpretive discoveries through a number of writing assignments in which the student demonstrates the ability to use the techniques and vocabulary of literary analysis. These two acts – close reading and interpretive analysis – are fundamental to critical thinking.

Any study of Shakespeare's plays relies primarily on discovering the sub-texts of each character and each action, the character's motivations, intentions, and psychology. In showing how different reading models may be applied to texts, the course also suggests to the student the strength and weaknesses of the various models. Moreover, Shakespeare is not studied just as an Elizabethan author, but as an evolving cultural performance, recreated continuously for 400 years.

The skills of oral and written communication are both extensively practiced in the course.



## AUCC Requirements

Course Number & Title	E242 Reading Shakespeare
Course Description	Reading of Shakespeare texts, using various approaches of interpretation for understanding and relation to our contemporary cultural situation.
Course Overview	E242 is designed for non-English majors and samples a variety of Shakespearean drama from the Elizabethan and Jacobean era. Plays and selected sonnets may be studied as poetic and dramatic texts but also as cultural artifacts. Class discussions, lecture, and essay assignments invite readers to explore various critical approaches to Shakespeare's work and how literature represents human experience.
Texts/Materials	Circa 7 plays or works chosen from : <i>The Taming of the Shrew, A Midsummer Night's Dream, Much Ado About Nothing, Henry V, The Sonnets, Hamlet, Twelfth Night, Othello, King Lear, Macbeth, The Tempest</i>
Course Objectives	Upon successful completion of the course, students will be able to <ol style="list-style-type: none"> <li>1. analyze Shakespearean works in accordance with a knowledge of dramatic and sonnet structure;</li> <li>2. describe the conventions of dramatic genres that Shakespeare used;</li> <li>3. work with multiple layers of meaning and irony;</li> <li>4. approach the Shakespearean text with a basic knowledge of modern types of criticism.</li> </ol>
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/ Approaches	With lectures from an assortment of available reading models (for example, New Critical, cultural, psychoanalytic, reader response, feminist, structuralist, archetypal), discussion may consider how each given approach emphasizes different aspects of the text, context, and reader. Close reading and text-based argumentation are the study of the writing assignments, in which students demonstrate the ability to use the techniques and vocabulary of literary analysis.

## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*



## E245 – World Drama

[Back to Top](#)

### **Description**

The purpose of this course is to provide an introduction to some versions of theater around the world in various time periods. It is not a comprehensive survey of world theater, but rather a sampling which will acquaint the student with the study of theater in its cultural contexts. The first half of the course looks at theater from past historical periods and acquaints the student with issues of theater historiography. We will explore how theater reflects the social, political, philosophical, and economic structures of its society. The second half of the course examines some examples of contemporary theater from around the world, and explores issues of intercultural borrowings and appropriations, historical revisioning, and cultural production.

As an approved course in the 3E Global and Cultural Awareness category of the All-University Core Curriculum, E245 engages in the study of particular cultural identities by looking at several distinct theater and drama traditions in their historical and cultural specificities: Classical Greek, Japanese, Chinese, African, and Indian. The course will explore the interactions among these cultural identities by looking at some of the ways that later playwrights, in cross historical and cultural modes, take up and rework earlier plays. For example students can compare Euripides's *Bacchae* in its original cultural context with Soyinka's rewriting of it to explore issues of power and corruption in post-colonial Africa, as well as the performance piece *A Mouthful of Birds*, loosely based on the *Bacchae*, which radically questions gender identity. Students will also explore various forms and modes of cultural interactions (intercultural borrowings and appropriations, colonization and post-colonial theory, trans-cultural and intercultural drama). As students learn about other cultural traditions and perspectives, they will also become aware of their own cultural perspectives. The course will expose students to distinct cultures, and at the same time challenge them to interrogate what we mean by "culture" and to question notions of "distinct cultural identities" and "cultural purity" in our increasingly globalized economy. The course will also sharpen students' ability to articulate, both verbally and in writing, their understandings of cultural issues, and to refine their skills in critical thinking.

## AUCC Requirements

Course Number & Title	E245 World Drama
Course Description	World drama in cultural contexts
Course Overview	This course provides an introduction to some versions of theatre around the world in various time periods. Rather than a comprehensive survey of world theatre, the course offers a sampling which will acquaint students with the study of theatre in its cultural contexts.
Texts/Materials	Texts may include <i>The Baccha</i> ;; Noh, Bunraku, Kabuki, Yoruba and African Ritual theatres; <i>The Tempest</i> ; Indian dance theatre; <i>The Trial of Dedan Kimathi</i> ; <i>A Tempest</i> ; <i>M. Butterfly</i> ; <i>A Mouthful of Birds</i>
Course Objectives	Upon completion of this course, students will: <ol style="list-style-type: none"> <li>1. Improve their abilities to read and analyze critically a variety of dramatic texts from several different cultural locations;</li> <li>2. Possess heightened ability to understand and apply techniques of literary criticism;</li> <li>3. Understand cultural identity through several distinct dramatic and theatrical traditions;</li> <li>4. Improve their writing and speaking abilities.</li> </ol>
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/Approaches	Instructors may select dramas from a variety of cultural contexts, including those that follow certain critical or theoretical concerns such as colonialism and post-colonialism, or certain dramatic practices such as chorus or extended monologue.



## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*

## E270 – Introduction to American Literature

### [Back to Top](#)

#### **Description**

This course investigates the body of writing known as “American Literature” from the era of European/indigenous encounter to about 1914. The main interest in this course is the literature itself, but the literature is studied by looking at the interplay between the writing and the historical contexts that surround it. Attention is paid to the many voices and traditions that contribute to writing in America. Sometimes this is done by pairing familiar and less familiar works and looking at the result. Sometimes works that have, over time, accumulated much cultural resonance are examined.

As an approved course in the 3B Arts and Humanities category of the All-University Core Curriculum, E270 fulfills all five of the criteria for that category.

1. The course covers foundational knowledge in the reading and interpretation of a variety of literary genres – fiction, poetry, essay, journals, and oral literature – over a wide range of historical periods, from the “discovery” of America to the present, and over a variety of cultural perspectives that have given rise to this literature: Native American, Afro-American, and White European (but with the additional recognition that none of these is an homogenous group). It introduces many of the basic formal elements and interpretive skills necessary to understanding literature. And it considers the relationship of literature to the changing historical contexts that give rise to it.
2. Historically focused as it is, E270 enables the student to grasp some of the common fundamental issues that American literature from its beginning has dealt with and also with the changing focus and approach that characterize the literature of different historical moments. Thus readers will learn about both common underlying factors tying American literature together and distinguishing features that characterize, for example, the Puritans of the 17th century, and the Realists of the late 19th century.
3. Students will engage in frequent written work and oral presentations, both formal and informal, thus honing their writing and speaking skills.



4. Through the study of American literature, students will gain an understanding of both similarities they share with Americans of past eras or from different cultural contexts, and of the differences between them as historical and cultural circumstances change.
5. The course helps students develop skills in reading, writing, speaking, and critical thinking, and also their abilities to work independently and collaboratively.

The course also fulfills the criteria for the 3D Historical Perspectives category of the All-University Core Curriculum. In order to do so, E270 will begin with a simple premise: the literature written from the Anglo-American continent since the arrival of European immigrants in the seventeenth century has been preoccupied with the question of community. How is one made? What is its relation to nature? To other communities? How should human relations be governed and conventionalized? What is the individual's responsibility to its members? This battery of questions will provide the thread that runs through this chronological study of American writing, highlighting at once continuities and significant transformations in the subjective "experience" of being "American" then and now (goal 1).

More specifically, the course will treat the literature as historical artifacts that contain in condensed form a record of the experience of history – in all its complexity and contradiction. To access this complexity, this course will expand the definition of "literature" by including autobiography, slave narratives, sermons, folk tales, and creation myths. The course offers insight into changing perspectives scholars/teachers use in selecting and presenting "American literature" (goal 2). In its dynamically changing syllabus and greater self-consciousness as to canon and methods of interpretation, E270 will of necessity introduce students to and include them in controversial debates about how to narrate American history and what histories to narrate (goal 3). Over the course of the semester, students will be encouraged to recognize that these debates say as much about the current ideological climate as they do about the "object" of dispute (goal 4).

For E270 to meet all of these objectives, it is necessary that students write much and often, including analytical essays on the assigned reading. This will establish two dialogues that are indispensable – one between the student and the historical artifacts, and one between the student and instructor. Class periods will also depend heavily on discussion, in both small and large groups, to enact as much as possible the multiplicity of perspectives that continue to animate American literary history (goal 5).

## AUCC Requirements

Course Number & Title	E270 Introduction to American Literature
Course Description	History and development of American writings from 16 <sup>th</sup> century travel narratives through early 20 <sup>th</sup> century modernism
Course Overview	E270 presents American literature and its historical contexts from pre-conquest Native American writing, accounts of European military and civil conquest and settlement, and the eras of the Enlightenment and Romanticism, to post-Civil War realism, naturalism, and early 20 <sup>th</sup> century modernism.
Texts/Materials	NATIVE AMERICAN CREATION ACCOUNTS; SPANISH, FRENCH, ENGLISH CONQUEST ACCOUNTS: Columbus, Cabeza de Vaca, Champlain, John Smith PURITAN TEXTS: Bradford, Winthrop, Bradstreet, Taylor, Rowlandson EIGHTEENTH CENTURY: Edwards, Ashbridge, Franklin, Jefferson, Paine, Tyler ROMANTICISM ,TRANSCENDENTALISM, AND SOCIAL REFORM: Whittier, Poe, Emerson, Thoreau, Fuller, Melville, Whitman, Dickinson, Jacobs, Douglass, Stowe LITERARY REALISM AND NATURALISM: Davis, Howells, Wharton, Twain, James, Gilman, London, Dreiser EARLY MODERNISM: Glaspell, Frost, Robinson, HD
Course Objectives	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Grasp the historical development of American literature from its origins to the early 1900s;</li> <li>2. Articulate differences and similarities among writers of different eras;</li> <li>3. Apply literary concepts with accuracy and read for multiple meanings;</li> <li>4. Interpret texts with a basic knowledge of contemporary critical approaches.</li> </ol>
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/Approaches	Faculty may emphasize historical context with greater or lesser specificity, focusing in some cases on the philosophical or religious assumptions of the texts and in other cases on the patterns of expression revealed in each text. Lecture and discussion may focus on canon selection, the criteria by which scholars, teachers, and readers select and read “American literature” in a culture for which personal and national identities are fraught with debate. Weekly writing assignments will sharpen student reading and analytical skills.



## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1): Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*

## E276 – Survey of British Literature I

[Back to Top](#)

### **Description**

This course introduces students to a select part of the historical record of British literature extending from the Anglo-Saxon period through the eighteenth century. The course emphasis will fall upon the students' achieving a basic literacy in reading historic English language texts. Such close reading may be calculated to facilitate the students' own questionings about socio-historical contexts, periodizations, intertextuality, basic literary terminology including prosody, diverse genre characteristics, and the formation of the canon. Selecting texts with respect to their potential for intertextual imbrication allows students to see dialogue in the tradition, and to consider the course less a survey of writing than as an exercise in the historicity of reading.

As an approved course in the 3B Arts/Humanities category of the All-University Core Curriculum, E276 fulfills the criteria for this category:

1. The course covers foundational knowledge in the reading and interpretation of a variety of literary genres – fiction, epic, lyric, essays, drama, and oral literature – over a wide range of historical periods, from the eighth century to the eighteenth. It introduces many of the basic formal elements and interpretive skills necessary to understanding literature. And it considers the relationship of literature to the changing historical contexts that give rise to it.
2. Historically focused as the course is, it enables the students to grasp (and to question) traditional historical periods – the Medieval age, the Renaissance, the Enlightenment – tracing continuities and differences as literature reflects changing conceptions of self and world.
3. Students will engage in frequent written work and oral presentation, both formal and informal, thus honing their writing and speaking skills.
4. Through the study of British literature, students will gain an understanding of the similarities and differences that they as Americans share with the British of past eras and different cultural contexts.
5. This course helps students develop skills in reading, writing, speaking, and critical thinking, and also their abilities to work independently and collaboratively.



## AUCC Requirements

Course Number & Title	E276 Survey of British Literature I
Course Description	British literature from Beowulf through the 18th century in relation to its historical contexts.
Course Overview	E276 presents the major periods, movements, and genres of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will become familiar with formalist and modern critical modes of analysis as they explore literary texts in chronologically sequential reading.
Texts/Materials	<p>ANGLO-SAXON incl. Bede, <i>Dream of the Rood</i>, <i>Beowulf</i>, <i>Judith</i>, OE elegies.</p> <p>ANGLO-NORMAN incl. Marie de France.</p> <p>MIDDLE ENGLISH incl. <i>Sir Gawain and the Green Knight</i>, Geoffrey Chaucer, lyrics, Julian of Norwich, <i>The Book of Margery Kempe</i>, Sir Thomas Malory, the drama <i>Everyman</i>.</p> <p>EARLY MODERN incl. More, Wyatt, Howard, Spenser, Sidney, Drayton; the English Bible, Elizabeth I; dramas of Marlowe, Shakespeare and Jonson; also Donne, Herbert, Herrick, Marvell, Waller, and Milton.</p> <p>17TH AND 18TH CENTURIES incl. Dryden, Locke, Astell, Defoe, Finch, Behn, Swift, Pope, Johnson, Gray, etc.</p>
Course Objectives	<p>Upon successful completion of the course, students will be able to</p> <ol style="list-style-type: none"> <li>1. outline a general chronology of British authors and works of the centuries under study;</li> <li>2. account for the historical popularity of certain genres in different periods;</li> <li>3. apply analytic literary concepts with accuracy, and read for irony and multiple meanings;</li> <li>4. interpret texts with a basic knowledge of modern critical approaches.</li> </ol>
Pedagogical Methods	Mixed lecture-discussion.
Range of Topics/ Approaches	Lecture may seek to reveal patterns of expression and innovation that highlight every writer as a reader of prior writers, as well as a reader of his/ her historical moment; or it may illustrate modern approaches toward social meanings of the texts. Discussion may promote conversation that is grounded in an understanding of specific narrative/ poetic/ dramatic structures of a given historic vogue. Writing assignments, among other things, may exercise the student to evaluate the quality of textual evidence and to write with cogency and coherence.

## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*



## E277 – Survey of British Literature II

[Back to Top](#)

### **Description**

This course introduces students to a broad range of important and influential works in British literature from the 1780s to the present, including poetry, essays, novels, treatises and pamphlets, and short stories. Students will gain an overview of the various socio-cultural and historical pressures that shaped these writers' imaginative productions and our understandings of the origins of modernity: the French revolution; the rise of literacy, a popular reading audience, and an increasingly commercialized literary marketplace; industrialization and urbanization; the competing ideologies of gender equality and separate spheres; Darwinian science; and empire, the end of empire, and the emergence of the post-colonial consciousness. By the end of the course, students will have a solid foundation and reading competency in many important and influential works of Romantic, Victorian, and Modern literature.

As an approved course in the 3B Arts/Humanities category of the All-University Core Curriculum, E277 fulfills all of the criteria for that category.

1. The course covers foundational knowledge in the reading and interpretation of a variety of literary genres – fiction, poetry, essays, drama – over a range of historical periods from the French revolution to the present. It introduces many of the basic formal elements and interpretive skills necessary to understanding literature. And it considers the relationship of literature to the changing historical contexts that give rise to it.
2. Historically focused as it is, the course enables the students to grasp (and to question) traditional literary historical periods – Romanticism, Victorianism, Modernism, Post-Modernism – tracing continuities and differences as literature reflects changing conceptions of self and world.
3. Students will engage in frequent written work and oral presentation, both formal and informal, thus honing their writing and speaking skills.
4. Through the study of British literature, students will gain an understanding of the similarities and differences that they as Americans share with the British of the past and present, and their different cultural contexts.
5. This course helps students develop skills in reading, writing, speaking, and critical thinking, and also their abilities to work independently and collaboratively.

## AUCC Requirements

Course Number & Title	E277 Survey of British Literature II
Course Description	British literature from the Romantics to the present in relation to its historical contexts.
Course Overview	E277 presents the major authors, periods, movements, and genres of British and Irish literature from the French Revolution to the 20 <sup>th</sup> century. Students will become familiar with formalist and modern critical modes of analysis as they explore literary texts in chronologically sequential reading.
Texts/Materials	ROMANTICISM : Blake, Burns, Wordsworth, Coleridge, Lord Byron, P. B. Shelley, Keats, and Wolstonecraft and Mary Shelley ( <i>Frankenstein</i> ). VICTORIAN : E. B. Browning, R. Browning, Hopkins, Lord Tennyson, Dickens ( <i>Great Expectations</i> ), Hardy ( <i>The Mayor of Casterbridge</i> ), Stevenson, Wilde, Shaw. MODERNISM AND AFTER : Conrad and Joyce, Yeats, Eliot, D.H. Lawrence, K. Mansfield, V. Woolf ( <i>To the Lighthouse</i> ); Osborne, Beckett ( <i>Waiting for Godot</i> ), Munro, Lessing.
Course Objectives	Upon successful completion of the course, students will be able to 1. outline a general chronology of British authors and works of the centuries under study; 2. account for the historical popularity of certain genres in different periods; 3. apply analytic literary concepts with accuracy, and read for irony and multiple meanings; 4. interpret texts with a basic knowledge of modern critical approaches.
Pedagogical Methods	Mixed lecture-discussion
Range of Topics/ Approaches	Lecture may seek to reveal patterns of expression and innovation that highlight every writer as a reader of prior writers, as well as a reader of his/ her historical moment; or it may illustrate modern approaches toward social meanings of the texts. Discussion may promote conversation that is grounded in an understanding of specific narrative/ poetic/ dramatic structures of a given historic vogue. Writing assignments, among other things, may exercise the student to evaluate the quality of textual evidence and to write with cogency and coherence.



## gtPathways Requirements

All AUCC courses in Categories 3B, C, D and E of the core must satisfy the following requirements regarding writing. These must be clearly stated on the syllabus for the course.

### 1. Goals for writing in AUCC courses:

There are two goals for writing assignments in AUCC courses: <sup>(1)</sup>

- (1) to improve students' comprehension of course content and,
- (2) to improve students' proficiency in writing.

*Note (1) Both of these goals are best achieved when students receive feedback on their writing assignments and have an opportunity to make use of that feedback.*

### 2. Writing requirements:

- (1) At least 25 percent of the course grade must be based on written work that satisfies the following:

- (a) At least one writing assignment must be an out-of-class piece of written work. <sup>(2)</sup>
- (b) In-class written work, such as on exams, must be in the form of essays.

*Note (2) While this represents a minimum standard, to maximize the benefits to students of more writing multiple opportunities to write and respond to feedback are recommended, such as:*

*(1) Several out-of-class writing assignments.*

*OR*

*(2) One or more rewrites of an out-of-class writing assignment.*

- (2) Expectations of written work must be clearly stated on the syllabus. Among other things the instructor considers appropriate, those expectations should include students demonstrating: <sup>(3)</sup>

- (a) The ability to convey a theme or argument clearly and coherently.
- (b) The ability to analyze critically and to synthesize the work of others.
- (c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- (d) Competence in standard written English.

*Note (3) Instructors should use their own discretion in communicating to students the relative importance of the various expectations in their own writing assignments in terms of how they will be graded.*

## AMST100 – Self/ Community in American Culture, 1600-1877

(GT-AH2)

[Back to Top](#)



## AMST101 – Self/ Community in American Culture, Since 1877

(GT-AH2)

[Back to Top](#)

# Higher Learning Commission Syllabus Requirements

---

[Back to Top](#)

- Identify the intended learning outcomes as defined in the course descriptions.
- List the contact hours for each course (including various sections that may be instructed in hybrid or distance delivery options),
- State the expectations for homework or other work outside of instructional time equivalent to the federal credit hour definition of 2 hours of outside work for each contact hour.

\*Note: The Institute for Learning and Teaching (TILT) has useful information to help you put together your syllabi. This link is a good start:

<http://teaching.colostate.edu/guides/coursedevelopment/index.cfm>



---

## English Department Syllabus Reminders

---

Some Additional Reminders:

### **OFFICE HOURS**

You should post a minimum of 3 hours per week of regular office hours for fall, spring and summer semesters, but you also need to note that you are available by appointment. Sheila will provide you with schedule cards to post on your door (in your mailbox at the beginning of each term). You should also give her a copy of your office hours for student inquiries. You must also indicate your office hours on each of your syllabi.

### **HONOR PLEDGE**

As explained in the *CSU Faculty and Administrative Professional Manual*: "Each course instructor shall state clearly in his or her course syllabus that the course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code." The TILT Academic Integrity website provides examples of possible wordings for the course syllabus:

<http://tilt.colostate.edu/integrity/honorpledge/>.

Please review this website and include the appropriate information about the honor pledge on your course policy statements.

### **ATTENDANCE POLICY**

While the department does not dictate the attendance policies of individual instructors, you must have one, and it must be clearly stated on your syllabus. The *Academic Faculty and Administrative Professional Manual* notes that students must be exempted from your regular attendance policy when they attend University sanctioned activities such as athletic events. (See <http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.14.4>). In addition, the University has formulated a policy to avoid religious discrimination: "Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Such accommodation, in the case of a student, might be the rescheduling of an exam or giving a make-up exam, altering the time of the student's presentation, releasing a graduate assistant from teaching or research responsibilities, etc."

In other respects, you get to set the attendance policies for your sections, but those policies must be absolutely clear.

No matter how clearly your attendance policy is stated on your policy statement, if the consequences of excessive absences do not appear in the section that lays out the grading percentages, then students will be able to argue that the policy statement is misleading. If you do not have an explicit link between your absence policy and the breakdown of the grade, the College has made clear that students will win the argument that completing course assignments should allow them to pass the course.

Even a single line in the section on grading percentages, such as “excessive absences override all these noted percentages for class assignments,” should suffice.

Also:

- When students add a course late, the days they miss before they add cannot be counted as absences. They must make up any work, but you can only begin counting absences from the date they add the course to their schedules.

## **GRADING**

- Please note that the University tells us we cannot count attendance alone as a percentage of the final course grade.

The University uses +/- grading on final grades, and thus the grades you assign in English Department courses will incorporate +/- calculations on a 4.0 scale where:

A+ = 4.0; A = 4.0; A- = 3.667; B+ = 3.334; B = 3.00; B- = 2.667; C+ = 2.334; C = 2.00; D = 1.00; F = 0.00

The University eliminated *C-*, *D+*, and *D-* grades as options for a final grade. In many programs, students receiving lower than a 2.0 on major courses have to repeat courses, and in multi-section courses student argued that equivalent work could receive either a *C* or *C-*. Teachers of CO 150 are strongly encouraged to use +/- grading, so as to be consistent across the courses.

### **+/- GRADING**

You are not required to use +/- grading. However, you must make it absolutely clear on your syllabus which grading system you will use as well as the numeric grade breakdown.

### **Background**

At the request of some faculty members, the Executive Committee took up the issue of +/- grading. We also became aware of complaints from students about the apparent unfairness inherent in using different grading scales (full grades only or +/- grades) in multi-section courses. The Department Chair surveyed the teaching faculty of the Department on their



practices and preferences. The results of the survey revealed that a clear majority of English Department faculty use +/- grading and a significant number want to retain the authority to decide for themselves which grading scale they use. A few recommended that a common scale should be used in multi-section courses.

### **Recommendation**

The Executive Committee strongly urges teachers of multi-section courses to adopt the +/- grading scale across the sections.

### **Rationale**

The Executive Committee recognizes the right of all teachers to decide on the most appropriate grading policy for their own classes. The Executive Committee also recognizes that the +/- grading option was proposed by the ASCSU to Faculty Council on behalf of students. And it recognizes that the +/- scale entails the whole-grade scale, so that a teacher using the +/- scale may apply the whole-grade scale. However, the Executive Committee recognizes, too, that at least the perception of unfairness may result when instructors of multi-section courses use different grade scales, and that real unfairness may result when the multi-section course has a whole-grade prerequisite for a follow-on course, as is the case, for example, with E210 and E311, each of which requires a (full) B to allow students to progress to the next course.

---

# Sample Course Syllabus Outline

---

[Back to Top](#)

## *Course Name Here*

Instructor Information:	<p>Instructor Name</p> <p>Office Location:</p> <p>Phone:</p> <p>E-mail:</p> <p>Office Hours:</p> <p>Biography: <i>Optional biography can be included here.</i></p>
Required Texts:	<p>Author Last Name, First Initial. (publication date). <i>Title</i>. Xth Edition. Publisher Name: Publisher City/State. ISBN#</p> <p>Image of textbook cover?</p>
Course Description:	<p>Course description of class (department, college etc.)</p>
Course Objectives or Course Learning Outcomes:	<ul style="list-style-type: none"> <li>• Objective</li> <li>• Objective</li> <li>• Objective</li> <li>• Objective</li> </ul>
Course Prerequisite	<ul style="list-style-type: none"> <li>• Course(s) listed here</li> </ul>
Credit Hours	<p>Number of credit hours listed here</p>
Class Breakdown	<p>Lecture Hours: X</p> <p>Lab Hours: X</p> <p>Total Hours: X</p>
Teaching Strategies	<p>Teaching strategies listed here: Example:</p> <p><i>Teaching strategies for this course will be lecture, class discussions, demonstrations, hands-on practice, guided practice, projects, video, web based (RamCT)</i></p>
Course Policies and Procedures:	<p><b>Classroom (Online, Ground, Blended) Procedures:</b></p> <p><b>Attendance:</b> <i>Class attendance policy here.</i></p> <p><b>Academic Honesty: Example:</b> <i>To achieve the best possible learning experience, students must complete all of the assignments in the course on their own. If a student fails to complete their own work they are cheating themselves out of their education and are committing plagiarism. Plagiarism, or failing to meet the academic honesty policy will result in dismissal from the class.</i></p> <p><b>Late work &amp; Educational Responsibility: Example:</b> <i>All assignments for the week</i></p>



*must be completed by the last day in the week unless an alternate due date has been previously approved or documentation has been provided for extreme circumstances. It is the student's responsibility to communicate with the instructor about extreme circumstances or questions concerning the assignment and their due dates.*

**Etiquette (Classroom and/or Online): Example:** *A majority of class time is spent sharing opinions and sharing information. Therefore, it is of utmost importance to communicate with courtesy and professionalism. Professional Courtesy includes respecting others' opinions, being courteous and respectful, and working together in the spirit of cooperation. Sexist, heterosexist, and racist language should not be used when communicating in the course. Discussions and assignments will be graded on quality and professionalism.*

**Gradebook: Example:** *Grades will be posted within one week after the scheduled due date. Gradebook questions should not be asked before the one-week window.*

**E-mail Procedure: Example:** *All e-mail sent to the instructor for this course should contain the following in the subject line: Course Name and Number, Your Name, Short Description of your question. Please refrain from sending out e-mails to large groups of recipients as to be respectful of others. Also note that the same rules for etiquette in the classroom (as mentioned above) apply to content in an e-mail. Sending e-mail that violates the rules mentioned above can result in disciplinary action taken by the school.*

## Academic Policies

**Discussion Policy (classroom and online): Example:** *To be eligible for full credit (30 points) in the discussion assignments each week, students should respond to the original question by Wednesday of the current week and post an additional two responses by Sunday at Midnight MT. To ensure the integrity of discussions, students are not allowed to post all 3 responses on one day. The purpose of the discussions is to solicit feedback from others in the course in addition to responding to other students. Posting throughout the week enables a student to have a richer experience.*

*Students should demonstrate quality posting based on the following thread criteria:*

- *Demonstration of having read the material by volunteering answers to questions and seeking clarification of points in the readings*
- *Asking questions that extend the thinking of the class and the instructor*
- *Contribution of relevant examples that support and justify claims*
- *Sharing experiences when asked or when relevant*
- *Maintaining a positive attitude and professional courtesy*
- *Bringing unique thought, insight and depth to the topic at hand*
- *Using proper grammar, spelling, punctuation and citations where appropriate*

**DISCUSSION GRADING RUBRIC:** *Each post carries a possible 10 points, with a maximum of 30 points possible per threaded discussion.\**

**Subject Knowledge**

**Quality of Interaction.**

**Mechanics**

		<b>Organization, Creativity and Insight</b>	<b>(Punctuation, Sentence Structure and Spelling)</b>
<b>Outstanding</b>	<b>4 points</b> Student demonstrates full knowledge of topic and is able to answer all class questions with explanations and elaboration.	<b>3 points</b> Student brings unique thought, insight and depth by providing justification and supporting examples. Student maintains professional courtesy.	<b>3 points</b> Post is free of mechanical errors.
<b>Average</b>	<b>2-3 points</b> Student is at ease with some or most aspects of the topic.	<b>2 points</b> Student provides some insight but does not provide adequate support for ideas.	<b>2 points</b> Post has some mechanical errors.
<b>Below Average</b>	<b>0-1 points</b> Student does not demonstrate an understanding of the topic.	<b>0-1 points</b> Student does not provide insight and/or fails to maintain professional courtesy.	<b>0-1 points</b> Post has many mechanical errors.

**\*Note:** Late postings in threaded discussions will not be accepted for credit. **\*Note:** The Introduction thread at the beginning of the course is an exception to this rule. Introduction Threaded Discussions are worth 10 points and the student is required to post only one time.

**Grading Policy Example:** Projects and assignments will be submitted through RamCT as electronic files or through the online course tools (quizzes, etc.)

Assignments will not be accepted by instructors via email. All assignments related to class must be posted in the RamCT course in order to be graded.

**Grading Scale Example:** Students will be evaluated and assessed using quizzes, lab exercises, tests, projects, written and oral reports, and presentations. This class uses a traditional A-F (4.0-0.0) grading system, with A representing excellent work, B representing above average work, C designating average work, D designating below average work, and F indicating failure by a student. This class does not issue grades of A+ or D-.

Grade	Course Credit	Numerical Equivalent	Indicates
A	4.0	93-100	Excellent
A-	3.7	90-92	
B+	3.3	87-89	
B	3.0	83-86	Above Average



<b>B-</b>	2.7	80-82	
<b>C+</b>	2.3	77-79	
<b>C</b>	2.0	73-76	Average
<b>C-</b>	1.7	70-72	
<b>D+</b>	1.3	66-69	
<b>D</b>	1.0	60-65	Below Average
<b>F</b>	0	0-59	Failure

**Course Completion Requirements: Example:** Students must achieve a passing grade of D or above by completing all required examinations, submitting all required lab exercises and projects, and meeting the standards of the school attendance policy.

**Academic Honesty: Example:** Learning requires commitment and honesty. To achieve the best possible learning experience, students must complete all of the assignments in the course on their own. If students fail to complete their own work, they are cheating themselves out of their education and are committing plagiarism. Plagiarism or failing to meet the academic honesty policy will result in the following actions.

**First Recorded Offense:** The student receives zero credit for the entire paper, exam, quiz, homework, lab, etc, in which the incident of academic dishonesty occurred. No partial credit may be given. Where the incident involves a graded assignment normally subject to a drop option, the student may not exercise that option.

**Second Recorded Offense:** The student receives a failing grade for the class, lab etc, in which the second offense occurs. The second offense need not be in the same class, program, or term as the first offense to invoke this action.

**Third Recorded Offense:** The student is permanently expelled. The third offense need not be in the same class, program, or term as either the first or second offense to invoke this sanction.

**Classroom Technology Policies: Example:** This class will use a variety of supporting technologies within the classroom (virtual and face to face). Etiquette and professional courtesy (as defined above) should be displayed when using these technologies as they are an extension of the classroom.

Student Help:

**For Technical Questions:** List out resources here

**For Tutoring Questions:** Resources here

**For Guidance on personal or educational issues:** Resources here

Expectations of Instructors:

**Communication & Office Hours Example:** As instructors are the facilitators of the class it is important that they are available to communicate with students on a regular basis. Instructors are required to be available in regularly scheduled and posted office hours and should also provide a phone number for students to leave

	<p><i>messages. Instructors will respond to e-mail and voicemail within 48 hours.</i></p> <p><b>Gradebook Example:</b> <i>Grades will be posted within one week after the scheduled due date. Gradebook questions should not be asked before the one-week window.</i></p> <p><b>Online Discussions Example:</b> <i>All instructors are required to actively participate and contribute to the discussion in online courses. This interaction is expected to be both substantive and frequent. Instructors are expected to post on at least 3 different days each week of the course.</i></p>																							
Evaluation Breakdown: Varies by Course		<table border="1"> <tr> <td>Assignments</td> <td>X points</td> </tr> <tr> <td>Assessments</td> <td>X points</td> </tr> <tr> <td>Project(s)</td> <td>X points</td> </tr> <tr> <td>Homework</td> <td>X points</td> </tr> <tr> <td>Discussions</td> <td>X points</td> </tr> <tr> <td>Total:</td> <td>XXX points</td> </tr> </table>	Assignments	X points	Assessments	X points	Project(s)	X points	Homework	X points	Discussions	X points	Total:	XXX points										
Assignments	X points																							
Assessments	X points																							
Project(s)	X points																							
Homework	X points																							
Discussions	X points																							
Total:	XXX points																							
Grading Scale:	<table border="1"> <tr><td>A</td><td>93-100</td></tr> <tr><td>A-</td><td>90-92</td></tr> <tr><td>B+</td><td>87-89</td></tr> <tr><td>B</td><td>83-86</td></tr> <tr><td>B-</td><td>80-82</td></tr> <tr><td>C+</td><td>77-80</td></tr> <tr><td>C</td><td>73-76</td></tr> <tr><td>C-</td><td>70-72</td></tr> <tr><td>D+</td><td>66-69</td></tr> <tr><td>D</td><td>60-65</td></tr> <tr><td>F</td><td>59 &amp; below</td></tr> </table>	A	93-100	A-	90-92	B+	87-89	B	83-86	B-	80-82	C+	77-80	C	73-76	C-	70-72	D+	66-69	D	60-65	F	59 & below	
A	93-100																							
A-	90-92																							
B+	87-89																							
B	83-86																							
B-	80-82																							
C+	77-80																							
C	73-76																							
C-	70-72																							
D+	66-69																							
D	60-65																							
F	59 & below																							
Term Dates	<p>Term dates can be broken down by unit/module/week. <b>Example:</b></p> <p><b>Term Start:</b> <i>Month date, year</i></p> <p><b>Module x</b> <i>Month x- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month x- Month x</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p> <p><b>Module x:</b> <i>Month xx- Month x</i></p> <p><b>Module x:</b> <i>Month x- Month x</i></p> <p><b>Module x:</b> <i>Month xx- Month xx</i></p>																							



## Course Schedule:

Module	Topics	Tasks
Module x	xxxx	<ul style="list-style-type: none"> <li>• <b>Introductions:</b> Participate in the Course Introductions.</li> <li>• <b>Review:</b> The Syllabus.</li> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>• Xxxxxxx: <ul style="list-style-type: none"> <li>• xxxx</li> <li>• xxxxx</li> </ul> </li> <li>• Xxxxxxx: <ul style="list-style-type: none"> <li>• Chapter x: xxxxx</li> <li>• Chapter x: xxxxx</li> <li>• Chapter x: xxxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx</li> <li>• <b>Discussion:</b> Participate in this Module's Discussion xxxxx.</li> <li>• <b>Quiz:</b> Complete the Module Quiz covering topics discussed during Module x (xx points).</li> </ul>
Module x	xxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
Module x	xxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
Module x	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>
<b>Module x</b>	xxxxxx	<ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter x: xxxx</li> </ul> </li> <li>○ Xxxxxxx: <ul style="list-style-type: none"> <li>▪ Chapter xx: xxxx</li> <li>▪ Chapter xx: xxxx</li> </ul> </li> </ul> </li> <li>• <b>Lecture:</b> View the lecture.</li> <li>• <b>Activity:</b> Complete the following activity: xxxxx</li> <li>• <b>Assignments:</b> Complete the xxxxxx (xx points) and xxxxx (xx points).</li> <li>• <b>Discussion:</b> Participate in the Discussion (xx points).</li> <li>• <b>Quiz:</b> Complete the Module x quiz (xx points).</li> </ul>

# Academic Honesty Policy

---

[Back to Top](#)

The University has an Honor Pledge policy intended to enhance academic integrity at CSU. As explained in the CSU *Faculty and Professional Manual*: "Each course instructor shall state clearly in his or her course syllabus that the course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code."

For examples of possible wordings for the course syllabus, and for additional academic integrity resources, consult the TILT Academic Integrity website at the following link:

<http://tilt.colostate.edu/integrity>