ENGL 145A: CHAUCER - CANTERBURY TALES

In Workflow

1. ENGL Committee Chair (torsa.ghosal@csus.edu)
2. ENGL Chair (torsa.ghosal@csus.edu)
3. ALS College Committee Chair (rebekkah.mulholland@csus.edu)
4. ALS Dean (schmidmc@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcomittee Chair (heng.xie@csus.edu)
8. Writing and Reading Subcommittee Chair (pj.carlino@csus.edu)
9. Dean of Undergraduate (gardner@csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2025-10-31T21:28:39Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
2. 2025-11-02T17:23:30Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
3. 2025-12-03T19:17:33Z
   Rebekkah Mulholland (rebekkah.mulholland): Rollback to Initiator
4. 2025-12-03T19:25:14Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
5. 2025-12-03T19:25:35Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
6. 2025-12-03T19:27:01Z
   Rebekkah Mulholland (rebekkah.mulholland): Approved for ALS College Committee Chair
7. 2025-12-03T19:44:07Z
   Shawna Malvini Redden (malviniredden): Approved for ALS Dean
8. 2026-02-18T21:26:14Z
   Katie Dickson (katiedickson): Approved for Academic Services
9. 2026-04-20T21:48:45Z
   Adam Rechs (rechs): Approved for Senate Curriculum Subcommittee Chair
10. 2026-05-12T23:28:09Z
    Stephanie Storms (s.storms): Rollback to Initiator
11. 2026-08-25T18:35:47Z
    Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
12. 2026-09-25T18:38:20Z
    Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
13. 2026-09-25T19:29:23Z
    Rebekkah Mulholland (rebekkah.mulholland): Approved for ALS College Committee Chair
14. 2026-10-01T21:38:09Z
    Gladys Francis (gladys.francis): Approved for ALS Dean

History

1. Feb 20, 2020 by Kim Zarins (zarins)
2. Jun 14, 2022 by 302822325

Date Submitted: 2026-08-25T18:34:15Z

Viewing: ENGL 145A : Chaucer - Canterbury Tales

Last approved: Tue, 14 Jun 2022 14:02:15 GMT

Last edit: 2026-08-25T18:34:13Z

Changes proposed by: Torsa Ghosal (219694983)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kim Zarins	zarins@csus.edu	916-278-6576

Catalog Title:
Chaucer - Canterbury Tales

Class Schedule Title:
Chaucer-Canterbury Tales

Academic Group: (College)
ALS - Arts & Letters

Academic Organization: (Department)
English

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2026 (2026/2027 Catalog)

Subject Area: (prefix)
ENGL - English

Catalog Number: (course number)
145A

Course ID: (For administrative use only.)
203359

Units:
4

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
We would like to designate this course as Writing Intensive for English majors. This course already meets the criteria for an upper-division, writing-intensive for English majors as it includes substantial writing components totaling more than 5,000 words. The writing-intensive designation will clarify course expectations and better prepare students for advanced literary study. At the programmatic level, the current English catalog includes only one writing-intensive course in the 140s (British literature) series. Adding another will increase curricular variety and flexibility in course rotation, an important step given recent faculty retirements and staffing constraints.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
Reading of The Canterbury Tales in Middle English. Chaucer's great unfinished poem will be investigated as the pinnacle of literary achievement in the English Middle Ages, a work that attempts, like Dante's Divine Comedy, to account for all the issues and problems of human life as medieval thinkers had come to regard them.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
4

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	demonstrate content knowledge appropriate to Chaucer's Canterbury Tales.	quizzes mid semester and final research paper informal writing manuscript (portfolio) project

2	apply critical reading strategies appropriate to the study of Canterbury Tales to a variety of texts, which may include written, oral, or visual works, to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.	mid semester and final research paper informal writing manuscript (portfolio) project
3	produce a variety of written texts relevant to the study of Canterbury Tales that analyze language, ideas, and forms and creatively engage with the writing traditions of the discipline.	mid semester and final research paper informal writing manuscript (portfolio) project
4	employ primary and, where suitable, secondary sources relevant to the study of Canterbury Tales using appropriate disciplinary methodologies	mid semester and final research paper manuscript (portfolio) project

Attach a list of the required/recommended course readings and activities:

145A_WI Syllabus_updated Dec 3.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

145A_WI Syllabus_updated Dec 3.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on GE area 3B and required lower-division courses in the major (ENGL 40A, 40B, 50A, 50B, 65) that analyze and compare relations between literature, cultural production, history, and cultural change.

The course must expand students' knowledge by examining complex issues.

This courses examines the complex nature of Chaucer's Canterbury Tales, focusing on the variety of ways this literature can be analyzed and situated in cultural context; theories about the connections between medieval literature, culture, and history; and knowledge of the specific literary text.

The course must expand students' abilities to reason logically and to write clearly in prose.

The assignments listed below require students to advance an organized, detailed, and logical argument that advances a position about literary texts, their role in culture, and their relation to history. Students will do so by engaging with a variety of complex and sophisticated texts related to medieval literature.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

* Smaller/in-class analytical writing — **~500 words**
* Mini-presentation research report — **500 words**
* Weekly Voice Journal/analysis — **~250 words each**
* Midsemester literary analysis paper — **~1,750 words**
* Proposals and drafts — **additional analytical writing**
* Final paper — **7–8 pages**
* **Total: well over 5,000 words** of close reading, argument, research, and textual analysis.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

The attached syllabus indicates opportunities for drafting, feedback, and revision of a variety of writing assignments (presentations, papers, exams, formal paper proposal/draft).

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The attached syllabus indicates due dates for writing assignments over the course of the semester; a minimum of 3000 words are due before the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The attached syllabus indicates due dates for writing assignments over the course of the semester; the smaller papers, the midterm paper, the paper proposal and the draft of the larger paper all allow the instructor the opportunity to work with student ideas and prose.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 03 Dec 2025 19:17:34 GMT): Rollback: ELO 2 seems like it could stop at 'texts', and ELO 3 could just start at 'analyze'. ELOs in the proposal also don't quite match those in the syllabus. 'Prerequisites' section in the syllabus does not mention junior standing/QPJ prerequisites. Syllabus is missing DAC and Title IX language.

Stephanie Storms (s.storms) (Tue, 12 May 2026 23:28:09 GMT): Rollback: Please re-submit and select "yes" under GE so the course will be routed to the Writing and Reading subcommittee. Complete the criteria for writing intensive courses.

Key: 1855