

# ENGL 170I: INTRODUCTION TO TRAGEDY

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## 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. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
8. GE Crs Rev Subcommittee Chair (smizrahi@csus.edu)
9. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
10. Dean of Graduate (cnewsome@skymail.csus.edu)
11. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
12. Registrar's Office (wwd22@csus.edu;%20wlindsey@csus.edu;%20sac19595@csus.edu;%20danielle.ambrose@csus.edu;%20h.skocilich@csus.edu;%20205109584@csus.edu)
13. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 17 Sep 2019 21:38:40 GMT  
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Tue, 17 Sep 2019 21:47:45 GMT  
David Toise (dwtoise): Approved for ENGL Chair
3. Mon, 30 Sep 2019 22:56:46 GMT  
Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 06 Oct 2019 21:52:23 GMT  
David Toise (dwtoise): Approved for ENGL Chair
5. Mon, 07 Oct 2019 00:41:13 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 07 Oct 2019 19:18:59 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Fri, 31 May 2019 17:48:36 GMT

## Viewing: ENGL 170I : Introduction To Tragedy

Last edit: Sat, 05 Oct 2019 23:19:27 GMT

Changes proposed by: Jason Gieger (101048086)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jason Gieger	gieger@csus.edu	916-278-7284

### Catalog Title:

Introduction To Tragedy

### Class Schedule Title:

Introduction To Tragedy

### 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)**

170I

**Course ID: (For administrative use only.)**

129381

**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); significant portfolio projects that become part of a student's e-portfolio are being added to the course and the number of units changed appropriately (4-unit course).

Because of recent changes to the GE program (requiring upper division GE in three different areas) and to best serve our majors through a 4 unit-portfolio course, we are removing the course from Area C; however, in order to continue its support of GE, the Department plans to offer courses such as its popular ENGL 191A: Masterpieces of World Cinema (upper division Area C2) more frequently.

This course will continue to meet the Writing Intensive requirement.

This is one course in the ENGL 170 series that currently meets a requirement with on Liberal Studies Major with Concentration in Literature. In consultation with the Liberal Studies Program, this course will be deleted from a revised Liberal Studies Major with Concentration in Literature.

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

Focuses on the literatures and theories of tragedy—from 5th century BC to the present—from Sophocles to Mamet, from Flaubert to Stoppard. It examines the "tragic vision" in light of individual genres, times, social mores, religious beliefs and expectations, using Aristotle for both its touchstone and lodestar.

**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

**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#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

4

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**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."**

Expected Learning Outcomes--Students will be able to:

- 1) apply and analyze content knowledge appropriate to the study of tragedy as a genre.
- 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:**

170I 4-Unit JG syllabus.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.**

Assessment & Outcomes

quizzes: outcomes #1, 2

informal writing assignments: 1, 2, 3

formal writing assignment (argumentative essay/research paper + draft): 1, 2, 3, 4

midterms: 1, 3

final or final/essay exams: 1, 3

portfolio project (annotated bib & creative project) 1, 2, 3, 4

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

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**

BA in Liberal Studies (Literature)

**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?**

Yes

**Indicate which department(s) will be affected by the proposed course:**

**Department(s)**

Social Sciences and Interdisciplinary Studies

**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  
Knowledge of human cultures and the physical and natural world  
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)?**

Yes

**For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):**

**Does this course change impact your department's currently written Program Standards Document?**

No

**Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:**

It has no impact on the current Common Standards for Engl pre-credential. It has no impact on the Common Standards document for the Liberal Studies Major--Concentration in Literature--see attached correspondence.

**Is this change in response to program or unit assessment activities?**

No

**Will this course introduce any new or changes to program assessments?**

No

**Please attach any additional supporting materials:**

Re\_Liberal Studies Concentrations.pdf  
LIBERAL STUDIES lit.docx

## **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?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
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.  
 Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.  
 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:**

170I 4-Unit JG syllabus.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 course examines the complex nature of tragedy as a genre, focusing on the variety of ways tragic literature can be analyzed and situated in cultural context; theories about the connections between tragic literature, culture, and history; and knowledge of the specific texts and authors related to the tradition of literary tragedy.

**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).**

directed informal writing assignments/weekly response papers--8 approx 4 words each, 3200 words  
 formal writing assignment (argumentative essay/research paper)--1500 words  
 draft of formal writing assignment and peer review --750 words  
 midterm--500 word essay  
 final/essay exam--500 word essay  
 annotated bibliography--1,200 words min  
 paper proposal  
 portfolio creative project & response--1,800 words

**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 (response papers, exams, formal paper proposal/draft).

**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.**

The attached syllabus indicates due dates for writing assignments over the course of the semester; the weekly response papers, the midterm exam, the paper proposal & bibliography, and the draft of the larger paper all allow the instructor the opportunity to work with student ideas and prose.

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.

**Please attach any additional files not requested above:**

Re\_ Liberal Studies Concentrations.pdf  
LIBERAL STUDIES lit.docx

**Reviewer Comments:**

**Robin Fisher (rfisher) (Mon, 30 Sep 2019 22:56:46 GMT):**Rollback: Dear David, Per Dr. Buckman, Can you delete the GE info that does not apply? Please edit 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. Let me know if you have questions. Thank you, Robin Fisher

Key: 1884