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 703 Seminar in English Literature Before 1800

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus*)</td>
<td>☐ Change Number (IV, VII, VIII, IX)</td>
<td>☐ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>☐ Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

☐ 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
Those who register for the course must be enrolled in the M.A. in English Literature or have the permission of the instructor. Students normally must complete 12 credits in the program before taking a seminar.

Will this course be added to the Degree Requirements?

a) ☒ Yes    ☐ No

b) If yes, explain

Students must take at least one seminar, although they may fulfill that requirement by taking ENGL 700, ENGL 703, ENGL 704, or ENGL 705

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>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 times. It will be used to designate different seminars on different topics within the specified period 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.

Research into a scholarly or critical problem in English literature, composition, or language before 1800. Progress, methods, and results will be shared with the class by presentation and discussion and will lead to the preparation of a single long paper. 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. The program also requires at least one seminar, which may additionally fulfill one of these period requirements or may fulfill an elective requirement.

Students currently satisfy the seminar requirement and, because one seminar is offered each semester, frequently take more than one. Many of our students thus take ENGL 700 course multiple times, as the content of the course changes with almost every new iteration.

We propose to create a new seminar course aligned with each of our period requirements: ENGL 703 (seminar in English Literature Before 1800); ENGL 704 (seminar in English Literature After 1800); and ENGL 705 (seminar in American Literature).

These new seminars will benefit students and administrators by simplifying the processes of registering classes and auditing degrees. Because Banner perceives every instance of 700 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 700 as fulfilling one of the historical period requirements. The new seminars 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, and an extended written analysis of literary and cultural texts. 80% of 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>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</td>
<td>Extended essays will provide opportunities to demonstrate comprehension of current trends in criticism and theoretical approaches and the ability to</td>
</tr>
</tbody>
</table>
them effectively into written argument integrate them effectively into written arguments. 80% of students should be able to score a grade of B or better on a signature research essay assignment.

4.

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 perfectly 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 700, which we currently use for all seminar courses. ENGL 700 will be offered much less frequently. This will cause no problem for students, as the program will continue to offer one seminar each semester, which will be more accurately categorized.

We will keep ENGL 700 on the books to use for those seminar topics that do not fit within any of the required historical period categories. (A seminar on a particular genre, for example, 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: 11/19/15

Signature of Additional Schools’ Dean*:

Date: 

Signature of the Provost:

Date: 2/13/15

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: 2/24/15

Signature of Chair of the Graduate Council:

Date: 3/13/15

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
ENGL 703 Seminar in English Literature Before 1800:
Dress, Deception, & the 18th-Century British Novel

Dr. Kathryn Strong

Fall 2012

Course description
Our focal problem in literature is the eighteenth century’s alignment of clothing with deception. When the novel was first developing in eighteenth-century England, it was a lie. At least, that’s what many of its critics claimed. In this seminar, we will start with those claims to explore for ourselves the kinds of deceptions the early novel perpetuates. Both the form and content of the novel can be said to deceive, so both the narratives and the structure of the texts will come under scrutiny. But even more specifically, we’ll look at the role that dress plays in perpetuating novelistic deceptions. In this era, many characters attempt to convince onlookers that they possess a different career or social status — and in some cases, even a different gender — through the careful use of clothing. We’ll discuss how texts and textiles relate through the common ground of deception, and we’ll ask ourselves to what extent deception is an intriguing, or perhaps integral, part of the genre of the novel.

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

Primary texts
Daniel Defoe. The Fortunes and Misfortunes of the Famous Moll Flanders.
Maria Edgeworth. Belinda.
Henry Fielding. Tom Jones.
Eliza Haywood. The History of Miss Betsy Thoughtless.
Elizabeth Inchbald. A Simple Story.
Charlotte Lennox. The Female Quixote.
Any edition of these texts is acceptable; you may also choose to use versions available for your Kindle, Nook, or other e-reader, and this is fine. Please note in your searches that Daniel Defoe’s novel is sometimes simply called Moll Flanders.

Assignments
Students bear the responsibility of turning in all assignments on time. Apart from the final essay, all work is due at the beginning of the class period that is listed as the due date. If you know in advance that you will miss class on a due date, it is your responsibility to turn in your work ahead of time. If you are more than 10 minutes late to class on a due date, your work will be marked as late. The due date of the final essay, as provided on the course schedule, has a specified time as well as date. Email copies of work are not acceptable substitutes for hard copies (if you are hospitalized, I will make an exception to this). Work submitted late will be penalized one grade level. That means that a work of “B” quality turned in between 10 minutes and one day late will earn a “C.” Late work will also not receive any instructor commentary. If a
student misses any work that is assigned in class, this missed assignment may NOT be made up. No work will be accepted if it is more than one week late.

**OED Assignment** — You will receive two words that you will define (narratively, not in dictionary-entry style) and exemplify in accordance with the directions set forth on the class website.

**Class participation** — Since discussion is central to exploring and understanding literature, part of your grade will result from your classroom participation. Asking targeted questions, contributing interpretations and informed comments, and respecting the opinions of others form the bulk of class participation.

**Presentation** — Each student will present his or her findings prior to submitting a final essay. The goal of each presentation is not only to encourage you to formulate a clear statement of your essay’s thesis, but also to encourage helpful discussion of ways to enhance your argument. Each presentation will last between 5 and 10 minutes and should include your thesis, brief supporting points, and a preliminary list of sources.

**Essay** — As per The Citadel’s requirements for ENGL 700, you will write one 20-page essay that explores an assigned text in light of the class’s themes. While I recommend focusing on only one of our assigned texts, you may discuss more than one of our primary texts in your essay. I strongly caution against including more than two of our primary texts, however, because this is likely to dilute your focus and compromise the depth and intensity of your argument. Do not write about primary texts outside of this class’s reading list.

**Grade breakdown**

- **OED assignment**: 10% of course grade
- **Class participation**: 10% of course grade
- **Presentation**: 10% of course grade
- **Final Essay**: 70% of course grade

**Schedule**

Please note that this schedule is subject to change. Any changes announced in class will overwrite this written version. PDF files will be posted online at kathrynhanse.wordpress.com

**August 23** — Introduction

**August 30** — Fantomina by Eliza Haywood (pdf) & selection from Terry Castle’s *Masquerade and Civilization* (pdf)

**September 6** — *Moll Flanders* by Daniel Defoe & selection from Lennard Davis’s *Factual Fictions* (pdf)

**September 13** — Selections from *The Tatler* and *The Spectator* (pdf) & selection from Erin Mackie’s *Market a la Mode* (pdf)

**September 20** — *The History of the Nun* by Aphra Behn (pdf) and **OED report due**

**September 27** — *Tom Jones* by Henry Fielding & selection from Ian Watt’s *Rise of the Novel* (pdf)

**October 4** — *Masqueraders* Part 1 and Part 2 by Eliza Haywood (pdf) & selection from Catherine Craft-Fairchild’s *Masquerade and Gender* (pdf)

**October 11** — *The Female Quixote* by Charlotte Lennox

**October 18** — *The History of Miss Betsy Thoughtless* by Eliza Haywood

**October 25** — *A Simple Story* by Elizabeth Inchbald

**November 1** — *Belinda* by Maria Edgeworth

**November 8** — *The Castle of Otranto* by Horace Walpole and **update on seminar essay due**
November 15 — Presentations due
November 19-23 — Thanksgiving break
November 29 — Northanger Abbey by Jane Austen
December 3 — Seminar essay due