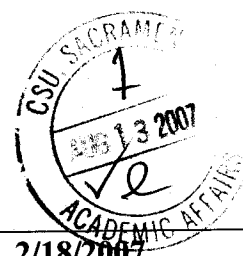




SACRAMENTO  
STATE

# Course Change Proposal Form A



Academic Group ( <i>College</i> ): Arts & Letters	Academic Organization ( <i>Department</i> ): English	Date: 2/18/2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Sheree Meyer	Submitted by: David Madden
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 20__07__

This course replaces experimental course Subject Area ( <i>prefix</i> ) and Catalog Number ( <i>course number</i> ):	
This Catalog Number ( <i>course number</i> ) is being replaced:	

**Change from:**

Subject Area ( <i>prefix</i> ) & Catalog No. ( <i>course no.</i> ):	Title:	Units:
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**Change to:**

Subject Area ( <i>prefix</i> ) & Catalog No. ( <i>course no.</i> ): English 250Z	Title: Special Topics in American Literature	Units: 3
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**JUSTIFICATION:**

This course, "Special Topics in American Literature," is designed to fill a need among faculty and students. The course will always deal with some aspect of American literature at the graduate level; however, the exact topic of the course may change from semester to semester or among faculty members. The course is designed to conform to the practice at most graduate-level programs throughout the country, where a course is open to different emphases each term. UC Davis, for instance, features such courses at both the undergraduate and graduate levels and allows students and faculty the opportunity to study subjects that either fall outside of the traditional curriculum or which may only be taught infrequently. Thus English 232, "Problems in English Literature" at Davis is described in that catalog as "Selected issues in the current study and critical assessment of a limited period or topic in English literature. May be repeated for credit when different period or topic is studied."

The advantage of such a course at CSUS is at least threefold: it would provide an opportunity for young faculty to teach a course specific to their dissertation or interest without duplicating a more established course taught by other faculty; such a course would also allow faculty engaged in research an opportunity to present that research as it is developing; and such a course would avoid the proliferation of numerous single-subject offerings which clog the catalog and which often confuse students.

Regardless of the individual topic, learning outcomes will be consistent. For the purposes of illustration, please see the sample syllabi for each of these three possibilities.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

The course will be open to the investigation of either a limited period (e.g. The Transcendental period or the Novel of the 1960s), a single author (e.g., Philip Roth or Toni Morrison), or a unique literary feature or structure (e.g. Literary Naturalism or the Experimental Novel).

Note:
Prerequisite:
Corequisite:
CAN (California Articulation Number):

<b>Graded: Letter</b> <input checked="" type="checkbox"/> <b>Credit/No Credit</b> <input type="checkbox"/>		<b>Instructor Approval Required?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Course Classification</b> ( <i>e.g., lecture, lab, seminar, discussion</i> ): Seminar		<b>Title for SIS+/CMS</b> (not more than 30 characters) "Topics in American Literature"
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>	
<b>How Many Times Can This Course be Taken for Credit?</b> <input type="checkbox"/> no limit as long as topic is not duplicated <input type="checkbox"/>		
<b>Can the course be taken for Credit more than once during the same term?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

Student will be able to:

1. Demonstrate an advanced understanding of a particular topic or feature of American literary expression.
2. Demonstrate an ability to read with insights and sophistication a specialized body of material.
3. Discuss in detail and with sophistication the intricacies of a highly specific research area.
4. Analyze and evaluate the quality of research of other scholars in this area.
5. Produce a research paper that extends the current research in this area.

\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Evaluations of general class participation
2. Evaluate individual formal class presentations
3. Evaluate formal papers submitted for the course

For whom is this course being developed?

Majors in the Dept  Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No  but can fulfill an area requirement \_\_\_

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No

If yes, attach a description of resources needed and verify that resources are available.

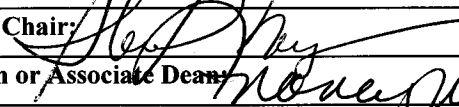
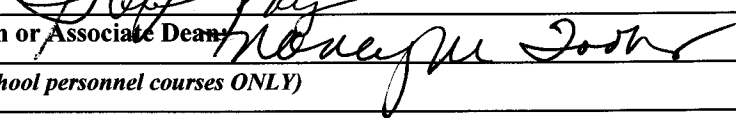
Indicate which department or programs will be affected by the proposed course (if any). None

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	4/13/07
College Dean or Associate Dean: 	8-9-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 8/14/07

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

# College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department English Effective Date Fall

2007

Proposed Course Number Engl 250Z Course Name Special Topics in American Literature

Contact Person Sheree Meyer, Chair Instructor David Madden

Projected Enrollment 15 Units of Credit 3

Has the course been offered before? No If yes, under what number?

Suggested Course Classification Seminar Unit distribution: lecture      lab       
activity     

List the prerequisite(s) for the proposed course. None

For which students or programs is the course designated?

- Majors in the department      MA in English
- Minors in the department
- Majors of other departments (e.g., *An A&L course designed for Business Administration majors*)
- General service
- Other (specify) \_\_\_\_\_

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program?  Yes  No

Method of Presentation:

- Lecture       Lecture/Activity       Lecture/Discussion       Lecture/Laboratory
- Activity       Laboratory       Seminar       Films and/or other visuals
- Performance       Other (specify) \_\_\_\_\_

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ? This course will vary by topic, so for example, a student who has taken Engl 250Z with the topic "Transcendentalism" can repeat the course when the topic is "Philip Roth." The Graduate Coordinator will track topics and approve repetition.

**What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course?** Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted. **None**

1. 3.
2. 4.

**Can the course be implemented within the existing departmental allocation?**  Yes  No

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

**If this is a new course, how will it be integrated into your present allocation:**

1. Will you be giving up another course to make room for the proposed course? **The course will rotate with other 250 (American Literature) seminars as needed**
2. What course(s) could you alternate in the schedule with the proposed course? **Other 250's.**
3. How often would you schedule the proposed course? **The Graduate Program Committee and Graduate Coordinator will set up a rotation of this course and its topics; depending on faculty interest, and other 250's in the curriculum, it may be offered as often as every semester.**
4. What full-time faculty can teach the course? What other course would they give up in order to teach it? **All full-time American Literature faculty who teach graduate courses are eligible to propose and teach a topic course under this rubric. Topics will be approved and placed in rotation by GPC.**
5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*) **None**

**List the objectives/goals/expected learning outcomes.**

Student will be able to:

1. **Demonstrate an advanced understanding of a particular topic or feature of American literary expression.**
2. **Demonstrate an ability to read with insights and sophistication a specialized body of material.**
3. **Discuss in detail and with sophistication the intricacies of a highly specific research area.**
4. **Analyze and evaluate the quality of research of other scholars in this area.**
5. **Produce a research paper that extends the current research in this area.**

**What student assessment tools will be used?** (*e.g., exams, papers, portfolios.*)

1. **Evaluations of general class participation**

2. Evaluate individual formal class presentations
3. Evaluate formal papers submitted for the course

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***In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information: See attached models for three courses.***

- I. Course Content and Objectives  
(Brief discursive overview of major topics and goals)
- II. Required Texts  
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format  
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
  - A. Class Participation
  - B. Examinations
  - C. Research Paper or Term Project or Short Papers, etc.
  - D. Attendance
  - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?  
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline  
(Course topics ordered weekly)

**SAMPLE SYLLABUS FOR SINGLE AUTHOR IN "SPECIAL TOPICS IN  
AMERICAN LITERATURE"**

**PHILIP ROTH**

**Course Description:** Philip Roth auspiciously began his career in 1959 with a best-selling collection of stories which earned a National Book Award. Since that time he has published twenty-nine books, including memoirs, collections of essays, short stories, and most importantly novels. Roth has established himself as one of modern America's most prolific and gifted voices, as he explores his Jewish heritage and the society of the late twentieth and early twenty-first centuries. His investigations of all social levels, though principally the middle class, reveal an acute concern for the promise and the failure of the American dream. He has won virtually every major American literary award—Pulitzer Prize, PEN/Faulkner Prize, National Book Award, National Book Critics Circle Award, National Book Foundation Award—as well as the distinguished Prix du Meilleur Livre Étranger given by the French government.

**Reading Schedule:**

Week I—critical overview (presentation of various articles or chapters in books dealing with Roth's works)

Week II—*Goodbye, Columbus* (1959)

Week III—*Portnoy's Complaint* (1969)

Week IV—*The Great American Novel* (1973)

Week V—*My Life as a Man* (1974)

Week VI—*The Professor of Desire* (1977)

Week VII—*The Ghost Writer* (1980)

Week VIII—*The Counterlife* (1986)

Week IX—*Operation Shylock* (1993)

Week X—*American Pastoral* (1997)

Week XI-- *I Married a Communist* (1998)

Week XII—*The Human Stain* (2000)

Week XIII—*The Plot Against America* (2004)

Week IV—*Everyman* (2006)

Week V—Summation

**INSTRUCTOR** Dave Madden, Calaveras 156, Office Hrs MW 11\_12; M 2:30\_3:00; & W 6:00-6:30; Office 278\_5623, Department 278\_6586; Email: maddendw@csus.edu. The course syllabus and general policies can also be found at my home page--  
<http://www.csus.edu/indiv/m/maddendw>

### EXPECTATIONS

- \*Complete all reading assignments by dates assigned
- \*Participate in class discussions
- \*Regular class attendance

Since this is not a correspondence course and since we meet only once a week, attendance is **mandatory**. A student will be allowed no more than **one** (1) **unexcused absence**. Those who have more than 1 unexcused absence will have a whole grade deducted from the final grade for each additional absence. Attendance will be taken at the start of each class. If a student arrives after attendance has been taken, it is his/her responsibility to see that s/he is recorded as being present. Excused absences will be granted only for extenuating circumstances (neither general malaise nor an assignment in another class will do) and must be cleared no later than the next class period. It is your responsibility to check your attendance; my records are final.

Class begins on the hour; students arriving consistently late by more than 5 minutes will be considered absent for any time missed. The time missed will be calculated as absences which will affect the final grade as explained above.

I recommend you **date your class notes** in order to demonstrate your attendance should there be a conflict in records. Be prepared to show those notes at the time that you inquire about your absences.

### DISTRIBUTION OF GRADES

The final course grade will be based on:

- 2 essays--60% final grade
- 1 essay final exam--25% final grade
- 1 precis of a critical work--15% final grade
- class participation, effort, improvement--swing factors

\*To miss any of the assignments above will result in an automatic failure of the course.  
NO EXCEPTIONS.

### Grading Outcomes:

Students will achieve the following:

1. Demonstrate an advanced understanding of a particular topic or feature of American literary expression.
2. Demonstrate an ability to read with insight and sophistication a specialized body of material.
3. Discuss in detail and with sophistication the intricacies of the a highly specific research area.
4. Analyze and evaluate the quality of research of other scholars in this area.
5. Produce a research paper that extends the current research in this area.

### GRADING STANDARDS

The grading standards for this class are identical to those articulated by the university and defined in the CSUS Catalog, p. 97.

- A** Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, the work exhibited is of an independent, creative, contributory nature.
- B** Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.
- C** Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.
- D** Unsatisfactory achievement toward the course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.
- F** Ineffective achievement toward the course objectives. The student has made no clearly significant progress.

**NB:** **I do not negotiate grades.** If you have questions, I will be glad to explain, but I will not barter a grade up or down. If you wish to discuss a paper, you may not do so on the day it is returned to you; see me at my next office hour. No exceptions.

### GENERAL POLICIES

**LATE PAPERS**--in this class they do not exist; the date an assignment is due is the date the assignment is due. If there is some clear and compelling reason for a late paper (not great powder at one's favorite ski resort, general malaise, or an assignment in any other class), see or call me **in advance** of submission. All papers must be submitted in class the week before the essay is to be considered by the class.

**TYPING**--**mandatory** for all papers. Papers should be neat and free of extreme typographical errors. Double-space and use 1" margins. If you use a computer or word

processor, use no less than a 10 pt and no more than a 12 pt font. Number pages, beginning with second page, in upper right hand corner, and secure pages **only** with a **staple** in the **upper left** hand corner. On a cover page center the title and put in the lower right hand corner your name, the date the assignment is due, the title of the novel you are writing about, the course number (250K), and my name.

BEHAVIOR--recently a professor in another department did a survey of standards of behavior, and the results suggested there is some confusion about what is (and is not) acceptable in university classes. She has advised that professors define their standards, so here are mine: certain fundamental standards of behavior must be observed in this class. Common courtesy and respect is demanded of all enrolled in this class. Therefore you are not to read the newspaper or a textbook for another course once the class meeting has begun. Likewise, no one is to work on assignments for another course in this class. Do not talk or otherwise interrupt me or another student who is speaking, and under no condition will anyone be permitted to sleep during class lectures or discussions. Please **TURN THE CELL PHONES OFF**; no calls once class begins. Those who cannot or will not follow these obvious rules of behavior will be counted as absent for that class period and may be subject to dismissal from the course.

MISCELLANEOUS--Students must keep abreast of assignments; I will not accept the excuse that because someone misses a class s/he did not know there was a change in the syllabus or an assignment. If there are any changes in the syllabus, they will be announced in class, and students are then responsible for these on dates announced.

### MECHANICS OF THE COURSE

SEMINAR PAPERS--for each novel there will be two or three essays (5-6 pages in length) submitted on the same topic. These essays will form the basis of class discussion. Writers must keep in mind that their assignment, in every case, is to present a reasoned, well-documented, **analytical, argumentative** response to the topic assigned. In other words, the essays are **not** simply plot summaries but may indeed include some limited summary in order to make their cases. Keep in mind that your audience is one that has read the novel but that needs persuading of your point of view. These assignments are not exercises in literary research; the concern here is with the exposition of an individual point of view. If you do use the words or ideas of someone else, be sure to document accurately according to the recent MLA style of citation reference. As stated above, papers will be submitted a week before they will be discussed. Writers must submit the **original** and **fourteen anonymous photocopies** for the class **a class meeting before** that essay will be under discussion. You are solely responsible for providing this material for your classmates on time, as scheduled.

SEMINAR RESPONDENTS--just as there will be two essays under consideration for each meeting, there will be two volunteers to lead discussion for that meeting. The respondents should consider the essays submitted, respond to issues and ideas presented

Sample "Topics in American Literature" Syllabus: Philip Roth--5

there, raise any pertinent questions, as well as discuss or pose questions regarding other relevant issues suggested by or even ignored by the essays. The essays offer a place to begin but they are by no means all that will be discussed.

CRITICAL PRECIS--on a first-come-first-served basis, students will select a critical text from a distributed list. Students must read the work and then summarize its main ideas, contents, critical position, bibliographic information, etc. in two pages only. The point of this assignment is to briefly describe the work for someone who is probably unfamiliar with it. Submit the original and one photocopy, and I will make copies and distribute them to the whole class. Thus each student will have a brief, carefully annotated bibliography of secondary sources for further reading or research.