

Approval Form

10

Proposal Title: Adoption of Minor 16/502 ENGLISH

Sponsor(s) Catherine Wilson Dept: English Ext: 3485
Nathan Carb

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

Undergraduate Graduate Credit Hours

| | | |
|---|--|---|
| <p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>1/25/95</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Catherine C. Wilson</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p><u>Nathan Carb, Jr</u> Dept. Chairperson</p> | <p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>679-95-63</u></p> <p>Proposal Received _____ Date</p> <p><u>Ronald J. Gochar</u> SCC Chairperson</p> | <p>Step 3 (School CC)</p> <p>Reviewed <u>3/9/95</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments: _____</p> <p><u>[Signature]</u> School Curr Comm. Chairperson</p> |
|---|--|---|

Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 3/13/95
Date

Comments:
MAR 11 1995
[Signature]
 Signature, Dean of School

Step 5 (SCC)

Open Hearing 4/13/95 Approved by Senate Curriculum Committee _____
 Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 5/1/95 Approved Not Approved
 Date

Notification to Executive Vice President/Provost _____
[Signature]

Step 7 (Executive V.P./Provost)

Approved: Yes No

Received 5/23/95
Date

If no, reasons are as follows:

Student credit hours 24

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Donald L. Gephart
Signature, Executive Vice-President/Provost

Registrar

Approved course description received 10/4/95
Date

Hegis Taxonomy and Course Number assigned M1502

B. McWay
Signature, Registrar

10/4/95
Date

Notification forwarded:

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

English Minor Proposal
ABSTRACT

The English Department would like to offer a minor in English. The sponsors for this proposal are the English Department, Nathan Carb, Chairman of the Department, and Catherine Wilcoxson, Departmental Curriculum Chair. There is a definite need for such a change; each semester several students (particularly students from Communications and Speech/Theatre) have inquired about minoring in English. These students often plan to teach, and having an English minor on their records would be useful as they go into the public school system.

We have worked out the following curricular program for such interested students. A minor in English would involve 24 hours of designated classes, including Introduction to Literary Studies; one complete survey sequence--either US Literature to Realism and US Literature Since Realism OR British Literature to Romanticism and British Literature Since Romanticism; either Masterpieces of American Literature* OR Masterpieces of English Literature**, depending on the choice of surveys (i.e., the student who takes the American survey must take Masterpieces of British Literature, and vice versa). Students would also be required to take Shakespeare I, Seminar I, one 100- or 200-level elective designated Multicultural/Global--either Masterpieces of World Literature*** (currently designated M/G), Women in Literature (currently under review for M/G designation), or Survey of Afro-American Literature (currently under review for title change to "African-American Literature" and for M/G designation), and one 300/400 level elective of the student's choosing.

If this proposal were accepted for fall of 1995, we would put it into effect immediately. Given the small numbers of students anticipated, no additional resources would be required in terms of staff, space, and non-salary resources.

*we are submitting name change proposals for all three of our "Masterpieces" courses, which would be renamed courses "Selected Readings In U.S./British/World Literature."

ROWAN COLLEGE OF NEW JERSEY
DEPARTMENT OF ENGLISH

Minor Proposal

I. **One-page abstract** (see covering page).

II. **DETAILS:**

a. **Proposal of a Minor in English**

b. **Sponsors:**

The Department of English

Nathan R. Carb, Department Chair

Catherine Wilcoxson (Departmental Curriculum Chair)

c. **Scope or size of program:** we would expect to register approximately 6-8 students the first year (based on the numbers of requests we have had this semester).

d. **Relationship to curriculum:** A minor in English would not have an adverse effect on our ability to offer general education courses; such small numbers of students would be involved that they would easily fit into our core area and elective classes.

e. **Prerequisites or eligibility:**

1. Freshman English minors must pass Composition I before enrolling in Introduction to Literary Studies.

2. An English minor must earn a grade of "C-" or better in Introduction to Literary Studies before enrolling in Seminar I.

3. Students must maintain a GPA of 2.0 in order to graduate with an English minor.

f. **Suggested time and scale of implementation:**

this minor could be put into operation as soon as we gained approval: perhaps for the 1996 school catalogue.

g. **Resource requirements** (equipment, library, staff, space, etc.) Given the small numbers of students anticipated in this program, no additional resources should be required.

III. **RATIONALE:**

a. The English Department takes seriously its mission to educate all interested students as fully as possible and to prepare those students who go on to become teachers to become **good** teachers. The proposed minor would help students improve their effectiveness on the job market and in the classroom. The proposed minor will further our mission and will not affect faculty resources.

IV. ESSENCE OF THE MINOR

a. **Major goals of the program:** the minor in English is designed for students from any major who want to pursue a structured program of literary studies without having to satisfy all the requirements for a major in English. In some states (although **not** in New Jersey) it is possible to get a teaching position with a 24-hour minor in English.

b. **Specific objectives of the program:** Students minoring in English will be introduced to important works from many periods of English, American, and World Literature. They will also have an opportunity to study particular literary genres (novel, short story, drama, poetry) and at least one major author in depth.

c. **Structure of organization:** A minor in English would involve 24 hours of designated classes, including the following:

1) Introduction to Literary Studies (3 s.h.). This course serves as an introduction to upper-level courses in the English Department. Using readings from the three genres, students will develop the skills and practice necessary for an analytical reading of literature and for writing critical essays about literature, using both primary and secondary sources. Prerequisite: a passing grade in Composition I.

2) one complete (two semester) survey sequence. Students would choose either

a) US Literature to Realism and US Literature Since Realism

OR

b) British Literature to Romanticism and British Literature Since Romanticism.

US Literature to Realism (3 s.h.) surveys literature in the colonial, revolutionary, and early national periods and the first half of the nineteenth century. It emphasizes such writers as Edwards, Taylor, Bradstreet, Wheatley, Franklin, Cooper, Emerson, Thoreau, Poe, Douglass, Melville, and Hawthorne, and examines the rise of such American genres as the slave or "escape" narrative, the Indian captivity narrative, and the rise of Transcendentalism and other forms of Romanticism.

US Literature Since Realism (3 s.h.) investigates and defines the major themes and the developing forms of early modern, modern, and contemporary literature, starting with the rise of realism and naturalism, modernism, etc. It emphasizes such writers as Whitman, Dickinson, Twain, Howells, James, Chopin, Wharton,

Hurston, Crane, Dreiser, Frost, O'Neill, Pound, Hemingway, Faulkner, Eliot, Stevens, Williams, Hughes, Bellow, Stein, Wright, Mailer, Lowell, Barthelme, Hawkes, Barth, Morrison, Welty, Momaday, Tan.

OR

British Literature to Romanticism (3 s.h.) begins with Beowulf and ends after Dr. Johnson; this intensive course traces the wealth and variety of a thousand years of poetry, drama, and prose beginning with the Anglo-Saxon epic, through Chaucer and Gawain, the Renaissance, the Restoration, and on to the close of the neoclassical period.

British Literature Since Romanticism (3 s.h.) begins with Wordsworth and ends with the present day, surveying the major writers--and also some minor ones--of the Romantic, Victorian, and Modern periods, including poets, novelists, dramatists, and prose essayists. It closely studies the relationship between literature and the specific social, political, and economic concerns it reflects.

3) either Masterpieces of American Literature OR Masterpieces of English Literature, depending on the choice of surveys (i.e., the student who takes the American survey must take Masterpieces of British Literature, and vice versa).

Masterpieces of American Literature (3 s.h.) gives a broad introductory overview of major works by American authors, concentrating on the writing of the 19th and 20th centuries. Designed as an introductory course, it includes authors like Irving, Emerson, Thoreau, Douglass, Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, James, Crane, Chopin, Wharton, Dreiser, Eliot, Fitzgerald, Hemingway, Hurston, Hughes, Wright, and Morrison. (HEGIS #: 1502.113) (Note: this course is under review for a change in catalogue description; Curriculum Committee decision pending.)

Masterpieces of English Literature (3 s.h.) gives students an introduction to the scope and depth of English literature, dealing with a limited number of writers from the earliest periods of English literature through the 20th century. Such writers as Chaucer, Shakespeare, Milton, Swift, Austen, Wordsworth, Bronte, Dickens, Lawrence, Shaw, and Woolf are read and discussed. (HEGIS #: 1502.110)

4) Shakespeare I (3 s.h.): an introduction to Shakespearean drama, this course covers such early and middle plays as Richard III, The Merchant of Venice, I Henry IV, As You Like

It, and one major later tragedy--Othello. This course emphasizes such concerns as character, theme, style, language development, and the Elizabethan background.

5) English Seminar I (3 s.h.: Writing Intensive): This upper-level course is designed for junior-year students. Each seminar deals with a particular writer, theme, or problem in literature or language and is designed to develop the students' abilities to write clearly, logically, and cogently. Prerequisite: a grade of "C-" or better in Introduction to Literary Studies.

6) one 100/200-level Multicultural/Global elective: either Masterpieces of World Literature, Women in Literature, or Afro-American Literature:

Masterpieces of World Literature (3 s.h.). This introductory level course is designed to give the student some knowledge of and sensitivity toward literature from around the world (exclusive of Europe and the United States); the course covers a limited number of ancient and/or modern works from Asia, Africa, and Latin America. (This course is designated Multicultural/Global.) (HEGIS # 1502.116)

Women in Literature (3 s.h.) examines the accomplishments of significant women writers from medieval times to the present, examining the impact of gender, race, and class on their works. Writers might include Christine de Pizan, Ann Finch, Wheatley, Wollstonecraft, Eliot, Austen, Rossetti, Barrett Browning, Jacobs, Truth, Gilman, Wharton, Chopin, Fumiko Enchi, Woolf, Stein, O'Connor, Olson, Plath, Ozick, Levertov, Lorde, Cisneros, Morrison, and Lessing. While various aspects of their works are considered, this course places particular emphasis upon the images of women which they present, approaching women's writing as part of a literary tradition both related to and independent of men's writing. (This course has been proposed for Multicultural/Global designation; Curriculum Committee decision pending.)

Afro-American Literature (3 s.h.; currently under review for title change to "African-American Literature"). This course surveys the development of African-American literature in all genres from the Colonial period to the present time. Emphasis, however, is on the literature of the 20th century, and special attention is given to such major African-American writers as DuBois, Hurston, Hughes, Wright, Ellison, Baldwin, Brooks, Walker, Wilson, Morrison, McMillan, and Naylor. (This course has been proposed for Multicultural/Global designation; Curriculum

Committee decision pending.)

7) one 300/400 level elective of the student's choosing, from the following list:

Literary Study Off-Campus (3 s.h.) This course permits students to study literature at important literary sites in the United States and abroad under the supervision of a faculty leader. Study includes preparatory reading, attendance at theatrical productions, tours of literary locales, theatres, writers' homes, and visits to the area's other important historical and cultural sites. Travel and program costs are borne by the students.

Modern American Poetry (3 s.h.) This course studies poets as varied as Eliot, Williams, Crane, Stevens, Frost, Rich, Moore, Plath, Brooks, Bly, and Ginsberg. Among our concerns are subject, form, and critical reactions.

Shakespeare II (3 s.h.) This course studies the more complex plays written after 1600, among them Hamlet, Lear, Measure for Measure, Antony and Cleopatra, and The Tempest. As in Shakespeare I--although perhaps on a more intensive level--the course emphasizes such elements as character, theme, and text.

The English Novel (3 s.h.) This course studies the English novel from its inception to the present. It analyzes style, structure, characterization, and theme; it stresses the novel as a relevant social document. Richardson, Fielding, Austen, Bronte, Thackeray, Dickens, Hardy, Lawrence, and Joyce are among those novelists often taught.

The American Novel (3 s.h.) This course investigates the development of American novelists' contributions to this art form by focusing on the themes and techniques of major American works. It focuses on writers such as Hawthorne, Melville, Twain, Chopin, Dreiser, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Ellison, Malamud, Roth, Oates, and Morrison.

American Dramatists (3 s.h.) Among the significant dramatists this course considers are such older figures as O'Neill, Odets, Hellman, Williams, Miller, and Albee; and such newer figures as Mamet Guare, Shepard, Lanford Wilson, August Wilson, and Hansbury.

Chaucer (3 s.h.) This course serves as an introduction to the poetry of Chaucer, to the language which he used, and to the times in which he lived. Typically, readings

are taken from The Canterbury Tales and Troilus and Criseyde.

English Renaissance Literature (3 s.h.) This course varies from year to year according to the needs and interests of the students. Studies may be made of the epic, the lyric, drama (non-Shakespearean), fiction, or other literary types, always against a background of Renaissance ideas.

Restoration and 18th Century British Literature (3 s.h.) Dryden, Congreve, Pope, Swift, Addison, Fielding, and Johnson are among the chief writers of this period. This course gives particular attention to the drama, neoclassicism, and the novel.

English Romanticism (3 s.h.) This course studies the major figures of the English Romantic period. It pays particular attention to the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, in an effort to define, analyze, and understand this important literary and social movement.

Victorian Literature (3 s.h.) This course concentrates upon the major works of English poetry and nonfictional prose from 1830 to 1900. Readings center upon such major figures as Tennyson, Browning, Arnold, Carlyle, Ruskin, Mill, and Newman. Lectures and discussions clarify the readings and indicate the relation of the literature to the most important intellectual movements of the century.

Modern European Literature (3 s.h.) This course emphasizes the relation between literature and contemporary life--political, social, and philosophic. It studies movements such as realism, expressionism, relativism, and existentialism, examining such authors as Ibsen, Strindberg, Pirandello, Zamiatin, Sartre, Camus, Kafka, Beckett, Ionesco, and Weiss.

American English Grammar (3 s.h.) This course emphasizes traditional grammar and seeks to give the student a practical understanding of the structure of contemporary American English grammar. Procedures include lecture, class discussion, and the working out of grammatical problems, including sentence diagramming.

Contemporary American Fiction (3 s.h.) This course focuses on the major fiction writers in the United States in the period 1945 to the present, especially in the last three decades. Authors studied might include Baldwin, Bellow, Ellison, Heller, Kerouac, Mailer, Malamud, Olsen, O'Connor, Petry, Bambara, Barth, Barthelme, Gaines,

Momaday, Morrison, Nabokov, Oates, Pynchon, Reed, Roth, Walker, Beattie, Carver, Chavez, Cisneros, Erdrich, Kingston, Naylor, Silko, and Tan.

Classical Literature in Translation (3 s.h.) This course covers works by Homer, Aeschylus, Sophocles, Euripides, Plato, Thucydides, Lucretius, Virgil, Horace, Ovid, and Catullus. Students learn why these figures are truly classic: they provide the indispensable foundation for much of Western intellectual history.

American Renaissance (3 s.h.) This course focuses on the literature of the American Renaissance (1830-1860). The study of works by writers like Cooper, Bryant, Irving, Poe, Emerson, Douglass, Thoreau, Hawthorne, Melville, Longfellow, Whitman, Stowe, Jacobs, and Dickinson will cover the three major characteristics of the period: the movement from classicism to romanticism in the early writers; the development of literary nationalism, and an increasing interest in exploring what it means to be an American; and, finally, the beginnings of literary realism with the approach of the Civil War.

D. **Administration:** The English Department would be solely responsible for administering the English minor. Academic advising at preregistration time would be provided for minors just as it is provided for our majors.

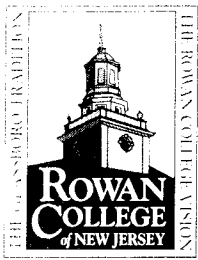
V. **Results of Consultation**

A. **Consultation with other departments:** we have consulted with the American Studies program and the Theater Department.

B. **Names of persons consulted:** Dr. Dianne Ashton, Chair, American Studies; Dr. Phillip Graneto, Chair, Theater Department.

C. **copies of written consultations:** see attached.

VI. **New Courses:** No new courses would be needed for the implementation of a minor in English.



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey 08028-1701

May 4, 1995

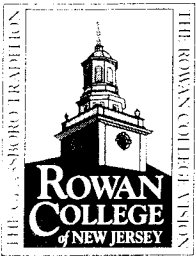
To Whom It May Concern:

I would like to endorse the English Department's proposal for a minor in English. Any theatre major who wishes to teach English would potentially be interested in such a program. We would certainly recommend such a minor to them.

Sincerely,

Philip Graneto, Chair
Speech/Theatre/Dance

PG/hc



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey 08028-1701

4/26/95

To the Curriculum Committee:

The English Department has consulted with American Studies about its proposed minor in English. The program Carb and Wilcoxson have outlined will be a useful and valuable addition to students' academic options here at Rowan, especially to American Studies majors. I have no objections or suggested revisions to the course of study they have proposed.

Sincerely,

A handwritten signature in cursive script that reads 'Diane Ashton'. The signature is written in dark ink and has a long, sweeping tail that extends to the right.

Diane Ashton
Chair, American Studies