

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Two Semesters American Literature Survey

Sponsor(s) Dr. Nathaniel Clark Dept.: English Ext. 1001
Dr. Barbara Stina " " " 2571

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change add change in presentation
(please name deletion or credit/title/catalog change)

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>2/8/93</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>B. Patville</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>12/18/92</u> Date</p> <p><u>Nathaniel Clark</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>4047-411</u></p> <p>Proposal Received _____ Date</p> <p><u>Nancy L. Johnson</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>2-22-93</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>J. Caldwell</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 2/25/93 Date

Nathaniel Clark
Signature, Dean of School

Step 5 (SCC)

Open Hearing 4/2/93 Date Approved by Senate Curriculum Committee 4/21/93 Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 4/30/93 Date Approved Not Approved

Notification to Executive Vice-President/Provost 4/30/93 Date

Nancy L. Johnson
Signature SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____
Date

Approved Yes No

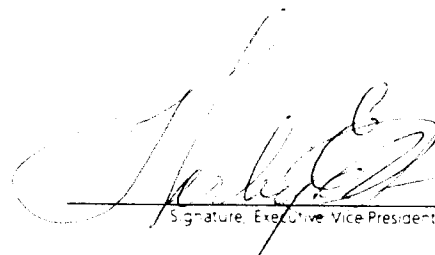
If no, reasons are as follows:

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed 5/25/93
Date



Signature, Executive Vice President/Provost

Registrar

Approved course description received 4 June 93
Date

Hegis Taxonomy and Course Number assigned 1502-213 / 1502-215

B. F. Kelsey
Signature, Registrar

4 June 93
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

ROWAN COLLEGE OF NEW JERSEY
DEPARTMENT OF ENGLISH

Minor Curricular Change

Title Change and
Reorganization of Requirements for English Majors

I. DETAILS

a. Title Change and Reorganization:

SP-14 10/1/64

FROM: (1) American Literature, Colonial Period to 1865
(2) American Literature, 1865 to 1914 (1502-213) 924
(3) American Literature, 1895 to the Present

TO: (1) Literature of the United States:
Beginnings to Realism (1502-213)
(2) Literature of the United States:
Realism to the Present (512-215)

Reorganization of Requirements for English Majors

In the past English majors have been required to take two of the three parts of our American literature survey. We propose that they instead be required to take both parts of a two-part survey. There will be no effect on credit hours or staffing requirements.

b. Sponsors

The Department of English
Dr. Nathan F. Carb, Chairperson
Dr. Barbara Estrick, Departmental Curriculum Chairperson

II. Rationale

a. Need for Change

currently, English majors must take two of three courses surveying American literature. They may of course take the third as an elective if their curriculum allows, but many do not--or cannot given the structures of the education-english coordinate major. Thus students may graduate from our program with knowledge of American

American literature survey and, accordingly, our requirements for the major. By reorganizing the survey into two parts and requiring that English majors must take both, we will provide our students a more comprehensive understanding of the historical development of American literature.

At the same time, this reorganization will bring the American literature survey into line with the survey of English literature, which consists of two parts-- English Literature to 1790 and English Literature after 1790.

While some contraction will necessarily take place under this proposed system, the department unanimously feels that this is preferable to our current situation.

b. Statement of Curricular Effect

The English Department takes seriously its mission to educate our students as fully as possible and to prepare those students who go on to become teachers to become good teachers. The proposed reorganization of our curriculum will further that mission and will not increase or decrease credit-requirements, nor will it affect faculty resources.

This curricular change will facilitate advisement and counseling procedures. It will also legitimize our offerings in American and English literature.

Condensing our current three courses into two courses will, of course require some contraction of the material. To balance out this effect we already offer several courses devoted to in-depth study of particular periods or genres, and we plan to increase our offerings of other specialized, more intensive courses. We currently offer a 200-level course in African-American Literature, and 300/400 level courses on Modern American Poetry, American Drama, and The American Novel. We plan to propose new courses on (1) the American Renaissance Writers (Hawthorne, Melville, Poe, Emerson, Thoreau) and (2) Contemporary Fiction, for which student demand is high.

ROMAN COLLEGE OF NEW JERSEY

ENGLISH DEPARTMENT

PROPOSED TWO-SEMESTER SURVEY OF UNITED STATES LITERATURE

PROPOSED CATALOGUE DESCRIPTIONS

Literature of the United States: Realism to the Present

This course concentrates on the rise of realism and on thematic and stylistic developments in modern and contemporary literature. It includes study of writers such as Dickinson, Twain, Howells, James, Chopin, Wharton, Crane, Dreiser, Frost, Eliot, Stevens, Hemingway, Faulkner, Ellison, Wright, O'Neill, Miller, Albee, Brooks, Baraka, Walker, Morrison, Sillko, Ortiz, Barth, and Pynchon.

SYLLABUS: UNITED STATES LITERATURE, BEGINNINGS TO REALISM

Objectives:

The general aim of this course is to provide students with a comprehensive range of knowledge about American literature from the beginning to the advent of realism in the latter half of the nineteenth century, thus contributing to their understanding of the American cultural and historical context.

- to encourage students to engage themselves with the material and to improve their analytical abilities;
- to improve students' abilities to communicate their ideas about the literature orally and in writing.

Course Content

The course will cover literary production in the seventeenth century (primarily Puritan), the eighteenth century (the Age of Reason), and the early nineteenth century (Romantic). The cultural history of each period will be considered in intense study of representative figures such as Edwards, Taylor, Bradstreet, Wheatley, Franklin, Irving, Emerson, Thoreau, Poe, Douglass, Melville, Hawthorne, Whitman, and Stowe.

Teaching Techniques:

The essential techniques for this course are class discussion of materials read and independent research. Lecture and student presentation will supplement discussion where pertinent.

Evaluation Techniques:

Oral and written performance in informal and formal contexts are fundamental to students' success in this course. The weight given to each is largely dependent upon the instructor.

Bibliography:

The emphasis in this course is on the students' reading of primary source material. Outside of the opportunity to deal with secondary materials while doing independent research, other assignments and suggestions of secondary works are highly selective. Numerous anthologies of primary sources exist in both paperbound and hardback editions. For the instructor who wishes to supplement anthology materials with novels or short-story-collections, there are many relatively inexpensive paperbacks.

SYLLABUS: UNITED STATES LITERATURE REALISM TO THE PRESENT

Objectives:

The general aim of this course is to provide students with a comprehensive range of knowledge about American literature from the

- to make students aware of some fundamental interpretations of the literature
- to encourage students to engage themselves with the material and to improve their analytical abilities
- to improve students' abilities to communicate their ideas about the literature orally and in writing.

Course Content:

The course will cover literary production in the late nineteenth and the twentieth centuries, from realism through modernist and postmodernism. The intellectual currents of each period will be considered through study of representative figures such as Dickinson, Twain, Howells, James, Chopin, Wharton, Crane, Dreiser, Frost, Frost, Stevens, Hemingway, Faulkner, Ellison, Wright, O'Neill, Miller, Albee, Brooks, Saraka, Walker, Morrison, Walker, Ortiz, Bartlett and Pynchon.

Teaching Techniques:

The essential techniques for this course are class discussion of materials read and independent research. Lecture and student presentations will supplement discussion where pertinent.

Evaluation Techniques:

Evaluation Techniques:

Oral and written performance in informal and formal contexts are fundamental to students' success in this course. The weight given to each is largely dependent upon the instructor.

Bibliography:

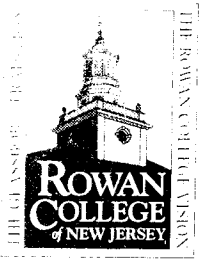
The emphasis in this course is on the students' reading of primary source material. Outside of the opportunity to deal with secondary materials while doing independent research, other assignments and

The department will use student evaluations (SIR's), alumni questionnaires, departmental curriculum reviews, and program reviews to assure that the course is meeting its objectives.

C. CONSULTATION

All members of the department have been consulted regarding these changes. The changes have been approved by unanimous vote during departmental meetings.

Cindy Vitto, Ph.D.
Barbara Patrick, Ph.D.
Catherine Wilcoxson, Ph.D.



Rowan College of New Jersey

Glassboro, New Jersey 08028-1701

Re: Curriculum Proposal--Title Change and Reorganization of
American Literature Surveys

Enclosed please find a copy of our curriculum proposal, revised as
directed. Thank you for your consideration.

APR 19 1984

1000 UNIVERSITY BLVD