

Glassboro State College Senate Curriculum Committee

Approval Form

1312
10/23/91
①

Proposal Title: Introduction to Literary Studies

Sponsor(s) Cindy Vitto Dept.: English Ext. 6370

Nathan Carb English 6002

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>4/25/91</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p>_____ Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>4/25/91</u> Date</p> <p><u>Nathan Carb</u> Dept. Chairperson</p> | <p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>91-92-1</u></p> <p>Proposal Received _____ Date</p> <p>_____ SCC Chairperson</p> | <p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p>_____ School Curr. Comm. Chairperson</p> |
|--|--|---|

Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed _____
Date

Comments:

Signature, Dean of School

Step 5 (SCC)

Open Hearing 10/23/91 Approved by Senate Curriculum Committee 10/23/91
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 2/13/91 Approved Not Approved
Date

Notification to Executive Vice-President/Provost 1/20/92 Dana Hathaway
Date Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

If no, reasons are as follows: _____
Date

Approved Yes No

Student credit hours 3

Faculty load hours 3

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Mailey E. D.
Signature, Executive Vice President/Provost

Registrar

Approved course description received 31 Jan 92
Date

Hegis Taxonomy and Course Number assigned 1502-101-01

B. Kelsey for DB
Signature, Registrar

31 Jan 92
Date

Notification forwarded:

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

COURSE PROPOSAL

INTRODUCTION TO LITERARY STUDIES (1502.101)

1. DETAILS

- A. Course Title: Introduction to Literary Studies
(1502.101)
- B. Sponsors: Cindy Vitto, Nathan Carb
- C. Credit Hours: 3 S.H.
- D. Course Level: Freshman
- E. Curricular Effect: Required for all freshman English majors as a 100-level literature course; students who transfer into the English major after their freshman year may test out of this course with the approval of their departmental advisor.
- F. Prerequisites: College Composition I
- G. Suggested Time and Scale of Implementation: Spring 1992; limited to 2 sections of 20 students each
- H. Adequacy of present staff, resources, and library facilities: Adequate
- I. Short-term evaluations: N/A

2. RATIONALE: Before tackling upper-level English courses, students majoring in English should possess fundamental skills required for critical analysis of literature. This course, based upon a study of the three major literary genres, will devote special attention to developing students' abilities in analyzing literature through discussion, critical writing, and research activities.

Introduction to Literary Studies will differ in significant ways from both Introduction to Literature (1502.123) and Composition II (1501.112). Although Introduction to Literature includes study of the major forms of literature--drama, novel, poetry, and short story--the course emphasizes an appreciative reading of literature rather than a close analysis that leads directly to critical writing. Conversely, while Composition II emphasizes development of writing skills, it cannot incorporate a

thorough overview of critical reading strategies and the technical vocabulary appropriate for writing about literature. In addition, both Introduction to Literature and Composition II are general education courses. The proposed course, Introduction to Literary Studies, combines reading and writing skills appropriate to in-depth literary analysis. Designed primarily for English majors, the course will help students to develop skills necessary for success in upper-level literature courses.

3. ESSENCE OF THE COURSE

A. Course Objectives

The objectives for this course can be classified into three areas: reading, writing, and research.

Reading objectives:

1. The student will observe and identify the characteristics of the three major genres of literature (fiction, poetry, and drama).
2. The student will demonstrate a literal comprehension of the works assigned.
3. The student will demonstrate ability to go beyond literal comprehension to analyze the style of a text, with special attention to portrayal of character and setting, the use of point of view, figurative language, and recurring themes and symbols.

Writing objectives:

1. The student will demonstrate an understanding of the basic terminology necessary to write concisely about literature.
2. The student will produce six or more short essays (400-600 words each) to demonstrate ability to analyze fiction, poetry, and drama, respectively.
3. The student will refine skills learned in College Composition I:
 - a. development of appropriate topic
 - b. logical and clear organization
 - c. use of specific details to support generalizations
 - d. mastery of standard English grammar and usage
 - e. strategies of revision.

4. The student will demonstrate ability to compare works of literature and to identify when it is appropriate to support a generalization by including statements from the primary text and from secondary sources.
5. The student will learn to anticipate various kinds of essay questions typically posed in a literature examination and will demonstrate the ability to answer those questions effectively in timed-writing exercises.

Research objectives:

1. The student will produce a short (5-7 page) research paper on a selected work of literature. Throughout the course, the student will demonstrate progress through the various skills necessary to produce the research paper: selection of viable topic along with appropriate support from primary and secondary sources; ability to take direct and paraphrased notes and to generate a bibliography; understanding of MLA documentation style.
2. The student will be able to define plagiarism and to explain how proper documentation prevents the problem.

B. Essence of the Course

1. Course Introduction - the nature and value of literature; overview of three genres and the skills necessary to write coherently about literature.
2. Writing about Fiction - an examination of plot, character, setting, point of view, symbolism, theme, style, tone, and irony. Students will read selected works of fiction, as well as writers' comments on fiction, and will write two short essays proving their ability to analyze a work of short fiction. In addition, a unit test on fiction will allow the students to demonstrate mastery of key terms and concepts and the ability to answer essay questions in a timed-writing situation.
3. Writing about Poetry - an examination of word choice and order, imagery, figures of speech, patterns of sound and rhythm, and common forms of poetry. Students will read selected poems, as well as poets' comments on writing poetry, and will write two short essays proving their

ability to analyze in-depth one or more poems. A unit test on poetry will allow the students to demonstrate mastery of key terms and recognition of common forms of poetry and will provide further practice in answering essay questions in a timed-writing situation.

4. Writing about Drama - an examination of the elements of drama, with emphasis on how it differs from fiction and poetry, especially in terms of constraints imposed by theater and audience. Students will read selected plays and will be introduced to the history of the genre, from ancient Greek drama to contemporary experimental plays. Students will write two short essays proving their ability to analyze a selected play. A unit test on drama will allow the students to demonstrate mastery of key terms and concepts and will provide further practice in answering essay questions in a timed-writing situation.
5. Writing a Research Paper - Through a series of exercises which will begin early in the course and can be incorporated into previous papers, students will learn to use the library to obtain reference materials, to take direct and paraphrased notes from both primary and secondary sources, to incorporate this material into the body of a paper, and to document source material using MLA style. Students will also learn what plagiarism is, as well as why and how to avoid it. As the culminating exercise of the course, students will write a short research paper on a selected work of literature.

C. Evaluation and Grading Procedures

1. Students will write at least six graded essays, two on each genre of literature. At the instructor's discretion, students may also be required to perform various other writing tasks, such as keeping a journal, writing creatively in response to the assigned literature, or writing additional essays which may or may not be graded.
2. Students will write a short research paper on a work of literature. Along with the research paper, students will submit preparatory apparatus (note cards, bibliography cards, outline) to demonstrate their understanding of the various steps required to complete a research task.

3. Students will take three unit examinations, one on each genre of literature, to prove their understanding of the assigned literature and of the key terms and concepts studied. The instructor may also use quizzes as needed to assess performance.
4. A final examination will allow the students to gain an overview of the material studied in the course.

D. Course Evaluation

1. Students will complete a written evaluation of the course at mid-semester and at the end of the course.
2. Course instructors will meet informally at mid-semester and at the completion of the course to discuss student responses, exchange ideas, and make necessary changes to improve the quality of the course. The English Department chair will approve changes before implementation.

E. Consultations - See Appendix.

INTRODUCTION TO LITERARY STUDIES

(Prerequisite: 1501.111; additionally, 0817.100 and 0817.120 for students who do not pass the New Jersey College Basic Skills Test in Reading)

Designed primarily for English majors, this course serves as an introduction to upper-level courses in the English Department. Using readings from all 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.



GLASSBORO STATE COLLEGE

Dean of Liberal Arts & Sciences

Glassboro, New Jersey 08028-1772 (609) 863-5342

Memorandum to: Cindy Vitto
Nathan Carb

From: Minna Doskow *MD*

Date: April 24, 1991

Subject: "Introduction to Literary Studies"

I have read with interest your course proposal for an entry level English course "Introduction to Literary Studies." It is an interesting and well thought out course with a clear purpose that will add structure to the English major program. Having all English majors begin their studies with a course that will introduce them to the common language of the discipline makes a great deal of academic and intellectual sense.

In addition, it will add another writing intensive course to the curricula in English. Since our students, regardless of major, cannot get too much writing, this course supports the college-wide goal of improving students' writing skills.

Because of the course's centrality to both college-wide goals and goals of the English major, I strongly support "Introduction to Literary Studies" as a required course for all first year English majors with the test-out proviso for transfer students.

MD/jmw



GLASSBORO STATE COLLEGE

Secondary Education/Educational Foundations

Glassboro, New Jersey 08028-1757 (609) 863-6071
(609) 863-7111

April 17, 1991

Dr. Donna Hathaway, Chair
GSC Senate Curriculum Committee
Department of Special Educational Service/Instruction
Glassboro State College
Glassboro, New Jersey
08028

Dear Dr. Hathaway:

Writing about literature is an effective way to examine the process of writing - both the student writer's processes in dealing with the work and the author's processes in creating the work being analyzed. While the proposed course - Introduction to Literary Studies - would be a valuable addition to the education of students who plan to major in English or in English education, it would be an excellent general education course for any college student serious about obtaining a liberal education.

I am convinced of the potential usefulness of this course, but I am also very impressed by the execution of the proposal which is itself well-written, with clearly stated objectives and effective strategies for realizing the objectives. This course will, I believe, be a valuable addition to our general education program and I am pleased to support it.

Sincerely,

Rose

Rose Glassberg, Ph.D.
Secondary Ed/Ed Foundation Dept.

cc: Dr. Nathan Carb, Chair
Department of English

Dr. Cindy Vitto, Assistant Professor

Computer Science Department
Eliminate Foreign Language requirement for
Computer Science Major. (SC#90-91-46)

English Department
New course:
Introduction to Literary Studies. (SC#91-92-1)

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DH/r