

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	English
Prefix:	EN G	Number:	350
Title:	Studies in Literary Histories and Traditions: Chaucer's Canterbury Tales, Then and Now		Units:
			3

Course description: **Course Catalogue: Studies of one or more literary traditions or historical movements.**

**Course Description: A detailed examination of the composition, manuscript presentation, genres, narrative techniques, cultural contexts, and some contemporary rewritings of many of the Canterbury Tales, one of the most important and brilliant collections of short narratives produced in the English language. We will read a sample of Chaucer's courtly genres, fabliaux, and religious tales. Our major concentration will be on the comparative study of these narratives in two contexts: first, that of the parallel transmission of closely related stories in various versions throughout medieval Europe, and second, that of the continuing engagement with Chaucer's narratives by modern and contemporary film makers and writers.**

Is this a cross-listed course?	No	If yes, please identify course(s):
Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Literacy and Critical Inquiry–L

**Mandatory Review:** No

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Richard Newhauser E-mail richard.newhauser@asu.edu Phone 480-965-8139

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Krista Ratcliffe Date: 01/08/20

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Course Description, Syllabus, List of Required Reading</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: left; margin-left: 10px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Course Description, Syllabus, List of Required Reading</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: left; margin-left: 10px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Course Description, Syllabus, List of Required Reading</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: left; margin-left: 10px;">C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Course Description, Syllabus, List of Required Reading</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	350	Studies in Literary Histories and Traditions: Chaucer's Canterbury Tales, Then and Now	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 - At least 50 percent of the grade should depend on writing assignments	A total of 65 percent of the grade in the class depends exclusively on writing assignments.	The topic statement (#1 on the list of requirements), the critical book report (#3), the short paper (#5) and the term paper (#6) are all exclusively writing assignments. Two of these are relatively short assignments (# 1 and #3) of 1-2pages, while two others are substantial (#5 and #6). The latter two assignments total roughly 20 pages of writing.
2 - The writings assignments should involve gathering, interpreting, and evaluating evidence	Three assignments require gathering sources and critically evaluating them, while the entire class requires interpretation of Chaucer's texts, the critical sources read alongside his works, and the modern rewritings of his texts.	The critical book report (#3 on the list of requirements), the short paper (#5) and the term paper (#6) require gathering evidence using library resources described in the first meeting of the class (see p. 3 of the syllabus). The number of sources required for each of these assignments is stated explicitly, as is the need for critical evaluation.
3 - The syllabus should include a minimum of two substantial writing and/or speaking assignments	There are two substantial writing assignments and one substantial speaking assignment noted on the syllabus. The oral presentation allows students adept at performing before an audience to achieve a high grade; the writing assignments are tasks for written communication.	The oral presentation (#2 on the list of requirements), the short paper ((#5) and the term paper (#6) require substantial preparation and research. The oral presentation must be at least 10 minutes long (some have extended much longer in previous iterations of this class). The short paper and the term paper total roughly 20 pagers of formal writing.
4 - The substantial writing and/or speaking assignments should be arranged so that the students will get timely feedback from the instructor	The entire class is designed to give feedback to improve the next required work due from the students. In the next column I have emphasized only the substantial assignments, but feedback on the topic statement helps the short paper; feedback on the short paper helps the oral presentation, feedback on the oral presentation helps the term paper.	The short paper (#5 on the list of requirements) is due at least one week before the oral presentation (#2) so that my feedback on the paper will help the student prepare the oral presentation. The latest date the short paper can be handed in is class meeting 18 (see page 4 of the syllabus) so that the feedback on the paper can help students whose presentation occurs after that class meeting. The feedback on the short paper and the oral presentation occurs with enough time to be helpful to students in formulating their term paper.

English 350 – Studies in Literary Histories and Traditions:  
**Chaucer's *Canterbury Tales*, Then and Now**  
Professor Richard Newhauser

#####

Office: RBHL 251; Telephone: 480-965-8139; e-mail: [Richard.Newhauser@asu.edu](mailto:Richard.Newhauser@asu.edu)

Web Site: <http://www.public.asu.edu/~rnewhaus>

Office Hours: #####, and by appointment

## Description

A detailed examination of the composition, manuscript presentation, genres, narrative techniques, cultural contexts, and some contemporary rewritings of many of the *Canterbury Tales*, one of the most important and brilliant collections of short narratives produced in the English language. We will read a sample of Chaucer's courtly genres, fabliaux, and religious tales. Our major concentration will be on the comparative study of these narratives in two contexts: first, that of the parallel transmission of closely related stories in various versions throughout medieval Europe, and second, that of the continuing engagement with Chaucer's narratives by modern and contemporary film makers and writers.

## Reading List

Lawton, David, ed. *The Norton Chaucer: The Canterbury Tales*. New York and London: W. W. Norton & Company, 2020. [ISBN: 978-0-393-63446-4]

Brown, Peter, ed. *A New Companion to Chaucer*. Hoboken, NJ: Wiley-Blackwell, 2019. [Paper ISBN: 978-1118902257]

*The Open Access Companion to the Canterbury Tales*, ed. Candace Barrington et al.  
<https://opencanterburytales.dsl.lsu.edu> <accessed 4 January 2018>

## Requirements:

Students will be responsible for the content not only of the reading assignments, but also of our discussions in class. Regular attendance and participation in the discussions of *all* texts (not just the text[s] that you are researching for the semester) are prerequisites for passing the course. Four unexcused absences are permissible without any effect on your grade, but after that point absences will adversely affect your final grade for the course, and the more adversely the more classes are missed. You may also expect brief quizzes on all reading assignments. All written assignments are due one hour before the time class begins on the day the assignment is due. Written work must be composed or saved using only Microsoft Word and formatted as a .doc or .docx document in Times New Roman, size 12 font; double-spaced (no extra spacing after paragraphs); 1-inch margins all around; with page numbers and your name on every page; and carefully proofread and spellchecked. Written work must be sent to me as an e-mail attachment

at least one hour before the time class begins on the day the written work is due. Do not use any electronic equipment in the classroom to record the discussion or take notes.

The final grade for the course will be composed of individual performance in seven areas:

- 1) A Topic Description. All Topic Descriptions (1-2 pages), which will either be assigned to you or which you will choose yourself *after consultation with me*, are due on #####. You *must* meet with me during my office hours (or make an appointment) to discuss your topic. The grade on the Topic Description will account for about 10 percent of your final grade [C-1]. Two or three students may wish to work together on a series of oral presentations of related topics or literary texts and/or intellectual documents to be held at successive class meetings. To see an example of a well done Topic Description, click on the following link: [Sample 1](#).
- 2) An oral presentation [C-3]. The presentation (ca. 10-15 minutes) represents the fruits of your initial research on a topic [C-4]. The presentation should be open-ended and should encourage questions from the rest of the class. The grade on the presentation will account for about 10 percent of the final grade.
- 3) A brief critical book report. The book report (1-2 pages) will deal with one or two major scholarly studies (secondary literature) of the topic or text on which your report is based. It is due on the date of the oral report. The book report will critically evaluate these sources and will emphasize what you find important for your own research in the scholarly article(s) or book(s) you are reviewing [C-2]. Include the bibliography of the book(s) or article(s) you are reviewing at the end of your review. The grade on the critical book report will account for about 10 percent of the final grade [C-1]. To see an example of a well done review, click on the following link: [Sample 1](#).
- 4) Quizzes. The quizzes will cover each work, including secondary texts, to be read for the semester. The average of all the quizzes will account for about 15 percent of the final grade.
- 5) A short paper [C-3]. The short paper (5-7 pages, excluding bibliography) is to be sent to me one week before the oral presentation [C-4]. The paper will reflect your critical evaluation of the texts you have read for class and will include an annotated bibliography of 3-5 items of scholarly studies (secondary literature) which you have read in preparation for giving the report and writing the paper [C-2] (for documentation and references, follow the guidelines available at: <http://www.public.asu.edu/~dedalus/guidetostyle/index.html>). The bibliography may contain only items identified through the resources of the ASU libraries (i.e., do not use internet sites identified through a general web search unless you have cleared this with me first). The short paper for *all* reports to be held on or after ##### will be due on #####. The short paper will serve as the basis for your term paper. The grade on the short paper will account for about 20 percent of the final grade [C-1]. To see examples of all that is required for a good paper, click on the following links: [Sample 1](#), [Sample 2](#).
- 6) A term paper [C-3]. The term paper (10-12 pages, excluding bibliography) is one in which all of your research on the topic, and all of your own critical evaluation of what you have read, are formulated carefully and in the scope which the subject demands. The bibliography must contain another 3-5 items of scholarly studies (secondary literature) beyond those used in the short paper [C-2]; only items identified through the resources of the ASU libraries can be used. Term papers must be sent to me at the latest by ##### p.m. on #####. The grade on the term paper will account for about 25 percent of the final grade [C-1].



- 7) A group project. Make something medieval come to life! This may involve something to eat or to wear, or it may involve a 5-minute video of a scene from one of Chaucer’s narratives. Periodic reports by the small groups to the class during the semester will help track the progress of the groups. Each member of a group will write a brief, one-page reflection on the goals and results of working in the group. The grade on the group project will account for about 10 percent of the final grade.

### Syllabus:

1. #####: Introduction to Chaucer’s biography and language, Chaucerian bibliography; Medieval bibliographic databases (International Medieval Bibliography, IML, JSTOR, MLA Bibliography); Send me an email from your preferred address
2. #####: Introduction to Chaucer’s biography and language: *Companion*, pp. 227-42; *The Norton Chaucer*, pp. 35-45; Middle English I (history, sounds)
3. #####: Introduction to the transmission of the tales: *Companion*, pp. 461-74; interview with [Marion Turner](#); Middle English II (sounds)
4. #####: Fragment I: The General Prologue; English society: *Companion*, pp. 435-50; Caroline Bergvall-from “[Pillgramming](#)”; Middle English III (forms)
5. #####: Fragment I: The General Prologue; *Open Access*, “The *General Prologue*: Cultural Crossings...”; Patience Agbabi, Prologue to The Canterbury Tales-[Remix](#); Middle English IV (forms); Group selections
6. #####: Fragment I: The Knight’s Tale; Modes of Authority: *Companion*, pp. 21-36; Middle English V (sentences)
7. #####: Fragment I: The Knight’s Tale; Classical Backgrounds: *Companion*, pp. 297-306; Middle English VI (semantics)
8. #####: Fragment I: The Knight’s Tale; excerpts from *A Knight’s Tale*, directed by Brian Helgeland; all topic descriptions due today
9. #####: Fragment I: The Miller’s Tale; Comedy: *Companion*, pp. 105-22
10. #####: Fragment I: The Reeve’s Tale; The Cook’s Tale; London: *Companion*, pp. 243-54
11. #####: Fragment II: The Man of Law’s Tale; *Companion*, pp. 185-200
12. #####: Fragment II: The Man of Law’s Tale; *Open Access*, “Race and Racism....”
13. #####: Fragment III: The Wife of Bath’s Prologue; Women: *Companion*, pp. 515-26; Patience Agbabi, “[The Wife of Bafa](#)”

14. #####: Fragment III: The Wife of Bath’s Prologue; Jean “Binta” Breeze-[Wife of Bath in Brixton Market](#); Group updates
  15. #####: Fragment III: The Wife of Bath’s Tale; Senses: *Companion*, pp. 395-408
  16. #####: Fragment III: The Friar’s Tale; *Open Access*, “The *Friar’s Tale*: Animals...”
  17. #####: Special Collections viewing of early Chaucer printed editions: meet in Hayden Library
  18. #####: Fragment III: The Summoner’s Tale; *Open Access*, “Gender and Sexual Identities....”; short paper for all reports to be held on or after ##### due today
  19. #####: Fragment V: The Squire’s Tale; Chivalry: *Companion*, pp. 87-104
  20. #####: Fragment V: The Franklin’s Tale; Types of Love: *Companion*, pp. 255-68
  21. #####: Fragment IV: The Clerk’s Tale; *Open Access*, “The *Clerk’s Tale*: Authority...”
  22. #####: Fragment IV: The Merchant’s Tale; Translation: *Companion*, pp. 487-500; Group updates
  23. #####: Fragment VI: The Physician’s Tale; Science: *Companion*, pp. 379-94
  24. #####: Fragment VI: The Pardoner’s Tale; Style: *Companion*, pp. 451-60
  25. #####: Fragment VIII: The Second Nun’s Tale; *Open Access*, “The *Second Nun’s Tale*: Language....”; The Canon’s Yeoman’s Tale; Alchemy: *Companion*, pp. 391-93
  26. #####: Fragment VII: The Shipman’s Tale; *Open Access*, “The *Shipman’s Tale*: Deciphering....”
  27. #####: Fragment VII: The Prioress’ Tale; *Open Access*, “The *Prioress’s Tale*: Relating...”; Fragment VII: The Monk’s Tale; Italy: *Companion*, pp. 213-26
  28. #####: Fragment VII: The Nun’s Priest’s Tale; Identity: *Companion*, pp. 319-30; *Geoffrey Chaucer’s Canterbury Tales* ([animated](#))
  29. #####: Fragment X: The Parson’s Tale; *Open Access*, “The *Parson’s Tale*: Religious Devotion....”; Retraction; *Open Access*, “Religious Debate and Polemic....”
  30. #####: Group Presentations
- #####: Term Papers must be sent to me by ##### p.m. today

## **ACADEMIC INTEGRITY!**

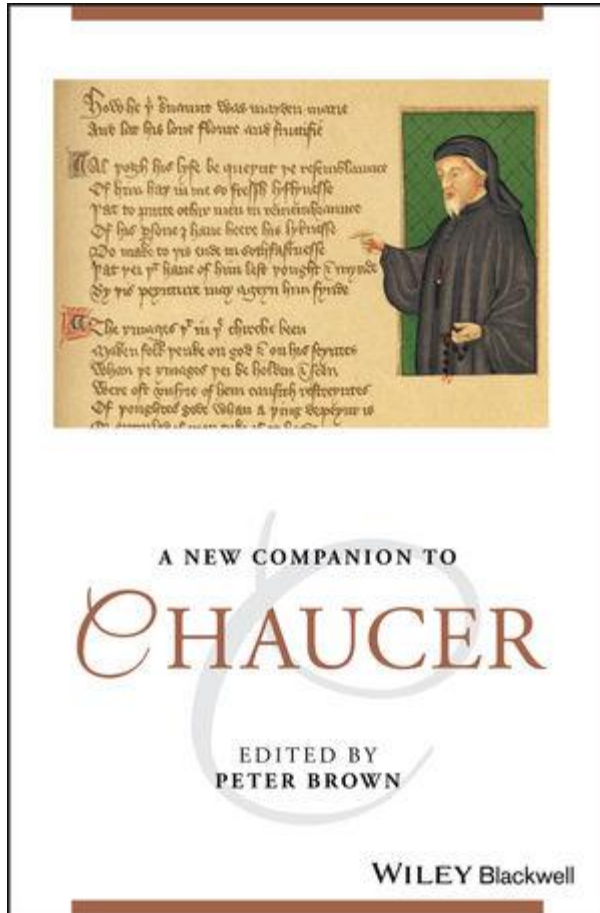
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## **TITLE IX!**

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As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.



## A New Companion to Chaucer

[Peter Brown \(Editor\)](#)

ISBN: 978-1-118-90223-3 March 2019 Wiley-Blackwell 568 Pages

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### DESCRIPTION

**The extensively revised and expanded version of the acclaimed *Companion to Chaucer***

An essential text for both established scholars and those seeking to expand their knowledge of Chaucer studies, *A New Companion to Chaucer* is an authoritative and up-to-date survey of Chaucer scholarship. Rigorous yet accessible, this book helps readers to identify current debates, recognize historical and literary context, and to understand how particular concepts and theories affect the interpretation of Chaucer's texts. Chaucer specialists from around the globe offer contributions that range from updates of long-standing scholarship on biography, language, women, and social structures, to original research in new areas such as ideology, the afterlife, patronage, and sexuality. In presenting conflicting perspectives and ideological differences, this stimulating volume encourages readers to explore additional paths of inquiry and engage in lively and info...

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[Blackwell Companions to Literature and Culture](#)