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 705 Seminar 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  ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
(attach syllabus*)  ☐ 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
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) [x] 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>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>
</tr>
</tbody>
</table>

B. Credit Hours | 3

Is this course repeatable? [x] 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 American literature, composition, or language. 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 705 (seminar in American Literature); ENGL 703 (seminar in English Literature Before 1800); and ENGL 704 (seminar in English Literature After 1800).

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 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 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:

[Signature]
Date: 11/10/14

Signature of Department Chair:

[Signature]
Date: 1-15-15

Signature of Additional Chair*:

[Signature]
Date: 1/19/15

Signature of Schools’ Dean:

[Signature]
Date: 

Signature of Additional Schools’ Dean*:

[Signature]
Date: 

Signature of the Provost:

[Signature]
Date: 3/3/15

Signature of Budget Director/Business Affairs Office:

[Signature]
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:

[Signature]
Date: 2/24/2015

Signature of Chair of the Graduate Council:

[Signature]
Date: 3/13/15

Signature of Faculty Senate Secretary:

[Signature]
Date: 

Date Approved by Faculty Senate: __________________________
English 705: Seminar in American Literature -- Edgar Allan Poe
Professor Hutchisson
Fall 2013

Contact: hutchissonj@Citadel.edu. You can always reach me by email.
Office: Capers 116.
Phone: 953-5139

Description: Edgar Allan Poe was an American original in so many different ways: master of the Gothic fiction tradition, inventor of the detective story, poet and essayist, critic and reviewer, and sometimes comic hoaxter and social critic. His legacy persists today in everything from Simpsons parodies to rock albums to ballets to the names of taverns--and even that of even a pro football team. In this seminar we will learn about Poe's unfortunate and sometimes bizarre life and we will sample the broad range of his writings. We will also study Poe's life and writings in their nineteenth-century context with the aid of ancillary readings of historical documents, magazine and newspaper pieces, and even fiction and poetry that may have served as analogues or sources for Poe's work. We will supplement our own critical interpretations of the texts with those of other academics.

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

Texts: Please buy these editions (available in the campus bookstore) for ease of reference with page numbers. Always bring the book to class.


Requirements: Class participation factors into your final evaluation. Please bring the book to class, take good notes, and take part actively in the discussion.

1. A seminar paper on a particular text (indicated in the schedule by a *), to be presented orally in class then submitted in final essay form the following week. Due dates will vary. The oral presentation should take about 20 minutes (10 pages, double spaced, if you are reading from a paper). The essay, revised and expanded to
include academic criticism of the text and any other relevant changes, should be 14-16 pages, double-spaced. 25%
2. A research paper on a preassigned topic, to be presented orally in class during the final two weeks of the course. The oral presentation should be a summary of the entire project and take about 12-15 minutes (6-7 pages, double spaced, if you are reading from a paper). The essay, due at the same time, should be 25-30 pages, double-spaced, including notes and works cited. 35%
3. Accompanying the research paper, an annotated bibliography of 25-30 sources—a mix of academic journal articles and scholarly books (or parts thereof)—on the topic of your research paper. Annotations should be specific and should not be longer than 3-4 sentences per entry. 10%
4. A short-answer exam on Poe biography in the third week of class (10 Sept). 10%
5. A final exam, comprised of identification questions and essay questions (17 Dec). 20%

Nineteenth-century texts listed below by an author other than Poe are to be found in one or the other of the appendices to the Broadview edition of the tales and poems. Academic criticism on Poe is mostly in the Cambridge Companion; other essays may be made available to you electronically as PDFs. Primary selections in the Broadview edition of the tales and poems may be supplemented by the authoritative e-texts found online at www.eapoe.org, the website of the Edgar Allan Poe Society of Baltimore. This scholarly website will be a useful reference point throughout the course.

Schedule: Throughout the semester, I may also occasionally assign additional academic criticism to read for a given week.

No topic concerning Poe can exist in a vacuum. Expect some overlap from week to week as we discuss a particular subject (e.g., death, remembrance, women, writing, etc) that we will likely have already mentioned in an earlier class and will surely mention again later on. These perspectives should enrich our understanding of the author and stimulate discussion in a myriad of ways.

27 August: Poe the Man and the Creation of the Poe Legend
Sandra Tomc, “Poe and his circle”; Hutchisson, “Introduction” to the Broadview edition of the tales and poems; and begin reading Hutchisson, Poe, so that you are finished by the third class meeting, on 10 September.

3 Sept: Tales of Sensation

10 Sept: Tales of Psychical Conflict
Drama of Lord Byron

17 Sept: The Mystery Stories
"The Purloined Letter"; "The Murders in the Rue Morgue"; "Thou Art the Man"; Peter Thoms, "Poe's Dupin and the power of detection"

24 Sept: Poe's Only Completed Novel
The Narrative of Arthur Gordon Pym; John Cleve Symmes, Symzonia (excerpt); Hutchisson, "Poe, Hoaxing, and the Digressions in Arthur Gordon Pym" (PDF); Geoffrey Sanborn, "A confused beginning: The Narrative of Arthur Gordon Pym of Nantucket"

1 Oct: The Gothic

8 Oct: Poe's Aesthetic Vision
"The Philosophy of Furniture"; "The Domain of Arnheim"; review of Hawthorne; review of Dickens; "The Philosophy of Composition"; A. W. Schlegel, Lectures (excerpt); Coleridge, Biographia Literaria (excerpt)

15 Oct: The Feminine Ideal
"To Helen"; "Lenore"; "Annabel Lee"; "Morella"; "Ligeia"; Washington Irving, Biography of Margaret Miller Davidson (excerpt); Joan Dayan, "Amorous Bondage: Poe and the Ladies" (PDF); Teresa A. Goddu, "Poe, sensationalism and slavery"

22 Oct: Explorations of Science/Fiction
"MS. Found in a Bottle"; "The Facts in the Case of M. Valdemar"; "A Descent into the Maelstrom"; "Sonnet--To Science"; Chauncey Hare Townshend, Facts in Mesmerism (excerpt); John Tresch, "Extra Extra Poe invents science fiction"

29 Oct: The Publishing Scene and American Literary Nationalism
"How to Write a Blackwood Article"; "A Predicament"; "Exordium to Critical Notices"; review of Drake and Halleck (excerpt); review of Norman Leslie (excerpt); review of Henry Wadsworth Longfellow (excerpt); Kent Ljunquist, "The poet as critic"

5 Nov: Urbanization and The Social Scene

12 Nov: Violence and Revenge
"Berenice"; "Hop-Frog"; "Metzengerstein"; George Lippard, The Quaker City (excerpts)
19 Nov: Grief, Remembrance, and the Power of Words
"The Raven"; "Annabel Lee"; "Loss of Breath"; "Silence--A Fable"; "Shadow"; "[The Lighthouse]"

Thanksgiving

3 Dec: Research presentations

10 Dec: Research presentations

17 Dec: Final Exam

Papers: are due on the date assigned. Late papers are penalized 10 points per calendar day that they are late. No papers are accepted after 5 days have elapsed since the due date.

Grades: all grades are final. There are no exceptions to this policy.

Attendance: Attendance is mandatory. Absences in excess of 20% of class meetings results in a “F” for the course. As we meet only once a week, you should plan to be at every class meeting.