# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Engl 200: Reading literature and culture** | | | |  |
| [Replacing](#Ifapplicable) | **EngL 201: literary studies: Analysis** | | | |
| A.2. [Proposal type](#type) | **Course: revision** **and deletion** | | | |
| A.3. [Originator](#Originator) | **Alison Shonkwiler** | [Home department](#home_dept) | **English** | | |
| A.4. [Context and Rationale](#Rationale) | **As part of the revision of the major in English for all students, ENGL 200 Reading Literature and Culture will become an updated version of the introductory course ENGL 201 Literary Studies: Analysis, that also absorbs some of the introductory aspects of ENG 202 Literary Studies: Theory and Criticism (both of which will be deleted). (See separate proposal for ENGL 300 which replaces ENGL 202 and moves it to the 300-level.) The revised course ENGL 200, with an updated description, is designed to serve as a one-semester introduction to the major instead of the current 2-course sequence. Reducing the introductory sequence from 2 to 1 course will move students more expeditiously into 300-level courses and avoid a bottleneck at the 200-level. While there will still be other 200-level courses for students to take, once they have completed ENGL 200 they will be able to enroll in 300- and 400-level courses that previously required ENGL 202. Other 300-level courses (ENGL 315, ENGL 371, ENGL 372, ENGL 373, ENGL 375/376, ENGL 390, ENGL 460, ENGL 461, ENGL 490/491) will continue to have separate prerequisites as spelled out for each. In most respects the content of the new 200 will remain similar to the old 201. We have delegated some of its tasks to the 300 levels, however, and aimed in our overall program revision to articulate more clearly the differences between 200-, 300-, and 400-level expectations. As before, the new 200 will focus primarily on the practice of close reading. It will also introduce basic theoretical concepts of text, author, and interpretation formerly part of 202. Writing and research emphasis have been revised in line with 200-level expectations.**  **As did ENGL 201, ENGL 200 will continue as one of the courses to carry the weight of the department’s assessment plan and will be the sophomore-level Writing in the Disciplines course.** | | | | |
| A.5. [Student impact](#student_impact) | **With only one required introductory course, students will progress through the 200-level requirements more quickly and be able to take 300-level courses simultaneously with other 200-level survey offerings.** | | | | |
| A.6. [Impact on other programs](#impact) | **The impact of this course change on SED and ELED will be minimal as they are willing to replace their ENGL 201 requirement with ENGL 200.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **ENGL 201 (to be deleted)** | **ENGL 200** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Literary Studies: Analysis** | **Reading Literature and Culture** |
| B.4. [Course description](#description) | **Students examine the principles that define form and meaning in a literary text, particularly the practice of close reading and the acquisition of a critical vocabulary and methodology.** | **Students examine principles that define form and meaning in literary texts, practice close reading and using critical vocabulary and methodology, and consider fundamental issues of literary interpretation, texts, and authorship.** |
| B.5. [Prerequisite(s)](#prereqs) | Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement) | Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement). |
| B.6. [Offered](#Offered) | **Fall and spring** | **Fall and spring** |
| B.7. [Contact hours](#contacthours) | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) | **Required for major/minor** | **Required for major/minor** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO |**  **category:** | **NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Papers |**  **Class Work |** | **Attendance | Class participation | Exams | Papers |**  **Class Work |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Develop skills in close reading |  | Class presentation, essay, reponse sheets |
| Understand what is meant by text, genre, authorship, and interpretation and how these relate to culture and period |  | Quizzes, exam, and through other class work |
| Write clear, focused, critical responses to prose, drama and/or verse. Each student will produce at least 20 pages of writing, at least 4-5 pages of which are a polished final artifact that has been through a revision process |  | Essays |
| Use quotations following MLA guidelines, and be able to create a works cited list |  | Quizzes and essays |
| Learn the technical terms of literary study |  | Class exercises and quizzes |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |

Introduction

What is the literary canon? What is an author?

Overview of literary history

What is criticism? What are style guides?

Differences between primary, secondary and tertiary texts and how to use a library

Introduction to LibGuides

Note-taking strategies and avoiding plagiarism

How is close reading different from other kinds of reading?

Fiction and the short story

Background on James Joyce and early C20 Ireland

Technique and interpretation within stories from *Dubliners*

Mechanics of scholarly prose

Basic terminologies when discussing fiction

Characterization and points of view

Fiction and the novel

Background on Arthur Miller and America of the 1940s

Technique and interpretation within the novel *Focus*

Workshop on thesis statement (vs. topic)

How to quote prose texts

How to organize and structure an essay

Draft and final for an essay on fiction

Drama and the theatre

Irony, foreshadowing, soliloquys and the nature of tragedy vs. comedy

Plays and performance (differences between productions); Shakespeare on film

Basic terminologies when discussing drama

Background on William Shakespeare and C16 England

Technique and interpretation within the play *Macbeth*

How to quote Shakespeare

America of the 1950s

Technique and interpretation within the play *A View from the Bridge*

Modern drama vs. Shakespeare

Creating the perfect works cited list

Draft and final for an essay on drama

Poetry and poets

How to approach a poem

Basic terminologies when discussing poetry

Rhetorical and figurative language and poetic imagery

Pictorial vs. verbal irony

Different poetic forms

Rhyme schemes and scansion

The world between world wars

Selections from T. S. Eliot’s *The Wasteland and Other Poems*

Draft and final for an essay on poetry

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Daniel Scott | Chair of English |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Julie Horwitz/Gerri August | Co-Interim Deans of FSEHD |  |  |
| Lesley Bogad | Chair Educational Studies |  |  |
| Carolyn Obel-Omia | Chair Elementary Ed. |  | Tab to add rows |