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 362: Studies in Literature in History 1700-1900
   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 2011

4. Catalog Description (please limit to 50 words):
   A detailed study of literature written between 1700 and 1900, focused on a special topic to be determined by instructor.

5. CIP Code: 23.1404 (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:
   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.
   N/A
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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?
      The course provides students the opportunity to study literary texts written by a 
      range of authors within the context of a historical period between 1700 and 1900. 
      In particular, it allows them to study a specific issue as determined by the 
      instructor for which there is currently no suitable course in the catalog.
   
   b) How does the course support the mission statement of the department and the organizing 
      principles of the major? 
      The course is one of a number of courses that may fulfill a requirement for all 
      majors, a course in Literature in History 1700-1900.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of 
      the major? 
      This course is part of the end of the major, offering students the opportunity to 
      pursue in depth with an instructor a special topic not regularly offered but fulfilling 
      the requirements for Literature in History 1700-1900.
   
      b) For courses used by non-majors, how does the course support the liberal arts tradition 
      including linkages with other disciplines: 
      N/A

11. Method of teaching: 
    lecture, discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to 
      the offering of this course: 
      N/A

      b) Address potential shifts in staffing of the department as it relates to the offering of this 
      course: 
      The course will be offered as staffing is available, on a rotating basis.

      c) Frequency of offering:
         each fall: [ ]         each spring: [ ]
         every two years: [ ]   every three years: [ ]
         other [ ] (Explain):   It will be offered when an instructor chooses to offer it; 
         the course is not required for the major, though it may fulfill a major requirement.
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13. Requirements for additional resources made necessary by this course:

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

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:

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
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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.
ENGLISH 395: LITERATURE OF THE AMERICAN REVOLUTION AND EARLY REPUBLIC

Prof. Scott Peeples / 22B Glebe St. Rm. 201 / peepless@cofc.edu / http://www.cofc.edu/~peeples/ 953-1993 / Office Hours MWF 10-11 TR 11-12 and by appointment

OBJECTIVES
To survey American literature – fiction, drama, poetry, autobiography and other nonfiction – of the late eighteenth and early nineteenth centuries; to examine critically the artistic, political, and intellectual currents of the period through these representative texts; to consider how the literature of this period engages the still- vexing question of what it means to be American.

GRADED WORK
In-class writing 40 pts. approx.
2 Q-H-Q essays (3-4 pp.) 40 pts. (20 pts. each)
Presentation 10 pts.
Research Proposal 10 pts.
Research essay (8-10 pp.) 60 pts.
Mid-term exam 30 pts.
Final exam 40 pts.
Total 230 pts. approx.

POLICIES AND OTHER INFORMATION

1. Attendance and participation are requirements of this course. If you miss more than three classes, I will deduct two points from your final grade for each additional class you miss. (For example, if you miss six classes and your numerical grade for the course is an 81, it would turn into a 75.) You should save the three absences you’re allowed for illnesses and emergencies, because I do not distinguish between excused and unexcused absences when I calculate grades.

2. In-class writing: At some point in almost every class, I will give you a brief writing assignment, the main purpose of which is to allow you to write without the pressure of a substantial grade, in order to generate ideas for discussion or for your essays. If you demonstrate adequate familiarity with the text and a sincere effort to develop an idea through your writing, I will give you full credit (2 pts.). For writing that shows little effort or little familiarity with the text, I will assign 1 point. No significant effort/familiarity, no credit. No make-ups.

3. Q-H-Q stands for Question-Hypothesis-Question. First you pose an issue question (not a question of fact) regarding the reading for that day. Then you write a brief essay (about 750-1000 words) to support a hypothesis in response to that question. Finally, you present another issue question suggested by your hypothesis. The Q-H-Q requires no outside research, but you might use one or more of the supplemental readings to help support your hypothesis, or as a foil to your hypothesis. The Q-H-Q is not a report—it is an original, thoughtful response to what you’ve read.

Q-H-Q Essays will be scheduled on the second day of class. On one of the two days you’re scheduled to turn in a Q-H-Q, you will give a brief (5-10 min.) presentation to the class, discussing your hypothesis and questions.
4. **Criteria for graded writing:** I look primarily for content (evidence of original thinking, claims supported by textual evidence and logic), then effective organization of sentences into paragraphs and paragraphs into a coherent essay. Next I am concerned with the clarity of your sentences and your ability to vary sentence structures, and on the mechanical correctness of your writing.

***Late penalty: one letter grade for each class period an essay is late; one letter grade for each weekday an essay is late after classes end. I will not accept any written work after the date of the exam.***

I will assign number grades to your essays.
On a 100-pt. scale, A = 90–100, B+ = 86–89, B = 80–85, C+ = 76–79, C = 70–75, 
D = 65–69, and an F = 64 or lower.

If you want to improve your grades, talk to me about how you can write better exams and essays in the future: that's what I'm here for. However, I will not allow you to retake an exam or do an additional assignment for extra credit.

5. **Documentation and plagiarism:** I will assign a grade of zero to any paper that is not adequately documented. Consult Gordon Harvey's *Writing with Sources* for a clear explanation of how to integrate and document sources into your essays. For the specifics of MLA documentation, there's a link on my homepage to a document site; the library web page also includes easy access to MLA documentation guides, and copies of the *MLA Handbook* are available at the reference desk. I will turn over any paper that I suspect is plagiarized to the Honor Board, and if the student who submitted that paper is found in violation of the Honor Code, he or she will automatically fail this course.

**TEXTS:**

- Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin)
- *The Portable Thomas Jefferson* (Penguin)
- *Early American Drama* (Penguin)
- Susanna Haswell Rowson, *Slaves in Algiers* (Copley)
- Hannah Webster Foster, *The Coquette* (Oxford)
- *Selected Writings of Judith Sargent Murray* (Oxford)
- Gordon Harvey, *Writing with Sources* (Hackett)

**READING SCHEDULE** [subject to change / e = electronic reserve]

8/23 Freneau: "To an Author"


8/30 Franklin: *The Autobiography*, Parts 2, 3 and 4 (skip pp.112--middle of 130); D. H. Lawrence: "Benjamin Franklin"

9/1 Franklin: "The Speech of Polly Baker" (e), "Thoughts Concerning the Savages of North
America” (e), “Sidi Mehemet Ibrahim on the Slave Trade” (e); Edgar Allan Poe: “The Business Man”

9/6 Equiano: The Interesting Narrative, Chs. 1-9 (+ Carretta’s introduction)

9/8 Equiano: The Interesting Narrative, complete


9/15 Crèvecoeur: Letters 9, 10, 12


9/27 Jefferson: Notes on the State of Virginia, Queries 5, 6, 8, 11, 14, 18

9/29 Jefferson: Notes on the State of Virginia, Queries 15, 16, 17, 19; letters to Martha Jefferson (1783), Peter Carr (1785), Chastellux (1785), Benjamin Banneker (1791), Benjamin Rush (1803), Henri Grégoire (1809), Edward Coles (1814)

10/4 James Madison: Federalist 10 (e); “Agrippa”: [An Anti-Federalist Paper] (e); Jefferson: letters to Francis Hopkinson (3/13/89) and James Madison (3/15/89)

10/6 Royall Tyler: The Contrast (in Early American Drama)

10/11 Catch-up and review

10/13 Mid-term exam

Fall Break

10/20 Brown: Edgar Huntly (through Ch. 7)

10/25 Brown: Edgar Huntly (through Ch. 20)

10/27 Brown: Edgar Huntly (complete)

11/1 Rowson: Slaves in Algiers; Barlow: “The Hasty Pudding” (e)
11/3 Foster: *The Coquette* (through Letter XI.)

11/8 Foster: *The Coquette* (complete)


11/22 Dunlap: *André* (in *Early American Drama*)

Thanksgiving Break


12/1 Irving: *The Sketch Book*, pp. 173-82, 250-74, 291-322

Researched essay due Dec. 5 (Mon., 4:00 pm)

Exam 12/10 (Sat., 8-11)