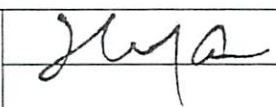
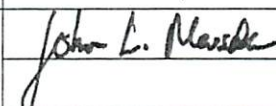
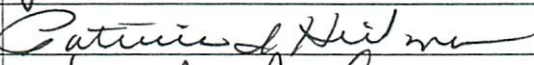
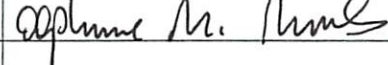
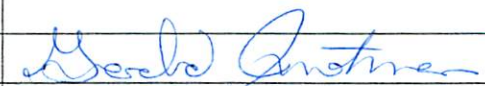
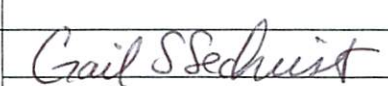


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-20h	App-3/31/09	App-4/21/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Dr. Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 7-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<hr/> ENGL 484: Topics in English Studies	
<hr/> <i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<hr/> <i>Current program name</i> <i>Proposed program name, if changing</i>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	 Date: 10/28/08
Department Chair(s)	 Date: Oct 30 2008
College Curriculum Committee Chair	 Date: 11-13-08
College Dean	 Date: 11/13/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 3/31/09

\* where applicable

FEB 16 2009

**Prerequisites:** Declared English Major; ENGL 122, 202; minimum 18 credits in major.

Explores themes that may vary from semester to semester according to the faculty member teaching the course. The course gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.
- The proposed course, ENGL 484: Topics in English Studies, will become the capstone course for students in the B.A. in English Studies Program. Its emphasis on the collaborative study of a wide range of subjects within the field of English Studies emphasizes the notion that students are part of a community of scholars even as they produce an independent research project focused on literary, textual, and cultural studies; creative or professional writing; language studies; pre-law studies; and/or pedagogies of reading and writing. Our current course offerings do not allow students to discuss and produce such a diverse range of projects in a single class. Since our B.A. majors intend to pursue a wide range of career paths, including teaching at the secondary level, enrolling in Masters and Ph.D. programs to study literature, composition, and/or film or teaching English as a Second Language, enrolling in M.F.A. programs to study and practice creative writing, or careers in business or service fields requiring excellent communication and critical-thinking skills, the proposed course provides a diverse group of students with an opportunity to work together in as part of an academic community while still pursuing their varied career and research interests. Equally important, students will create a portfolio of both their work as English majors and their work in this course in order to assess their growth and their position in the diverse fields of English Studies.**
- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.
- No.
- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).
- No.

## Proposed Catalog Description:

**English 484/Topics in English Studies**

**3c-0l-3cr**

**Prerequisites:** Declared English Major; ENGL 122, 202; minimum 18 credits in major.

This capstone course, required of all English BA majors, will explore themes that vary from semester to semester according to the faculty member teaching the course. The course gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

## Course Analysis Questionnaire

### Section A: Details of the Course

A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**The proposed course, ENGL 484: Topics in English Studies, will become the capstone course for students in the B.A. in English Studies Program. Its emphasis on the collaborative study of a wide range of subjects within the field of English Studies emphasizes the notion that students are part of a community of scholars even as they produce an independent research project focused on literary, textual, and cultural studies; creative or professional writing; language studies; pre-law studies; and/or pedagogies of reading and writing. Our current course offerings do not allow students to discuss and produce such a diverse range of projects in a single class. Since our B.A. majors intend to pursue a wide range of career paths, including teaching at the secondary level, enrolling in Masters and Ph.D. programs to study literature, composition, and/or film or teaching English as a Second Language, enrolling in M.F.A. programs to study and practice creative writing, or careers in business or service fields requiring excellent communication and critical-thinking skills, the proposed course provides a diverse group of students with an opportunity to work together in as part of an academic community while still pursuing their varied career and research interests. Equally important, students will create a portfolio of both their work as English majors and their work in this course in order to assess their growth and their position in the diverse fields of English Studies.**

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**No.**

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

No.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course cannot be taken for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Yes. Please see Appendix A.**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No.

### **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**There is no course overlap with other departments.**

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No.

- B4 Will seats in this course be made available to students in the School of Continuing Education?

No.

### **Section C: Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**One section of this course will be taught each semester. This course will be assigned as a regular 3-credit course towards faculty workload.**

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:  
**No additional resources are necessary.**
- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)  
**No.**
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?  
**The course will be offered once every semester.**
- C5 How many sections of this course do you anticipate offering in any single semester?  
**One section.**
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?  
**Up to 20 students will be accommodated. This is the usual cap for Honors or seminar courses.**
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.  
**No.**
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.  
**This is not a distance education course.**

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

#### **Rationale:**

The rationale for this new course is two fold. Undergraduate programs have been encouraged to develop “capstone courses” to assess student learning outcomes immediately prior to graduation. Revisions to the B.A. program include a broadening of the definition of “English Studies” to include writing, film, and language studies as well as the study of literature. This broadening is accompanied by the opportunity for students to specialize in one of those areas: literary/cultural/textual, film, writing, or language studies. ENGL 484: Topics in English Studies reflects that broadened and specialized program. As a required capstone course for students in the B.A. in the revised English Studies Program, ENGL 484 responds to and provides the means for a one-course, “capstone” assessment of the revised program student learning outcomes. Paralleling the function of (revised) ENGL 122: Introduction to English Studies, it provides an opportunity for students from the four (proposed) tracks to work together under a common rubric. Finally, it incorporates a portfolio and portfolio-assessment methods in order to provide opportunities for reflection on the individual's growth as an English major and his/her place in the field of English Studies.

## SYLLABUS OF RECORD

### I. Catalog Description:

ENGL 484: Topics in English Studies

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

**Prerequisites:** Declared English Major; ENGL 122, 202; minimum 18 credits in major

This capstone course, required of all English BA majors, will explore themes that vary from semester to semester according to the faculty member teaching the course. The course gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers.

### II. Course Objectives:

Upon completing this course, students should show evidence that they can:

- Identify theories of knowledge and meaning in one or more of the following tracks: Literary/textual/cultural, writing, film, or language studies.
- Identify and practice methodologies in one or more of the following: Literary/textual/cultural, writing, film, or language studies.
- Apply theories and methods in one or more of the following: Literary/textual/cultural, writing, film, or language studies.
- Integrate theories and methods in one or more of the following: Literary/textual/cultural, writing, film, or language studies.
- Read, comprehend, and contextualize selected texts in the field of English Studies. How are theories of knowledge in the field of English constructed?
- Draw from and apply student knowledge generated by their experiences in the literary/textual/cultural, writing, film, and language studies tracks.
- Apply theories and methods from literary/textual/cultural, writing, film, or language studies in an integrated final project.
- Formulate conclusions about readings independently and be able to effectively support and, when necessary, revise those ideas in class discussions. How has the discipline of English studies responded to these constructions and these ways of making meaning?
- Work effectively as members of a supportive scholarly classroom community helping each other develop and revise ideas and projects. How do different discourse communities integrate or resist dominant theories of knowledge and the way those theories are performed?
- Show clear evidence that they have used available resources (the professor, mentors, and peers, the library, etc.) to produce a significant final project related to the specific course topic which may be creative, critical and/or pedagogical in nature.

- Work independently, meeting self-imposed and class deadlines to research, write, revise and present the final project.
- Demonstrate, in the form of written and verbal evidence, that they have used existing knowledge in the field of English Studies to discover new ways of making knowledge.
- Demonstrate, in the form of written and verbal evidence, that they have synthesized existing ways of making meaning in the discipline of English Studies in order to create and reflect upon the effectiveness of new ways of making meaning. What is the place of these new texts within the field of English Studies.
- Demonstrate their growth as an English major and their place in the field of English Studies through the construction and assessment of a portfolio of their work.

### III. Course Outline

Week One	Topic issues related to writing – how is the topic for the course represented in the field of English studies? Who are the main writers in the field?
Week Two	Theories of knowledge related to the topic.
Week Three	Theories of knowledge related to the topic.
Week Four	How are these theories of knowledge constructed through texts and/or performances? Methodologies in Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks.
Week Five	How are these theories of knowledge constructed through texts and/or performances? Methodologies in Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks.
Week Six	How has the discipline of English studies responded to these constructions and these ways of making meaning? Application of theory and methods across the Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks. .
Week Seven	How has the discipline of English studies responded to these constructions and these ways of making meaning? Application of theory and methods across the Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks. .
Week Eight	How do different discourse communities integrate or resist dominant theories of knowledge and the way those theories are performed? Integration of theory and methods across the Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks. s.
Week Nine	How do different discourse communities integrate or resist other theories of knowledge and the way those theories are performed? Integration of theory and methods across the Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Tracks. .
Week Ten	What texts respond to these acts of integration and/or resistance?
Week Eleven	Interactive group presentations

Week Twelve	Interactive group presentations
Week Thirteen	Interactive group assessment -- what new texts have been produced by students? What is their status and place in the field of English studies?
Week Fourteen	Interactive group assessment – what new texts have been produced by students? What is their status and place in the field of English studies?

Final Exam: Week Fifteen
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#### IV. Evaluation Methods

##### Summary of Assignments & Grade Values

Final Project w/bibliography, process log	30%
Portfolio	25%
Reading Journals	20%
Participation	25%

##### Detailed Description of Assignments

**Final Project:** With the help of the professor and peer mentors from this class, students will choose an independent project as the culmination of their work in this seminar. This project may be a traditional critical paper, pedagogical project, creative project (e.g. related series of poems, performance, fiction, memoir) or a combination of these modes of delivery. Each project must draw from knowledge generated in Film; Language; Literary, Textual, and Cultural; and/or Writing Studies Track. Each final project will include an annotated bibliography of the works cited or drawn from. Every project should include a final author’s note that articulates the student’s contribution to knowledge and ways of knowing in the field of English Studies.

**Portfolio:** In consultation with the professor and peer mentors from this class, students will construct a portfolio of their work, both work created in previous classes and the work they've completed for this course. In addition, students will develop collaboratively the rubrics by which the portfolio will be assessed, in terms of both the quality of the work as it relates to individual growth and to its place in the wider field of English Studies.

**Reading Journals:** There are two types of reading journals: 1) journals on common readings from the first two-thirds of the class and 2) independent reading journals on sources for the independent project. The first type will usually involve specific assignments from the instructor (e.g. style imitations, etc.) and the second type requires reflection on and integration of specific texts from the discipline of English Studies. Students must *save all journals* – they will be turned in at the same time as the final project. Students will receive a reading journal grade based on the effective selection and synthesis of other peoples’ ways of thinking and ways of expressing that thinking.

**Participation:** The grade for participation is based on the quality of peer responses to student projects. Strong suggestions for revision – content-specific suggestions that comment on organization, sentence order, the use of sources, the development of a thesis and point of view AND (not or) the relationship between the project maker and the rest of the class as a community of reader/listeners will show the instructor that students are participating effectively.



**The English Undergraduate Conference.** Students are strongly encouraged to submit a proposal and/or participate through attendance in order to share research, creative work, etc. and/or get ideas for semester projects.

Grading Scale: A:  $\geq 90\%$  B: 80-89% C: 70-79% D: 60-69% F:  $< 60\%$

#### **V. Attendance Policy**

Student learning is enhanced by regular attendance and participation in class discussions. Students are expected to attend class unless in cases of illness or personal emergency. A limited level of allowable absence, normally at least a number of clock hours equal to course credits, will be included in each instructor's syllabus.

#### **VI. Required textbooks, supplemental books and readings**

##### Required Text/Course Materials

Course Packet (available at Copies Now)

E-reserve readings and handouts

Folder for journals and project notes, etc.

Also, please reserve \$10-\$15 for photocopying

#### **VII. Special resource requirements**

None.

#### **VIII. Bibliography**

Benshoff, Harry. *Queer Cinema: A Reader*. London: Routledge Press, 2004.

Dawson, Paul. *Creative Writing and the New Humanities*. London: Routledge Press, 2005.

Downing, David. *The Knowledge Contract: Politics and Paradigms in the Academic Workplace*. University of Nebraska Press, 2005.

Graff, Gerald. *Clueless in Academe: How Schooling Obscures the Life of the Mind*. New Haven, CT: Yale University Press, 2003.

--- *Professing Literature: An Institutional History*. Chicago: U of Chicago P, 1989.

Jackson, Shannon. "Professing Performances: Disciplinary Genealogies," IN: Henry Bial, ed. *The Performance Studies Reader*. London: Routledge Press, 2004.

Manguel, Alberto. *A History of Reading*. New York: Penguin Books, 1995.

Mayers, Tim. *(Re)Writing Craft: Creative Writing, Composition, and the Future of English Studies*. University of Pittsburgh Press, 2007.

Miller, Richard E. "On Asking Impertinent Questions." *College Composition and Communication*. 57 (2005): 142- 59.

--- "Schooling Misery: The Ominous Threat and Eminent Promise of the Popular Reader." pp. 125-38. IN: Tanya Agathocleous and Ann C. Dean, eds. *Teaching Literature: A Companion*. Basingstoke, England: Palgrave Macmillan; 2003.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London, Routledge Press, 2002.

Pope, Rob. *English Studies: An Introduction to Language, Literature, and Culture*. 2nd ed. New York: Routledge Press, 2002.

Russo, Vito. *The Celluloid Closet: Homosexuality in the Movies*. New York: Harper & Row, 1987.

Scholes, Robert. *The Rise and Fall of English: Reconstructing English as a Discipline*. New Haven, CT: Yale UP, 1999.

Spellmeyer, Kurt. "Travels to the Heart of the Forest: Dilettantes, Professionals, and Knowledge." *College English* 56 (1994): 788-809.

--- *Arts of Living: Reinventing the Humanities for the Twenty-first Century*. Albany: State University of New York Press, 2003.

Stimpson, Catherine. "Texts in the Wind." *Critical Inquiry*. 30 (2004): 434-39.

--- "The Culture Wars Continue." *Dædalus: Journal of the American Academy of Arts and Sciences*. 131 (2002): 36-40.

Wolff, Janice M. *Professing in the Contact Zone: Bringing Theory and Practice Together*. Urbana, IL: National Council of Teachers of English, 2002.

**Ball State University. ENG 444: Senior Seminar- Text and Intertextuality**

**Description:** In this class students will examine their own experiences as English majors and how these experiences have formed them as unique “texts.” We will read and analyze scholarly works on subjectivity and authorship to try and determine how each of our individual experiences is actually shaped by a myriad of influences. The main evaluation will be an in-depth exploratory research paper that will be presented to the class and turned in for revision once during the semester before the final copy is due at the end. This paper will explore the ideas we examine in the course as well as the students’ own experiences.

**Cleveland State University. ENG 495 Senior Seminar (4-0-4).** Prerequisite: English major with senior standing or permission of instructor. Literature studied in the context of significant theoretical questions: an author, genre, or theme considered from a variety of critical perspectives. The seminar may be repeated with change of topic.

**Eastern Illinois University. ENGLISH 4390 Senior Seminar (3-0-3).** Major topics in British, American, and world literature and language, with varying topics to be announced. Required of and enrollment limited to English majors in the Departmental Honors Program.