FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

• In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
• You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

1. New Course Form—ENGL 375
2. New Course Form—ENGL 380
3. Delete Course Form—ENGL 406
4. Change Program Form—English Major
5. Change Program Form—English Major with Concentration in Creative Writing
6. Change Minor Form—Minor in Creative Writing

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

                                 [Signature]
                                 Date: 1-27-15

2. Signature of Academic Dean:

                                  [Signature]
                                 Date: 1/28/15

3. Signature of Provost:

                                   [Signature]
                                 Date: 2/10/15

4. Signature of Business Affairs (only for course fees):

                                 [Signature]
                                 Date: ________________

☐ fee approved on ____________
☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

                                 [Signature]
                                 Date: 2/20/2015

6. Signature of Budget Committee Chair (only for new programs):

                                 [Signature]
                                 Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

                                 [Signature]
                                 Date: ________________

8. Signature of Faculty Senate Secretary:

                                 [Signature]
                                 Date: ________________

Date Approved by Faculty Senate: ________________

01-23-15 03:40 RCVO
January 26, 2015

Dear Curriculum Committee Members,

The English Department is submitting several curriculum changes to the English Major, to the English Major with Creative Writing Concentration, and to the Creative Writing Minor for your approval. These changes consist of the following:

1. We are proposing two new courses:
   • ENGL 375: Studies in Creative Writing
   • ENGL 380: The Literary Magazine, Publishing, and Editing

2. We are proposing to delete an existing course:
   • ENGL 406: Crazyhorse Literary Publishing Practicum

3. We are proposing to change the English Major, as follows:
   a. Add the new course ENGL 375: Studies in Creative Writing to the list of possible courses under the category: “Creative Writing or Writing Rhetoric and Language: Choose one,” under the subheading “Creative Writing.”
   b. Add the new course ENGL 380: The Literary Magazine, Publishing, and Editing, to the list of possible courses under the category: “Writing, Rhetoric, and Language.”
   c. For English major, delete ENGL 406, Crazyhorse Literary Publishing Practicum from the curriculum.

4. We are proposing to change the English Major with Concentration in Creative Writing as follows:
   a. Add the existing course, ENGL 339: Advanced Creative Writing, to the list of possible courses under the category: “Select one additional Creative Writing course at the 300-level or above.”
   b. Add the new course, ENGL 375: Studies in Creative Writing, to the list of possible courses under the category: “Select one additional Creative Writing course at the 300-level or above.”
   c. Add the new course, ENGL 380: The Literary Magazine, Publishing, and Editing, to the list of possible courses under the category: “Writing, Rhetoric, and Language.”
   d. Delete ENGL 406, Crazyhorse Literary Publishing Practicum from the curriculum.
5. We are proposing to change the **Creative Writing Minor** as follows:

   a. Add ENGL 201, Major British Writers I, to the category that currently includes ENGL 202, Major British Writers II, and ENGL 207, Survey of American Literature to the Present. Students must choose 3 hours from this category.

Thanks so much for considering these changes. I’m happy to answer any questions you might have about them.

Sincerely,

Susan Farrell

Susan Farrell
Chair, English Department Curriculum Committee
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Emily Rosko
Phone: 843.953.0878
Email: roskoe@cofc.edu

Department or Program: English
School: HSS

Subject Acronym and Course Number: ENGL 375

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This new “Studies in Creative Writing” course will serve to replace our Department’s overuse of the general ENGL 395: Special Topics course. The change helps to alleviate the course substitutions and special exemptions that the Associate Chair and the Registrar’s Office have to process. This course is in line with all of the English Department’s other categories in the major which have a “Studies in XYZ” course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There is no impact on existing programs and courses. Overall, this new course will allow for more flexibility for the development of courses in topics that fulfill student interests and needs and are not regularly offered in creative writing.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  
Contact hours:  

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  
If yes, how many total credit hours may the student earn?  

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: English  
School: HSS  
Subject Acronym: ENGL  
Course Number: 375

Credit hours: 3 lecture  
Contact hours: 3 lecture  

Course title: Studies in Creative Writing

Course description (maximum 50 words, exactly as it appears in the catalog):

A detailed study in creative writing, focused on a special topic to be determined by instructor. May be repeated when topic varies.

Restrictions (pre-requisites, co-requisites, majors only, etc.): ENGL 110 or equivalent.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  
If so, which course?  

If equivalent, will the newly-created course replace the existing course?  
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): N/A
Note: Cross-listed courses are equivalent.

Is this course repeatable?  
If yes, how many total credit hours may the student earn?  

Is there an activity, lab, or other fee associated with this course?  
What is the fee?  
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

This form was last updated on 12/13/13 and replaces all others.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs or costs savings associated with the new course addition.

H. 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. Develop strategies for composing and revising new creative works.</td>
<td>Measured through creative writing assignments. All students will be assessed, each time the course is offered. Grades should be average.</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of how to engage with primary and secondary texts; cultural and literary contexts.</td>
<td>Measured through a critical analysis paper. All students will be assessed, each time the course is offered. Grades should be above average.</td>
</tr>
<tr>
<td>3. Apply specific rhetorical figures/tropes, generic conventions, and literary devices to their own writing.</td>
<td>Measured through final creative writing project or work. All students will be assessed, each time the course is offered. Students should be able to apply new techniques or ideas to their writing. Grades should be above average.</td>
</tr>
<tr>
<td>4. Demonstrate the ability to appraise the work of others regarding rhetorical figures/tropes, literary devices, authorial intent, and generic conventions.</td>
<td>The workshop comments that are collected will measure this. All students will be assessed, each time the course is offered. Grades should be above average.</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 mission statement of the Department of English states that we seek to teach students to read perpectively and critically; to understand the historical, cultural and aesthetic dimensions of language and literature; and to write with clarity and precision. This course’s content and assignments are all geared toward fulfilling those goals. Students in this course will read—as critics, editors, and writers—texts by published authors and peers in order to critically engage the intent and aesthetic of a good literary artwork. Student will write creative works that utilize key concepts, rhetorical tropes, and that seek to influence/have an effect on an audience.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☑ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
☐ (For new courses only) I have attached a syllabus.
☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
☑ I have submitted one Signature Form that lists all of the different forms I am submitting.
THE LYRIC ESSAY

Prof. Emily Rosko

Fall 2013
M 4:00-6:45

The lyric essay doesn’t expound, is suggestive rather than exhaustive, depends on gaps, may merely mention. It might move by association, leaping from one path of thought to another by way of imagery or connotation, advancing by juxtaposition or sidewarding poetic logic. It often accretes by fragments, taking shape mosaically, its import visible only when one stands back and sees it whole.

—Deborah Tall & John D’Gata

COURSE DESCRIPTION

The lyric essay resides between the space of poetry and prose, subjectivity and objectivity. At its best, a lyric essay sings forth an interiority and endeavors (from the French, essayer: “to try”) to approach, often difficult, topics of the self and the world via poetic language, collage, associative logic and nonlinearity. Thus, the lyric essay enacts a consciousness at work, turning over a subject—full of fits and starts, failures, digressions, epiphanies, and a resistance to closure. In this course, students will map the terrain of the lyric essay: work in which writers revise nonfiction traditions (such as, coherent narrative or rhetorical arcs; an identifiable, transparent, or stable narrator, and the familiar categories of memoir, personal essay, travel writing, and argument) and intertwine them with the tools of lyric poetry (prosody, image & metaphor, parataxis, reticence, apostrophe, persona). Through critical and creative assignments, students will test the boundaries of what the hybrid genre of the lyric essay can do.

Required Texts:

REQUIREMENTS

Readings: All assigned readings are required.

Daybook (35%): This is the single most important course requirement. A daybook is more than a record, more than a diary, it is the intellectual account, the creative playground, and memory storehouse of one’s day. You must write in your daybook daily—throughout the day—for the entire semester, for it serves as the generative seedbed for the final lyric essay. Carry it, and a pen, with you everywhere. The content of the daybook does not have to be organized (other than by date). It should include a mix of the following elements:

1) The Random: Everything! The odd, the surprising, the accidental encounters of your day. Observations that you make. What the weather is doing. Emotions that rise to the surface. Memories. Sensations. Images. Responses to the world, people, the news, what you’re learning or reading in other classes. How the body is feeling. Pieces of language or music that get stuck in your head. As this goes on and the “random” collects, start to pay attention to images, language, or territory that you seem to keep returning to.
2) **Reading Responses:** Responses to the readings for this course. This can include:
   - Critically-minded responses to the content;
   - An assessment of how the text takes shape formally and structures its narrative;
   - A description of the *ethos*, that is, how the writer’s voice works to establish authority/credibility;
   - How the author mines and collects their experiences, memories, emotions;
   - If important, what isn’t said;
   - Favorite moments and sentences;
   - Questions for the text;
   - Specific things you want to talk about for our meetings.

3) **Creative Episodes:** These are a bit more intentional in that I’d like you to spend an hour a day thinking about your lyric essay topic and writing toward it. It can still be messy, in that it does not have to have a structure, but let this be a meditative activity—thinking and writing specifically about your topic or things related to your topic. I suggest you do this at night, before heading off to sleep; or else, if you’re able to give yourself the space and time, first thing in the morning. Additionally, you might try to revisit and/or pull together some of the random elements written from earlier in the day.

**Drafts (15%):** Out of all of your daybook writings, you will compose three short drafts (under 5 pages) that can either be the start of three separate lyric essays, or parts of one lyric essay.

**Workshop Critique:** In creative writing courses, you are responsible for attending to the workshop poems of your peers *with the same thoroughness and consideration that you hope your workshop poems will receive.* You are required to write constructive comments/feedback on every workshop piece. These critiqued works will be returned to the author as a resource for revision. You should aim to mark up the draft and write a paragraph of feedback. You must strive to place adequate pressure on the poem by offering sharply reasoned, insightful, specific constructive criticism. Sign your name to acknowledge your comments.

**Attendance & Participation (15%):** Of course, in our workshop setting, your participation and engagement in the readings and discussions is absolutely essential. I hope, too, you will bring to the table each week as well the various interests, questions, and/or ideas that you are thinking about or want to pursue.

**Final Lyric Essay (35%):** A 20-25 pages of a completed and revised lyric essay, with a critical introduction.

**Grading Scale:** There are 1000 points for the course; the grade ranges are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-939</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
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<tr>
<td>C</td>
<td>740-769</td>
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<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>640-669</td>
</tr>
<tr>
<td>D-</td>
<td>600-639</td>
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</tbody>
</table>

**These are strict cut-offs; an 899 is a B+, and no amount of wheeling will turn it into an A**!

**ACADEMIC INTEGRITY: THE HONOR CODE**

A College of Charleston student’s submission of work for academic credit indicates that the work is the student’s own. All outside sources should be acknowledged, and the student’s academic position truthfully reported at all times. Violating the College’s Honor Code policy is a serious offense, even if the violation is unintentional. Additional information about the Honor Code can be found in the CofC Student Handbook posted at: [http://studentaffairs.cofc.edu/honor-system/studenthandbook/](http://studentaffairs.cofc.edu/honor-system/studenthandbook/)
ENGL 395: Studies in Creative Writing

THE LYRIC ESSAY

You are responsible for reading this information and for understanding the College’s rules regarding academic integrity. Talk to me if you have any concerns.

ACCORDANCE WITH COFC POLICIES
This professor respects and upholds the College of Charleston’s policies and regulations pertaining to academic integrity; sexual harassment and discrimination; the observation of religious holidays; confidentiality of student records; and assistance to disabled students in compliance with the Americans with Disabilities Act. It is the student’s responsibility to notify professors immediately if special accommodations are needed, and students should contact Center for Disability Services [Lightsey Center, Suite 104; http://disabilityservices.cofc.edu; SNAP@cofc.edu; (843) 953-1431]. All students are advised to become familiar with the respective College regulations and are encouraged to bring any questions to my attention.

SCHEDULE

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>MONDAY: August 26</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Introduction to the course, requirements, policies.</td>
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<tr>
<th>WEEK 2</th>
<th>MONDAY: September 2</th>
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<tbody>
<tr>
<td></td>
<td>READINGS: Deborah Tall and John D’Agata, “The Lyric Essay” [HANDOUT]</td>
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<td>Miller, “The Lyric Essay” [HANDOUT]</td>
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<tr>
<th>WEEK 3</th>
<th>MONDAY: September 9</th>
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<tbody>
<tr>
<td></td>
<td>READINGS: Kitchen, “Grounding the Lyric Essay” [HANDOUT]</td>
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<tr>
<td></td>
<td>Eula Biss, “The Pain Scale” [HANDOUT]</td>
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<td></td>
<td>Mintz, “On a Scale from 1 to 10: Life Writing and Lyrical Pain” [HANDOUT]</td>
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<th>WEEK 4</th>
<th>MONDAY: September 16</th>
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<td>DUE = Draft 1</td>
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<th>MONDAY: September 23</th>
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<td>READINGS:</td>
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<th>WEEK 6</th>
<th>MONDAY: September 30</th>
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<tr>
<th>WEEK 7</th>
<th>MONDAY: October 7</th>
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<tbody>
<tr>
<td></td>
<td>READINGS: Rankine, Don't Let Me Be Lonely: An American Lyric</td>
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<tr>
<th>WEEK 8</th>
<th>MONDAY: October 14</th>
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<tr>
<td></td>
<td>&lt;&lt;&lt; No Class :: FALL BREAK &gt;&gt;&gt;&gt;</td>
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<td>WEEK 9</td>
<td>MONDAY: October 21</td>
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<td>DUE = Draft 2</td>
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<tr>
<td>READINGS: Sutin, <em>A Postcard Memoir</em></td>
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<tr>
<th>WEEK 10</th>
<th>MONDAY: October 28</th>
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<tbody>
<tr>
<td>READINGS: Sutin, <em>A Postcard Memoir</em></td>
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<tr>
<th>WEEK 11</th>
<th>MONDAY: November 4</th>
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<tr>
<td>READINGS:</td>
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<tr>
<th>WEEK 12</th>
<th>MONDAY: November 11</th>
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<tbody>
<tr>
<td>DUE = Draft 3</td>
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<tr>
<td>READINGS:</td>
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<thead>
<tr>
<th>WEEK 13</th>
<th>MONDAY: November 18</th>
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<tbody>
<tr>
<td>Workshop</td>
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<tr>
<td>Writing and Revising</td>
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<tr>
<th>WEEK 14</th>
<th>MONDAY: November 25</th>
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<tbody>
<tr>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td>Writing and Revising</td>
<td></td>
</tr>
</tbody>
</table>

DUE Monday, December 2 @ 4:00 PM (my office) = Final Lyric Essay
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Emily Rosko Phone: 843.953.0878 Email: roskeo@cofc.edu

Department or Program: English School: HSS

Subject Acronym and Course Number: ENGL 380

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course was taught twice, in previous semesters, under ENGL 395: Special Topics. The Department of English would like to make this course part of the undergraduate catalog as an official and regularly offered course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There is no other course in the Department offered on the topic of publication. This course will offer students the opportunity to learn about the publishing industry and to gain skills and practice in professional writing and editing. Student will practice and apply rhetorical analysis and critical analysis skills.

This course will be offered every other Spring semester.
There is no impact on other existing programs and courses.

This form was last updated on 12/13/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study 
Contact hours: __ lecture __ lab __ seminar __ independent study 
Course title: 
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.): 
Cross-listing, if any: 
Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ______

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: English 
School: HSS 
Subject Acronym: ENGL 
Course Number: 380 

Credit hours: 3 lecture __ lab __ seminar __ independent study 
Contact hours: 3 lecture __ lab __ seminar __ independent study 
Course title: The Literary Magazine, Publishing, and Editing 
Course description (maximum 50 words, exactly as it appears in the catalog):

Preparation for and practice in the types of writing important to editors, publishers, and authors. Students learn editing skills and about the publishing industry. Scholarly and literary journal editors, agents, book designers, or other industry professionals visit the class. Writings include reviews, rhetorical analyses, professional letters to apply to internships.

Restrictions (pre-requisites, co-requisites, majors only, etc.): ENGL 110 or equivalent.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no If so, which course? __________________

If equivalent, will the newly-created course replace the existing course? □ yes □ no 
Note: If yes, you must deactivate that course by submitting an additional Course Form. 

Cross-listing, if any (submit approval from relevant department): __________________ 
Note: Cross-listed courses are equivalent. 
Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ______ 
Is there an activity, lab, or other fee associated with this course? □ yes □ no What is the fee? $_____

This form was last updated on 12/13/13 and replaces all others.
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs or costs savings associated with the new course addition.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<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. Demonstrate understanding of publishing and editing</td>
<td>An editing exam will be given. All students will be assessed, each time the course is offered. Grades should be no lower than “good” (B).</td>
</tr>
<tr>
<td>2. Demonstrate analytical reading skills</td>
<td>Measured through the critical analysis assignment. All students will be assessed, each time the course is offered. Students should exit the course with a strong understanding of how publishing works. Grades should be average (C+).</td>
</tr>
<tr>
<td>3. Demonstrate critical writing skills</td>
<td>Measured through the final project assignment (which includes applying to an internship). All students will be assessed, each time the course is offered. Grades should be average (B) and students will be surveyed later to find out if they earned the internship they applied to.</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 mission statement of the Department of English states that we seek to teach students to read perceptively and critically; to understand the historical, cultural and aesthetic dimensions of language and literature; and to write with clarity and precision. This course’s content and assignments are all geared toward fulfilling those goals.

Students in this course will learn practical and professional skills that will help prepare them for internships or jobs in the publishing industry. Students will learn, as well, the editing and submission process for literary and scholarly works and will learn about the history and business-side of publishing. Student will practice and apply rhetorical analysis and critical analysis skills.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
ENGL 395.01
The Literary Magazine, Publishing, & Editing
Spring 2014

Note: This syllabus is subject to change at the instructor’s discretion.

Instructor: Dr. Jonathan Bohr Heinen
Time: MW 2:00-3:15
Room: MYBK 113
Office Hours: M 1:00-2:00, W 1:00-2:00, R 12:00-1:00, & by appt.

Office: 5 College Way, Room 303
Phone: (843) 953-4470
Email: heinenjb@cofc.edu

Course Description:
Literary magazines have debuted many of our most celebrated authors and characters. One of Sherlock Holmes’s earliest appearances was in Lippincott’s, many of Edgar Allen Poe’s stories first appeared in magazines and newspapers, T.S. Eliot’s “Lovesong...” was first published in Poetry, and Thomas Pynchon’s first story appeared in the Cornell Writer. More recent, award-winning writers—Edward P. Jones, Junot Diaz, and Jennifer Egan to name a very select few—published, and continue to publish, their writing in literary magazines. So what exactly are literary magazines? What roles do editors play? How do these people and the documents they create contribute to shaping the world of arts and letters? Throughout the semester, you will exercise your reading and writing skills as we attempt to answer these questions and gain a more comprehensive understanding of literary magazines, publishing, and editing.

Course Goals:
By the end of the semester, each student should...
...arrive at a refined and nuanced definition/understanding of publishing and editing
...exercise and build upon your analytical reading skills
...and further hone your critical writing.

This course may be used to fulfill part of your general education Humanities requirement. All courses that meet this requirement include the following learning outcomes:
-Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
-Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Required Texts:
-Paper Dreams: Writers and Editors on the American Literary Magazine, Ed. Travis Kurowski
-Selected readings from The Little Magazine: A History and Bibliography
-Selected readings from Editors of Editing: What Writers Need to Know About What Editors Do

Other Materials:
-An email account you check regularly
-A notebook/spiral dedicated to this class

Grading:
Successful completion of this course requires you to attend class and scheduled conferences, complete assignments on time, and participate in class activities and discussions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Evaluative/Introductory Exercise (Due 1/8)</td>
<td>50 points</td>
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<tr>
<td>Literary Magazine Review (includes mag, guidelines, notes, etc.) (Due 1/27)</td>
<td>200 points</td>
</tr>
<tr>
<td>In-Class Editing Exam (Due 2/3)</td>
<td>50 points</td>
</tr>
<tr>
<td>Submitting Your Writing (Due 2/17)</td>
<td>100 points</td>
</tr>
<tr>
<td>Critical Analysis of an Index, Anthology, or Reprint (Due 3/10)</td>
<td>200 points</td>
</tr>
<tr>
<td>Two Response Papers (Due throughout the semester)</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Project (Due TBA)</td>
<td>250 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000 points</td>
</tr>
</tbody>
</table>
Major Assignments:

**Evaluative/Introductory Exercise:**
This is an in-class writing assignment that asks you to respond to three questions:
1) What is a literary magazine?
2) What is an editor?
3) What is publishing?

At the end of the semester, we will return to these questions and reflect upon how your understanding of them has changed.

**Literary Magazine Review:**
For this assignment, you will pick a literary magazine and write a review that addresses not only the contents, but also how those contents correspond to the mission statement, editors’ notes, and writers’ guidelines set forth by the magazine. You will write a 3-5 page paper, with citations, in which you evaluate the work published and address whether or not it resonates with the mission statement, editors’ notes, and writers’ guidelines for that particular magazine.

**Critical Analysis of an Index, Anthology, or Reprint:**
For this 3-5 page paper, you will look at an index (NewPages, Duotrope, Writers’ Market), anthology (The Pushcart, The Best American... series, The O. Henry awards), or other reprint (Verse Daily, Poetry Daily, etc.) and write a critical analysis on how these venues attempt to give stories, poems, and essays a second life. What are some of the strengths and limitations you see with the index/anthology, or reprint you chose to analyze? What advantages does this process offer to the piece reprinted or anthologized? What advantages does it offer the publication indexed?

**Response Papers:**
Throughout the semester, we will be reading several articles about editing and publishing. We will also have several class visits with industry professionals (eds., agents, & publishers). You must write a 2-3 page response papers for one article and one visit. This is an opportunity for you to ask questions. What did you think about the article or visitor? Did they change the way you understand the broader terms of editing and publishing? How? Responses to articles are due the day the article you’re responding to is discussed in class. Responses to visitors are due the class period immediately following the visit.

**In-Class Editing Exam:**
Included with this syllabus, you will find a handout for the Chicago Manual of Style’s editors’ marks. Familiarize yourself with them. In the instance when editing can’t be done electronically, these are the marks you will need to know. For the in-class editing exam, you will be given a document that contains ten errors, and you will be expected to use these marks to correct them.

**Submitting Your Writing:**
As we discuss literary magazines, publishing, and editing, it’s advantageous to understand how work is submitted. For those of you with polished manuscripts from your upper-division creative writing workshops, this is an opportunity to submit your work for consideration. Even if you don’t wish to submit your work at this time, you will still learn how to target potential venues for publication, how to submit your work, and what to include in your cover letter. Beyond going through this process, you are also expected to write a 2-3 page reflective essay on the process of submitting work for publication.

**Final Project:**
For the final project, you have two options:
1) You can complete an application for a publishing internship, which will include a resume, a 1-2 page statement of publishing philosophy, and a 4-6 page reflective essay.
2) You can write an 8-12 page critical paper that addresses some aspect of publishing or editing.

*Proposals for the Final Project will be submitted on 4/2 and will be discussed in One-on-One Conferences the following week.*
**Attendance Policy:** You may miss four classes for whatever reason you find necessary and appropriate. I do not typically distinguish between excused and unexcused absences, and each missed class will count toward your absences. Please notify me beforehand or immediately after each absence; email is best. After four absences, your ability to keep up with the coursework will be in jeopardy, and I’ll encourage you to drop the course. At the fifth absence, 100 points (10%) will be deducted from your grade, and an additional 100 points will be deducted from your grade for each absence after that. Frequent tardiness—“frequent” meaning three times, and “tardiness” meaning arriving any time after class has begun—will result in an absence.

*If you are absent, contact a classmate for the information and assignments you missed.*

**Late Papers:** Unless you have made arrangements with me beforehand, I will subtract 25% from the assignment grade for each class day the paper is late. I don’t typically grant extensions, but if you absolutely cannot meet the deadline because of something unavoidable, contact me as soon as possible so we can discuss the situation. Computer problems are not an acceptable excuse for late papers.

**Writing Center:** If you would like additional help with your writing, visit The Writing Lab in the Addlestone Library. Visit their website for more information regarding hours and services: csl.cofc.edu/labs/writing-lab/index.php

**Disabilities:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact (843) 953-1431 or visit their website: disabilityservices.cofc.edu

**Documentation and Academic Dishonesty:** I will assign a grade of zero to any paper that is not adequately documented. The library web page allows easy access to MLA documentation guides and copies of the MLA Handbook are available at the reference desk. I will report any case of suspected academic dishonesty to the Honor Board; if the Honor Board finds the student responsible for academic dishonesty, he or she will receive a grade of FX for the course.
Schedule:

**WEEK 1:**

1/8  In class: Introduction, Syllabus, Eds. Marks Worksheet, & **Evaluative/Introductory Exercise**
    Homework: Read *Paper Dreams* 369-413

**WEEK 2:**

1/13  In class: Discuss reading
    Homework: Read *Paper Dreams* 13-36, Preface from *Eds. On Editing*, & “What is an Editor?”

1/15  In class: Discuss reading; Pick a title for your Literary Magazine Review
    Homework: Read *Paper Dreams* 37-75 & “The Evolution of the American Editor”

**WEEK 3:**

1/20  No classes- MLK, Jr. Day

1/22  In class: Discuss reading; Work on Literary Mag Review in groups
    Homework: Read *Paper Dreams* 97-141

**WEEK 4:**

1/27  In class: Turn in **Literary Magazine Review**; Discuss reading
    Homework: Read “Line Editing…”

1/29  In class: Discuss Reading; Group exercise in editing
    Homework: Read “An Open Letter to a Would-be Editor,” “The Copy Editor and the Author,” & “The Role of the Editorial Assistant”

**WEEK 5:**

2/3  In class: Discuss reading; Do **In-class Editing Exam**
    Homework: Read *Paper Dreams* 145-183

2/5  In class: Discuss reading
    Homework: Read *Paper Dreams* 193-208, 229-240

**WEEK 6:**

2/10  In class: Discuss reading

2/12  In class: Discuss reading; Introduction to submitting writing for consideration
    Homework: Read *Paper Dreams* 273-277, 307-310, & 321-329

**WEEK 7:**

2/17  In class: Turn in **Submitting Your Writing** project; Discuss reading
    Homework: Read “Breaking Faith…” and “Mistah Perkins”

2/19  In class: Discuss reading; Look at Poetry Daily, *Pushcart*, and The Best American... series
    Homework: Start working on Critical Analysis of an Index, Anthology, or Reprint
WEEK 8:
2/24    In class: Discuss how indexes, anthologies, and other reprints give works a second life
        Homework: Continue working on Critical Analysis of an Index, Anthology, or Reprint
2/26    No class - AWP Conference
        Homework: Continue working on Critical Analysis of an Index, Anthology, or Reprint

WEEK 9:
SPRING BREAK

WEEK 10:
3/10    In class: Visiting Professional; Turn in Critical Analysis of an Index, Anthology, or Reprint
3/12    In class: Visiting Professional

WEEK 11:
3/17    In class: Visiting Professional
3/19    In class: Visiting Professional

WEEK 12:
3/24    In class: Visiting Professional
3/26    In class: Visiting Professional
        Homework: Read “Editing for a Small Press,” Editing Fiction,” & “Editing Nonfiction”

WEEK 13:
3/31    In class: Discuss reading
        Homework: Work on Final Project Proposal
4/2     In class: Sign up for One-on-One Conferences; Turn in the Final Project Proposal

WEEK 14:
4/7     One-on-One Conferences
4/9     One-on-One Conferences

WEEK 15:
4/14    In class: Discuss electronic publishing
        Homework: Work on your final project
4/16    In class: TBA
        Homework: Work on your final project

WEEK 16:
4/21    In class: Revisit the Evaluative/Introductory Exercise
        Homework: Work on your final project
4/23    LAST DAY OF CLASS
Final Project (Due TBA)
Proofreading

The following list is taken from figure 2.6 of the 16th edition of the Manual.

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FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Susan Farrell                      Phone: 3-5785                      Email: farrells@cofc.edu

Department or Program: English  School: HSS

Subject Acronym and Course Number: ENGL 406

Catalog Year in which changes will take effect: FALL ___ 2015 ______

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☒ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are asking to delete this course because it is no longer taught. The instructor who originally designed this course is no longer employed at the College and the course no longer serves as a Crazyhorse practicum. A new instructor has designed a new course on publishing and editing, which has an updated and widened scope, and which has fewer prerequisites in order to make the course more available for all English majors/minors to take.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This deletion will not impact any existing programs or courses. We’re proposing a new course which will take its place.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number:

Credit hours: _3_ lecture __ lab __ seminar __ independent study
Contact hours: _3_ lecture __ lab __ seminar __ independent study

Course title: ENGL 406: Crazyhorse Literary Publishing Practicum

Course description (maximum 50 words, exactly as it appears in the catalog):

Study of all aspects of literary magazine production, including reading manuscripts submitted for consideration, proofreading, and the identification and articulation of the qualities inherent in "publishable work."

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Either ENGL 220 and 377 or ENGL 223 and 378, and permission of the instructor

Cross-listing, if any:

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: School: Subject Acronym: Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated since we’re de-activating a course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
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<tbody>
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<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>
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</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?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes ☑ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Emily Rosko Phone: 843.953.0878 Email: roskoe@cofc.edu

Department or Program: English Major School: HSS

Subject Acronym and Course Number: ENGL 375; ENGL 380; ENGL 406

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration*
  ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 36
Number of Proposed Credit Hours (for changed program):
Catalog Year in which changes will take effect: FALL 2015

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.
Three changes:

1. For English major, add ENGL 375: Studies in Creative Writing to the list of possible courses under the category: “Creative Writing or Writing Rhetoric and Language: Choose one,” under the subheading “Creative Writing.”

2. For English major, add ENGL 380: The Literary Magazine, Publishing, and Editing, to the list of possible courses under the category: “Writing, Rhetoric, and Language.”

3. For English major, delete ENGL 406, Crazyhorse Literary Publishing Practicum from the curriculum.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

1. The new course, ENGL 375: Studies in Creative Writing, will serve as our special topics course in Creative Writing. While we’ve always taught special topics courses in Creative Writing, we had previously been using an old course number that was not designated specifically to Creative Writing, but simply to English courses more generally (ENGL 395: Special Topics). Thus, substitutions frequently had to be made by hand on student degree audits. This change helps to alleviate the course substitutions and special exemptions that the Associate Chair and the Registrar’s Office have to process.

2. The new course, ENGL 380: The Literary Magazine, Publishing, and Editing, will be a new option under the category “Writing, Rhetoric, and Language.” While we have taught a version of this course in the past (ENGL 406, Crazyhorse Literary Publishing Practicum), ENGL 380 is significantly different from the earlier course, in that it focuses much more broadly on the editing and publishing practices of literary magazines in general rather than focusing specifically on CofC’s own literary magazine, Crazyhorse. This is why we have proposed ENGL 380 as a new course with a new number, title, and description. The department believes it makes sense to place the course into the “Writing, Rhetoric, and Language” category because courses in this category are designed to prepare students to enter a variety of public and professional environments, which this course does.

3. We are requesting to delete ENGL 406, Crazyhorse Literary Publishing Practicum, from our curriculum because this course is being replaced by ENGL 380: The Literary Magazine, Publishing, and Editing.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

Please see attached departmental assessment plan.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</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>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

This change should have no impact on existing programs and courses. We're merely formalizing existing practices in order to avoid making so many substitutions on degree audits.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no new costs or costs savings associated with the new course addition.

I. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
• You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  • Minimum overall GPA of 2.60 and 60 earned credit hours.
  • Passing scores on Praxis Core: Academic Skills for Educators designated by the South Carolina Department of Education OR qualifying SAT or ACT scores. Scores must be sent to the College of Charleston (Code R5113) and the SCDE (Code R8108).
  • Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.
  • If a student has transfer credit for a course that is equivalent to EDFS 201, they must meet with the Teacher Education department chair and complete 1 hour of work.
  • A grade of C or better in EDFS 201 Foundations of Education.
  • Your admission process must be completed before beginning the professional program.
  • Candidates interested in add on licensure (e.g., elementary and early childhood, elementary and middle) must major in one area and the Semester II courses in the additional licensure area.

English Major Requirements

Degree: Bachelor of Arts
Credit Hours: 36+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>Major British Writers I (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>Major British Writers II (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature to the Present (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 299</td>
<td>Introduction to English Studies (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
</tbody>
</table>

Middle of the Major (24 credit hours of which 3 credit hours may be at the 200-level):

Select one course from each of the following areas:

Literature in History, Pre-1700: Choose one.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 314</td>
<td>The Sixteenth Century (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>The Seventeenth Century (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 337</td>
<td>British Drama to 1642 (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 361</td>
<td>Studies in Literature in History pre-1700 (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 461</td>
<td>Senior Seminar in Literature in History Pre-1700 (3)</td>
<td>PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
</tr>
</tbody>
</table>

Literature in History, 1700-1900: Choose one.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 318</td>
<td>The Eighteenth Century (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>The Romantic Period (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 323</td>
<td>The Victorian Period (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 342</td>
<td>Literature of the American Revolution and Early Republic (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>American Renaissance (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>Late 19th Century American Literature (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 362</td>
<td>Studies in Literature in History 1700-1900 (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Senior Seminar in Literature in History 1700-1900 (3)</td>
<td>PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
</tr>
</tbody>
</table>

Literature in History, 1900-present: Choose one.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 325</td>
<td>Modern British Literature (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 326</td>
<td>Irish Literature (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Modern Poetry (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>20th Century Southern Literature (3)</td>
<td>PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>ENGL 346</td>
<td>Contemporary American Fiction (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 356</td>
<td>American Novel 1900-1965 (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 359</td>
<td>American Poetry since 1945 (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 363</td>
<td>Studies in Literature in History 1900-Present (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 463</td>
<td>Senior Seminar in Literature in History 1900-present (3)</td>
<td><em>PR: ENGL 110 or equivalent; open to seniors,</em></td>
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<td></td>
<td></td>
<td><em>with instructor permission</em></td>
</tr>
</tbody>
</table>

**Difference and Literary Tradition or Film and Cultural Studies: Choose one.**

**Difference and Literary Tradition**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 216</td>
<td>Introduction to African American Literature (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 226</td>
<td>Survey of World Literature (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 233</td>
<td>Survey of Non-Western 20th Century Literature (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 234</td>
<td>Survey of Third World Masterpieces (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 313</td>
<td>African American Literature (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 315</td>
<td>Black Women Writers (3)</td>
<td><em>PR: None</em></td>
</tr>
<tr>
<td>ENGL 336</td>
<td>Women Writers (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Major African Writers (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 353</td>
<td>African Women Writers (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 358</td>
<td>Colonial and Postcolonial British Literature (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 364</td>
<td>Studies in Difference and Literary Tradition (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Multi-Ethnic Literature of the United States (3)</td>
<td><em>PR: ENGL 111 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 464</td>
<td>Senior Seminar in Difference and Literary Tradition (3)</td>
<td><em>PR: ENGL 110 or equivalent; open to seniors,</em></td>
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<td></td>
<td></td>
<td><em>with instructor permission</em></td>
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</tbody>
</table>

**Film & Cultural Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>The Cinema: History and Criticism (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 351</td>
<td>Studies in American Film (3)</td>
<td><em>PR: ENGL 212 or instructor permission</em></td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Studies in Cultural Studies (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 390</td>
<td>Studies in Film (3)</td>
<td><em>PR: ENGL 212 or instructor permission</em></td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Senior Seminar in Cultural Studies (3)</td>
<td><em>PR: ENGL 110 or equivalent; open to seniors,</em></td>
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<td></td>
<td></td>
<td><em>with instructor permission</em></td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Senior Seminar in Film (3)</td>
<td><em>PR: ENGL 110 or equivalent; open to seniors,</em></td>
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<td><em>with instructor permission</em></td>
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</tbody>
</table>

**Creative Writing or Writing Rhetoric and Language: Choose one.**

**Creative Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220</td>
<td>Poetry Writing I (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 223</td>
<td>Fiction Writing I (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 339</td>
<td>Advanced Creative Writing (3)</td>
<td><em>PR: Either ENGL 220 and 377 or ENGL 223 and 378, and instructor permission</em></td>
</tr>
<tr>
<td>ENGL 347</td>
<td>Writing the Novel (3)</td>
<td><em>PR: ENGL 223 or 378, and instructor permission</em></td>
</tr>
<tr>
<td>ENGL 367</td>
<td>Creative Nonfiction (3)</td>
<td><em>PR: None</em></td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Short-Short Fiction (3)</td>
<td><em>PR: ENGL 220 or 223</em></td>
</tr>
<tr>
<td>ENGL 377</td>
<td>Poetry Writing II (3)</td>
<td><em>PR: ENGL 220</em></td>
</tr>
<tr>
<td>ENGL 378</td>
<td>Fiction Writing II (3)</td>
<td><em>PR: ENGL 223</em></td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Advanced Workshop in Poetry Writing (3)</td>
<td><em>PR: ENGL 220, 377, and instructor permission</em></td>
</tr>
<tr>
<td>ENGL 403</td>
<td>Advanced Workshop in Fiction Writing (3)</td>
<td><em>PR: ENGL 223, 378, and instructor permission</em></td>
</tr>
<tr>
<td>ENGL 406</td>
<td>Crazyhorse Literary Publishing Practicum (3)</td>
<td><em>PR: Either ENGL 220 and 377 or ENGL 223 and 378, and instructor permission</em></td>
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</table>

**Writing, Rhetoric & Language**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ENGL 215</td>
<td>Interdisciplinary Composition (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 303</td>
<td>Modern English Grammar (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Advanced Composition (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 309</td>
<td>English Language: Grammar &amp; History (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 310</td>
<td>Theories of Teaching Writing (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 312</td>
<td>History of the English Language (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 319</td>
<td>Studies in Literary Theory (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>ENGL 334</td>
<td>Technical Writing (3)</td>
<td><em>PR: ENGL 110 or equivalent</em></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Prerequisites</td>
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<tr>
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</tr>
<tr>
<td>ENGL 366</td>
<td>Studies in Writing, Rhetoric &amp; Language (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 466</td>
<td>Senior Seminar in Writing, Rhetoric and Language (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
</tbody>
</table>

**Theme and Genre-Centered Approaches or Author-Centered Approaches: Choose one.**

**Theme and Genre-Centered Approaches**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320</td>
<td>Young Adult Literature (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 327</td>
<td>The British Novel I (3) PR: ENGL 110 or equivalent</td>
<td></td>
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<tr>
<td>ENGL 328</td>
<td>The British Novel II (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Restoration and 18th-Century Drama (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 345</td>
<td>19th-Century American Poetry (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 349</td>
<td>American Novel to 1900 (3) PR: ENGL 110 or equivalent</td>
<td></td>
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<tr>
<td>ENGL 357</td>
<td>Studies in Contemporary British Literature (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 360</td>
<td>Major Literary Themes (3) PR: ENGL 110 or equivalent</td>
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<tr>
<td>ENGL 370</td>
<td>Major Literary Genres (3) PR: ENGL 110 or equivalent</td>
<td></td>
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<tr>
<td>ENGL 460</td>
<td>Senior Seminar in Major Literary Themes (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Senior Seminar in Major Literary Genres (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
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**Authored-Centered Approaches**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ENGL 302</td>
<td>Shakespeare (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 304</td>
<td>Chaucer (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 306</td>
<td>Milton (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 350</td>
<td>Major Authors (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 450</td>
<td>Senior Seminar in Major Authors (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses totaling 6 hours from ENGL 300-level or above. Choose from the courses already listed or:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 395</td>
<td>Special Topics (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 399</td>
<td>Tutorial (1-3) PR: ENGL 110 or equivalent</td>
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<tr>
<td>ENGL 404</td>
<td>Independent Study (1-3) PR: ENGL 110 or equivalent</td>
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<tr>
<td>ENGL 495</td>
<td>Field Internship (1-3) PR: ENGL 110 or equivalent</td>
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<tr>
<td>ENGL 496</td>
<td>Undergraduate Research (1-3) PR: ENGL 110 or equivalent</td>
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<tr>
<td>ENGL 499</td>
<td>Bachelor's Essay (6) PR: ENGL 110 or equivalent</td>
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</table>

**Capstone: Select one course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 450</td>
<td>Senior Seminar in Major Authors (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Senior Seminar in Major Literary Themes (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 461</td>
<td>Senior Seminar in Literature in History Pre-1700 (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Senior Seminar in Literature in History 1700-1900 (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 463</td>
<td>Senior Seminar in Literature in History 1900 -Present (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 464</td>
<td>Senior Seminar in Difference and Literary Tradition (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Senior Seminar in Cultural Studies (3) PR: ENGL 110 or equivalent</td>
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</tr>
<tr>
<td>ENGL 466</td>
<td>Senior Seminar in Writing, Rhetoric and Language (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Senior Seminar in Major Literary Genres (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission</td>
<td></td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Senior Seminar in Film (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

* For English majors, ENGL 201, 202 and 207 are pre-requisites for all courses at or above the 300-level.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Emily Rosko  
Phone: 843.953.0878  
Email: roskoe@cofc.edu

Department or Program: English with a Concentration in Creative Writing  
School: HSS

Subject Acronym and Course Number: ENGL 339; ENGL 375; ENGL 380; ENGL 406

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☑ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☑ Delete courses from requirements or electives
  ☐ Add or modify concentration*
  ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 39
Number of Proposed Credit Hours (for changed program):
Catalog Year in which changes will take effect: FALL 2015

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (https://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.  
Page 1 of 4
Four changes:

1. For English Major with a Concentration in Creative Writing, add the existing course, ENGL 339: Advanced Creative Writing, to the list of possible courses under the category: “Select one additional Creative Writing course at the 300-level or above.”

2. For English Major with a Concentration in Creative Writing, add the new course, ENGL 375: Studies in Creative Writing, to the list of possible courses under the category: “Select one additional Creative Writing course at the 300-level or above.”

3. For English Major with a Concentration in Creative Writing, add the new course, ENGL 380: The Literary Magazine, Publishing, and Editing, to the list of possible courses under the category: “Writing, Rhetoric, and Language.”

4. For English Major with a Concentration in Creative Writing, delete ENGL 406, Crazyhorse Literary Publishing Practicum from the curriculum.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

1. ENGL 339: Advanced Creative Writing is a course we’ve had on the books for several years. Generally, it’s taught during Maymester as part of the study abroad program in Spoleto, Italy. It was simply an oversight that we forgot to list it as a possibility under the “additional Creative Writing course” requirement for English Majors with a Creative Writing Concentration. For the last several years, we’ve been making substitutions by hand on student degree audits to count this course as fulfilling the requirement.

2. The new course, ENGL 375: Studies in Creative Writing, will serve as our special topics course in Creative Writing. While we’ve always taught special topics courses in Creative Writing, we had previously been using an old course number that was not designated specifically to Creative Writing, but simply to English courses more generally (ENGL 395: Special Topics). Thus, substitutions frequently had to be made by hand on student degree audits. This change helps to alleviate the course substitutions and special exemptions that the Associate Chair and the Registrar’s Office have to process.

3. The new course, ENGL 380: The Literary Magazine, Publishing, and Editing, will be a new option under the category “Writing, Rhetoric, and Language.” While we have taught a version of this course in the past (ENGL 406, Crazyhorse Literary Publishing Practicum), ENGL 380 is significantly different from the earlier course, in that it focuses much more broadly on the editing and publishing practices of literary magazines in general rather than focusing specifically on CofC’s own literary magazine, Crazyhorse. This is why we have proposed ENGL 380 as a new course with a new number, title, and description. The department believes it makes sense to place the course into the “Writing, Rhetoric, and Language” category because courses in this category are designed to prepare students to enter a variety of public and professional environments, which this course does.

4. We are requesting to delete ENGL 406, Crazyhorse Literary Publishing Practicum, from our curriculum because this course is being replaced by ENGL 380: The Literary Magazine, Publishing, and Editing.

STUDENT LEARNING OUTCOMES AND ASSESSMENT.

Please see attached departmental assessment plan.
<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 major or program?</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>
</tbody>
</table>

Additional Outcomes or Comments:

---

**F. IMPACT ON EXISTING PROGRAMS AND COURSES.** Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

*These changes should have no impact on existing programs and courses. We're merely formalizing existing practices in order to avoid making so many substitutions on degree audits.*

**G. COSTS ASSOCIATED WITH THE REQUESTED ACTION.** List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

*There are no new costs or costs savings associated with these changes.*

**H. CHECKLIST**

- ☑ I have completed all relevant parts of the form.
- ☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.
- ☑ I have attached a Course Form for each newly-created or modified course.

This form was last updated on 6/6/2013 and replaces all others.
☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☑ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☑ I have submitted one Signature Form that lists all of the different forms I am submitting.
English Teacher Education Program (Grades 9-12)

Students interested in teacher licensure in English must complete both the English major and the Secondary Education Cognate major requirements. See the School of Education, Health and Human Performance section of this catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for licensure in secondary education.

When declaring teacher licensure in English through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the English major and follow the on-screen instructions.

## English Major with Concentration in Creative Writing Requirements

Degree: Bachelor of Arts  
Credit Hours: 39+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult [http://registrar.cofc.edu/general-edu](http://registrar.cofc.edu/general-edu) for more information.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>Major British Writers I (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 202</td>
<td>Major British Writers II (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 207</td>
<td>American Literature to the Present (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 299</td>
<td>Introduction to English Studies (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
</tbody>
</table>

### Complete 12 credit hours in the Declared Poetry Emphasis or complete 12 credit hours in the Declared Fiction Emphasis

#### Creative Writing Courses for Declared Poetry Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220</td>
<td>Poetry Writing I (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 223</td>
<td>Fiction Writing I (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 377</td>
<td>Poetry Writing II (3) PR: ENGL 220</td>
<td></td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Advanced Workshop in Poetry Writing (3) PR: ENGL 220, ENGL 337, and instructor permission</td>
<td></td>
</tr>
</tbody>
</table>

#### Creative Writing Courses for Declared Fiction Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220</td>
<td>Poetry Writing I (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 223</td>
<td>Fiction Writing I (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 378</td>
<td>Fiction Writing II (3) PR: ENGL 223</td>
<td></td>
</tr>
<tr>
<td>ENGL 403</td>
<td>Advanced Workshop in Fiction Writing (3) PR: ENGL 223, ENGL 378, and instructor permission</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional Creative Writing course at the 300-level or above:

- ENGL 337 Advanced Creative Writing (3) PR: Either ENGL 220 and 377 or ENGL 223 and 378, and instructor permission
- ENGL 347 Writing the Novel (3) PR: ENGL 223 or 377, and instructor permission
- ENGL 367 Creative Nonfiction (3) PR: None
- ENGL 368 Short-Short Fiction (3) PR: ENGL 220 or 223
- ENGL 377 Poetry Writing II (3) PR: ENGL 220 (If not used for Declared Poetry Emphasis)
- ENGL 378 Advanced Fiction Writing (3) PR: ENGL 223 (If not used for Declared Fiction Emphasis)
- ENGL 400 Crazyhorse Literary Publishing Practicum (3) PR: Either ENGL 220 and 377 or ENGL 223 and 378 and instructor permission

#### Notes

- Special topics, independent studies and internships as approved by the program director may also count for this requirement.

Select one course from each of the following areas:

#### Literature in History, Pre-1900: Choose one.

- ENGL 314 The Sixteenth Century (3) PR: ENGL 110 or equivalent
- ENGL 317 The Seventeenth Century (3) PR: ENGL 110 or equivalent
- ENGL 337 British Drama to 1642 (3) PR: ENGL 110 or equivalent
- ENGL 342 Literature of the American Revolution and Early Republic (3) PR: ENGL 110 or equivalent
- ENGL 361 Studies in Literature in History pre-1700 (3) PR: ENGL 110 or equivalent

- ENGL 375 Studies in Creative Writing (3) PR: ENGL 110 or equivalent
ENGL 461  Senior Seminar in Literature in History Pre-1700 (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission
ENGL 318  The Eighteenth Century (3) PR: ENGL 110 or equivalent
ENGL 321  The Romantic Period (3) PR: ENGL 110 or equivalent
ENGL 323  The Victorian Period (3) PR: ENGL 110 or equivalent
ENGL 343  American Renaissance (3) PR: ENGL 110 or equivalent
ENGL 344  Late 19th Century American Literature (3) PR: ENGL 110 or equivalent
ENGL 362  Studies in Literature in History 1700-1900 (3) PR: ENGL 110 or equivalent
ENGL 462  Senior Seminar in Literature in History 1700-1900 (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Literature in History, 1900-present: Choose one.
ENGL 325  Modern British Literature (3) PR: ENGL 110 or equivalent
ENGL 326  Irish Literature (3) PR: ENGL 110 or equivalent
ENGL 335  Modern Poetry (3) PR: ENGL 110 or equivalent
ENGL 341  20th Century Southern Literature (3) PR: ENGL 110 or equivalent
ENGL 346  Contemporary American Fiction (3) PR: ENGL 110 or equivalent
ENGL 356  American Novel 1900-1965 (3) PR: ENGL 110 or equivalent
ENGL 359  American Poetry since 1945 (3) PR: ENGL 110 or equivalent
ENGL 363  Studies in Literature in History 1900-Present (3) PR: ENGL 110 or equivalent
ENGL 463  Senior Seminar in Literature in History 1900-present (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Select a total of 6 credit hours from two of the following three categories:

Category 1: Difference and Literary Tradition or Film and Cultural Studies:

Difference and Literary Tradition
ENGL 216  Intro to African American Literature (3) PR: ENGL 110 or equivalent
ENGL 226  Survey of World Literature (3) PR: ENGL 110 or equivalent
ENGL 233  Survey of Non-Western 20th Century Literature (3) PR: ENGL 110 or equivalent
ENGL 234  Survey of Third World Masterpieces (3) PR: ENGL 110 or equivalent
ENGL 313  African American Literature (3) PR: ENGL 110 or equivalent
ENGL 315  Black Women Writers (3) PR: None
ENGL 336  Women Writers (3) PR: ENGL 110 or equivalent
ENGL 352  Major African Writers (3) PR: ENGL 110 or equivalent
ENGL 353  African Women Writers (3) PR: ENGL 110 or equivalent
ENGL 358  Colonial and Postcolonial British Literature (3) PR: ENGL 110 or equivalent
ENGL 364  Studies in Difference and Literary Tradition (3) PR: ENGL 110 or equivalent
ENGL 371  Multi-Ethnic Literature of the United States (3) PR: ENGL 110 or equivalent
ENGL 464  Senior Seminar in Difference and Literary Tradition (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Film & Cultural Studies
ENGL 212  The Cinema: History and Criticism (3) PR: ENGL 110 or equivalent
ENGL 351  Studies in American Film (3) PR: ENGL 212 or instructor permission
ENGL 365  Studies in Cultural Studies (3) PR: ENGL 110 or equivalent
ENGL 390  Studies in Film (3) PR: ENGL 212 or permission of the instructor
ENGL 465  Senior Seminar in Cultural Studies (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission
ENGL 490  Senior Seminar in Film (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Category 2: Writing, Rhetoric and Language:
ENGL 215  Interdisciplinary Composition (3) PR: ENGL 110 or equivalent
ENGL 303  Modern English Grammar (3) PR: ENGL 110 or equivalent
ENGL 305  Advanced Composition (3) PR: ENGL 110 or equivalent
ENGL 309  English Language: Grammar & History (3) PR: ENGL 110 or equivalent
ENGL 310  Theories of Teaching Writing (3) PR: ENGL 110 or equivalent
ENGL 312  History of the English Language (3) PR: ENGL 110 or equivalent
ENGL 319  Studies in Literary Theory (3) PR: ENGL 110 or equivalent
ENGL 334 | Technical Writing (3) PR: ENGL 110 or equivalent
ENGL 366 | Studies in Writing, Rhetoric & Language (3) PR: ENGL 110 or equivalent
ENGL 466 | Senior Seminar in Writing, Rhetoric and Language (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Category 3: Theme, Genre or Author-Centered Approaches:
ENGL 302 | Shakespeare (3) PR: ENGL 110 or equivalent
ENGL 304 | Chaucer (3) PR: ENGL 110 or equivalent
ENGL 306 | Milton (3) PR: ENGL 110 or equivalent
ENGL 320 | Young Adult Literature (3) PR: ENGL 110 or equivalent
ENGL 327 | The British Novel I (3) PR: ENGL 110 or equivalent
ENGL 328 | The British Novel II (3) PR: ENGL 110 or equivalent
ENGL 340 | Restoration and 18th Century Drama (3) PR: ENGL 110 or equivalent
ENGL 345 | 19th-Century American Poetry (3) PR: ENGL 110 or equivalent
ENGL 349 | American Novel to 1900 (3) PR: ENGL 110 or equivalent
ENGL 350 | Major Authors (3) PR: ENGL 110 or equivalent
ENGL 357 | Studies in Contemporary British Literature (3) PR: ENGL 110 or equivalent
ENGL 360 | Major Literary Themes (3) PR: ENGL 110 or equivalent
ENGL 370 | Major Literary Genres (3) PR: ENGL 110 or equivalent
ENGL 460 | Senior Seminar in Major Literary Themes (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission
ENGL 470 | Senior Seminar in Major Literary Genres (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission
ENGL 450 | Senior Seminar in Major Authors (3) PR: ENGL 110 or equivalent; open to seniors, with instructor permission

Notes:
* For English majors, ENGL 201, 202 and 207 are pre-requisites for all courses at or above the 300-level.

## Exercise Science Major Requirements

Degree: Bachelor of Science
Credit Hours: 71+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult [http://registrar.cofc.edu/general-edu](http://registrar.cofc.edu/general-edu) for more information.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>Human Physiology (4)</td>
<td>PR: BIOL 111/111L; BIOL 112/112L</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Human Anatomy (4)</td>
<td>PR: BIOL 111/111L; BIOL 112/112L</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Elementary Statistics (3)</td>
<td>PR: MATH 101 or placement</td>
</tr>
<tr>
<td>OR</td>
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</tr>
<tr>
<td>MATH 250</td>
<td>Statistical Methods (3)</td>
<td>PR: MATH 105 with a C- or better or MATH 111 or MATH 120 or instructor permission</td>
</tr>
</tbody>
</table>

### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 201</td>
<td>Introduction to Health and Human Performance (cross-listed with PEHD 201) (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EXSC 210</td>
<td>Concepts in Fitness Assessment and Exercise Prescription (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EXSC 330</td>
<td>Kinesiology (3)</td>
<td>PR: BIOL 202; EXSC 201 or PEHD 201</td>
</tr>
<tr>
<td>EXSC 340</td>
<td>Exercise Physiology and Lab (4)</td>
<td>PR: BIOL 201; EXSC 201 or PEHD 201</td>
</tr>
<tr>
<td>EXSC 433</td>
<td>Research Design &amp; Analysis (3)</td>
<td>PR: EXSC 330; EXSC 340; MATH 104 or 250</td>
</tr>
<tr>
<td>EXSC 440</td>
<td>Biomechanics (3)</td>
<td>PR: EXSC 201 or PEHD 201; EXSC 330; PHYS 101</td>
</tr>
<tr>
<td>EXSC 498</td>
<td>Capstone in Exercise Science (2)</td>
<td>PR: EXSC 433; permission of instructor</td>
</tr>
<tr>
<td>PEHD 458</td>
<td>Organization and Administration in Health and Human Performance (3)</td>
<td>PR: Senior standing; EXSC 201 or PEHD 201</td>
</tr>
</tbody>
</table>

24 credit hours selected from the following:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ATEP 365</td>
<td>General Medical Conditions in Athletics (3)</td>
<td>PR: ATEP 345; BIOL 201; or instructor permission</td>
</tr>
<tr>
<td>ATEP 430</td>
<td>Therapeutic Exercise (3)</td>
<td>PR: ATEP 245; ATEP 345; EXSC 330; BIOL 201, BIOL 202; or BIOL 201</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Susan Farrell
Phone: 3-5785
Email: farrells@cofc.edu

School: HSS
Department or Program: English

Name and Acronym of Minor: Minor in Creative Writing (ENGL)

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☒ Change an Existing Minor (complete C, D, E, G, H, and I)
   ☒ Add existing course or courses to requirements or electives
   ☐ Add new course(s) to requirements or electives (attach completed course form for each)
   ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): 18
Number of Proposed Credit Hours (for new or changing minors): 18

Catalog year in which changes will take effect: FALL 2015

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☒ Yes—Which major(s) or concentration(s)? English Major with Concentration in Creative Writing

☐ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

This form was last updated on 6/6/2013 and replaces all others.
One change:
Add ENGL 201, Major British Writers I, to the category that currently includes ENGL 202, Major British Writers II, and ENGL 207, Survey of American Literature to the Present. Students must choose 3 hours from this category.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

ENGL 201, 202, and 207 are our sophomore-level British and American literature surveys. We would like our Creative Writing minors to take at least one of these survey courses since they provide a large, historical overview of a significant amount of literature written in English. Originally, we included only 202 and 207 on this list, because these continue through the contemporary period and we thought it was important for Creative Writing minors to study contemporary literature. However, we have since decided that it would be equally beneficial for students to take ENGL 201 as their survey class as well. Creative Writing minors will already be reading a good amount of contemporary literature in their writing workshops.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

Please see attached departmental assessment plan.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</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.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this minor 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 minor?

This form was last updated on 6/6/2013 and replaces all others.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

This change should have no impact on other programs.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this change since ENGL 201 is already taught every semester.

I. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☑ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☑ I have submitted one Signature Form that lists all of the different forms I am submitting.
Creative Writing Minor

Credit Hours: 18

Minor Requirements:
Choose one from (3 credit hours):
ENGL 202 British Literature to 1800
ENGL 207 American Literature to Present

Required (9 credit hours)
ENGL 220 Poetry Writing I
ENGL 223 Fiction Writing I
Choose a 300-level (or higher) English course that is not in Creative Writing nor Writing, Rhetoric or Language, nor an internship or independent study.

Choose one from (3 credit hours):
ENGL 377 Poetry Writing II
ENGL 378 Fiction Writing II

Choose one from (3 credit hours):
ENGL 402 Advanced Workshop in Poetry Writing
ENGL 403 Advanced Workshop in Fiction Writing

Or
Another 300-level English course

Dance Minor

Credit Hours: 18

Minor Requirements:
At least nine credit hours in the minor at the 200 level or above must be earned at the College of Charleston.

Jazz Technique: Select two credit hours selected from:
THTR 135 Beginning Jazz Dance for Non-Majors or
DANC 235 Jazz Dance Technique

Ballet Technique: Two credit hours selected from:
THTR 185 Beginning Ballet for Non-Majors
THTR 186 Intermediate Ballet for Non-Majors
DANC 285 Classical Ballet Technique I
DANC 385 Classical Ballet Technique II

Modern Technique: Two credit hours selected from:
THTR 137 Elementary Modern Dance for Non-Majors
THTR 138 Intermediate Modern Dance for Non-Majors
DANC 237 Modern Dance Technique I
DANC 337 Modern Dance Technique II

One course of a higher skill level (than the one used above) in either Modern or Ballet Technique (two credit hours):
THTR 138 Intermediate Modern Dance for Non-Majors
THTR 186 Intermediate Ballet for Non-Majors
DANC 237 Modern Dance Technique I
DANC 285 Classical Ballet Technique I
DANC 337 Modern Dance Technique II
DANC 385 Classical Ballet Technique II
English

Program Name: English
Program Type: Undergraduate Degree
Start: 7/1/2013
End: 6/30/2014
Program Assessment Coordinator: Department Chair (Peeples, Scott)
Administrative Unit Director receiving assessment updates: Dean (Halse, Jerry)
Program follows specialized accreditation standards: Yes
Name of accrediting organization:
Date of last program review for the accrediting organization:
Date of next program review:

Program/Department Mission Statement
The study of English – both the language and the literature – is fundamental to any college education, particularly a liberal arts and sciences education. To underscore that, faculty members in this department teach students to read with insight, perception and objectivity, and to write with clarity and precision. In addition, we emphasize an aesthetic appreciation for the literary arts as well as how vitally important literature is in the life of any thinking individual.

Unit or School Mission
In the School of Humanities and Social Sciences, we are teacher-scholars committed to the study of human nature and human creations. We seek to deepen our understanding of history and literature, inquire into the character of cultures and societies and, lastly, support the value of ethical and moral reflection.

Comments and Attachments
Our assessment plan focuses on the required 200-level courses that constitute the beginning and middle of our major. Future plans include assessment of 300- and 400-level courses.

- [ENGL Feedback]
- [English Supporting Document 2012]

Related Items
There are no related items.

1: Literary and Cultural History

Program Goal or SLO
Students demonstrate a knowledge of the literary and cultural history of Britain from the Middle Ages to the present (ENGL 201 and 202), and of America from its founding to the present (ENGL 207).

Assessment Method / Performance Expected
We will measure this outcome for English 201, 202, and 207 by evaluating pre-and post-test; we expect student scores to increase from the pre- to the post-test. Tests for 201 were administered in Spring 2012 and Spring 2013. Tests were administered for 202 in Spring 2013 and will be administered again in Spring 2014. The 207 assessment will be conducted in Fall 2014 and repeated in Spring or Fall 2015.

Assessment Results
In Fall 2013, we assessed 202 tests administered in Spring 2013. As with the 201 tests, students’ scores increased from the pre- to the post-test (see attached). While one section showed more dramatic differences in scores overall than the other, it should be noted that for the section with lower scores, only 20 students took the post-test, as opposed to 29 taking the pre-test, so our data set is for that section is less complete. 202 tests administered in Spring 2014 will be evaluated in Fall 2014.
Use of Results
We will compare results with those generated from the second round of 202 tests administered in Spring 2014 to confirm that students' performance improves from pre- to post-test. One issue noted by some instructors is that some students do not take the tests seriously, given that they do not receive a score from the instructor. The Assessment Committee will bring this to the attention of 207 instructors before the first round of 207 assessment so that they might consider options for encouraging students to be fully engaged in the process.

Budget Changes
None

Related Items
1: Enhance the undergraduate academic core.

2: Analyze Key Elements

Program Goal or SLO
Students produce essays that analyze key elements of literary texts, such as theme, structure, characters, and figurative language.

Assessment Method / Performance Expected
We will measure this outcome for English 201, 202, and 207 by evaluating pre-and post-tests; we expect student scores to increase from the pre- to the post- test. Tests for 201 were administered in Spring 2012 and Spring 2013. Tests were administered for 202 in Spring 2013 and will be administered again in Spring 2014. The 207 assessment will be conducted in Fall 2014 and repeated in Spring or Fall 2015.

Assessment Results
In Fall 2013, we assessed 202 tests administered in Spring 2013. As with the 201 tests, students’ scores increased from the pre- to the post- test (see attachment for Goal 1). While one section showed more dramatic differences in scores overall than the other, it should be noted that for the section with lower scores, only 20 students took the post-test, as opposed to 29 taking the pre-test, so our data set is for that section is less complete. 202 tests were administered in Spring 2014 will be evaluated in Fall 2014.

Use of Results
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Budget Changes
None

Related Items
1: Enhance the undergraduate academic core.

3: Analyze Within Contexts

Program Goal or SLO
Students analyze texts within their historical, intellectual, and generic contexts in either essays or exams.

Assessment Method / Performance Expected
We will measure this outcome for English 201, 202, and 207 by evaluating pre-and post-test; we expect student scores to increase from the pre- to the post- test. Tests for 201 were administered in Spring 2012 and Spring 2013. Tests were administered for 202 in Spring 2013 and will be administered again in Spring 2014. The 207 assessment will be conducted in Fall 2014 and repeated in Spring or Fall 2015.
Assessment Results
In Fall 2013, we assessed 202 tests administered in Spring 2013. As with the 201 tests, students’ scores increased from the pre- to the post-test (see attachment for Goal 1). While one section showed more dramatic differences in scores overall than the other, it should be noted that for the section with lower scores, only 20 students took the post-test, as opposed to 29 taking the pre-test, so our data set is for that section is less complete. 202 tests were administered in Spring 2014 will be evaluated in Fall 2014.

Use of Results
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Budget Changes
None

Comments and Attachments

Related Items
1: Enhance the undergraduate academic core.

4: Knowledge of Approaches and Contexts Driving Interpretations

Program Goal or SLO
Students demonstrate knowledge of approaches to and concepts driving textual interpretation as well as the literary, cultural, and social conventions that influence acts of interpretation.

Assessment Method / Performance Expected
We will measure this outcome for English 299: Introduction to English Studies using a test devised by 299 instructors. The test was administered in Spring 2013 and will be administered again in Spring 2014.

Assessment Results
The second round of assessment was conducted in Spring 2014, with the test being administered to 2 sections of ENGL 299. With class averages of 84.74 and 86.76 respectively, the results were comparable to those seen in Spring 2013 (averages were 87.37, 85.25, and 87.06 respectively for the 3 sections tested). The results confirm that 299 is successfully meeting this goal.

Use of Results
As the test confirms that 299 is successfully meeting this goal, no adjustments are deemed necessary.

Budget Changes
None

Comments and Attachments

Related Items
1: Enhance the undergraduate academic core.

5: Methodological and Critical Approaches

Program Goal or SLO
Students apply various methodological and critical approaches to literature.

Assessment Method / Performance Expected
We will measure this outcome for English 299 using a test devised by 299 instructors. The test was administered in Spring 2013 and will be administered again in Spring 2014.

Assessment Results
The test administered in Spring 2013 (average scores were 87.37, 85.25, and 87.06) and Spring 2014 (average scores of 84.74 and 86.76) indicated that students know about these approaches but the results do not directly show that students can apply these approaches. The department will determine a different instrument for assessing this goal.
Use of Results
After further review of this goal, we determined that we will need to use an additional instrument to thoroughly assess this goal. Through the test used in Spring 2013 and Spring 2014, students demonstrated knowledge of methodological and critical approaches; however another instrument will be needed to assess how well students can apply this knowledge. The committee will review with, and solicit input from, 299 instructors early in the Fall 2014 semester in anticipation of assessing Goal 5 in Spring 2015.

Budget Changes
None

Comments and Attachments

Related Items
§ 1: Enhance the undergraduate academic core.

6: Research Conventions

Program Goal or SLO
Students demonstrate familiarity with research conventions.

Assessment Method / Performance Expected
We will measure this outcome by evaluating 299 project proposals from Fall 2014 sections.

As a result of departmental discussion, it was determined that we will need a different instrument for assessing this goal, since in some sections the project proposals are submitted early in the semester, before detailed instruction in research conventions has taken place. The department is currently considering alternative methods.

Assessment Results
Project proposals have not yet been evaluated. We anticipate assessment taking place in Spring 2015.

Use of Results
No data have been collected.

Budget Changes
None

Comments and Attachments

Related Items
§ 1: Enhance the undergraduate academic core.

7: Effective Writing

Program Goal or SLO
Students write effective summaries and annotations and revise texts as required in upper-level English courses.

Assessment Method / Performance Expected
We will measure this outcome for ENGL 299 by evaluation project proposals and annotated bibliographies from Fall 2014.

The Assessment Committee determined that both the goal and method merit review. In its current form, the goal is problematic, conflating as it does different outcomes. In addition, it's not clear how one of these outcomes (revising texts) could be measured by the method originally indicated above. The department will discuss how best to revise this goal.

Assessment Results
Evaluation of annotated bibliographies has not yet taken place. The instrument for measuring the revising texts outcome is still under consideration. We anticipate beginning both outcomes in Spring 2015.

Use of Results
No data have been collected.
Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
As we have not yet accumulated all the data from 201, 202, and 207 testing, we have not been able to compare the results from all 3 required survey courses. From our first rounds of assessment of 299, the results confirm that the course is successfully meeting the first goal articulated for that course; therefore no changes to the course have been instituted as yet. Assessment of additional goals for 299 will begin in Spring 2015.

Related Items
There are no related items.