Proposal for a New Course

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. Course Number and Title: **ENGL 299: Introduction to English Studies**
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
- Research: ☐  Field experience: ☐
- Clinical Practice: ☐  Internship: ☐
- Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered: **Fall 2010**

4. Catalog Description (please limit to 50 words):
   An introduction to the theories and practices motivating English studies past and present, with an emphasis on the methods, subjects, and rationales of textual analysis. This writing intensive course also fosters the critical reading, rhetorical, and research skills underpinning successful writing in English studies.

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)

6. Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History 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 new course and include that note with the proposal.
   **No**

   b) Please explain overlap with any existing courses.
   The elements of ENGL 319: Literary Criticism that satisfy state requirements for teacher certification will be transferred to this course.

8. Prerequisites (or other restrictions):

This form was approved by FCC on 2/17/2009 and replaces all others.
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9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

This course integrates three goals: introducing students to the field of English studies in institutional and cultural contexts, to methods of textual interpretation practiced within the field, and to conventions governing effective writing produced within the field. Students will examine the development of English studies and its place within culture, past and present, as well as the reciprocal interactions between the field of English and the texts and traditions that are its subject of study. Students will survey an array of approaches to acts of interpretation, testing the insights and limitations of each, and investigating the literary and cultural contexts from which different interpretive concepts and strategies arise and in turn help to shape. In the process, students will develop critical reading, rhetorical, and research skills that will enrich and complicate their own interpretations, and will develop their ability to produce arguments that integrate sophisticated analysis of primary texts with critical engagement of secondary materials.

b) How does the course support the mission statement of the department and the organizing principles of the major?

Part of the department's mission is "to read with insight, perception, and objectivity and to write with clarity and precision." The course will clearly help with both reading and writing. In addition, an important part of the major is to learn "the importance of literature in the life of any thinking individual." An important aspect of this course will concern the place of English studies in the general culture.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

Introduction to English Studies will be required of all English majors to help them make the transition to upper-level coursework. This course is intended to guide students through the field of college-level English study and is thus designed to be taken early in the English major—when approaching the end of the 201/202/207 requirements or beginning the 300-level courses.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Though this course is designed especially for English majors, textual interpretation is important to every discipline in the liberal arts. The disciplinary methods learned in this course require high critical thinking skills, and students will gain practical experience in research and writing.
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11. Method of teaching:
   Lecture, discussion, and writing workshops

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   This course is designed to serve as the gateway to higher-level study of literature in the major. Normally, three to four sections per year will need to be offered. This will reduce the number of offerings each semester on our 300-level; however, other changes to the major sought in conjunction with this course should relieve some of the pressure on those courses. In other words, we are slightly shifting enrollments within the department.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   The total number of courses required of majors will not change. However, this course will cap at a lower level than the standard upper-division course. Therefore, it will diminish the total number of students our current staff can teach. But this change will be relatively slight and should be handled by careful scheduling rather than an increase in staff.

c) Frequency of offering:
   each fall: ☒
   every two years: □
   each spring: ☒
   every three years: □
   other □ (Explain): ________

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      None

   b) Budget:
      None

   c) Library:
      New acquisitions to support this course should be provided by the normal allotment allowed the department.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      English major

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14. Signature of Department Chair or Program Director:

Date: 9/17/09

15. Signature of Dean of School:

Date: 9/22/09

16. Signature of Provost:

Date: 9/24/09

17. Signature of Business Affairs Official

Date: __________________

18. Signature of Curriculum Committee Chair

Date: 10/29/09

19. 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.
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15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
ENGL 299: Introduction to English Studies

Dr. Myra Seaman
Fall 2010

This course offers an introduction to the theories and practices motivating English studies past and present, with an emphasis on the methods, subjects, and rationales of textual analysis. As a writing intensive course, it also fosters the critical reading, rhetorical, and research skills underpinning successful writing in English studies.

Throughout the course, we will examine the development of English studies and its place within academic institutions and within culture, past and present, as well as the reciprocal interactions between the field of English and the texts and traditions that are its subject of study. We will also survey an array of approaches to acts of textual interpretation and analysis, testing the insights and limitations of each, and investigating the literary and cultural contexts from which different interpretive concepts and strategies arise and in turn help to shape. In the process, you will develop critical reading, rhetorical, and research skills that will enrich and complicate your own acts of interpretation, and will develop your ability to produce arguments that integrate sophisticated analysis of primary texts with critical engagement of secondary materials.

Week 1
W 8-27 Introduction to course: goals and methods
F 8-29 1W What We Read and Why We Read It: English departments and the study of literature

Week 2
M 9-1 1W How We Often Read (Dobie, “Familiar Approaches” [WeBCT])
W 9-3 1W How We Might Read: Literary Study as Conversation (Garrett-Petts, Preface and Chapter 1 [WeBCT])
F 9-5 How the Course is Organized (including introduction to class projects)

Week 3
M 9-8 IN The Formation of English as a Discipline (Dobie, “Hidden Histories” [WeBCT])

Turn of the Screw should be read by now

W 9-10 1W English and the Development of Theory: Formalism/New Criticism
(Dobie, “Formalism” [WeBCT])

F 9-12 Workshop: Practicing Formal Interpretation (sample essays on “Nothing Gold Can Stay” and “A Valediction: Forbidding Mourning” [WeBCT])

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2-4 & by appt.

M 2-3, W
Week 4
M 9-15 TW  Transitioning to Theory ("Why Theory" [TT]; Bressler, "Defining Criticism, Theory, and Literature" [WebCT]; Bedford definition of "theory")
W 9-17 W Authority [TT]
F 9-19 Authority, cont'd (Tompkins, "Masterpiece Theater" [WebCT])
    formal written summary due

Week 5
M 9-22 Workshop: Revising Summaries
W 9-24 W Reading [TT]
F 9-26 Reading, cont'd

Week 6
M 9-29 TW Research (overview and traditional sources)
    Choose your text for the project by today
W 10-1 W Subjectivity [TT]
F 10-3 Professor Panel: Scholarly Research

Week 7
M 10-6 W Subjectivity, cont'd
W 10-8 Subjectivity, cont'd
    formal written response due
F 10-10 Professor Panel: Upper-Division Writing

Week 8
M 10-13 Fall Break: no class
W 10-15 W Culture [TT]
F 10-17 W Ideology [TT]

Week 9
M 10-20 Ideology, cont'd.
W 10-22 Robbins, "They don't much count, do they?": The Unfinished History of The Turn of the Screw" (Turn of the Screw pp. 317-46)
    formal summary and response due
F 10-24 Workshop: Revising Responses

Week 10
M 10-27 1W (TT)
W 10-29 W History [TT]

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Space/Time
M 2-3, W 2-4
Week 11
M 11-3 Research (non-traditional sources)
W 11-5 Research ("Making use of all that")
F 11-7 Posts (TT)

Week 12
M 11-10 Posts, cont'd.
W 11-12 Posts, cont'd., and Producing Annotations (Benstock, "Deconstruction and The House of Mirth" [WebCT])

F 11-14 Differences (TT: gender and sexuality)

Week 13
M 11-17 Sedgwick, "Epistemology of the Closet" (WebCT)
W 11-19 Differences (TT: race and class)
F 11-21 Agency (TT)

Week 14
M 11-24 Annotated bibliography due
W 11-26 Thanksgiving: no class
F 11-28 Thanksgiving: no class

Week 15
M 12-1 Workshop: Producing Abstracts and Selecting Sources
W 12-3 "Future of English Studies" (selection TBA [WebCT])
F 12-5 Portfolio and Proposal Due

Week 16
M 12-8 English Studies: Reflections
W 12-10 12-3 FINAL EXAM: Presentations

Required Texts: available at the College Bookstore on Calhoun and University
Books on King St.

Jeffrey Nealon and Susan Searls Giroux. The Theory Toolbox: Critical Concepts

Henry James. The Turn of the Screw. Ed. Peter G. Beidler. 2nd ed. Case Studies
in Contemporary Criticism. NY: Bedford/St. Martin's, 2004. 0-312-40691-6

The Bedford Glossary of Critical and Literary Terms. Ross C. Murfin and
Supryia M. Ray. 2nd ed. Bedford/St. Martin's, 2006. 0-312-46754-0

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M 2-3, W 2-4 & by appt.
Student Responsibilities:

Attendance is, needless to say, important to your success in the class. In a small class such as this one, each person’s active engagement is particularly important to the progress of the class as a whole. Your presence in the class each day will merit you a C grade for participation; regular, productive, and active contribution to class discussion merits a B or A grade for participation. I do realize that there may come a time when you will need to miss class. My compromise: you are granted three absences for the semester, no questions asked (which is to say that I make no distinction between excused and unexcused absences); beginning with your fourth absence, you will lose points with each absence. If you miss a class, you are still responsible for that day’s work, including turning in (on time) any work due, understanding assignments, and getting the gist of class discussion. Make sure you are in class, ready to begin discussion, when class is scheduled to start. Because I take roll at the very start of class, tardiness gets recorded as absence.

Read the assigned material before class and be prepared to discuss in class your ideas about the reading. Because of the discussion orientation of our class meetings, the nature of the class will largely be determined by your preparation and participation. Readings followed on the schedule by “WebCT” are to be found there, in electronic form; those followed by “TT” are in The Theory Toolbox.

Informal writing assignments are indicated on the course schedule by “IW” in the column after the date. These assignments are intended to encourage you to move beyond a content-oriented reading of the material, and they should help prepare everyone for a more fruitful class discussion. The questions will be found in the “Informal Responses” section of WebCT, and the responses will be due by 7 a.m. that day (before class). Your response should be a brief paragraph of 6-8 sentences. We will discuss strategies for these responses early in the semester. You may miss two of these without penalty.

Formal writing assignments will be graded for grammar, style, and structure as well as for analytical content. I’m always happy to discuss your writing and ideas, so please make use of my office hours (and, of course, the Writing Lab). Revision will be a vital part of the writing process in this class, and the grading will reflect that emphasis: the grade for a given assignment will be determined by averaging the grade earned for the first submission with the grade earned for the revision. The due date for the first submission of each assignment is listed (indented and in italics) on the schedule.

Since the deadlines for written work are so clearly spelled out, late papers will not be accepted except in very extraordinary circumstances. In addition to turning in a hard copy of your papers, you will need to submit a copy of each electronically through WebCT. (I will demonstrate the procedure for electronic submissions early in the semester. In the meantime, try http://www.cofc.edu/it/lt/webct/tutorials/assignment_submission.htm)

All students, needless to say, must follow the College of Charleston’s academic integrity policy, which forbids cheating, attempted cheating, and plagiarism. Any case of suspected cheating or plagiarism (on any written response for the course) will be sent to the College’s Honor Board, and any student found guilty will receive a grade of XF, indicating failure of the course due to academic dishonesty. “Recycled” papers written for other courses are not acceptable in this class.

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If you require academic accommodation for a disability, please see me in the first week of class. Additional assistance can be found with the Center for Disability Services: 953-1431 and www.cofc.edu/~cfs/home.htm.

Grade Breakdown:

20% informal writing assignments
25% formal writing assignments (formalist interpretation, summary, response, summary & response, annotation)
10% annotated bibliography
20% portfolio
10% final presentation
20% participation

The following grade scale will be used: A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D = 60-69; F = 0-59.

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