FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Tim Carens  Email: carenst@cofc.edu  Phone: 3-5658

Department Name: English Graduate  Program name: M.A. in English

Course Prefix, Number, and Title: ENGL 576 Special Topics in American Literature

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE   CHANGE COURSE   DELETE COURSE

----- (Complete all sections below that apply including those indicated)-----

☒ New Course (attach syllabus*)
☐ Change Number (IV, VII, VIII, IX)
☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: fall 2015

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below

September 2011
Those who register for the course must be enrolled in the M.A. in English Literature or have the permission of the instructor.

Will this course be added to the Degree Requirements?

a) ☐ Yes  ☑ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☑ yes ☐ no If so, how many credit hours may the student earn in this course? 9

It is possible, although unlikely, that a student would take this course as many as 3 or more times. Because it is a special topics class, it will be used to designate different courses by different professors. A student would not be allowed to take the same exact version of the course more than once.

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A study of an author, topic, or problem in American literature that falls outside the routine offerings of the department. The subject for each course will be announced.
IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

The Joint M.A. in English program requires six courses in three specific periods of literary history: English Literature Before 1800; English Literature After 1800; and American Literature.

Students satisfy these requirements by taking a variety of courses, among them is English 517 (Special Topics), which is currently offered quite frequently, sometimes more than once in the same semester, because professors at the M.A. level often pursue a highly specialized field of inquiry. Many of our students thus take this course multiple times, as the content of the course changes with almost every new iteration.

We propose to create a new special topics course aligned with each of our period requirements: ENGL 576 (special topics in American Literature) as well as ENGL 575 (special topics in English Literature after 1800) and ENGL 574 (special topics in English Literature Before 1800).

These new classes will benefit students and administrators by simplifying the processes of registering classes and auditing degrees. Because Banner perceives every instance of 517 as the same course, advisors must currently file a special form to allow students to take the class more than once. Banner also cannot appropriately categorize any instance of 517 as fulfilling one of the historical period requirements. The new special topics classes will thus clarify the requirements that students have already fulfilled.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Acquire a knowledge of English literature within a specific historical period and national culture</td>
<td>Assessment methods will vary according to the specific class, but will generally include class participation, presentations, exams, and extended written analysis of literary and cultural texts. 80% of all students should be able to achieve a grade of B or higher on a signature assignment.</td>
</tr>
<tr>
<td>2. Present a persuasive written argument about the topic of the class and the works studied within it</td>
<td>Exams and essays will provide opportunities to demonstrate facility in written argumentation. 80% of students should be able to score a grade of B or better on a signature assignment.</td>
</tr>
<tr>
<td>3. Conduct thorough and appropriate secondary research that demonstrates a knowledge of leading critical and theoretical methodologies and integrates them effectively into written argument</td>
<td>Extended essays will provide opportunities to demonstrate comprehension of current trends in criticism and theoretical approaches and the ability to integrate them effectively into written arguments. 80% of students should be able to score a grade of B or</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course aligns well with central goals of the M.A. degree.

SLO #1 above advances our broader program goal #1: “To develop in our students a knowledge of English literature that combines both depth and breadth.”

SLO #2 above advances our broader program goal #3: “To develop in our students research and writing skills that demonstrate critical and analytical thinking as well as a familiarity with professional conventions and standards of documentation.”

And SLO #3 above advances our broader program goal #2: “To develop in our students an understanding of diverse scholarly and theoretical approaches to the study of literature and language.”

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

There will be no impact on other existing programs.

The new course will only affect the existing ENGL 517, which we currently use for all special topics courses. ENGL 517 will be offered much less frequently. This will cause no problem for students, as the program will be offering the same number of special topics classes and those classes will be more accurately categorized.

We will keep ENGL 517 on the books to use for those special topics that do not fit within any of the required historical period categories. (A course on a particular genre, such as the novel or the lyric, might well draw works from different eras and national cultures.)
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There will be no costs associated with the proposed course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 11/10/14

Signature of Department Chair:

Date: 1/15/15

Signature of Additional Chair*:

Date: 

Signature of Schools' Dean:

Date: 1/18/15

Signature of Additional Schools' Dean*:

Date: 

Signature of the Provost:

Date: 3/3/15

Signature of Budget Director/Business Affairs Office:

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: 2/24/2015

Signature of Chair of the Graduate Council:

Date: 3/3/15

Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:
English 576: Special Topics in American Literature
Mark Twain and Post-Modernism

Instructor: Dr. James Leonard
Office: Capers 119D
Hours: 3:45-4:45 p.m. MW
Phone: 953-5144
e-mail: leonardj@citadel.edu

Texts:
The Bible According to Mark Twain, Baetzhold and McCullough
The Devil's Race-Track, Tuckey
The Mysterious Stanger Manuscripts, Gibson
Slaughterhouse-Five, Vonnegut
Waiting for the Barbarians, Coetzee

Student Learning Outcomes:
1. Acquire a knowledge of English literature within a specific historical period and national culture
2. Present a persuasive written argument about the topic of the class and the works studied within it
3. Conduct thorough and appropriate secondary research that demonstrates a knowledge of leading critical and theoretical methodologies and integrates them effectively into written argument

Course Goals:
1. To gain a knowledge of the social, political, economic, and literary contexts of late nineteenth-century and early twentieth-century America, with a particular focus on the writings and life of Mark Twain.
2. To gain an understanding of Mark Twain's relation to works by later American authors, and thus to gain a better understanding of the dominant literary trends of the twentieth and twenty-first centuries—with particular attention to the postmodern era.
3. To successfully complete a research project including both individual and collaborative elements.
4. To utilize and improve oral communication skills through class participation and oral presentation.

Rules:
1. Complete assignments on time.
2. Be ready to participate in class during each class period.
3. Be familiar with policies prohibiting plagiarism and other types of cheating, and be guided by them; if you are uncertain, ask for clarification.
**Expectations for essay(s):** Good grammar, sophisticated sentence and paragraph construction, logical thinking, precise usage of words and phrases, textual accuracy, familiarity with literary conventions and types of literary analysis.

**Expectations for research activities:** Use of correct format for presenting material; discrimination of useful/reliable material from less useful/reliable; effectiveness in covering the total scope of the available material for the subject being researched.

**Expectations for class participation:** Attention; evidence of having thought about themes, contexts, and implications of the material being considered.

**Special features:** This is a multimedia section of ENCL 517, based in The CitLearn server. Ability to access materials on the Internet will be necessary.

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**English 517 Assignments**

**Spring 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
<th>Author/Twain Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>getting oriented</td>
<td>General Introduction</td>
<td></td>
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<tr>
<td>January 23</td>
<td>postmodern novel</td>
<td>Slaughterhouse-Five</td>
<td>Vonnegut</td>
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<tr>
<td>January 30</td>
<td>dream narratives</td>
<td>The Enchanted Sea-Wilderness; Which Was the Dream?; The Great Dark</td>
<td>The Devil’s Race-Track</td>
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<tr>
<td>Feb. 6</td>
<td>theological narratives</td>
<td>Little Bessie; Little Nellie; Thoughts of God; Synod of Praise; Three Thousand Years</td>
<td>The Devil’s Race-Track</td>
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<tr>
<td>Feb. 13</td>
<td>Heaven and Earth</td>
<td>Letters from the Earth; Extracts from Adam’s Diary; Eve’s Diary</td>
<td>The Bible According to Mark Twain</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Heaven research presentations</td>
<td>Captain Stormfield’s Visit to Heaven; Mark Twain and Cultures</td>
<td>The Bible According to Mark Twain</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reading Material Topic/Author</td>
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<tr>
<td>Feb. 27</td>
<td>research presentations</td>
<td>Mark Twain and Science/Fiction</td>
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<td></td>
<td></td>
<td>Mark Twain and Humanized Metaphysics</td>
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<tr>
<td>March 6</td>
<td>postmodern novel</td>
<td>Waiting for the Barbarians</td>
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<td></td>
<td></td>
<td>J. M. Coetzee</td>
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<tr>
<td>March 13</td>
<td>recapitulation</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>March 20</td>
<td>unfinished versions</td>
<td>Chronicle of Young Satan; Schoolhouse Hill</td>
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<td></td>
<td></td>
<td>Mysterious Stranger</td>
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<tr>
<td>March 27</td>
<td>Spring Break</td>
<td>No. 44, The Mysterious Stranger</td>
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<tr>
<td>April 3</td>
<td>final version</td>
<td>Mysterious Stranger</td>
<td></td>
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<tr>
<td>April 10</td>
<td>panel discussion postmodern reading; Mark Twain and Science/Fiction</td>
<td>Offloading for Mrs. Schwartz</td>
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<tr>
<td></td>
<td></td>
<td>George Saunders</td>
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<tr>
<td>April 17</td>
<td>panel discussion postmodern reading; Mark Twain and Cultures</td>
<td>Half and Half</td>
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<td></td>
<td></td>
<td>Amy Tan</td>
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<tr>
<td>April 24</td>
<td>panel discussion postmodern reading; Mark Twain and Humanized Metaphysics</td>
<td>Class</td>
<td></td>
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<td></td>
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<td>Sherman Alexie</td>
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<tr>
<td>April 28</td>
<td>Research Paper Due</td>
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<tr>
<td>May 1</td>
<td>Final Exam</td>
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Research Project

ENGL 517 — Spring 2014

The research project will involve working with partners to research one of the three available topics and present the results of the research to the class. This will include the following steps:

1. Jan. 16-23. Form a research group and choose a topic.
2. Feb. 13-27. Each member of the group will choose a research source pertinent to the chosen topic (an essay or other short work, or a portion of a longer work) and present it to the class, outlining its argument/plot/other structure and explaining its pertinence to the topic. 10-15 minutes per presentation.
3. April 3-17. The members of the group will collaboratively present the results of their research to the class. About one hour for the group presentation.
4. April 24. Individually authored research papers due. 8-10 pages. Works Cited, including at least five high-quality sources formatted in current MLA documentation style.

Grading Scale

Midterm Exam (15%); Final Exam (15%); Research Paper (20%); Research Sources/Documentation (10%); Research Presentations (20%); Class Participation Throughout (20%)