Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **English**

2. Degree: **English**

3. Semester and year in which degree change(s) will go into effect: **Fall 2010**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   The **English** department proposes that the current catalog description of the major requirements be replaced by the major requirements described in the attached document, "English Major Requirements." This substitution will require a new course, **ENGL 299: Introduction to English Studies.**

5. Justification for Change(s):
   
   See attached document.

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   
   **No**
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6. Signature of Department Chair (s) or Program Director(s): __________________________
   __________________________ Date: __________________________

7. Signature of Dean(s) of School: __________________________
   __________________________ Date: 9/22/2009

8. Signature of Provost: __________________________
   __________________________ Date: 7/24/2009

9. Signature of Curriculum Committee Chair: __________________________
   __________________________ Date: 12/17/2009

10. Signature of Budget Committee Chair: __________________________
    __________________________ Date: __________________________

11. Signature of Planning Committee Chair: __________________________
    __________________________ Date: __________________________

12. Signature of Faculty Senate Secretary: __________________________
    __________________________ Date approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

This form was approved by FCC on 2/17/2009 and replaces all others.
Justification for Changes to the English Major

The mission of the English department: "The Department of English seeks to teach each student to read with insight, perception, and objectivity and to write with clarity and precision. The English major provides upper-level students with an understanding of literary art, and a knowledge of the importance of literature in the life of any thinking individual."

In practice, the goals of the department and how the new major requirements accomplish that goal are

1) **Body of knowledge**: Students should develop knowledge of literature, especially of literature written in English.
   - Students should gain knowledge of literary history and an understanding of how this literary history, including canon and periodicity, is conceived of within the discipline of English.
   - Students should understand theories of the writing process.
   - Students should examine a variety of traditions, conventions, and innovations through which texts convey meaning, create beauty, and portray the complexity of human experience.
   - Students should become familiar with the many ways in which literature and other cultural expressions can shape readers' perceptions and influence social realities.

2) **Skills**: Students should develop skills in reading, analysis, research, and writing.
   - Students should become adept and informed interpreters of literature, language, and culture.
   - Students should become skilled writers (proficient in expository writing, argumentation, research methods, and the conventions of edited American English).
   - Students should learn ways to use creative processes to generate original artistic and/or analytical work.
   - Students should improve these skills as they practice them over the course of several semesters in the major.

3) **Intellectual maturity and flexibility**: Students should develop an increased understanding of the expertise they acquire and the uses they may make of their learning.
   - Students should develop an increasing awareness of the skills and knowledge they have acquired across all the courses they take in the major.
   - Students should be able to perceive ways their skills have improved.
   - Students should increase their awareness of ways they can use their skills and knowledge in their lives after graduation.
In the broadest sense, the English department’s goals and mission have not changed. We still want our majors to write clearly, to speak articulately, and to reason accurately. To that end, we expect them to develop a set of literacy skills while immersing themselves in a body of knowledge. Additionally, they should form an awareness of the expertise they acquire and of the uses they can make of their learning. Dedication to the liberal arts education is listed among the Core Values of the College of Charleston. We believe the keynotes of a liberal arts education to be communication, critical analysis, and creativity, all central to the English major.

The current proposal to change the English major has evolved over a two-year period of curricular review. The department last undertook a rigorous self-examination in the mid-1990s. The proposed changes to the major build on the current historically-oriented architecture by adding requirements in other areas also of value to our graduates. Since we last visited the major requirements, an unprecedented growth of knowledge in the discipline and expanding interest in areas outside the purview of historical periods has transformed English studies. Rhetoric and composition, creative writing, cultural studies, and closer examination of African-American, post-colonial, and women’s writing have redefined the discipline of “English.” Recognizing these changes, the department wishes to adapt its curriculum to a transforming field.

The English curriculum now requires eighteen hours of courses at the 300-level in the literature of six historical periods: two pre-1700 British, two post-1700 British, one pre-1900 American, and one post-1900 American. Additionally, students now take nine hours of electives. While we retain a modified historical framework, the proposed changes to the major include a reduction by half of the required courses in historical periods, from eighteen to nine hours. At the same time, we have renamed these historical courses “Literature in History.” Literary scholars today are less likely to regard history as a monolithic context for the understanding of literature and more likely to see constant, complex interaction between literature and other “texts” that make up the historical record. Thus, the courses that satisfy this requirement will focus not so much on “literary history” as on the interaction of literature and other cultural productions. We are also eliminating national distribution requirements in the historical period courses, both to simplify and make less restrictive the “literature in history” component and to encourage the development of transatlantic courses, such as a course on the Romantic period that would include Poe and Emerson alongside Mary Shelley and Keats.

In addition to the “Literature in History” requirement, the proposal requires students to select one course from each of three paired categories that represent the scope of the field. The first category is the most traditional. Theme, genre, and author-centered approaches are central to the field and well-represented among our current offerings. The second category offers a choice between courses in “Difference and Literary Tradition” and “Cultural Studies.” Courses included in each of these sub-categories are either underrepresented in traditional literary studies or defined by their opposition to traditional canons and approaches. In either case, they challenge and broaden the student’s body of knowledge. The third category includes courses in “Writing, Rhetoric, and Language” and in “Creative Writing.” In addition to grounding students in the practice, craft, and
theory of language, courses in these sub-categories prepare students to enter a variety of public and professional environments as writers.

Hiring patterns within the English department have followed shifts in the discipline’s body of knowledge. Recent new hires, for instance, have expertise in composition and literature, medicine and literature, visual literacy, and film studies. The department would like to broaden its requirements to include a greater variety of courses within the core curriculum of the major. Additionally, the department is responsive to student interest in and demand for courses outside the traditional canon and for courses with more immediate practical applications. We intend to prepare students who will continue in the Academy as well as those who will enter the workforce after they graduate.

**Sequencing the major:**

Two further changes to the major support the third departmental goal that students develop an awareness of the expertise they acquire in the major. In sequencing the major more clearly, the department hopes to foster such awareness. At the sophomore level, the survey courses that begin the major remain unchanged. This proposal adds an intermediate level of preparation by requiring an Introduction to English Studies class that has been tested as a pilot course for two semesters. The middle of the major comprises nine hours of Literature in History courses, nine hours of required courses selected from three paired categories, and six hours of electives. The major ends with a capstone experience, the Seminar.

- **Before the major:** Students will acquire and demonstrate basic proficiency in writing and reading by completing or placing out of the first-year writing requirement.

- **Beginning of the major:** Students will gain an understanding of the major developments in literature written in English by taking the required survey courses (201, 202, 207).

- **Second phase of the major:** Students will gain experience in literary interpretation, analytical writing, and research skills in the required Introduction to English Studies course (299).

- **Middle of the major:** Students will take a variety of 300-level courses that are more narrowly focused than the survey courses, covering literature of a selected theme, genre, author, historical period, or analytical/creative practice. These 8 courses require a greater level of skill in reading, writing, and research and assume that students have a working knowledge of English-language literary history (the knowledge imparted by the required survey courses).

- **End of the major:** In their final year in the major, students will take a seminar, each section of which will be limited to 15 students. In addition
to meeting requirements directly related to course content, students will
attend a designated capstone event, write short reflective papers on their
growth as readers and writers, and have an exit interview with the seminar
instructor. The capstone experience will increase their awareness of the
skills and knowledge they have developed, and of ways to employ these
skills in the work or study they undertake after graduation.
ENGLISH MAJOR REQUIREMENTS
DEGREE: BACHELOR OF ARTS
MAJOR HOURS: 36

Before the major: Students will acquire and demonstrate basic proficiency in writing and reading by completing ENGL 110 or its equivalent.

Beginning of the major: 9 hours
Students will gain an understanding of the major developments in literature written in English by taking the following survey courses:
   ENGL 201 British Literature to 1800
   ENGL 202 British Literature since 1800
   ENGL 207 Survey of American Literature to the Present

Second phase of the major: 3 hours
Students will gain experience in literary interpretation, analytical writing, and research skills.
   ENGL 299 Introduction to English Studies

Middle of the major: 24 hours
Students will take a variety of 300-level courses that are more narrowly focused than the survey courses, covering literature of a selected theme, genre, author, historical period, or analytical/creative practice. Only one of these courses may be at the 200 level; all others must be numbered 300 or higher.

Literature in History: Students must take one course from each of the following periods:
   Pre-1700
   ENGL 311 Middle English Literature
   ENGL 314 Non-Dramatic Lit of the Renaissance
   ENGL 337 British Drama to 1642
   ENGL 317 The Seventeenth Century
   ENGL 342 Colonial and Revolutionary American Literature

   1700-1900
   ENGL 318 The Eighteenth Century
   ENGL 321 The Romantic Period
   ENGL 323 The Victorian Period
   ENGL 343 American Renaissance
   ENGL 344 Late Nineteenth-Century American Literature

   1900-present
   ENGL 325 Modern British Literature
   ENGL 326 Irish Literature
   ENGL 335 Modern Poetry
   ENGL 338 Modern Drama
   ENGL 341 Twentieth-Century Southern Literature
   ENGL 346 Contemporary American Fiction
ENGL 359 Contemporary American Poetry

One course from among:
Difference and Literary Tradition

ENGL 203 Survey of European Literature I
ENGL 204 Survey of European Literature II
ENGL 216 Introduction to African American Lit
ENGL 233 Survey of Non-Western 20th c. Lit
ENGL 234 Survey of Third-World Masterpieces
ENGL 313 African American Literature
ENGL 336 Women Writers
ENGL 352 Major African Writers
ENGL 353 African Women Writers
ENGL 354 Jewish-American Literature
ENGL 358 Colonial and Postcolonial British Literature

Film and Cultural Studies

ENGL 212 The Cinema: History and Criticism
ENGL 240 Science Fiction
ENGL 351 Studies in American Film
ENGL 390 Studies in Film

One course from among:
Creative Writing

ENGL 220 Poetry Writing I
ENGL 222 Writing Song Lyrics
ENGL 223 Writing Fiction
ENGL 339 Advanced Creative Writing
ENGL 347, 348 Writing the Novel
ENGL 377 Poetry Writing II
ENGL 378 Advanced Fiction Writing
ENGL 402 Advanced Workshop in Poetry Writing
ENGL 403 Advanced Workshop in Fiction Writing
ENGL 406 Crazyhorse Literary Publishing Practicum

Writing, Rhetoric, and Language

ENGL 215 Interdisciplinary Composition
(unless used to satisfy the General Education requirement)
ENGL 303 Modern English Grammar
ENGL 305 Advanced Composition
ENGL 307 Intro to Old English
ENGL 312 History of the English Language
ENGL 319 Literary Criticism
ENGL 334 Technical Writing
ENGL 382 Theories of Rhetoric

One course from among:
Theme- and Genre-Centered Approaches

ENGL 320 Literature for Adolescents
ENGL 327 The British Novel: I
ENGL 328 The British Novel: II
ENGL 349 American Novel to 1900
ENGL 355 The American Short Story

Author-Centered Approaches

ENGL 301/302 Shakespeare
ENGL 304 Chaucer
ENGL 306 Milton
ENGL 308 Spenser
ENGL 350 Major Authors
ENGL 356 American Novel 1900-1965
ENGL 357 Contemporary British Literature
ENGL 360 Major Literary Themes
ENGL 370 Major Literary Genres

In addition, students will take 6 hours of electives at the 300-level or above.

**End of the major:** In the final year of the major, students will have a capstone experience that will increase their awareness of the skills and knowledge they have developed. This course may also satisfy one of the middle-of-the-major requirements.

ENGL 400 Seminar