

ENGL 100Z: TOPICS IN LITERARY THEORY AND CRITICISM

In Workflow

1. ENGL Committee Chair (dwtoise@csus.edu)
2. ENGL Chair (dwtoise@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (smizrahi@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
11. Registrar's Office (wwd22@csus.edu;%20w lindsey@csus.edu;%20sac19595@csus.edu;%20danielle.ambrose@csus.edu;%20h.skocilich@csus.edu;%20205109584@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 17 Sep 2019 21:34:14 GMT
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Tue, 17 Sep 2019 21:43:49 GMT
David Toise (dwtoise): Approved for ENGL Chair
3. Mon, 30 Sep 2019 22:12:18 GMT
Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 06 Oct 2019 21:47:46 GMT
David Toise (dwtoise): Approved for ENGL Chair
5. Mon, 07 Oct 2019 00:36:34 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 07 Oct 2019 19:26:37 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Fri, 26 Apr 2019 20:45:50 GMT

Viewing: ENGL 100Z : Topics in Literary Theory and Criticism

Last edit: Sat, 05 Oct 2019 22:36:04 GMT

Changes proposed by: Torsa Ghosal (219694983)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Torsa Ghosal	torsa.ghosal@csus.edu	916-278-6586

Catalog Title:

Topics in Literary Theory and Criticism

Class Schedule Title:

Topics Lit Theory & Criticism

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

English

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

ENGL - English

Catalog Number: (course number)

100Z

Course ID: (For administrative use only.)

202235

Units:

4

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is being modified to fit with new program requirements (please see appropriate form B); a significant portfolio project that becomes part of a student's e-portfolio is being added to the course and the number of units changed appropriately (4-unit course).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Investigates one or more schools of literary theory or criticism and their application to works of literature and/or film.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

May be repeated twice for credit as long as topics vary; Writing Intensive

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#01 - Large Lecture (K-factor=1 WTU per unit)

Lecture Units

4

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times (not including first time passed)?

1

Total credits allowed (including first time passed)

8

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

- 1) apply and analyze content knowledge appropriate to literary theory.
- 2) apply critical reading strategies to a variety of texts, which may include written, oral, or visual works, to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.
- 3) produce a variety of written texts that—in a process that includes revision based on feedback from peers and instructors—analyze language, ideas, and forms and creatively engage with the writing traditions of our various disciplines.
- 4) employ primary and, where suitable, secondary sources using appropriate disciplinary methodologies.

Attach a list of the required/recommended course readings and activities:

Ghosal_syllabus 100Z_Poetics and Antigone_4 units.docx
Summary of ENGL ELOs.docx

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.

quizzes (ELO 1)
formal writing assignment (argumentative essay/ research paper—with drafts) (ELO 1, 2, 3, 4)
informal writing (ELO 1, 2, 3)
Abstract (ELO 1, 2, 3, 4)
Independent project (ELO 1, 2, 3)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Integrative learning
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Ghosal_syllabus 100Z_Poetics and Antigone_4 units.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on GE area C2 and required lower division courses in the major (ENGL 40A, 40B, 50A, 50B, 65) that analyze and compare relations between literature, cultural production, history, and cultural change.

The course must expand students' knowledge by examining complex issues.

This courses examines the complex nature of literary theory and criticism, focusing on the variety of ways literature can be analyzed and situated in cultural context; theories about the connections between literature, culture, and history; and knowledge of the specific texts and authors related to literary theory.

The course must expand students' abilities to reason logically and to write clearly in prose.

The assignments listed below require students to advance an organized, detailed, and logical argument that advances a position about literary texts, their role in culture, and their relation to history. Students will do so by engaging with a variety of complex and sophisticated texts from this field.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Analysis Exercise (20 points): "Analysis" is the foundation of the kind of writing you will undertake in this course. On three occasions through the semester, you will be administered this in-class assignment. You will be given a section excerpted from the primary text you have been reading and an excerpt from The Cambridge Companion to Narrative or a similar secondary text you are reading for class. You will be required to connect concepts related to narrative theory and poetics to the excerpted paragraph from the novel/

drama, closely analyze and interpret the passages. Any relevant comparison you draw with other texts we have covered in class will also be appreciated. I will drop one of your lowest grades on the Analysis before figuring your average.

Close Reading Assignment (10 points): You will perform this take-home assignment twice and submit it on the due date marked on the syllabus. The assignment has two parts: (1) select a segment of one of the narratives that we have not spent a lot of time discussing in class and analyze it using the theoretical perspectives we've been working with; and (2) a short discussion of either what the close reading taught you about those perspectives—how they helped and how they inhibited your analysis—or some broader theoretical conclusions you want to draw based on that analysis. Part One should be about 600 words and Part Two about 300. Please type out the passage you'll analyze as a "preface" to your paper. The passage will not count against the word limit. Note that the Close Reading assignment is very similar to the Analysis assignment, except you get to choose your own passages and concepts for Close Reading and it is a take home exercise.

Academic Research Paper (35 points): The final assignment for this class will take the form of an academic research paper (8-10 double-spaced pages) that compares any two primary texts assigned in this course in relation to theoretical concepts we have discussed. You will draft the academic research paper in various stages. More instructions to follow.

- Abstract (3 hard copies) [5 points]
- First Full Draft (3 hard copies) [10 points]
- Final Paper (online submission) [20 points]

Make sure all your assignments for the class have your name on them.

Independent Project (10 points): For this project, you will create a multimodal adaptation of one of the primary texts we cover in class, organize it on a digital platform (such as Prezi or WordPress), and submit a reflection to the instructor on your process of adaptation by week 12 of the semester. From week 12-15, you will review and respond to three projects by your classmates; your review should address specific aspects of the assignment. Each response should be 2 pages written (double-space).

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

The attached syllabus indicates opportunities for drafting, feedback, and revision of a variety of writing assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The attached syllabus indicates due dates for writing assignments over the course of the semester; a minimum of 3000 words are due before the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Feedback on all major written assignments will be given within 2 weeks of the assignment submission.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Robin Fisher (rfisher) (Mon, 30 Sep 2019 22:12:18 GMT):Rollback: Dear David, Per Dr. Buckman, please review ELOs, using the format "Students will be able to," varying action verbs; Check that the syllabus has the ELOs that match the proposal, the catalog description, and a grading breakdown. Thank you, Robin Fisher

Key: 1801