**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.

Contact person Myra Seaman  Email address seamanm@cofcedu Phone 953-5760

1. Department: English

2. Degree: English Major

3. Semester and year in which degree change(s) will go into effect: Spring 2012

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):
   Add ENGL 226: Survey of World Literature to the courses listed under the "Difference and Literary Tradition" category.

5. Justification for Change(s):
   ENGL 226 is a new course that will be among the courses students may take to fulfill this requirement of the English major.

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
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   __________________________________________  Date: ________________
   __________________________________________  Date: ________________

7. Signature of Dean(s) of School:
   __________________________________________  Date: ________________
   __________________________________________  Date: ________________

8. Signature of Provost:
   __________________________________________
   Date: ______________________

9. Signature of Curriculum Committee Chair:
   __________________________________________
   Date: ______________________

10. Signature of Budget Committee Chair:
    __________________________________________
    Date: ______________________

11. Signature of Academic 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 8/17/2010 and replaces all others.
Proposal to Change Degree Requirements for a Minor/Concentration/Track

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.

Contact person Myra Seaman  Email address seamanm@cofc.edu Phone 953-5760

1. Department(s) or School(s): English

2. Name of the minor/concentration/track: English minor

3. Semester and year in which degree change(s) will go into effect: Spring 2012

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):
   - Add ENGL 226: Survey of World Literature to the courses listed under the "Difference and Literary Tradition" category.

5. Justification for Change(s):
   - ENGL 226 is a new course that will be among the courses students may take to fulfill this requirement.

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
Proposal to Change Degree Requirements for a Minor/Concentration/Track

6. Signature of Department Chair or Program Director:
   ______________________________________________________________
   Date: ______________________

7. Signature of Dean of School:
   ______________________________________________________________
   Date: ______________________

8. Signature of Provost:
   ______________________________________________________________
   Date: ______________________

9. Signature of Curriculum Committee Chair:
   ______________________________________________________________
   Date: ______________________

10. 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.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Myra Seaman Email address seamanm@cofc.edu Phone 953-5760

1. Department: English

2. Course number and title: ENGL 226: Survey of World Literature
   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:
   Spring 2012

4. Catalog Description (please limit to 50 words):
   A study of representative texts from non-Anglophone cultures from the ancient world to the present.

5. CIP Code: 23.1401 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   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.
   ENGL 203 and 204 (Survey of European Literature I and II), 233 (Survey of Non-
Proposal for a New Course

Western Twentieth-Century Literature) and 234 (Survey of Third World Masterpieces) share some areas of interest with this course; however, this course has a broader focus (chronological and/or geographical) than those courses and thus will not duplicate or significantly overlap with them.

8. Prerequisites (or other restrictions):
ENGL 110 or equivalent

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
Students will
* identify major works and authors of World (including non-Western) literature from various cultures, genres, and periods;
* paraphrase, compare, and interpret (literally and inferentially) various types of print texts, e.g., fiction, poetry, essays, drama;
* identify and interpret figurative language and other literary elements, e.g., metaphor, simile, voice, point of view, tone, style, setting, diction, mood, allusions, irony, clichés, analogy, hyperbole, personification, alliteration, and foreshadowing;
* understand how patterns, structures, and characteristics of literary forms and genres may influence the meaning and effect of a work;
* situate authors and texts within their historical, cultural, and critical contexts to aid in interpretation.

b) How does the course support the mission statement of the department and the organizing principles of the major?
The course provides students with familiarity with and experience interpreting literary texts from traditions outside of the central British and American literary traditions. This supplements the central focus on British and American literary traditions within the literature courses in the major.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
The course adds to the department's offerings in the middle of the major, allowing students the opportunity to develop a familiarity with European and non-Western literary traditions that influence those engaged with in more detail in upper-level English courses.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
This course exposes non-majors to literary traditions of the world, from ancient times to the present, introducing them to a range of imaginative written expression.
Proposal for a New Course

11. Method of teaching:
   lecture and some discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to
    the offering of this course:
    none are anticipated

    b) Address potential shifts in staffing of the department as it relates to the offering of this
    course:
    none are anticipated

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

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

    a) Staff:
        none

    b) Budget:
        none

    c) Library:
        none

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, English Minor, English Secondary Education double major

15. Paste syllabus, reading lists, or any additional documentation that can help the committee
    evaluate this proposal (a syllabus is mandatory).
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. 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.
ENGL 226: Survey of World Literature (Fall 2011)

Official Course Description:

A study of representative texts from non-Anglophone cultures from the ancient world to the present.

Course Objectives:

Students will

- identify major works and authors of World (including non-Western) literature from various cultures, genres, and periods;

- paraphrasing, compare, and interpret (literally and inferentially) various types of print texts, e.g., fiction, poetry, essays, drama;

- identifying and interpreting figurative language and other literary elements, e.g., metaphor, simile, voice, point of view, tone, style, setting, diction, mood, allusions, irony, clichés, analogy, hyperbole, personification, alliteration, and foreshadowing;

- understand how patterns, structures, and characteristics of literary forms and genres may influence the meaning and effect of a work;

- situate authors and texts within their historical, cultural, and critical contexts to aid in interpretation.

Books:

*The Norton Anthology of World Literature*

Grading:

Your final grade will be determined according to these percentages:

- First Exam 15%
- Second Exam 15%
- Final Exam 20%
- Paper 25%
- Discussion assignments 20%
I will give make-up tests only under *extraordinary* circumstances and only if those circumstances are communicated to me *before* the test. If you miss an exam without contacting me beforehand, you will receive a zero. Late papers will be penalized 5pts. for each day they are late.

**Attendance:**

I make no distinction between "excused" and "unexcused" absences. You are allowed three absences during the semester without any justification, but you are responsible for material you've missed. Do not come to my office and ask, "What did I miss?" Ask your fellow students.

For each absence over three, I will lower your final grade two points.

If you arrive at class after I've taken role, you are late. I count every third tardy as an absence. It is your responsibility to find me after class so I can change your "absent" to a "tardy."

**Participation:**

You must come to class prepared, which means more than just having read the material for that day. Though the number of pages I require you to read is fairly low for an English class, we will talk about some difficult works of literature this semester. Even the short poems take a lot of time to understand. I do not expect you to have *mastered* each poem before class, but I do expect you to have a good idea what you think the writer is saying. You should be able to tell me who the speaker and audience of a poem are; you should be able to paraphrase any part of each poem or identify which parts give you the most difficulty; you should look up any words that you do not know. In other words, you do not have to know all the answers, but you should at least come to class with the questions. Your "Participation" grade will be based, in part, on your performance in class.

I might give quizzes, if I see the need for them. These will contribute to your Participation grade also.
The last component of your Participation grade is your "Replies" in Discussion as discussed below.

**Discussion:**

You will be assigned to a discussion group of four students. Before each class day, except days on which you are taking exams, your group will discuss the day's reading via OAKS. There are two types of posts to the OAKS discussions: initial posts and reply posts.

Each member of a discussion group will be assigned a color: blue, red, green, or purple. These colors are coded into the syllabus in the Discussions column. On the days that your color appears on the syllabus, you must post the **initial** message for that day's discussion. These posts should be approximately 300 words long, and they must be posted to OAKS by 5pm on the **day before** they are due. In other words, if you are writing the initial post for Monday the 19th of January, you must post it by 5pm on Sunday the 18th of January. You will write eight "initial posts" in the semester, responding to the prompt that is on the syllabus. Initial posts should be thoughtfully prepared. They should argue coherently; you should use essay-style paragraphing; your sentences should be relatively free of typos and grammatical errors.

In addition to your "initial" posts, every student must write the assignments on 14 January and 2 February (these are marked in dark green on the syllabus). In total, then, you will write 10 of these 300-word assignments. Your grades on these will constitute the "Discussion assignment" portion of your final grade.

On the days when you do not post an "initial" message, you must **reply** to the initial post or to someone else's reply. Your response should **argue** for or against something asserted in the previous posts. These responses must be at least 100 words, and they must be posted to OAKS before class begins. You have 24 opportunities to post these responses, and you must do so 16 times. The responses can be less formal than the initial posts, though you should write with clarity, citing evidence for your own opinions. Your "Participation" grade will be largely influenced by your performance in these responses.

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<td>&quot;The Metamorphosis,&quot; Kafka</td>
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