

Guidelines for Surveys of American and British Literature (3430, 3440, 3830, 3840)
(approved by the Curriculum Committee, May 2015)

The following guidelines are intended to assist current and future instructors in selecting textbooks, designing course syllabi, and producing assignments and exams appropriate to the needs and objectives of required undergraduate survey courses in the UNT Department of English. Please address any questions to the Director of Undergraduate Studies.

Textbooks

- Teaching fellows assigned to literature surveys must use the appropriate volume(s) and most recent edition of *The Norton Anthology of British Literature* or *The Norton Anthology of American Literature*.
- Faculty may use any combination of stand-alone texts, or an anthology, as long as the readings represent the literary diversity that the survey is meant to represent.

Course Content

- Course syllabi should reflect the full range of literary genres (fiction, poetry, and drama), balance canonical and non-canonical authors, and cover all the historical periods relevant to the span of literature the survey encompasses, as in the following examples:
 - *British Literature*: Those teaching the early British survey, for example, should include one relevant work by Chaucer, Shakespeare, and Milton, as well as readings in lyric poetry, epic poetry, and drama.
 - *American Literature*: Those teaching the second half of the American literature survey, for example, should address the distinctions between realism, naturalism, and modernism and their relevance to the historical and cultural periods they reflect.
- Roughly equal time should be spent on each historical period and literary genre. In other words, instructors should not focus primarily or exclusively on the genre, period, or literary movement with which they are most conversant, but should provide students with broad and balanced coverage of the material.
- Course syllabi should provide clear and appropriate guidelines regarding the instructor's attendance policy as well as document the University's policies on academic integrity and students with disabilities.

Assignments and Exams

- Instructors should assign a challenging yet manageable quantity of reading. This standard will vary according to both genre and the difficulty of the material.
- Instructors should assign no fewer than two critical essays of at least 3-5 double-spaced pages in length.

- Instructors should give both a midterm and final exam that test students on major literary concepts and genres, close reading skills, and relevant historical and cultural contexts.