# 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 300: introduction to theory and criticism** | | | |  |
| [Replacing](#Ifapplicable) | **ENGL 202: literary studies: Theory and criticism** | | | |
| 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 300 will replace ENG 202, which will be deleted. The revised ENGL 300 will no longer be part of the introductory sequence in the major, though it will still be required. However, students will be able to enroll in many 300-level courses earlier (as long as they have completed ENGL 200). While the content of the new 300 will remain similar to the old 202—learning how to read theory and secondary criticism—as a 300-level course it will be more suited to the difficulty of the material, and it will be relieved of some of the introductory expectations of 202. Writing and research emphases have been revised in line with 300-level expectations.**  **NOTE: All 300 level courses that previously used ENGL 202 as a prerequisite will now use ENGL 200 (or ENGL 202).** | | | | |
| A.5. [Student impact](#student_impact) | **At the 300 level, the course will be more coherent with our program offerings.** | | | | |
| A.6. [Impact on other programs](#impact) | **The impact of this course change on SED and ELED will be minimal as SED is willing to replace their ENGL 202 requirement with ENGL 300, and ELED can either do this also while their program still has students completing (once the program has been suspended as planned), or we can substitute an alternative 200 level ENGL writing course.** | | | | |
| 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) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

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 202 (to be deleted)** | **ENGL 300** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Literary Studies: Theory and Criticism** | **Introduction to Theory and Criticism** |
| B.4. [Course description](#description) |  |  |
| B.5. [Prerequisite(s)](#prereqs) | **ENGL 201** | **ENGL 200** |
| B.6. [Offered](#Offered) | **Fall, Spring** | **Fall, 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 | Presentations | Papers |**  **Class Work |** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any | A note needs to be added to STATE that ENGL 300 must be taken by the time a student reaches 75 credits. | |

| 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)**?** |
| --- | --- | --- |
| Same |  |  |
|  |  | Click Tab from here to add rows |

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

1. Each section will include primary works of literary theory (not just overviews or introductions).
2. Each section will require readings from at least three theoretical paradigms.
3. Theoretical texts on the syllabus will be drawn from more than a single period.
4. Each section will include a library visit and research instruction on using secondary sources.
5. Each section will require a total of at least 25 pages of writing, with at least one formal essay that “uses” theory to inform a critical reading of a particular text or artifact.

## 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 |