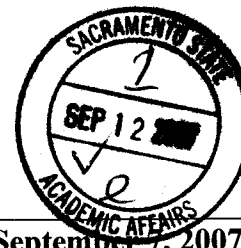




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (<i>College</i>): Arts and Letters	Academic Organization (<i>Department</i>): English	Date: September 7, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Sheree L. Meyer	Submitted by: Susan Wanlass
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 type="checkbox"/> CCE (<i>Extension</i>): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 20_08__

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Nbr (<i>course number</i>):	
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Change from:

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

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): Engl. 250A	Title: Wharton and Cather	Units: 3.0
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JUSTIFICATION:

This course will offer graduate students an opportunity to do an in-depth study of two of our most accomplished early American writers—who also happen to be the only two women writers to gain such a secure literary foothold during this time. The course will offer students an opportunity to examine the ways in which their works both intersect and diverge in reflecting the main themes of the time, one of which is certainly the conflict between the old restrictions and new freedoms of women's roles during the liminal period.

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)

This course will focus on the writing of Edith Wharton and Willa Cather, two of our most accomplished early American writers. The course will show how these writers, poised on the threshold of the twentieth century—and pulled simultaneously forward and back—explored similar themes, and how, as two of the few revered women writers of this time, they focused particularly on shifting gender roles; Wharton with her eye on interior space and Cather with her eye on exterior space.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit Instructor Approval Required? Yes No

Course Classification (*e.g., lecture, lab, seminar, discussion*): **05** Title for CMS (not more than 30 characters)
Wharton and Cather

Cross Listed? Yes No If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

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>

1. Students will become familiar with a range of the literary works of Edith Wharton and Willa Cather.
2. Students will engage in a comparative study of the themes techniques of Wharton's and Cather's works.
3. Students will explore some of the salient themes of early Modern American Literature, as developed in Wharton's and Cather's work.
4. Students will focus particularly on the changing roles of women in the period of early Modern American literature, as reflected in Wharton's and Cather's work.
5. Students will become well-acquainted with the social and historical background of the liminal period of early Modern American literature.
6. Students will come up with a literary topic about one of the works we read and will research and write about this topic.
7. Students will develop a more extensive research topic for their term papers and final seminar reports which involves in-depth research and comparison of two or three of the works we will read.
8. Students will experience as sense of becoming an "authority" on the literary topics they write about as they present their findings in oral presentations to the seminar.
9. Students will also gain practice in collaborating with their peers in leading a discussion the literary work they have selected.

****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:

Students will be required to write two research papers. The first paper will be an 8-10 page research paper on a literary topic the students come up with on one of the texts they choose from the syllabus. They will also be required to write a final research paper of 10-15 pages comparing a literary theme or technique in two or three of the works they choose from the syllabus. In addition, Students will present their findings to the seminar in two formal oral presentations, one on each of the papers listed above. This will give them an opportunity to act as an "authority" on their topics and to field questions from their peers. Since the first oral presentation will be on the rough draft of their first paper, they will be able to incorporate any suggestions from the seminar Members into the final draft of their papers, and this will make the presentation even more meaningful for them. Students will also be required to have a conference with the instructor before writing and presenting their topics. Sometimes students will be required as well to pursue topics for class discussion and report on them briefly.

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

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

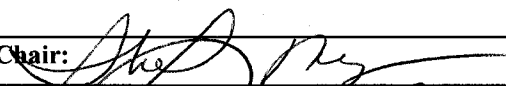
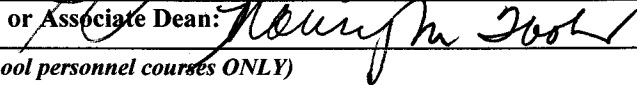
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Graduate Program-English

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: 	9/11/07
College Dean or Associate Dean: 	9-13-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

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.

8/27/07