FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL
PROGRAMS

GRADUATE COURSE PROPOSAL FORM

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

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

Course Prefix, Number, and Title: [Existing title] ENGL 650 Principles of Literary Research (3)

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

☐ New Course  ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)

☐ (attach syllabus*)  ☐ Change Title (IV, VII, VIII, IX)

☐ Change Credits/Contact hours (II, IV, VII, IX)

☐ Prerequisite Change (IV, VII, VIII, IX)

☑ Edit Description (III, IV, VII, VIII, IX)

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

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2016

NEW COURSE:

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

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

List prerequisites and / or other restrictions below

Will this course be added to the Degree Requirements?

a) ☑ Yes  ☐ No

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September 2011

November 22, 2015

Graduate School
College of Charleston

Page 1
b) If yes, explain

The existing course, ENGL 650, is being revised to become a required course ideally taken in the first semester. It is designed to prepare students for their work in the middle and final stages of their degree work by introducing them to research and writing skills that all other courses already require.

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

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

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

Existing title and catalog description:

ENGL 650 Principles of Literary Research (3). Study of textual bibliography, research methods and resources, and methods of presenting research.

Revised title and catalog description:

ENGL 511 Introduction to Graduate English Studies (3). A practical introduction to research and writing. The course will cover theoretical approaches to literary and cultural interpretation; the discovery, analysis, evaluation, and integration of primary and secondary sources; and strategies for generating and revising sophisticated arguments. It also seeks to broaden awareness of career paths and professional development opportunities.
IV. RATIONALE / JUSTIFICATION: *If course change* — please indicate the course change details. *If course change or deletion*—please provide reasons for change(s) to or deletion of a course. *If a new course*—briefly address the goals/objectives for the course and the relationship to the strategic plan.

The current curriculum of the M.A. in English program has a strong “middle” — a set of courses requiring national and historical distribution with a significant number of elective courses — as well as a challenging “end” — a comprehensive exam and a required seminar course. It does not yet have a “beginning” that might be geared toward the introduction and development of fundamental research and writing skills.

Our assessment program for the past several years has documented broad deficiencies in these skills among our students. By requiring all students to take ENGL 511 early in their progress through the degree, we hope to have a broad impact on student acquisition of those fundamental skills that all of the other courses in the program require and that the degree as a whole is designed to foster. Because other courses in the major focus on acquisition of content knowledge, they do not have time to give adequate attention to the processes of writing and research that lead to effective arguments. The redesigned ENGL 511 will fulfill this crucial role.

Exit interviews that we request of all our graduates and the recently completed self-study report (2014-15) have indicated that our students would appreciate more structured guidance in professional development. In addition to fostering writing and research skills, ENGL 511 will therefore provide multiple opportunities for learning about career paths of students who use the M.A. degree to prepare themselves for a range of different jobs.
### V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will understand and effectively practice the rhetorical conventions of contemporary literary and cultural criticism.</td>
<td>Quizzes, exams, essays.</td>
</tr>
<tr>
<td>All students in the class will be assessed by the instructor each time the class is taught. 100% of students will receive a score of proficient or higher on the rubrics for all relevant assignments.</td>
<td></td>
</tr>
<tr>
<td>2. Students will recognize a range of contemporary theoretical models for analyzing literary and cultural texts and will incorporate them into their own arguments.</td>
<td>Quizzes, exams, and essays.</td>
</tr>
<tr>
<td>All students in the class will be assessed by the instructor each time the class is taught. 100% of students will receive a score of proficient or higher on the rubrics for all relevant assignments.</td>
<td></td>
</tr>
<tr>
<td>3. Students will understand and effectively practice the methodologies of literary and cultural research.</td>
<td>Quizzes, exams, and essays.</td>
</tr>
<tr>
<td>All students in the class will be assessed by the instructor each time the class is taught. 100% of students will receive a score of proficient or higher on the rubrics for all relevant assignments.</td>
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<tr>
<td>4. Students will understand how to use the English M.A. to advance their professional career goals.</td>
<td>Reflective essay and research project.</td>
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<td>At the start of the semester, students will articulate their career plans in a short reflective essay. They will also complete a research project designed to gather concrete information about a potential career and the skills it requires, to identify and interview useful contacts in the field, and to develop a plan how best to use their time in the program to prepare themselves for it.</td>
<td></td>
</tr>
<tr>
<td>All students in the class will be assessed by the instructor each time the class is taught. 100% of students will receive a score of proficient or higher on the rubrics for all relevant assignments.</td>
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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 student learning outcomes of ENGL 511 closely align with student learning outcomes currently prioritized by the College of Charleston and Citadel joint M.A. in English program:

- Students will present a persuasive written argument
- Students will conduct thorough and appropriate secondary research that demonstrates a knowledge of leading critical and theoretical methodologies and integrates them effectively
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

The English departments of the College of Charleston and The Citadel will have to commit to scheduling this course every fall semester. The responsibility will rotate from one institution to the other each year. As ENGL 511 will simply take the place of another course that would have been offered, it will not increase the number of courses offered by either department.

When the new M.F.A. program launches in Aug 2016—pending SACSCOC approval—there will be a positive impact on that program. With permission of the course instructor and M.F.A. Director, M.F.A. students will have the option to take the course as an elective. Since ENGL 511 will be offered every fall semester, M.F.A. students will have access to a course that will count toward their degree.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There are no expected costs associated with the proposed changes to ENGL 511.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 11/24/15

Signature of Department Chair:

Date: 11/24/15

Signature of Additional Chair*:

Date: 11/29/15

Signature of Schools' Dean:

Date: ____________

Signature of Additional Schools’ Dean*:

Date: ____________

Signature of the Provost:

Date: 11/30/15

Signature of Budget Director/Business Affairs Office:

Date: ____________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

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

Date: 11/11/2015

Signature of Chair of the Graduate Council:

Date: 11/20/15

Signature of Faculty Senate Secretary:

Date: ____________

Date Approved by Faculty Senate: ____________________

September 2011
2 November 2015

To Whom It May Concern:

The English Department and the College of Graduate Studies at The Citadel have approved the agreed-upon changes to English 650, a course in the Joint M.A. Program with the College of Charleston English Department. This includes both the revised content of the course and the new stipulation that it be required of all M.A. students.

These changes will take effect in the fall semester of 2016 and will be reflected in the 2016-17 course catalog.

Sincerely,

James M. Hutchisson
Professor and Co-Director, Joint M.A. Program in English
The Citadel