

MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Ron Kaufmann, Associate Dean
DATE: February 3, 2016
RE: Materials for Undergraduate Curriculum Committee Meeting 2/09/16
UC 128, 12:15-1:15 pm

Agenda

- 1) Announcements
 - a. Change in course number for recently-approved course (The Creative Mind) from THEA 205 to THEA 201
- 2) New Business
 - a. Expedited Actions
 - i. None
 - b. ATF Reports
 - i. Integration – Revised (pp. 3-5)
 - ii. Oral Communication – Response to comments from School of Business (informational; no action required) (pp. 6-9)
 - c. Non-Expedited Actions
 - i. English – Changes to major (pp. 10-79)
 1. Revised English major
 2. Revised Creative Writing concentration
 3. Revised English minor
 4. Table of revised course names and numbers
 5. New Courses
 - a. ENGL 250 – Literary Foundations
 - b. ENGL 260 – Critical Reading
 - c. ENGL 294 – Special Topics
 - d. ENGL 311 – Genres & Traditions
 - e. ENGL 315 – Literary Periods
 - f. ENGL 319 – Topics in Literary Histories
 - g. ENGL 321 – Literatures of Race, Gender and Sexuality
 - h. ENGL 329 – Topics in Literary Cultures and Theories
 6. Revised/Renumbered Courses
 - a. ENGL 340 – Restoration Studies
 - b. ENGL 341 – Eighteenth Century Studies
 - c. ENGL 343 – Early Novel
 - d. ENGL 357 – Modern U.S. Literature
 - e. ENGL 366 – Modern and Contemporary European Literature

- ii. MATH 498 – Internship (pp. 80-82)
- iii. Psychological Sciences – Changes to major (pp. 83-85)
- iv. Liberal Studies – Changes to major (pp. 86-96)
- v. Dual Degree Teacher Preparation Program (pp. 97-115)

3) Adjournment

ATF Report INTEGRATION

Description of Goals of Core Area

Integrative learning asks students and faculty to connect across disciplines, to synthesize disparate areas of knowledge, and to pose the "big questions." Core curriculum components connect and build on one another, the latest advances in research are integrated into the quest for understanding, and a continuous engagement with complex problems and issues of our world inform the questions we ask and the answers we seek. Integrative learning is an approach that creates an opportunity for students to make connections among ideas and experiences to synthesize knowledge. The definition of integration is multifaceted and includes courses and experiences that provide students with opportunities to make connections between disciplines, apply knowledge in a variety of contexts, and make connections between curricular and co-curricular activities, in order to synthesize Core competencies.

At the end of their coursework at USD, students should be able to do the following:

1. **Recognize** broad connections between multiple disciplines, perspectives, and/or approaches to learning.
2. **Articulate** how the integration of different disciplines, perspectives, and approaches to learning can enhance ones' understanding of practical issues and problems.
3. **Synthesize** knowledge and/or skills from multiple disciplines or perspectives.
4. **Apply** knowledge and/or skills from multiple disciplines or perspectives.

List of Student Learning Outcomes

1. SLO #1 and #2 (Recognition and Articulation)
The first two SLOs can be demonstrated at all levels, but are particularly relevant to the experiences of students in the LLCs. Through the LLCs students will be introduced to the integrated nature of learning. We expect them to be able to: 1) **recognize** that people bring different perspectives to scholarly inquiry; 2) **discuss** how real-world problem solving is inherently integrated; and, 3) **describe** the value of multiple perspectives to scholarly inquiry and/or problem solving.
2. SLO #3 (Synthesis)
The third and fourth SLOs can also be demonstrated at all levels, but are particularly relevant to the experiences of more advanced students who are completing their Core Project.
For the third SLO, we expect students to **draw meaningful connections between diverse perspectives** in a way that enhances the overall body of knowledge presented.

We want them to be able to demonstrate that the whole (an integrated body of knowledge) is greater than the sum of its parts.

3. SLO #4 (Application)

For the fourth SLO, students are expected to **apply** an integrated body of knowledge that they have developed by synthesizing diverse perspectives and/or skills to address a carefully formulated issue, problem, hypothesis, question, activity, or practice relevant to any mode of inquiry, executed in a form appropriate to any particular academic discipline.

Assessment Criteria

1. SLO #1 and #2 (Recognition and Articulation).

SLO's #1 and #2 must be included in all 2nd semester courses offered as part of the LLC program. Possible assignments used to assess these SLO's include, but are not limited to: Reflection papers at the end of 2nd semester LLC experience; A paper or project comparing how two or more perspectives apply to single issue, problem, hypothesis, question, activity, or practice.

2. SLO #3 (Synthesis)

SLO #3 must be included in all courses that include an Integrated Core Project. Assignments used to assess these SLO's will include all discipline appropriate forms. Examples include, but are not limited to: Paper assignments, research or project proposals, literature reviews, oral presentations, musical or theatrical performances, artistic expressions, or any other non-textual format that asks students to synthesize knowledge, perspectives, or approaches from different disciplinary perspectives, or from diverse learning experiences; Community Engagement Pedagogy; Shared prompts across team taught classes (See e.g. Shared Sexual Diversity Cluster).

3. SLO #4 (Application)

SLO #4 must be included in all courses that include an Integrated Core Project. Assignments used to assess these SLO's will include all discipline appropriate forms. Examples include, but are not limited to: Integrated team projects, proposals, compositions, performances, or any other non-textual format across team taught or clustered courses (See e.g. Integrated Sustainability Capstone); Individual or group projects involving community partners (potentially involving CSL); Individual or group project or proposal to address a real-world issue or problem (See e.g. Integrated Sustainability Capstone); Capstone project, paper, or any other non-textual format that draws from diverse disciplinary perspectives or learning experiences.

Summary

1. The definition of integrated learning is multifaceted and includes any courses and learning experiences that provide students with opportunities to make connections between disciplines, apply knowledge in a variety of contexts, or make connections between curricular and co-curricular activities, in order to synthesize Core competencies.

2. Students will meet their requirements for Integrated Learning through a two-semester sequence of LLCs during their first year at USD, and through an Integrated Core Project, which they will complete near the end of their studies.
3. LLC's- While integration will take place in regular LLC activities, learning outcomes # 1 and #2 must be met in the spring courses which, we believe, are well positioned for genuinely academic interdisciplinarity. Each spring course will have students who, in the fall, studied the LLC theme from a number of different disciplinary perspectives, which sets the stage for faculty and students to explore interdisciplinarity organically within the classroom. All proposed spring LLC courses must include suitable assignments designed to assess SLO's #1 and #2.
4. Integrated Core Projects- Suitable Integrated Core Projects can utilize any appropriate disciplinary form as long as they meet SLO's #3 and #4. Core Projects can be offered as part of a wide variety of courses and pedagogical approaches, including a team-taught course or interdisciplinary cluster, a community engagement experience, interdisciplinary research, interdisciplinary capstone or interdisciplinary project-based course, or discipline-specific independent study or practicum project that incorporates integrative learning. Examples of existing curricula that might fulfill the Core Project include: several existing community-service learning courses, the Integrated Capstone on Sustainability, the Sexual Diversity Cluster, existing capstones in specific majors, Honors team-taught courses, and USD faculty led courses abroad.

Response to Business School's Rejection of Report Oral Communication Area Task Force

Our committee was pleased to see that the Business School supported the learning outcomes we developed. Stephen Conroy explained in his email that the concern over our ATF report had to do with the oral communication competency being flagged rather than embedded. To again clarify, the reason our competency is now flagged is due to no other area being able to combine our learning outcomes with their own learning outcomes. Our understanding is that whether the oral communication competency is embedded or flagged, the learning outcomes and pedagogical recommendations will remain the same. The difference is over whether or not students will be aware that the course they were taking meets the requirements of the competency. Since the Business School supports our learning outcomes, our recommendations remain the same and are supported by research in oral communication. We detail this research below.

In the revised document returned to us, it was recommended that we remove the following items:

1. Our encouragement that departments target courses with lower enrollment sizes
2. That students be exposed to the skill early in the semester
3. That students be given an opportunity to speak in front of their audience before being assessed
4. That there be at least two instructor assessed presentations because it is a developmental skill

Our inclusion of these recommendations is so that instructors will adequately be able to address issues of communication apprehension. The fear of public speaking consistently tops Gallup's yearly poll of America's apprehensions. This fear is "a situation-specific social anxiety that arises from the real or anticipated enactment of an oral presentation" (Bodie, 2010, p. 72).

Anxiety emerges from the threat of being evaluated unfavorably from an audience and affects the physiology, cognition, and behavior of speakers. College students have no sense of how they will react in front of an audience during their first exposure. The research demonstrates that they have limited exposure to formal speaking environments in front of audiences, and they experience marked discomfort (Behnke & Sawyer, 2004). Students who are shy, who have low self-esteem, or who are non-native English speakers are particularly susceptible to high levels of anxiety and their fears can create "an increased sense of social isolation" (Rattine-Flaherty, 2014, p. 27; see also McCroskey, 1997; Hye & McCroskey, 2004; Pearson, Child, DeGreef, Semlak, & Burnett, 2011).

Unfortunately, simply practicing a speech can fail to reduce anxiety (Menzel & Carrell, 1994), since those with high levels of anxiety tend to postpone their preparation and do not use their time effectively (Ayres, 1996; Smith & Frymier, 2006). Students who experience communication apprehension will not be well served if they only give one instructor assessed speech. Research recommends a series of short assignments (Beatty, 1988) and dedicated work periods in class (Behnke & Sawyer, 2000). Giving students an opportunity to speak in front of an audience and receive instructor feedback (it doesn't have to be graded feedback) will help them prepare for a graded assignment. Research also tells us anxiety is best reduced over the course of a semester with constant exposure to an audience (Carrigan & Levis, 1999).

We are particularly sensitive to the fact that a poorly designed course that does not properly train students in skill development has the capacity to *induce* future anxiety in students rather than improve it (Motley, 1990; Motley & Molloy, 1994). Thus, it does not seem fair to students to be evaluated on skills they have not developed previously, particularly when such a course design may promote the opposite of our intended effects.

Understandably, dedicating time to in-class activity can be particularly time consuming if classes are large. Hence, we recommend targeting classes with lower enrollment sizes. The National Communication Association's (NCA) Standards for Undergraduate Communication Programs (2011) indicates that in performance based courses, such as a course with oral communication learning outcomes, "course size should be limited to assure appropriate student learning" (p. 4). NCA further clarifies that "disciplinary integrity requires reasonable class size restraint" and that such courses "should not have more than a 25:1" (pp. 4-5). While not all classes may be able to be this size, it is worth including this in our recommendation so that deans, department chairs, and instructors are aware of these challenges, and so that instructors can be given as much support as possible to meet both the oral communication learning outcomes and their subject specific learning outcomes.

Our recommendations are crucial for the accomplishment of student learning outcomes, which guide how we evaluate syllabi (whether or not they are embedded or flagged). Since there have been no objections to our learning outcomes, and since the research supports our recommendations, we have decided not to make the suggested changes since it is unclear how learning outcomes would be accomplished or how we could assess a syllabus' fitness to be designated as fulfilling this competency.

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Department Report Form English Department Major and Minor Revisions

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

The English department has revised its major and minor programs and approved the changes with a unanimous vote of 14-0-0. We identified the need for revision as part of our self-study for our academic program review, a need affirmed by our review team. Since our last revision in 2005, we have added nine new faculty members. Our major and minor needs to reflect their strengths and scholarly interests and bring their courses to the center of our curriculum. In addition, literary studies has changed substantially in the past ten years, and our updated major and minor will reflect that evolution. We also believe that we need to restructure our lower division offerings to better prepare majors for upper division work.

Our timetable for implementing the revision is as follows:

- *Spring 2016: Put the proposal through the UCC and the Academic Assembly*
- *Fall 2016: Scheduling for Fall 2017 will reflect the changes. We will put the new courses as needed through Core, and work with the Dean's office to update Banner and our DARS template*
- *Spring 2017: Announce the new major and hold information sessions. All new majors will declare under the new program and recent declarations will have the option of changing to the new major*
- *Fall 2017: New major in effect*

The first part of this document is a description of our major and minor programs, and the writing concentration within the major. The primary changes are:

- 1) *Revising two lower division required courses. We are adding a course in literary history (ENGL 250) and a methods course (ENGL 260), which will serve as a foundation for upper-division work in the major.*
- 2) *Changing the distribution requirements at the upper division. This shifts us from a purely historical distribution in our current major (in which students are required to take a medieval course, a renaissance course, etc.) to both a historical distribution and a distribution based on literary methods and approaches. This latter category, called "Literary Cultures and Theories," makes a place in our requirements for ethnic literatures, literary theory, and new media, among other approaches.*
- 3) *Modifying the requirements for minors to require less lower division work and more upper division work.*
- 4) *Increasing the major by 6 upper-division units. We consider this small expansion important for allowing our students to develop a complete engagement with literary studies. At 45 units, our major will still be quite small relative to others at USD.*

The second part of the document is a table that contains relatively minor changes to our program. These changes include: deletions of courses that will no longer be taught; changes to course numbering and titles of remaining courses; and identifying courses that need to be made repeatable.

The third part of this document contains the reports, action sheets, and syllabi for more substantive changes.

Note: The action forms below required that courses that will count for core should include the documentation. Since those forms are not available for the new core, we will include them at the appropriate time (Fall, 2016).

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *The changes to the major will affect substantially the shape and character of the major, as described above.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *Please see above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *These changes will not have a staffing or budget impact.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *All courses currently required by the liberal studies program and single subject credential will still be offered, as will all optional courses for the International Relations major, although potentially renumbered.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *These changes will not impact the enrollment ceilings in any of our courses.*

- 3. Syllabus** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings. *Please see the attached syllabi included in the larger report as needed.*

Part 1: Course Proposal (new or changes) Action Sheet
Overview of the new major

1. **Today's Date** *February 1, 2016*

2. **Course Action:** Changes to English major

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☒ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year)

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules
See general description below

b. Catalog Title (**60 characters maximum**; appears only in Catalog)
NA

c. New Course Information: *See throughout document*

Department Code

Credit Hours

Course Number

Lecture Contact Hours

Lab Contact Hours

Other Contact Hours

d. Catalog Course Description (if new or changed): *See throughout document*

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- ☒ Lecture
☐ Lab

- ☐ Independent Study
☐ Performance

- ☐ Lecture/Lab
- ☒ Seminar
- ☐ Recitation
- ☐ Internship

- ☐ Field Experience
- ☐ Practicum
- ☐ Research/Thesis/Dissertation
- ☐ Community Service Learning

5. Course Designation (check all that apply)

- ☒ Core (include Core proposal)
- ☒ Honors
- ☒ Writing (include W proposal)
- ☒ Diversity (include D proposal)
- ☒ Other

6. Faculty Course Workload

- ☒ Same as course credit
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify):
- ☐ Based on enrollment (specify):
- ☐ Team Taught, full load
- ☐ No load
- ☐ Other (specify):

7. Course Details (circle Y/N) See throughout document.

Will this course be course cross-listed (Y/N); if Y, with what course?

Prerequisites? (Y/N); If Y, list prerequisite courses:

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course?

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W):

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (#Yes/#No/# Abstentions) 14/0/0

Approvals (Curriculum Committee Use Only)

- 9. ☐ Department Vote; Date _____
- 10. ☐ Department Chair; Date _____
- 11. ☐ Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- 12. ☐ Other Curriculum Committee; Name _____ Date _____
- 13. ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- 14. ☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
- 15. ☐ Dean; Date _____

General Overview
English Department New Major and Minor

New Major

Total: 45 units

Lower Division (12 units)

Required:

English 250: Literary Foundations (3 units) (New course)

English 260: Critical Reading (3 units) (New course)

LD Electives

Take two:

220 Studies in Genre

226 Studies in a Tradition

230 U.S. Literature

236 World Literature

240 Shakespeare

Upper Division (33 units)

**The department recommends that Majors and Minors complete the lower division Literary Foundations and Critical Readings requirement before beginning upper division work. We also recommend that the "W" Course be taken in the junior year.*

Required:

2 Literary Histories (6 units)

2 Cultures and Theories (6 units)

7 electives (21 units)

Literary Histories (6 units) (new courses)

English 311: Genres and Traditions

English 315: Literary Periods

English 319: Topics in Literary Histories.

Literary Cultures and Theories (6 units) (new courses)

English 321: Literatures of Race, Gender, and Sexuality. (Pre-req. ENGL 260)

English 325: Literary Theory. Prerequisite: (pre-req. ENGL 260)

English 329: Topics in Literary Cultures and Theories. (Pre-req. ENGL 260)

UD Electives

- 7 courses or 21 units
- At least 2 courses (6 units) must be literature courses
- 5 courses may be any area, including more literature; the CW track (12 units); the Writing Center, Southeast San Diego Tutoring, or internship up to 6 units.
- 1 flagged W course (Advanced Writing in the new Core)

Creative Writing Concentration

Total: 12 units of the 45 unit major

English 301: Intro to Creative Writing (3)

2 Genre Concentration (6)

- | | |
|---------------------|--|
| <i>Poetry:</i> | English 394, Inter. Poetry Writing; (pre-req. English 301)
English 404, Adv. Poetry Writing; (pre-req. English 394) |
| <i>Fiction:</i> | English 395, Inter. Fiction Writing; (pre-req. English 301)
English 404, Adv. Fiction Writing; (pre-req. English 395) |
| <i>Non-Fiction:</i> | English 396, Inter. Non Fiction Writing; (pre-req. English 301)
English 406, Adv. Non-Fiction Writing; (pre-req. English 396) |

1 Crossover course: (3) one of the following:

- i. Intermediate level course not of the chosen genre (394, 395, 396);
- ii. English 390, Topics in Creative Writing;
- iii. English 304W: Adv. Comp: Autobiography;
- iv. English 494/ Thea 365W: Playwriting

The Minor

Total: 18 units

Lower Division (6)

English 260, Critical Reading (prerequisite for upper division work)

1 LD elective

Upper Division (12)

1 Literary Histories or Literary Cultures and Theories (311, 315, 319, 321, 325, 329)

3 UD electives, at least one of which must be a literature class; 3 units may be in the Writing Center, the SESD tutoring project, or an internship

Part 2. Minor Changes to Numbering and Titles
English Department New Major and Minor
Department Report Form

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. We are *renumbering many courses in order to provide a more coherent numbering system. We are retitling some courses in order to reflect small changes in the organization of the curriculum.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *No effect.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *Changes in numbers and titles will not affect the major or minor.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings. *N/A*

Part 2. Minor Changes to Numbering and Titles
Course Proposal (new or changes) Action Sheet

1. **Today's Date** *February 1, 2016*

2. **Course Action:** Minor changes to Numbering and Titles

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☒ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☒ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year)

3. Basic Information

f. Title of Course (**30 characters maximum**; appears on transcripts and schedules
See below

g. Catalog Title (**60 characters maximum**; appears only in Catalog)
See below

h. New Course Information: *See below.*

Department Code
Credit Hours
Course Number

Lecture Contact Hours
Lab Contact Hours
Other Contact Hours

i. Catalog Course Description (if new or changed)

N/A

j. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. **Course Format:** method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. **Course Designation (check all that apply)**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Core (include Core proposal) | <input checked="" type="checkbox"/> Diversity (include D proposal) |
| <input checked="" type="checkbox"/> Honors | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Writing (include W proposal) | |

6. **Faculty Course Workload**

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify):
☐ Based on enrollment (specify):
☐ Team Taught, full load
☐ No load
☐ Other (specify):

7. **Course Details (circle Y/N) N/A**

Will this course be course cross-listed (Y/N); if Y, with what course?

Prerequisites? (Y/N); If Y, list prerequisite courses:

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course?

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W):

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. **Department vote (#Yes/#No/# Abstentions) 14/0/0**

Approvals (Curriculum Committee Use Only)

- | | | |
|-----|--------------------------|--|
| 9. | <input type="checkbox"/> | Department Vote; Date _____ |
| 10. | <input type="checkbox"/> | Department Chair; Date _____ |
| 11. | <input type="checkbox"/> | Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| 12. | <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ |
| 13. | <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| 14. | <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| 15. | <input type="checkbox"/> | Dean; Date _____ |

English Department
Existing English Department Numbers and Proposed new ENGL numbers

Existing Course #	Proposed Course #	<div> Red =deleted course Orange = course renumbered, old title Green = same course content, new course name & number Blue = course made repeatable; new prerequisite Purple = old course number, new title </div>
ENGL 100	To be deleted	Intro to College Writing (new number approved F15)
ENGL 122	To be deleted	Comp & Lit for Educators
ENGL 223	220	Studies in Genre
ENGL 224	226	Studies in Literary Traditions
ENGL 225	230	Studies in U.S. Literature
ENGL 228	236	Studies in World Literature
ENGL 231	215	Children's Literature
ENGL 280	240	Intro to Shakespeare
ENGL 306W	To be deleted	Advanced Composition for Educators
ENGL 310	330	Dante
ENGL 312	331	Medieval Studies
ENGL 314	333	Chaucer
ENGL 318	385	Development of the English Language
ENGL 324	335	Renaissance Drama (Make repeatable)
ENGL 326	337	Renaissance Studies (Make repeatable)
ENGL 328	338	Milton
ENGL 352	352	U.S. Literature to 1900
ENGL 355	355	Early U.S. Literature
ENGL 356	356	U.S. Fiction 1900-1940
ENGL 358	358	U.S. Ethnic Literature
ENGL 359	359	Modern U.S. Fiction
ENGL 360	360	Modern & Contemporary Poetry
ENGL 362	362	Modern & Contemporary Drama
ENGL 368	368	Modern & Contemporary British Literature
ENGL 370	370	Modern & Contemporary Fiction
ENGL 372	386	Film Studies
ENGL 376	390	Topics in Creative Writing
ENGL 380	325	Literary Theory (prerequisite: ENGL 260)
ENGL 381	394	Intermediate Poetry Writing
ENGL 382	395	Intermediate Fiction Writing
ENGL 383	396	Intermediate Non-Fiction Writing
ENGL 384	To be deleted	Autobiography
ENGL 391	404	Advanced Poetry Writing
ENGL 392	405	Advanced Fiction Writing

ENGL 393	406	Advanced Non-Fiction Writing
ENGL 495	450	Senior Project

**Part 3: New Courses, Substantive Changes to Standing Courses
English Department Revisions to Major and Minor**

**Department Report Form
ENGL 250**

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *English 250 is new foundational course for our revised major requirements. Courses are tasked with studying foundational texts that still resonate in literary studies, providing a way of understanding literary history. This course has been created in answer to our perceived need that our lower division curriculum should provide more explicit preparation for our upper division offerings. The course will be required for the major.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *It will change our lower division requirements and provide students with a stronger grounding for upper division work. It should have no effect on the curricula of other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *The course will be required for majors instead of English 280, Introduction to Shakespeare.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing) *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect. Intro to Shakespeare will continue to be offered each semester.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. **Syllabus** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 250

1. Today's Date: *February 1, 2015*

2. Course Action: new course, English 250

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Literary Foundations

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Literary Foundations

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *250*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Focuses on texts that have provided a foundation for literature written in English and have a current presence in literary studies. Topics might include the Bible, British Literature to 1800, Ovid, Dante, etc.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0.

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Literary Foundations: Epics and Errors

Virgil, *The Aeneid*

Week 1	Books 1-4
Week 2	Books 5-8
Week 3	Books 9-12

Paper Due

Ovid, from *The Metamorphoses*

Week 4	Creation, Deucalion's Flood, Narcissus, Philomela, Aeneas
--------	---

Dante, from *The Inferno*

Week 5	Cantos 1-5; Canto 30, 34
--------	--------------------------

Chaucer, from *The Canterbury Tales*

Week 6	The General Prologue, The Knight's Tale
Week 7	The Knight's Tale, The Miller's Tale
Week 8	The Pardoner's Tale, The Nun's Priest's Tale

Paper Due

Milton, *Paradise Lost*

Week 9	Books 1-3
Week 10	Books 4-6
Week 11	Books 7-9
Week 12	Books 10-12

Paper Due

Virginia Woolf, *Mrs. Dalloway*

Week 13
Week 14

Final Exam

Goals and Learning Outcomes

This course focuses on texts that have provided a foundation for literature written in English, and that have a current presence in literary studies. We will build familiarity with some of the landmark texts that have shaped the western literary tradition. And we will investigate the ways in which literary foundations are understood, through allusion, borrowing, plagiarism, homage, bricolage, canon formation, and the anxiety of influence. This course is required for all English majors, as a condition of declaring the major. It will also fulfill the Literary Inquiry requirement in the new Core.

At the conclusion of this course students will:

- 1) Understand foundational contexts for the study of English literature, including historical periods and important genres and traditions
- 2) Develop reading skills, through close reading and engagement with historical contexts and literary traditions, as well as cultural and theoretical contexts.
- 3) Develop writing skills relevant to the critical study of literature

Grading

There are 250 points in the semester, divided as follows:

Paper x3	150
20 Questions	20
Participation	25
Memorization	5
Final Exam	50

Department Report Form
ENGL 260

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *English 260 is a new course, created as a foundation course for our revised major. It focuses on developing skills essential to either a major or minor, such as close reading and the fundamentals of literary research. The course will be required for both majors and minors and is a prerequisite for courses in our new upper division series, Literary Cultures and Theories.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *It will change our lower division requirements and provide students with a stronger grounding for upper division work. It should have no effect on the curricula of other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *The course will be required for majors instead of English 222, Introduction to Poetry.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect. Intro to Poetry will continue to be offered each semester under the rubric of English 223, Studies in Genre.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *The course will be restricted to English majors and minors only.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 260

1. Today's Date: *February 1, 2016*

2. Course Action: New course, English 260

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall, 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Critical Reading

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Critical Reading

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *260*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Focuses on developing skills essential to the major or minor, including close reading, contextualized study via basic criticism and theory, literary devices and genres (at least 2), and fundamentals of literary research. Enrollment restricted to English majors and minors only.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

9. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Critical Reading: Tragedy and Comedy

Introduction: ways of being an English major

Weeks 1-2 **Tragedy and Form**

Sophocles, *Oedipus Rex*

Aristotle, *Poetics*

Methods: close reading; genre; using literary dictionaries and encyclopedias

Weeks 3-4 **Tragedy and the Resistance to Form**

Shakespeare, *Hamlet*

Nietzsche, *The Birth of Tragedy*

Derrida, "Structure, Sign and Play"

Methods: close reading; using literary theory

paper due

Weeks 5-6 **Comedy and Politics in Literature**

Shakespeare, *A Midsummer Night's Dream*

Baudelaire, "The Essence of Laughter"

Bakhtin on the carnivalesque

Methods: contextual reading; using contemporary criticism

Weeks 7-8 **Comedy and Desire in Literature**

Wilde, *The Importance of Being Earnest*

Foucault, *The History of Sexuality*

Sedgwick, *Between Men*

Methods: contextual reading; research in the library; bibliography

paper due

Weeks 9-10 **Debates: Tragedy vs. Comedy**

Weeks 11-14 **Final Project**

Beckett, *Waiting for Godot*

Césaire, *A Season in the Congo*

Shange, *For Colored Girls Who Have Considered the Rainbow*

Film: Tykwer, *Run Lola Run*

Methods: The research paper process; final paper prospectus; independent research; workshopping writing

Course goals

ENGL 260 prepares English majors for advanced work in the discipline. It is an opportunity to think critically about what we do when we read, and to develop methods of interpretation, writing, and research that will serve you well in the rest of your English courses. This course has several aims, including:

- getting to know the genres of tragedy and comedy and their literary contexts
- exercising reading and interpretive skills and facility in literary discussion
- improving essay writing
- learning research methods
- introducing the English major and its requirements

Grading

There are 200 points for the semester, divided as follows:

First paper	50
Second paper	50
Debate	25
Final Paper	50
Participation	25

Plagiarism: All work must be original. All ideas and quotations culled from other sources must be acknowledged. For more details on plagiarism, see the *Undergraduate Bulletin*. Any student caught will receive a failing grade for the semester.

Office Hours

Office: Founders 175
Phone: x-7535
Email: astoll@sandiego.edu
Or by appointment

Learning Outcomes

At the conclusion of this course students will:

- 1) Understand foundational contexts for the study of English literature, including historical periods and important genres and traditions.
- 2) Develop reading skills, through close reading and engagement with historical contexts and literary traditions, as well as cultural and theoretical contexts.
- 3) Develop writing and research skills relevant to the critical study of literature

Department Report Form
ENGL 294

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

We have 494, Special Topics, at the upper division level and would like to add it at the lower division level, allowing us to run lower division courses that do not count for core. It is currently in Banner, but not in our online catalogue.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *No effect.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *No effect.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

- 3. Syllabus** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 294

1. Today's Date: *February 1, 2015*

2. Course Action: Adding University's lower division topics course

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Special Topics

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Special Topics

c. New Course Information

Department Code: *ENGL*

Credit Hours: *1-3*

Course Number *294*

Lecture Contact Hours: *1-3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Lower division course that treat a special topic, genre, or author. See departmental list of offerings each semester. May be repeated when topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input checked="" type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input checked="" type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input checked="" type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

10. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0.

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

English 294: Introduction to Digital Research
Spring 2016 (January 25–May 9)
Tuesdays and Thursdays 4:00–5:20 PM, Serra Hall 155
University of San Diego

Instructor: Paul Evans

Office: Serra Hall 145

Mailbox: English Department Office, Founders Hall 174

Office phone: (619) 260-4185 (office hours only)

Cell phone: (203) 843-4829 (*before 7:00 PM*)

Email: pevans@san Diego.edu

Office hours: Tue 2:30–4:00 PM | Wed 11:00 AM–1:00 PM | Thu 2:30–4:00 PM

Course Description:

70 years ago, Vannevar Bush's article "As We May Think" laid out a sweeping vision for a future of technology-enabled research. Taking Bush's vision as its starting point, this course will combine hands-on, skills-based, learning with reading, critical thinking, and writing about Digital Research. Students will learn how to use tools that will be useful in all of their courses at USD (and beyond). Starting with Google Docs for basic collaboration, students will learn how to use Zotero in conjunction with online resources like JSTOR and Project MUSE for bibliography and footnote management, and Evernote for organizing research. Moving beyond the traditional Word to PDF paradigm, students will work with Scalar, a new scholarly publishing platform. We will also take a critical look at Wikipedia—who creates Wikipedia content and how it is created—and edit Wikipedia pages. Throughout the semester, we will explore Digital Humanities, an exciting new field that uses computing technology as a way of investigating questions in the humanities, and that uses the humanities as a way of approaching questions about digital culture.

Required Text:

There is no required text for you to purchase! There *are* required readings that we will discuss every Thursday (see Schedule). The readings for the second half of the semester (after Spring Break) are subject to change: if the online version of Matthew K. Gold and Lauren F. Klein, Editors, [Debates in the Digital Humanities 2016](#) becomes available in March, I will probably substitute readings from DDH 2016 for those tentatively scheduled for Weeks 10, 11, and 14.

Assessments:

English 294 is divided up into four major units: word-oriented tools, research tools, scholarly publishing tools, and statistical tools. There will be a student deliverable for each of the units. Students will also receive a preparation and participation grade based on their responses to the readings in classroom discussion and on the course website, as well as on their contribution to the work we'll be doing together in class.

There are 100 points in this course, distributed as follows:

Word-oriented Tools	20%
Research Tools	20%
Scholarly Publishing Tools	20%
Statistical Tools	20%
Preparation and Participation	20%

English 294 will **not** have a final. Instead, students will give an in-class presentation on a Scalar project during the final week of class. Students will choose the topic for their presentation with instructor approval. Scalar is a scholarly publishing platform that we will start working with in class as soon as we get back from Spring Break, to make sure you have plenty of time to get comfortable with it.

Assessment scale:

A: 95-100 (superior)

A-: 90-94.9 (distinguished)

B+: 87-89.9 (very good)

B: 84-86.9 (good)

B-: 80-83.9 (OK)

C+: 77-79.9 (goes through the motions OK)

C: 74-76.9 (satisfies the minimum requirements)

C-: 70-73.9 (satisfies the minimum, but barely)

D+: 67-69.9 (unsatisfactory)

D: 64-66.9

D-: 60-63.9

F: 59.9 and below (Fail, or Fakery—i.e., plagiarism)

Learning Outcomes:

English 294 promotes 6 **course-specific learning outcomes**:

1. Investigate formal features of language and texts using tools like Wordle, Google NGram Viewer, and Lexos.
2. Create annotated bibliographies using Zotero in conjunction with online resources (e.g., SALLY, JSTOR, Project MUSE).
3. Create HTML and CSS web pages using a text editor.
4. Publish scholarly content using Scalar.
5. Topic-model a corpus of texts using Paper Machines.
6. Find evidence for authorship using Principal Component Analysis (PCA).

Attendance: This is a participation-based course so attendance is mandatory. The class meets twice a week. Missing more than two classes (i.e., a week's worth of classes) without a valid excuse will result in a reduction in your final course grade. Missing six classes without a valid excuse will result in your receiving a failing grade. In other words, you get two absences with no questions asked, but you must provide a valid excuse for any further absences, or your grade will be docked. Valid excuses include verifiable instances of illness, bereavement, or other academic activity.

Plagiarism: Just don't do it. And to be clear, I'm referring generally to all forms of academic dishonesty. **All the deliverables you submit for this class must be your own original work product created specifically for English 294.** Do not lie (submit someone else's work as your own, or resubmit the same paper in multiple classes without permission), cheat (do anything that results in your obtaining a grade

you didn't actually earn) or steal (appropriate someone else's words or ideas without proper citation and attribution). If you have any questions, please ask.

[The English department has a guide, with many helpful examples, on to how to avoid plagiarism in the more restricted sense of the word: (<https://www.sandiego.edu/cas/documents/theo/Plagiarism.pdf>). Copley Library also offers a workshop on [Preventing Plagiarism](#). The next one will be offered on Sunday, March 6th from 8:00–9:00 PM, and you can sign up online.]

Electronic devices: Some use of electronic devices is central to the work we will be doing in class, so it is important to be clear about precisely what is and is not permitted. The only electronic devices permitted are laptops and tablets. No phones are allowed at any time. **All phones must be turned off and put away** when class starts. If you wish to use a tablet for the purpose of viewing the readings we will be discussing, you may do so. Each week, there will be in-class exercises that will involve the use of a laptop. Use of laptop or tablet devices for texting, emailing, using social media, or accessing the Internet (other than when I direct you to do so as part of an assignment) is not permitted. Violations of this policy by (for example) texting in class will be treated as one full absence (see attendance policy above).

Department Report Form
ENGL 311

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *Our revision of the major requires that students take 2 courses in the category of Literary Histories. (Minors will be required to take 1 course in either "Literary Histories" or "Literary Cultures and Theories.") This category will have 3 courses within it. ENGL 311, Genres and Traditions, will have a specific focus on two important ways of organizing literary study. It also builds on our new lower division required course, ENGL 250, Literary Foundations.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *As part of the revision of our major, it will change our students' foundational experiences. It will have no effect on other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *It changes the requirements for majors. Summary has been provided above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 311

1. Today's Date: *February 1, 2016*

2. Course Action: New course, English 311

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall, 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Genres and Traditions

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Genres and Traditions

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *311*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Focuses on a literary genre or tradition within a historical or developmental context. Emphasis on literature across time; foundational texts in conversation with contemporary works; attention given to diversity. Repeatable if topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

11. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

English 311, Studies in Genre and Tradition: Restoration and 18th Century Comedy

Dr. Cynthia Caywood

Founders 170B

1-619-260-4252

ccaywood@san Diego.edu

Office Hours:

M: 11:30-2:30; T: 2-4

Other times by appt.

Course Rationale and Objective

The decades following the 1660 restoration of King Charles II to the English throne witnessed one of the most exciting periods in British theater history. Closed by the Puritans during the Cromwellian era, the theaters were restored to their central place in English cultural life. The result was an explosion of new plays and exciting theatrical innovations, including the appearance of women as actors, writers, and managers. In this course, we will enter the world of Restoration and Eighteenth Century comic theatre and examine it as a manifestation and representation of English culture, sexual expression, and politics. We will begin by reading three plays by the great architect of the comedy of manners, French playwright Molière, whose work helped establish the sources for and conventions of English comedy. We will explore three main developments in this period's comedies: Restoration comedies of wit; 18th century middle class comedy; and the rise of the musical. As part of that examination, we will examine modern playwrights' fascination with this period by reading four works that are develop out of period pieces.

Course objectives include:

- 1) Enriching students' knowledge of the rich tradition of French and British drama between 1660 and 1800.
- 2) Enhancing students' awareness of the differences and similarities across time and cultures as writers address issues of concern to the human condition;
- 3) Developing students' critical and research skills through reading, writing, and critical analysis.

Texts

Alan Ayckbourn

Bertolt Brecht

Farquhar, George

John Gay

Marber, Patrick

McMillan, Scott, Ed

Molière

Wertenbaker, Timberlake

A Chorus of Disapproval

The Threepenny Opera

The Recruiting Officer

The Beggar's Opera

Don Juan in Soho

The Norton Anthology of Restoration and Eighteenth Century Comedy

Don Juan

The School for Wives

The Misanthrope

Our Country's Good

Course Requirements/Evaluation

Paper 1: Essay 20%

Paper 2: Essay 25%

Paper 3, Play and Analysis: 25%

Final Exam: 20%

Attendance/Participation/In class journaling: 10%

(You will receive points for each class. Students who wish to receive an A should plan on coming prepared to each class and making active contributions to our discussions.)

Schedule

Week 1-3	Introduction, Molière, <i>The School for Wives</i> , <i>Don Juan</i> , <i>The Misanthrope</i> Clark, "The Material Conditions of Molière's Stage" Paper #1 due
Weeks 3-8	Wycherley, <i>The Country Wife</i> , Congreve, <i>Etheredge</i> , <i>The Man of Mode</i> , Sheridan, <i>The School for Scandal</i> Selections in <i>Norton</i> on Restoration Theatre History (535-66) Hume, "The Myth of the Rake in Restoration Comedy" Williams, "The Character of the Fop" Selected Poetry of John Wilmot, Earl of Rochester Marber, <i>Don Juan in Soho</i> Paper #2 Due
Weeks 9-10	Jeremy Collier, <i>A Short View of the Immorality and Profaneness of The English Stage</i> ; Raymond Williams, "Sentimentalism." Farquhar, <i>The Recruiting Officer</i> Wertenbaker, <i>Our Country's Good</i>
Week 11-14	Gay, <i>The Beggar's Opera</i> , Brecht, <i>The Threepenny Opera</i> , Ayckbourn, <i>A Chorus of Disapproval</i> Paper #3: Scene and analysis due

Department Report Form
ENGL 315

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *Our revision of the major requires that students take 2 courses in the category of Literary Histories. (Minors will be required to take 1 course in either "Literary Histories" or "Literary Cultures and Theories.") This category will have 3 courses within it. ENGL 315, Literary Periods, will have a specific focus on an important ways of organizing literary study through concentrating on a particular period of literary production, both in terms of primary texts and contexts. It also builds on our new lower division required course, ENGL 250, Literary Foundations.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *As part of the revision of our major, it will change our students' foundational experiences. It will have no effect on other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *It changes the requirements for majors. Summary has been provided above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 315: Literary Periods

1. Today's Date: *February 1, 2016*

2. Course Action: New English course, English 315

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall, 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Literary Periods

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Literary Periods

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *315*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Focuses on literary periods and movements. Emphasis on literature across time; literature in historical contexts; foundational texts in conversation with past or contemporary works; attention given to diversity. Repeatable if topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

12. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

ENG315: Milton and the Romantics

Professor Ivan Ortiz

iortiz@sandiego.edu; Founders Hall 171C

*Sample Syllabus

[ENG315 is a course in the English Department upper-division sequence called “Literary Periods.” Courses in this sequence allow students to engage in the literature of a period and its impact across time.]

Course Description

In his sonnet, “London, 1802”, William Wordsworth longingly exclaimed, “Milton, thou shouldst be living at this hour!” Wordsworth was hardly alone in this sentiment, but John Milton was indeed alive *in spirit* during the Romantic age. Echoes of his writings fill those of the major Romantics, whose reactions to important social, political, and religious developments at the turn of the 19th century were in frequent conversation with Milton’s time. The Romantics witnessed major social upheaval in areas that Milton faced in his own lifetime, including revolution, regicide, threats to freedom of speech, debates about marriage and divorce, to name only a few. This course traces the influence of the early modern poet John Milton on the English Romantics by pairing texts that are either directly in dialogue with or resonate generically and/or topically with Milton’s writings. Students will trace literary intersections between these texts and contextualize those intersections within their own socio-political contexts. These intersections will be explored in a series of Blackboard posts, short “starter papers,” and a final research paper of substantial length.

Learning Outcomes

- Critically analyze and close read literary texts by engaging in writing and conversation about genre, trope, imagery, and form
- Situate literary texts in their social and political context in a comparative way (across historical periods)
- Discuss and debate intersections between texts by different authors in order to connect literary, historical, and political themes
- Produce short essays that incorporate methods of close reading and draw on conversations in class, a process that includes all stages of writing from brainstorming to revision
- Produce a final research paper that requires each student to investigate and research the essay topic and draw on several scholarly sources

Reading List

- The Longman Anthology of British Literature, *The Romantics and their Contemporaries* (volume 2A). Longman, 2011.
- *Frankenstein*. Mary Shelley. The Longman Cultural Edition, 2006.
- *Milton’s Selected Poetry and Prose*. Norton Critical Edition, 2010.
- *Paradise Lost*. Norton Critical Edition, 2004.

Week 1: Poetic Mood

John Milton, "Il Penseroso"; "L'Allegro"

S.T. Coleridge, "Dejection, An Ode"

John Keats, "Ode to Melancholy"; "Ode on a Nightingale"; "Ode to Psyche"; "To Fancy"

Week 2: Ode and (Re)birth

John Milton, "Ode on the Morning of Christ's Nativity"

William Wordsworth, "Ode. Intimations on Immortality"

Week 3: Master Elegy

John Milton, *Lycidas*

Percy Shelley, *Adonais*

William Wordsworth, "Elegiac Stanzas"

Week 4: Freedom of Speech

John Milton, *Areopagitica*

Percy Shelley, *Queen Mab*

Week 5: Political Masquerades

John Milton, "On the Late Massacre in Piedmont"; *Comus*

Percy Shelley, *The Mask of Anarchy*; "England in 1819"

Week 6: Revising the Greeks

John Milton, *Samson Agonistes*

Percy Shelley, *Prometheus Unbound*

Week 7: The Devil's Party

John Milton, *Paradise Lost* (Books I, II, III & VI)

William Blake, *The Marriage of Heaven and Hell*; *Milton: A Poem*

Week 8: Marriage Counseling

John Milton, *The Divorce Tracts*

William Godwin, "On Marriage"

Mary Wollstonecraft, *Maria; or, the Wrongs of Woman*

Week 9 Epic Loss (I)

John Milton, *Paradise Lost* (Books IV, V)

William Wordsworth, *The Prelude* (Selections)

Week 10: Monstrous Influence

John Milton, *Paradise Lost* (Books VII-VIII)

Mary Shelley, *Frankenstein*

Weeks 11-13: Epic Loss II

John Milton, *Paradise Lost* (Books VII-XII)

William Wordsworth, *The Prelude* (Selections)

John Keats, *Hyperion: A Fragment*

Week IV: Wrap Up

Assignments

Blackboard Posts: Every week I will ask you to post a brief response paper on the readings to help guide our discussions. The main goal for these posts is for me to understand your reaction to the readings for the week. In this exercise, I would like you to locate a passage you found interesting and either write a brief commentary on it or develop a question for your peers. The response paper should be **300-500 words** and should be posted to the discussion board for the week Blackboard every **Wednesday by 6 PM**. These posts will form part of your participation grade, along with your oral participation in class. I will ask you to share them in class. If you missed a post for the week, you may not go back and post—once we've had our discussion on the material, the posts are no longer useful to our conversation. You are allowed to miss **two (2) posts** during the semester. They are not graded, but they help me determine your participation grade.

Short "Starter" Papers (3) – Over the course of the semester, I will ask you to write three short "starter" papers. For your short essays, you should identify a single major theme or problem in one of our readings to discuss in detail. The short essay should have a thesis or argument, demonstrate textual analysis (close reading passages), and develop conclusions based on your analysis that contribute to the larger themes of the course. This is not a casual assignment. It is a short, but formal opportunity for literary analysis. Each short essay should be about **four (4) pages** in length. You may develop one of your starter papers into your final research project.

Research Paper: Each student will produce a final research paper of about **ten (10) pages** in which they investigate a particular writer, text, and historical context in greater depth than we have in class. Students should consider a few (2-3) critical articles or book chapters on the author or text in formulating his/her research argument. You may develop one of your short papers into a longer research paper. **Final research papers are due on the date scheduled for our final exam.**

Student Research Conference: During the final week of the semester, each student will prepare a **5-10 minute presentation** of their research questions, argument, and any findings from scholarly investigations on the topic. This will give everyone the opportunity to share their interests with the class and solicit ideas/invite critiques about the research topic. In preparation for the presentation, students will produce a brief, **one-page write-up** that develops the research question and argument, documents the textual support for the argument, and demonstrates a plan for further research.

Grade Distribution

Short Papers (3) – 20% each

Final Research Paper – 25%

Blackboard Posts & Participation – 15%

Department Report Form
ENGL 319

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *Our revision of the major requires that students take 2 courses in the category of Literary Histories. (Minors will be required to take 1 course in either "Literary Histories" or "Literary Cultures and Theories.") This category will have 3 courses within it. ENGL 319, Topics in Literary Histories, will treat a special topic or theme within literary history. It also builds on our new lower division required course, ENGL 250, Literary Foundations.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *As part of the revision of our major, it will change our students' foundational experiences. It will have no effect on other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *It changes the requirements for majors. Summary has been provided above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 319

1. Today's Date *February 1, 2016*

2. Course Action: New English course English 319

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics in Literary Histories

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in Literary Histories

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *319*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Treats a special topic or theme within literary history. Repeatable if topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

13. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Department Vote; Date _____ |
| <input type="checkbox"/> | Department Chair; Date _____ |
| <input type="checkbox"/> | Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Dean; Date _____ |

Sample Syllabus

English 319: Topics in Literary History

Victorian Studies

Course Description: We will explore the literary history of the Victorian era as an expression of (and participant in) broader political, cultural, and intellectual developments of this crucial period. Drawing on readings from a wide range of forms, genres and disciplines, we will examine several quintessentially Victorian issues and describe the ways these issues make themselves felt within literary texts. In particular, the relationship of Victorian culture to social relations will be a primary focus for the course. Further, we will analyze and write about Victorian literature through a variety of aesthetic, ideological and theoretical approaches. Analyses of literary criticism invite students both to formulate and assess the arguments of others and to present their own questions and answers about the literature under discussion.

Learning Outcomes:

1. Generate close readings of Victorian texts: recognize, understand, and explain (verbally and in writing) a text's key elements—for example, word choice, imagery, form, significance and relationships to other texts of the period.
2. Practice revision processes offered by the University of Chicago College Writing Program and Robert Boice in *Professors as Writers*, "Generative Writing." As a result, write well-focused, convincing analytical essays in clear, grammatical prose.
3. Draw upon relevant cultural and historical information and discourses from the Victorian period to analyze and interpret Victorian literary texts.
4. Interpret Victorian literature from diverse theoretical perspectives, such as those shaped by race, ethnicity, class, gender, sexual orientation, religion and ideology.
5. Participate in class discussions by listening attentively to others' perspectives, asking productive questions, and articulating original ideas.

Texts

Broadview Anthology of British Literature, 2nd Edition. *The Victorian Era*
Collins, Wilkie. *The Moonstone* (Broadview Edition)
Dickens, Charles. *A Christmas Carol* (Broadview Edition)
Wilde, Oscar. *The Picture of Dorian Gray* (Broadview Edition)

A Schedule of Readings, Questions for Discussion and Commentaries will be distributed at regular intervals during the course of the semester.

Requirements:

Assigned Readings and Class Commentaries: Please do them. There will be steady reading assignments in addition to regular writing assignments to deepen your reading, hone your thought, fuel discussion and prompt your progress through the course. The ongoing requirements are to keep up with the reading and to participate each day in an informed manner in class discussions. Please note that participation is expected and that you will be evaluated on the frequency and quality of your contributions.

Class Commentaries, Analyses, and Participation: These formal and organized commentaries, which answer a particular question relevant to the day's reading, should be typed and single-spaced and submitted at the end of class. On occasion, I will ask you to write a commentary during class. **No late commentaries will be accepted.** Your commentaries should be the equivalent of at least three well-developed paragraphs (or at least 3/4 of a page, typed, single-spaced) and they should consist of a question, comment, or explication of a particular moment/situation/passage in the day's reading. Work hard to make your questions and interpretations real by explaining why you believe they are worth noting or why they are significant to the text and issues at hand. Further, my hope is that you will use these paragraphs to fuel class discussion about the literature. The written responses will be evaluated according to the scale presented with this syllabus. In addition, several times through the semester you will be asked to analyze articles and arguments about the literature we read. That is, you will have the opportunity to formulate and assess the arguments of others and to present your own questions and answers about the literature. There will also be a mid-term exam and the **Final Exam** is scheduled for **Friday, December 18th from 11:00 a.m. to 1:00 p.m.**

Attendance: The course will move through its materials in a timely fashion. Attend every session. For every three (3) unexcused absences, your grade will be lowered a full step. In other words if you miss four (4) classes and your average is a B+, you will receive a C+ for the course. Please choose your absences judiciously and please let me know if you are unable to attend class. Anticipate parking problems and other temptations that keep us from scholarly pursuits. Arrive to class on time prepared for the hour's work. After a few late arrivals, lateness will start to count as absence. Also, please turn off completely all gizmos of one sort or another—laptops, phones, ipods, ipads, kindles, Google Glass, smart watches—in order to concentrate on the text before us and the discussion at hand. Thank you.

Grades: Commentaries and participation= 50%
Three to four analyses and two exams = 50%

Reading Schedule for the Semester

Every Friday we will read Wilkie Collins' *The Moonstone* according to the installments in which the novel was published in the 1860s.

September 2 nd :	Introductions;
September 4 th	<i>Moonstone</i> 47-104
September 7 th	Labor Day;
September 9 th	Empire Readings;
September 11 th	<i>Moonstone</i> 104-166
September 14 th	Broadview, "Victorian Era;"
September 16 th	"Work and Poverty;
September 18 th	<i>Moonstone</i> 167-209
September 21 st	Broadview, "The Place of Women;" commentary due;
September 23 rd	Mill and Eliot, 84-95; 426-439;
September 25 th	<i>Moonstone</i> 209-254
September 28 th	Rossetti's "Goblin Market" and commentary;
September 30 th	Helsing and Stern essays on "Goblin Market;"
October 2 nd	<i>Moonstone</i> 255-304
October 5 th	Analysis # 1: With Whom Do You Disagree, Helsing or Stern;
October 7 th	Browning's dramatic monologues;
October 9 th	<i>Moonstone</i> 304-330
October 12 th	Browning's dramatic monologues and commentary due;
October 14 th	Browning's dramatic monologues;
October 16 th	<i>Moonstone</i> 331-377
October 19 th	Browning Roundtable in <i>Victorian Poetry</i> ;
October 21 st	Analysis #2 due: How would you answer the questions posed by the Browning Roundtable?
October 23 rd	Fall Holiday
October 26 th	Darwin;
October 28 th	Darwin;
October 30 th	<i>Moonstone</i> 478-422
November 2 nd	Tennyson and commentary due;
November 4 th	Tennyson;
November 6 th	<i>Moonstone</i> 422-465
November 9 th	Tennyson and commentary due;
November 11 th	Tennyson essays;
November 13 th	<i>Moonstone</i> 466-502
November 16 th	Analysis # 3 With Whom Do you Disagree, Brown or Hsaio?;
November 18 th	<i>Dorian Gray</i> ;
November 20 th	<i>Moonstone</i> 503-542;
November 23 rd	<i>Dorian Gray</i> and commentary; Thanksgiving break
November 30 th	Conclude <i>Dorian Gray</i> ;
December 2 nd	<i>A Christmas Carol</i> ;

December 4 th	<i>A Christmas Carol</i>
December 7 th	Conclude <i>A Christmas Carol</i> and commentary due;
December 9 th	Atwood's <i>Scrooge Nouveau</i> ;
December 11 th	conclude Atwood
December 14 th :	Evaluations and course conclusion

Department Report Form
ENGL 321

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *Our new major brings cultural studies and literary theory into the center of our curriculum, and majors will be required to take two courses in the category of "Literary Cultures and Theories." (Minors will be required to take 1 course in either "Literary Histories" or "Literary Cultures and Theories.") ENGL 321, "Literatures of Race, Gender and Sexuality" reflects a strengthening of a long standing course that we are deleting ("Gender and Literature"), emphasizing the intersectionality of these approaches to literary text and contexts.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *As part of the revision of our major, it will change our students' foundational experiences. It will have no effect on other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *It changes the requirements for majors. Summary has been provided above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 321

1. Today's Date: *February 15, 2016*

2. Course Action: New course English 321

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Lit of Race, Gender, Sexuality

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Literatures of Race, Gender and Sexuality

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *321*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Focuses on ways of reading literature, cultural formation and theory with a focus on race, gender and/or sexuality. Will include close reading, contextualized study via basic criticism and theory; literary devices; and include at least two genres. Repeatable if topic changes.

Prerequisite: ENGL 260.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Core (include Core proposal form) | <input checked="" type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses: *ENGL 260*

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

14. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Sample Syllabus for English Department and DISJ Core Course
Literary Cultures and Theories
English 321: Literatures of Race, Gender, and Sexuality
Prerequisite: English 250

African American Literatures and Cultures

Days:	Instructor: Carlton D. Floyd
Time:	Office: Founders 172C
Place:	Phone: 619-260-7916
Section:	Email: cfloyd@sandiego.edu
Semester:	Office Hours: M and Wednesday 1:00 pm – 3:00 pm

Course Description (Literary/Legal/Cultural Formations)

We will explore what I often think of as one of the open secrets of the United States, which is this nation's troubled relationship with, and its anxiety over, people identified as African American or Black. Part of the trouble that this nation has had with those citizens currently classified as African American is that this presumably "pure" Black collective body is also the site of visible racial mixture—it is the cultural space in which virtually everything and everyone not quite white enough is located. We will explore this particular facet of the African American presence in the United States, and beyond, as a way of exposing what has been historically called "the negro problem," which, I will argue, is in fact the challenge that African Americans pose to concepts of racial purity, concepts that maintain relationships of power, of dominance and domination, of superiority and subordination, despite presumed advances in race relations. Within this course, key points of exploration include how this country's relationship with African Americans (formerly enslaved, colonized, or in some other relationship to power) tests the sincerity of national claims of eternal progress and prosperity, of inclusiveness and community, and of individualism and identity (lenses of power and privilege).

This course, then, attends to particular differences, where difference, or diversity, is understood as a historically and socially constructed set of value assumptions about what and who matters that figures essentially in power dynamics from the local to the global, and that considers how some differences have been made to matter more than others. This course is necessarily interdisciplinary, drawing on materials typically identified with disciplines ranging from Sociology, Ethnic Studies, Legal Studies, and Cultural Studies, to History, if not beyond. And while our work is primarily located or focused on the United States, attention to the places from which African Americans came to these shores is an integral part of our considerations, and thus this course can be said to examine diversity or difference in local and global contexts, and to do so in ways attendant to the intersects and interactions of race, ethnicity, nationality, class, gender, sexual orientation, religion, and ability.

Learning Outcomes

By the end of this course, you should be able to:

- Produce a credible, thought-provoking analysis of the materials presented in the class, particularly concerning the ways in which relationships outlined above are articulated in the United States. **(Contextualized study via basic criticism and theory)**
- Talk and write about the materials of the class in engaged and informed ways.
- Think, read, and write critically and creatively about how concepts central to the course shape our sense of self and our interactions with others. **(Close reading)**

By the end of this course you should also:

- **Be more self-aware in having developed or enhanced a critical and reflective understanding that affirms and challenges how you are situated in relationship to other people and the implications of this knowledge.**
- **Understand and be able to articulate what you and others contribute to stories of determination, resistance, devastation, and success.**

(Writing assignments, particularly, develop the aforementioned learning outcomes)

To Successfully Pass this Course You Must Have

- Completed 3 writing assignments (40 points). (The lowest grade is dropped).
- Successfully completed a final exam on select course materials (40 points).
- Attended 2 course related events (preferably on-campus events), and produced a two-page response to each event that summarizes the content of the event, and discusses the relevance of the event to the class (10 points).
- Participated in class discussions in visible, respectful, and engaging ways (10 points). If I find your class participation disruptive, I will ask you to leave and mark you absent.
- Missed no more than 4 classes. Each additional absence lowers your final grade by 5 points.
- Not plagiarized on any assignment: If caught presenting material as yours that is not yours, I will fail you in the course, and submit your name to the appropriate disciplinary authorities.

Grading

- Total points for class are 100. An A equals 90-100 points, a B equals 80-89 points, a C equals 70-79 points, and so on. Incompletes will be considered only at the request of the Dean's Office, The Counseling Center, or the Chair of the English Department.

Texts (Literary devices and genres)

- "What Constitutes a Mulatto" by Thomas Jefferson (Historical document/letter)
- "The Almost White Boy" by Willard Motley (Short Story)
- Articles on the black - white supremacist Leo Felton (News articles)
- Selections: *Blackness Visible: Essays on Philosophy and Race* by Charles Mills
(Literary/Cultural theories)
- *Going to Meet the Man* by James Baldwin (Short Stories)

- *Black No More* by George Schuyler (Science fiction/Historical/Satiric novel)
- *Maud Martha* by Gwendolyn Brooks (Novel)
- *Their Eyes Were Watching God* by Zora Neale Hurston (Novel)
- *The Bluest Eye* by Toni Morrison (Novel/Criticism)
- 60 minutes Episode: Strom Thurmond's Black Daughter (Television)
- *The Human Stain* (Film)
- *Imitation of Life* (Film) (Film)
- Additional materials as Assigned

Schedule (Subject to Change without Prior Notice)

- Week 1 (First Class Meeting is in Week 2)
- Week 2: 60 minutes Episode: Strom Thurmond's Black Daughter
 - Weekend: Read Motley's "The Almost White Boy" and Baldwin's "Come out the Wilderness"
- Week 3: Introduction to movie Barber Shop 2
 - Writing Assignment 1 on Racial Identity and Identification explained
 - Weekend: Read Schuyler's *Black No More*, Foreword, Preface, Pages 1-79
- Week 4: The Dave Chappelle Show Episode: The Black White Supremacist
 - Weekend: Read Schuyler's *Black No More*, Pages 80-End
- Week 5: Writing Assignment 1 due
 - Weekend: Read Hurston's *Their Eyes Were Watching God*, Foreword, Pages 1-99
- Week 6: *The Human Stain* (Film)
 - Writing Assignment 2 on *The Human Stain* and the African American literary and cultural canon explained.
 - Weekend: Read Hurston's *Their Eyes Were Watching God*, Pages 100-End
 - Weekend: Draft Writing Assignment 2
- Week 7: Discussion of *The Human Stain*
 - Discussion of article on Leo Felton and the film *The Human Stain*
 - Discussion of Hurston's *Their Eyes Were Watching God*
 - Weekend: Revise Writing Assignment 2
 - Weekend: Read Brooks' *Maud Martha*, Pages 1-88
- Week 8: Writing Assignment 2 due
 - Discussion of Hurston's *Their Eyes Were Watching God*
 - Discussion of Brooks' *Maud Martha*
 - Writing Assignment 3 on the interplay of race, sex, and gender in "*Their Eyes...*" explained
 - Weekend: Draft Writing Assignment 3
 - Weekend: Read Brooks' *Maud Martha*, Pages 89-End
- Week 9: Discussion of Brooks' *Maud Martha*
 - Weekend: Revise Writing Assignment 3
 - Weekend: Read "The Rockpile," "The Man Child," "Sonny's Blues," and "Going to Meet the Man" in Baldwin's *Going to Meet the Man*

- Week 10: Writing Assignment 3 due
- Week 11: *Imitation of Life* (Film)
- Week 12: TBD
- Week 13: TBD
 - Weekend: **Thanksgiving Holiday**
- Week 14: Read and Discuss Morrison's *The Bluest Eye*
- Week 15: Read and Discuss Morrison's *The Bluest Eye*
- Week 16: Read and Discuss Morrison's *The Bluest Eye*
 - 12/14: Dead Day

Department Report Form
ENGL 329

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program. *Our new major brings cultural studies and literary theory into the center of our curriculum, and majors will be required to take two courses in the category of "Literary Cultures and Theories." (Minors will be required to take 1 course in either "Literary Histories" or "Literary Cultures and Theories.") ENGL 329, "Topics in Literary Cultures and Theories" provides faculty with the opportunity to offer a course that focuses on ways of reading literature, cultural formations, and literary theories.*

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *As part of the revision of our major, it will change our students' foundational experiences. It will have no effect on other departments.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *It changes the requirements for majors. Summary has been provided above.*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing). *No effect.*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect.*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect.*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Course Proposal (new or changes) Action Sheet
ENGL 329

1. Today's Date: *February 1, 2016*

2. Course Action: New course English 329

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☒ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics - Lit Cultures/Theories

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in Literary Cultures and Theories

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number *329*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

A special topic that focuses on ways of reading literature, cultural formations, and literary theories. Includes close reading, contextualized study via basic criticism and theory, literary devices, and includes at least two genres. Repeatable when topic changes. Prerequisite: ENGL260

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Core (include Core proposal form) | <input checked="" type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses *ENGL 260*

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

15. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Engl 329: New Media and Literature

❖ Course Description

The rise of cybernetics, cyberspace, and neuroscience has heralded a wide array of innovative literary and cultural forms. Such technological advances and the resulting formations of new media and a digitally mediated culture also offer critical vantage points from which we can reconsider and reformulate our traditional ideas of such fundamental categories as humanity, gender, culture, communication, and storytelling. Building upon recent discourses on network society, posthumanism, computerization/digitization, and new media aesthetics, among others, this course examines contemporary literary cultures and theories by closely reading influential narratives that thematize and incorporate digital technology and its radical potential. Special emphasis will be placed on how digital technology and computer-based media transform our contemporary society; how our digitized and simulated reality inspires innovative forms of communication and storytelling; and what insights new modes of literary and cultural production and circulation can, in turn, bring to our understanding of the rapidly evolving globalizing world and its future.

❖ Learning Outcomes

1. Cultivate a critical ability to identify and grasp new developments and trends in contemporary literature and culture.
2. Historicize the advent of new media within the specific context of globalization in order to better understand the socio-cultural and economic landscapes of our contemporary “network society.”
3. Take a transmedia approach to the study of literature and culture and evaluate the distinctive characteristics of diverse literary genres and cultural media, including cyberpunk, hypertext fiction, digital literature, the cell phone novel, video art, online computer gaming, social media, *anime*, and *manga*.
4. Draw upon literary and cultural theory to closely analyze and interpret various multimedia texts.

❖ Texts

Young-Hae Chang Heavy Industries, digital literature [www.yhchang.com]

Philip K. Dick, *Do Androids Dream of Electric Sheep?* (Del Rey, 1996 [1968])

William Gibson, *Idoru* (Berkley, 1997)

Nakano Hitori, *Train Man: The Novel* (Del Rey, 2007)

Spike Jonze, *Her* (2013)

cf. Luc Besson, *Lucy* (2014)

Michael Joyce, *afternoon, a story* (Eastgate Systems Inc., 1999) [CD-Rom]

Grant Morrison and Frank Quitely, *We3* (Vertigo, 2004)

Shosuke Murakami, *Train Man: Densha Otoko* (2009)

Mamoru Oshii, *Ghost in the Shell* (1994)

Nam June Paik, video art

Satoshi Takatsu, *Secondhand Memories* 「むかしのおもいで」

The Wachowskis, *The Matrix* (1999)

❖ Evaluation and Grading

Attendance: 10 %

Class/Blackboard participation: 15 %

Quizzes: 10 %

Presentation: 5 %

Essay 1 (1250 words) — reflection paper on new media and cyber culture: 10 %

Essay 2 (2000 words) — short textual analysis: 20 %

Essay 3 (3000 words) — research paper: 30 %

❖ Reading and Discussion Schedule

Week 1: Digital Technology, New Media, and Contemporary Society

Introduction

Instructor's Lecture on Cartesian Philosophy and Posthumanism

Digital technology and Frank Gehry's deconstructive architectural designs [visual images]

Week 2: The Cyborg and Posthumanism

Mamoru Oshii, *Ghost in the Shell* (1995)

<http://www.watchanimemovie.com/sub-dub/ghost-in-shell.html>

Dan Dinello, "Cyborg Goddess," Josef Steiff and Tristan D. Tamplin, *Anime and Philosophy: Wide Eyed Wonder*

(Open Court, 2010), 275-284.

Week 3: Cyberspace, Simulacra, and Hyperreality

The Wachowskis, *The Matrix* (1999)

David Weberman, "The Matrix: Simulation and the Postmodern Age," in William Irwin, *The Matrix and*

Philosophy: Welcome to the Desert of the Real (Open Court, 2002), 225-239.

Jean Baudrillard, *Simulacra and Simulation*, trans. Sheila Faria Glaser (University of Michigan Press, 1995)

[excerpt]

Week 4: Can We Dream of a Posthuman World?

Philip K. Dick, *Do Androids Dream of Electric Sheep?* (Del Rey, 1996)

Jill Galvan, "Entering the Posthuman Collective in Philip K. Dick's 'Do Androids Dream of Electric Sheep?'" *Science Fiction Studies* 24.3 (November 1997): 413-429.

Week 5: Animal Cyborgs and Anti-Anthropomorphism

Grant Morrison and Frank Quitely, *We3* (Vertigo, 2004)

Rosi Braidotti, *The Posthuman* (Polity, 2013) [selections]

Weeks 6-7: Celebrity, Simulacra, and Cyber Reality

William Gibson, *Idoru* (Berkley, 1997)

———. "Google's Earth"

<http://www.nytimes.com/2010/09/01/opinion/01gibson.html>

Michel Foucault on the Panopticon [excerpt]

Week 8: Love, Loneliness, and Digital Networking

Spike Jonze, *Her* (2013)
cf. Luc Besson, *Lucy* (2014)

Week 9: Social Media and Participatory Culture

Machiko Ocha, *Train Man: A Shōjo Manga* (Robinson, 2006)
Nakano Hitori, *Train Man: The Novel*, trans. Bonnie Elliott (London: Robinson, 2006) [excerpt]
Roland Barthes, "The Death of the Author."
John Cage, 4' 33"

Week 10: Otaku, Communication, and New Media

Shosuke Murakami, *Train Man: Densha Otoko* [film]
Alisa Freedman, "Train Man and the Gender Politics of Japanese 'Otaku' Culture: The Rise of New Media, Nerd Heroes, and Consumer Communities," *Intersections: Gender and Sexuality in Asia and the Pacific* (2009). <http://intersections.anu.edu.au/issue20/freedman.htm>
Jean Burgess and Joshua Green, "How YouTube Matters," *YouTube: Online Video and Participatory Culture* (Polity, 2009), 1-14.

Week 11: Electronic Literature, or Writing like Computers

Michael Joyce, *afternoon, a story* (Eastgate Systems Inc., 1999) [CD-Rom]
———. "Notes Toward an Unwritten Non-Linear Electronic Text, 'The Ends of Print Culture,'" *Postmodern Culture* 2.1 (September 1991)
Gilles Deleuze and Felix Guattari, "Introduction: Rhizome," *A Thousand Plateaus*, trans. Brian Massumi
(University of Minnesota Press, 1987) [excerpt]

Week 12: The Cell Phone Novel and Mobile Narrative

Satoshi Takatsu, *Secondhand Memories* 「むかしのおもいで」 (excerpts)
-----, "Intro to Cell Phone Novels with Takatsu (What Are Cell Phone Novels?)"
<https://www.youtube.com/watch?v=r1GTcth-kZ4>
Bryan Alexander, "Mobile Devices: The Birth of New Designs for Small Screens," *The New Digital Storytelling: Creating Narratives with New Media* (Praeger, 2011), 139-151.

Week 13: Literature as Visual Spectacle

Young-Hae Chang Heavy Industries, "Dakota"; "Orient"; "The Art of Sleep"; "Cultural Identity, Nothingness, and Loneliness"
<https://www.yhchang.com>
Jessica Pressman, "Pacific Rim Digital Modernism," *Pacific Rim Modernisms*, eds. Mary Ann Gillies et al. (Toronto: University of Toronto Press, 2009), 316-331.
Hyun-Joo Yoo, "Interview with Young-Hae Chang Heavy Industries"
<http://dichtung-digital.mewi.unibas.ch/2005/2/Yoo/index-engl.htm>
Dana Solomon, "No User Required: Young-Hae Chang Heavy Industries and Digital Humanist Inquiry," *Proceedings of the Digital Arts and Culture Conference*, 2009.
<http://escholarship.org/uc/item/7nn8r5q3>
Nam June Paik, video art [selections]

Week 14: Online Computer Gaming as Narrative

Selected online computer games
Martti Lahti, "As We Become Machines: Corporealized Pleasures in Video Games," in Mark J. P.

- Wolf and Bernard Perron, eds., *The Video Game Theory Reader* (Routledge, 2003), 157-170.
- Miroslaw Filiciak, "Hyperidentities: Postmodern Identity Patterns in Massively Multiplayer Online Role-Playing Games," in *The Video Game Theory Reader*, 87-102.
- Stephen Kline, Nick Dyer-Witheford, and Greig De Peuter, *Digital Play: The Interaction of Technology, Culture, and Marketing* (McGill-Queen's University Press, 2003), 60-77.

Department Report Form
New Numbers, Titles and Bulletin Copy
ENGL 340, 341, 343, 357, 366

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.
In our revisions to the majors, five courses received new numbers, titles, and bulletin copy.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. *No effect.*
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. *No effect*
- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing) *No effect*
- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? *No effect*
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? *No effect*

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings. *N/A*

Course Proposal (new or changes) Action Sheet
ENGL 340

1. Today's Date *February 1, 2015*

2. Course Action: New Numbers, Titles and Bulletin Copy

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☒ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☒ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) fall, 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Restoration Studies

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Restoration Studies

c. New Course Information

Department Code *ENGL*

Credit Hours 3

Course Number *340*

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Studies in British literature written between 1640 and 1700. A multi-genre course that may include male and female writers such as Phillips, Milton, Behn, Congreve, Wycherley, Dryden, Pepys, Astell and others. Readings are grounded in the social, intellectual, political, and cultural history of the period. Repeatable when topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input checked="" type="checkbox"/> Honors | |
| <input checked="" type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

**Approved formerly as 332, Restoration and Eighteenth Century Studies*

Is this course a topics or repeatable course for credit? (Y/N)

16. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Department Vote; Date _____ |
| <input type="checkbox"/> | Department Chair; Date _____ |
| <input type="checkbox"/> | Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> | Dean; Date _____ |

**Course Proposal (new or changes) Action Sheet
ENGL 341**

1. Today's Date *February 1, 2016*

2. Course Action: New Numbers, Titles and Bulletin Copy

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☐ Catalog description change (editorial only)
☒ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☒ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall, 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Eighteenth Century Studies

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Eighteenth Century Studies

c. New Course Information

Department Code: *ENGL*
Credit Hours: *3*
Course Number *341*

Lecture Contact Hours *3*
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Studies in British and American literature written between 1680 and 1820. A multi-genre course that may include male and female writers such as Pope, Swift, Haywood, Montagu, Franklin, Johnson, Burney, Jefferson, Burney, Wheatley, Cowper, Burke, Radcliffe. Readings are grounded in the social, intellectual, political and cultural history of the period. Repeatable when topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input checked="" type="checkbox"/> Honors | |
| <input checked="" type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☐ Same as course credit
- ☐ Same as weekly contact hours
- ☐ Percent of weekly contact hours (specify): _____
- ☐ Based on enrollment (specify): _____
- ☐ Team taught, full load
- ☐ No load
- ☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)*

Approved as *ENGL 332: Restoration and Eighteenth Century Studies*

Is this course a topics or repeatable course for credit? (Y/N)

17. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet
ENGL 343

1. Today's Date *February 1, 2016*

2. Course Action: New Numbers, Titles and Bulletin Copy

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☒ Catalog description change (editorial only)
☒ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) *Fall 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Early Novel

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Early Novel

c. New Course Information

Department Code: *ENGL*

Credit Hours: *3*

Course Number: *343*

Lecture Contact Hours: *3*

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation. Repeatable when topic changes.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input checked="" type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____*

Approved as 336, Development of the Novel

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

18. Department vote (# Yes/ # No/ # Abstentions) 14 /0 /0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet
ENGL 357

1. Today's Date: *February 1, 2016*

2. Course Action: New Numbers, Titles and Bulletin Copy

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☒ Catalog description change (editorial only)
☐ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Modern U.S. Literature

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Modern U.S. Literature

c. New Course Information

Department Code _ENGL_
Credit Hours _3_
Course Number _357_

Lecture Contact Hours _3_
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Readings may include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, T. Williams, Baldwin, Rich, Sexton, Lorde, Faulkner, Fitzgerald, Ginsberg, Stevens, or others.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input checked="" type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

19. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet
ENGL 366

1. Today's Date: *February 15, 2016*

2. Course Action: New Numbers, Titles and Bulletin Copy

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☒ Catalog description change (editorial only)
☐ Change in course #
☒ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year): *Fall 2016*

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Mod. & Contemp. European Lit

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Modern and Contemporary European Literature

c. New Course Information

Department Code _ENGL_

Credit Hours _3_

Course Number _366_

Lecture Contact Hours _3_

Lab Contact Hours

Other Contact Hours

d. Catalog Course Description (if new or changed)

Readings may include works in translation by Chekhov, Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, Perec, Jelinek, Drndic or others.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☒ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☐ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

20. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0.

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Department Report Form

***adjust the space needed for each section on this word document as necessary**

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

We propose to remove the current unit limitation that is included in the MATH 498 course description (“MATH 498 may be repeated for a total of 3 units”) and allow students to take the course repeatedly for a total of 6 units but no more than 3 units in a particular semester. We believe the change will provide more flexibility for students who wish to participate in a variety of internship opportunities.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

This change will have no effect on the department curriculum or curricula of other departments.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

No.

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

No.

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

N/A.

Course Proposal (new or changes) Action Sheet

1. Today's Date ____January 12, 2016_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- ☐ Yes (Non-expedited action items require Department Report Form)
☒ No (Double click on box to add check mark)

What type of curricular Action is being requested?

- ☒ Catalog description change (editorial only)
☐ Change in course #
☐ Change in course title (editorial only)
☐ Change in course pre-requisite(s)
☐ Deletion of course(s)
☐ Addition of new course
☐ Revision of existing course
☐ Revision of existing major/minor/concentration

change in units to an existing course

Effective Term: (list preferred semester/year) ____ Fall 2016_____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Internship

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Internship

c. Course Information

Department Code __MATH__

Lecture Contact Hours _____

Credit Hours __1-3__

Lab Contact Hours _____

Course Number __498__

Other Contact Hours __Various__

d. Catalog Course Description (if new or changed)

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in mathematics.

e. Grading Mode(s) (check all that apply)

- ☒ Standard
☐ P/F Only
☐ Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input checked="" type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form)
Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- ☐ Same as course credit
☐ Same as weekly contact hours
☐ Percent of weekly contact hours (specify): _____
☐ Based on enrollment (specify): _____
☐ Team taught, full load
☒ No load
☐ Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): ____N_____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) yes

8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 1

Approvals (Curriculum Committee Use Only)

- ☐ Department Vote; Date _____
☐ Department Chair; Date _____
☐ Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
☐ Other Curriculum Committee; Name _____ Date _____
☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
☐ Other Curriculum Committee; Name _____ Date _____ (if needed)
☐ Dean; Date _____

Department Report Form

Vote to drop the Animal Behavior course from the Biological line in the Psychology major.
(11 Yes, 1 No, 2 Abstain).

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

Because physiological processes underlie behavior and cognition, biological psychology is an important foundational class for all psychological science majors. Moving Animal behavior to our elective category will ensure that all students are exposed the content of biological psychology and facilitate our assessment of student knowledge in this domain.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

No effects predicted.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

c.

This change only affects the major.

- d. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No.

- e. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

- f. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

No.

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Changes to the catalog:

Biological

PSYC 342 Biological Psychology 3

or PSYC 344 Animal Behavior: Comparative Psychology and Ethology

Dropped from p. 183.

Department Report Form

The Department of Psychological Sciences voted to drop the 'Theories' line from the Psychology major (12 Yes, 0 No, 2 Abstain)

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course/program.

The Department of Psychological Sciences believes the proposed changes serve to align our curriculum with our departmental learning outcomes and to bring our curriculum more in line with comparison institutions. Few psychological sciences departments require a Theories of Personality or a History and Systems course. Our program reviewers (Dec 2015) mentioned this difference between USD's curriculum and other programs. In our own research we noted that among peer institutions, only one comparison school had a "Theories of Personality" class and one had a "History and Systems."

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

By eliminating the Theories/History requirement in our curriculum we are giving students (majors) the opportunity to choose an additional course among our electives. There shall be no impact on other departments.

- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

The same number of required units is maintained for the major/ minor. As it stands, students choose six upper division elective units for their major. By eliminating the Theories/History requirement, students will be able to choose nine upper division units to fulfill their major requirement (see notation change to the catalog on the next page).

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

There should be no impact on staffing/budget.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

There should be no impact.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

There should be no impact.

3. **Syllabus** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

Changes to the catalog:

Theories

PSYC 372 History and Systems of Psychology 3
or PSYC 377 Theories of Personality

Dropped from p. 183.

The electives chosen to complete the major requirements should be selected in consultation with your academic advisor with a view to achieving balance among the major areas of psychological knowledge. A maximum of four units from any combination of PSYC 496, PSYC 497, and PSYC 498 elective units can be applied toward the units required to complete the major, and a maximum

of 6 **(9)** are applicable to the 124 units required for graduation. For students interested in graduate work in psychology, taking additional courses, including laboratories, beyond those required for the major is an important consideration, as is obtaining field and research experience. Those who anticipate doing PSYC 499 should begin that work in the first semester of their senior year.

Modify at p. 184 (left column middle of the page).

Department Report Form

Proposal: Standardize and Update the Liberal Studies Major Concentration Course Requirements, effective Fall 2016.

1. Rationale:

Current Course Requirements

The Liberal Studies (LBST) major is offered in the College of Arts and Sciences as USD's approved undergraduate teacher education program for future elementary school teachers. The Liberal Studies major, with an associated teaching credential, is a rigorous program. It consists of the Core and LBST major (69-78 units), plus Concentration courses (12-15 units) in the College of Arts and Sciences, and undergraduate credential courses (36 units) in the School of Leadership and Education Sciences.

The Concentration allows majors to delve more deeply into a subject area of their choice that will benefit them as future teachers and is closely related to the elementary school curriculum. There are currently 12 Concentrations for Liberal Studies majors to choose from: Arts – Visual, Communication Studies, History, Life Science, Literature, Marine Science, Mathematics, Multicultural Studies, Music, Psychology, Spanish Language and Latin American Cultures, and Theatre. The number of units required for each Concentration varies from 12 – 15 and each Concentration has a list of courses that can be taken to satisfy the requirements.

Proposed Course Requirements

This proposal aims first to standardize the Concentration course requirements so that each Concentration requires 12 units (or 4 courses) to complete. At the same time, since it has been a number of years since the course options have been revised, the second aim is to update the course choices to reflect changes in course offerings by the various departments and provide students with more options and flexibility when possible.

2. Impact:

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

This proposal will not impact the curricula of any departments because no new courses are being proposed.

- b. Will this change impact the requirements for a major or minor? If yes, provide a summary of the changes.

Yes, this will have the effect of standardizing the number of units required for the Liberal Studies major since each Concentration will now consist of 12 units. For students electing Concentrations that previously had 15 units, this will decrease the number of courses required to complete the major.

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No, this change will not have any staffing or budgetary impact.

- d. Might this change have an impact on any other departments? If yes, what majors and/or minors might be affected by this change?

No, this change will not impact other majors and minors because Liberal Studies majors already take courses in these departments to satisfy their Concentration.

- e. Will this change impact student enrollment numbers? If yes, in what courses and in what ways?

No, this change should not impact student enrollment numbers because Liberal Studies majors are already taking Concentration courses in these departments and they are distributed over the various departments and courses. The revision may be helpful in more evenly distributing student enrollment if students were using the number of units required as a factor in determining which Concentration to select.

3. Supporting Information:

The Concentrations for which revision is being requested are attached. Each is provided in its proposed form, with a description of the changes and the rationale for the updates. The person listed in the document for each Concentration is the contact person functioning as the Concentration coordinator. All of these revisions were consulted upon in personal meetings of the Liberal Studies program director with the Concentration coordinator and appropriate department chair(s) as necessary.

The Revised Concentrations* are attached in the following order:

**Art – Visual Arts
Communication Studies
History
Life Science
Marine Biology
Multicultural Studies
Music
Psychology
Spanish Language and Latin@ American Culture**

***Please note that no changes are being proposed for the following concentrations:**

Literature – currently offers a four course concentration with 12 units

Mathematics – currently offers a four course concentration with a minimum of 13 units

Theatre – currently offers a four course concentration with a minimum of 13 units

This proposal is prepared and submitted by Dr. Margaret Daley, the Director of the Liberal Studies Program. The Liberal Studies Advisory Council voted unanimously in support of this proposal (10-0-0).

Revised Concentration: Art – Visual Arts (12 units) – Prof. Allison Wiese (awiese@sandiego.edu)

Select 2 of the following courses (6 units):

ARTV 101 Fundamentals of Drawing
ARTV 103 Design Foundations
ARTV 105 Intro to Sculpture
ARTV 108 Intro to Film/Video Art
ARTV 160 Photography

Select 2 of the following courses (6 units):

ARTV 300 Visual Communications (Pre-req ARTV 103)
ARTV 302 Intermediate Drawing (Pre-req ARTV 101)
ARTV 304 Intro to Printmaking/Book Arts (Pre-req ARTV 101)
ARTV 306 Special Topics in the Visual Arts
ARTV 308 Film/Video Art: Site and Screen (Pre-req ARTV 108)
ARTV 320 Film/Video Art: the Cinematic (Pre-req ARTV 108)
*ARTV 324 Intermediate/Advanced Video Art (Pre-req ARTV 108)
ARTV 328 Fundamentals of Painting (Pre-req ARTV 101)
ARTV 344 Figure Drawing (Pre-req ARTV 101)
ARTV 353 Color Photography
ARTV 354 Photo Strategies
ARTV 361 Advanced Photography
ARTV 362 Portraits in Photography
ARTV 369 Intermediate/Advanced Sculpture (Pre-req ARTV 105 or permission of instructor)
ARTV 370 Designing for Social Space
ARTV 371 Sculpture/Landscape
ARTV 382 Public Art Studio Seminar
ARTV 401 Advanced Visual Communications (Pre-reqs ARTV 103 and 300)
*ARTV 403 Advanced Drawing Seminar (Pre-reqs ARTV 101 and 302)
ARTV 420 Digital Audio Composition or ARTV 424 Art and the Soundscape (Pre-req ARTH 109/MUSC 109)
ARTV 429 Intermediate/Advanced Painting (Pre-req ARTV 328)

The original Visual Arts Concentration was 15 units, with 3 required courses at the lower division level. One less introductory course will now be required. The pre-requisites for upper division courses have been made more clear to help students select the appropriate lower division options.

* indicates courses that have been added to the list of course options

Revised Concentration: Communication Studies (12 units) – Dr. Bradley Bond (bond@sandiego.edu)

Required: COMM 203: Public Speaking (3)

Select 1 of the following:

COMM 101: Introduction to Human Communication (3)

COMM 130: Introduction to Media Studies (3)

Select 2 upper division courses:

NOTE: The following clusters help organize student choices when they speak with the academic advisor, but are not intended to be required or exclusive; they are only intended to be a reference guide. Liberal Studies majors can satisfy the concentration with any two upper division communication courses, including those not listed here.

Thematic Clusters:

	Course Number	Course Title	Credit Hours	Prerequisite
<i>Communication & Youth Development</i>				
	COMM 422	Family Communication	3	COMM 101
	COMM 445	Gender Communication	3	COMM 101
	COMM 482	Children & Media	3	COMM 130
	COMM 483	Teens & Popular Culture	3	COMM 130
<i>Communication & Relationships</i>				
	COMM 325	Interpersonal Communication	3	COMM 101
	COMM 326	Nonverbal Communication	3	COMM 101
	COMM 350	Small Group Communication	3	COMM 101
	COMM 422	Family Communication	3	COMM 101
<i>Culture & Global Communication</i>				
	COMM 380	International Media	3	COMM 130
	COMM 432	Film & Cultural Politics	3	COMM 130
	COMM 475	Intercultural Communication	3	COMM 101
	COMM 488	Global/Virtual Team Development	3	COMM 101
<i>Strategic Communication</i>				
	COMM 353	Organizational Communication	3	COMM 101
	COMM 403	Advanced Public Speaking	3	COMM 203
	COMM 455	Interviewing & Negotiating	3	COMM 101
	COMM 460	Persuasion & Propaganda	3	COMM 101

The original Communication Studies Concentration was 15 units, with 3 required courses at the upper division level. One less upper division course will now be required. The thematic clusters have been rearranged and pre-requisites for the upper division courses are clearly listed to help students select the appropriate lower division course.

Revised Concentration: History (12 units) – Dr. Yi Sun (ysun@sandiego.edu)

Choose any one lower division (100) level course (except HIST 117)

Choose any one upper division **European History** class:

- HIST 312 Roman Civilization
- HIST 321 The Fall of the Roman Empire
- HIST 322 Castles and Crusades: Medieval Europe, 1050-1450
- HIST 324 Christians, Muslims, and Jews in Medieval Spain
- HIST 331 Renaissance Europe
- HIST 334 European Art and Architecture in Context
- HIST 343 Germany Since 1945
- HIST 344 Eastern Europe Since 1815
- HIST 346 Topics in Medieval and Early Modern Europe
(for example: Role-Playing the Renaissance, The Victorians)
- HIST 347 Topics in Modern Europe
- HIST 348 Modern France
- HIST 350 History of the British Isles
- HIST 353 Spain to 1820
- HIST 354 Modern Spain

Choose any two upper division **World History** classes:

- HIST 358 Topics in Modern World History
- HIST 359 Modern Middle East
- HIST 360 Colonial Latin America
- HIST 361 Modern Latin America
- HIST 362 Topics in Latin American History
- HIST 363 History of Brazil
- HIST 364 Topics in Asian History
- HIST 365 History of China
- HIST 366 History of Japan
- HIST 367 Women in East Asia
- HIST 368 History of Africa
- HIST 369 Issues in Modern Africa
- HIST 372 U.S.-East Asia Relations
- HIST 384 History of Mexico

Other choices may be possible in consultation with the concentration coordinator.

The original History Concentration was already 12 units, but had a more restricted list of course options for students to select from. The Concentration was restructured to allow more flexibility in the choice of lower division course and the specification of one European and two World History courses, again with a longer list of upper division courses to choose from.

Note: HIST 117 may not fulfill the lower division History requirement for the Concentration because it is already a required course for the Liberal Studies major.

Revised Concentration: Life Science (12-14 units) – Dr. Michael Mayer (mayer@sandiego.edu)

Required:

BIOL 190 Introduction to Evolution (3)

Choose one of the following tracks consisting of three additional courses:

Organismal Biology:

BIOL 221/221L Introduction to Organismal Diversity w/ Laboratory (4)

BIOL 305 Ecology (3)

Choose either BIOL 225/225L or an upper division course with appropriate prerequisites (2-4)

Cellular Biology:

BIOL 225/225L Introduction to Cell Processes w/ Laboratory (4)

BIOL 300 Genetics (3)

Choose either BIOL 221/221L or an upper division course with appropriate prerequisites (2-4)

The original Life Science Concentration was 13 – 15 units and required all three of the lower division courses above plus one upper division course. The Concentration was reorganized into the two tracks shown above so that students may select courses depending on whether their interest in Biology is more ecological or genetic in nature. Also, with this structure, a second upper division course is possible since more of the prerequisites for upper division courses are met.

Note: The Concentration may go up to 13 – 14 units, depending on the upper division courses selected, but will not exceed four courses.

Revised Concentration: Marine Biology (12 units) – Dr. Michel Boudrias (boum@san Diego.edu)

Select one of:

- | | |
|-----------|------------------------------|
| EOSC 121 | Life in the Ocean (4) |
| *EOSC 123 | Organisms and Ecosystems (4) |

Required:

- | | |
|----------|---|
| EOSC 220 | Introduction to Physical Oceanography (4) |
| | (pre-requisites for LBST majors: CHEM/PHYS 105, MATH 115) |

Select one of:

- | | |
|-----------|--|
| EOSC 431 | Human Impacts of the Coastal Environment (4) |
| *EOSC 432 | Marine Community Ecology (4) |

The original Marine Science Concentration is being renamed to Marine Biology to more accurately reflect the focus of the courses in the Concentration. The number of units has not changed, but an additional course at both the 100-and 400- level allows for more flexibility for the students.

Note: EOSC 123 will be a majors only course but since it's offered as a preceptorial, students may take it instead of EOSC 121.

* indicates courses that have been added to the list of course options

Revised Concentration: Multicultural Studies (12 units) – discuss course options with academic advisor

Take 1 course from each discipline, and 1 additional course from the area of your choice.

Anthropology Chair: Dr. Angelo Orona (aorona@sandiego.edu)

Requirement will be fulfilled by any Cultural Anthropology (ANTH) course.

Ethnic Studies Chair: Dr. Jesse Mills (jessemills@sandiego.edu)

Requirement will be fulfilled by any Ethnic Studies (ETHN) course.

Sociology Chair: Dr. Erik Fritsvold (erikf@sandiego.edu)

Requirement will be fulfilled by any Sociology (SOCI) course.

Courses required for Sociology majors are not recommended (eg. SOCI 201, 202, 301)

Please see department websites for updated course listings and descriptions. The suitability of specific course choices should be discussed with your academic advisor in consultation with the appropriate department chair.

The original Multicultural Studies Concentration was 15 units with 3 lower division and 2 upper division course choices spanning the three departments and a very restrictive list of courses to choose from. This revision was purposefully created as very open and flexible to allow students to design individually suited course pathways, with the input of their academic advisor. The revised Concentration also allows students to take more upper division courses, as most of the course options do not have pre-requisites.

Revised Concentration: Music (12 units) – Dr. Kay Etheridge (kaye@sandiego.edu)

Theory/Composition (3 units):

Required:

MUSC 120 Fundamentals of Music Theory (3)

History/Culture (6 units):

Choose two of the following courses:

MUSC 101D Introduction to American Music (3)

MUSC 102D Introduction to Jazz (3)

*MUSC 106 We Shall Overcome: Singing for Justice, Freedom and Peace (3)

MUSC 109 Introduction to Sonic Art (3)

MUSC 130 Music in Society (3)

MUSC 140 Music in World Cultures (3)

*MUSC 336 Music Therapy (3)

*MUSC 340 Topics in World Music (3)

MUSC 420 Digital Audio Composition (3)

MUSC 424 Art and the Soundscape (3)

Performance Studies and Ensembles (3 units):

Choose 2 units from:

MUSC 105 Class Piano I (1)

MUSC 205 Class Piano II (1)

MUSC 107 Class Voice (1)

MUSC 108 Class Guitar (1)

Choose 1 unit from:

MUSC 150 Chamber Music Ensembles (1)

*MUSC 151 USD Strings (1)

MUSC 153 Concert Choir (1)

MUSC 154 Opera Workshop (1)

MUSC 155 Jazz Ensemble (1)

*MUSC 156 Band (1)

MUSC 157 Gamelan Ensemble (1)

MUSC 158 Mariachi Ensemble (1)

Other choices may be possible in consultation with the concentration coordinator.

The original Music Concentration was 15 units, including 6 units of performance studies and ensembles. The choices of course work are structured similarly, however the number of performance studies and ensemble courses has been lowered to 3 units. As well, the list of Music History and Culture courses has been updated to reflect new offerings, including some upper division options.

* indicates courses that have been added to the list of course options

Revised Concentration: Psychology (12 units) – Dr. Michael Ichiyama (ichiyama@sandiego.edu)

Required:

- PSYC 101 Introductory Psychology (3)
PSYC 314 Developmental Psychology: Childhood and Adolescence (3)

Electives: – select 2 courses from the following:

- PSYC 230 Research Methods in Psychology (3)
PSYC 322 Social Psychology (3)
PSYC 324 Cross-Cultural Psychology (3)
*PSYC 328 Stereotyping, Prejudice and Discrimination (3)
PSYC 332 Learning and Behavior (3)
PSYC 336 Cognitive Psychology (3)
*PSYC 342 Biological Psychology (3)
PSYC 354 Behavior Disorders of Childhood (3)
*PSYC 414 Social Development (3)

The original Psychology Concentration was 15 units, and included Research Methods as a required course. This has now been moved to consideration in the list of elective courses students may choose from. Also, the course list has been updated to include additional course listings most related to children.

* indicates courses that have been added to the list of course options

Revised Concentration: Spanish Language and Latin@ American Culture (12 units) (recommended for Bilingual Authorization)

Dr. Julia Medina
(jmedina@sandiego.edu)
or spanish@sandiego.edu

Required – one of:

- SPAN 301 Writing and Composition in Spanish (3)
SPAN 311 Writing and Composition for Heritage Speakers (3)

Required – one of:

- SPAN 304 Cultural History of Latin America (3)
HIST 361 Modern Latin America (3)

Spanish

Choose one of the following courses:

- SPAN 303 Introduction to Cultural Analysis (3)
SPAN 304 Cultural History of Latin America (3)
SPAN 306 Studies in Spanish Linguistics (3)
SPAN 315 L2 Teaching Methodologies and Applied Linguistics (3)
SPAN 360 Survey of Latin American Literature (3)

Other course options may be possible in consultation with the concentration coordinator.

Interdisciplinary Option:

Choose one of the following courses:

- ETHN 343 Chicano/Latino Studies (3)
HIST 361 Modern Latin America (3)
HIST 362 Topics in Latin American History (3)
HIST 383 Chicano History (3)
HIST 384 History of Mexico (3)
POLS 357 Politics in Latin America (3)
POLS 374 U.S.-Latin American Relations (3)

The original Spanish Language and Latin American Cultures Concentration was 15 units and had a list of 5 required courses with no flexibility for students. The renaming of the Concentration reflects that its focus is on Latino/a American culture. The updated requirements include the option of Writing and Composition for Heritage Speakers, and more options for Spanish and Interdisciplinary electives, including the linguistics courses, which will benefit students interested in pursuing bilingual authorization in Spanish.

Department Report Form

Proposal:

A five-year (4+1) Dual Degree Teacher Preparation (DDTP) Program

The DDTP program will be offered jointly by the College of Arts and Sciences and the School of Leadership and Education Sciences, resulting in the conferral of a B.A. in Liberal Studies, a preliminary Multiple Subject teaching credential, and a M.Ed. in Curriculum and Instruction. Currently, students may obtain a Multiple Subject teaching credential in one of three ways; at the undergraduate level as part of the B.A. degree, at the graduate level when combined with the M.Ed. degree, or in a stand-alone post-graduate program. This proposal takes these three existing components and packages them into a single five-year program, beginning in Fall 2016.

1. Rationale:

Current Program Requirements

Since 2002, the Liberal Studies (LBST) major has been offered in the College of Arts and Sciences as USD's approved undergraduate teacher education program for future elementary school teachers. Liberal Studies is a rigorous major designed to prepare well-educated teachers who understand significant ideas, structures, and values in a wide range of the liberal arts and sciences; teachers who can critically analyze and synthesize information from multiple disciplines and who appreciate diverse perspectives. The major's goal is to graduate future teachers with the necessary content and skills to teach in primary areas of instruction, as well as to foster their intellectual curiosity. This major fosters a holistic experience in the required multiple-subject content areas and provides students with a strong foundational understanding of these subjects. In addition to the content areas that are the focus of the courses in the College, courses on the foundations of education and teaching methods required for the preliminary teaching credential are taken at the undergraduate level in the School of Leadership and Education Sciences.

The Liberal Studies major, with the associated Multiple Subject credential, is currently most often a 4.5 year program for students, including their full-time student teaching placement. It consists of the Core and LBST major (69-78 units), plus concentration courses (12-15 units) in the College of Arts and Sciences, and undergraduate credential courses (36 units) taken in the School of Leadership and Education Sciences. It is often difficult for students to complete both the B.A. in Liberal Studies and the preliminary Multiple Subject credential in a four-year timeframe. If Liberal Studies majors plan to complete a Master's degree, they typically elect to do so at another institution since the M.Ed. in Curriculum and Instruction in SOLES is part of the Master's Credential Cohort (MCC) program, which combines the M.Ed. and teaching credential. Because Liberal Studies majors complete the teaching credential courses at the undergraduate level, the MCC program does not match their needs.

Proposed Program Requirements

The proposed DDTP program benefits students by allowing them to complete both an undergraduate (B.A.) and a graduate (M.Ed.) degree, with the preliminary teaching credential, in five years. The addition of the Master's degree will make our graduates even more competitive for employment as teachers than they already are and allow them to start working at a higher salary step. Because of the structuring of the course progression, students will complete the B.A. in Liberal Studies at the end of the fourth year of the program, will obtain the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the M.Ed. in Curriculum and Instruction after completion of the fifth year.

The attached course pathway proposals (Appendix A) maintain the rigorous undergraduate content courses and provide scaffolding of the required content and teaching skills throughout the program. The integration of theory and practice is enhanced by the coupling of teaching methods coursework with practicum components in three separate semesters (two part-time experiences in the 4th year, and full-time student teaching in the 5th year). This revised pathway increases the amount of teaching experience compared to the current Liberal Studies major and teaching credential sequence, which consists of one part-time practicum and the full-time student teaching.

As well, because of the international experiences required as part of the M.Ed., all DDTP-enrolled students will gain international experience through study abroad or specific educational experiences which can be met either as an undergraduate or graduate student. At all times, the students will have coordinated support from dedicated advisors in both CAS and SOLES. Additional benefits to USD include the increased retention of undergraduate students as graduate students remaining on our campus and the increased collaboration between CAS and SOLES.

2. Impact:

- a. Discuss the likely effects on both department curriculum and curricula of other departments.

The DDTP program will not have an effect on the curricula of the Liberal Studies required courses LBST 200 and 400, or the curricula of other departments because no new courses are being proposed in the College of Arts and Sciences as part of the DDTP program.

- b. Will this change impact the requirements for a major or minor? If yes, provide a summary of the changes.

The DDTP program will not impact the requirements of the Liberal Studies major as the current major requirements are repackaged into the first four years of the 4+1 program and completing those requirements will still allow students to graduate with a B.A. in Liberal Studies.

As listed in the sample course pathways in Appendix A, there are 114 units counting toward the 124 units required for the B.A. degree, of which 48-57 are upper division. Students will have 10 units of elective credit to spread over the 4 years to complete the B.A degree. Five units taken at the undergraduate level (part time student teaching in Spring semester of the 4th year) will be saved to count towards the M.Ed. degree. Under existing rules for graduate programs, up to 6 units may be taken this way. Courses with dual numbering taken at the undergraduate level may not be taken again at the graduate level.

- c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

The DDTP program will not have a staffing or budgetary impact as the course staffing and budget requirements of the Liberal Studies required courses will remain the same. The required courses are all currently being offered and will continue to be offered by the departments in which they are housed. Please see the attached statements of support from the chairs of the departments offering required courses. (Appendix B)

- d. Might this change have an impact on any other departments? If yes, what majors and/or minors might be affected by this change?

The DDTP program will not impact the requirements of other majors or minors in the College of Arts and Sciences.

- e. Will this change impact student enrollment numbers? If yes, in what courses and in what ways?

Student enrollment numbers will likely not see immediate impact, but it is anticipated that numbers may increase because of the advantages to students. A reasonably substantial increase will be able to be accommodated in the existing course offerings, as higher numbers of LBST majors have been enrolled in the past. The department chairs are supportive of continued timely course offerings to support the proposed program. Please see the attached statements of support from the department chairs of the departments offering these required courses. (Appendix B)

3. Supporting Documentation:

Appendix A: Sample proposed course pathways for various potential student populations.

1. Students who come to USD decided on the program and declare the major right away.
2. Students who transfer to USD, or declare the major in their second year.
3. Options for students to study abroad as undergraduates.

Appendix B: Letters of support from Department Chairs

CAS: Departments of Art, Architecture + Art History, Biology, Chemistry and Biochemistry, English, Environmental and Ocean Sciences, History, Mathematics and Computer Science, Music, Philosophy, Physics and Biophysics, and Theatre
SOLES: Department of Learning and Teaching

Appendix C: Information about the Dual Degree Teaching Preparation program at the University of San Francisco.

This proposal is prepared and submitted by Dr. Margaret Daley, the Director of Liberal Studies Program. The Liberal Studies Advisory Council voted unanimously in support of this proposal (10-0-0).

APPENDIX A: Course plans for Dual Degree Teacher Preparation program

1. For students who declare the major / interest early

1st YEAR

<u>Fall (15 units)</u>	<u>Spring (15.5 units)</u>
LBST 100	BIOL/EOSC 116
ENGL 121	MATH 115
THEA 155	LANG 101
PHIL LD elective	MUSC 200
SOCI LD elective	PHIL 101
	Recreation class
	Take CBEST

2nd YEAR - [Apply to Credential Program](#)

<u>Fall (15.5 units)</u>	<u>Spring (18 units)</u>
CHEM/PHYS 105	ENGL 231
MATH 200	MATH 300
LANG 102	LANG 201
HIST 117	SOCI LD elective
THRS LD elective	Concentration 1
Recreation class	Elective course

3rd YEAR

<u>Fall (18 units)</u>	<u>Spring (18 units)</u>
PHIL 341	HIST 389
ARTV 350	*EDUC 382
*ENGL 318	THRS LD/UD elective
*EDUC 381C	Concentration 3
Concentration 2	*EDSP 389P
Elective course	Elective course
	Start CSET Testing

4th YEAR

<u>Fall (15 units)</u>	<u>Spring (14 units)</u>	
ENGL 304W	LBST 400	
THRS UD elective	*EDUC 383P	* denotes teaching credential courses
Concentration 4	*EDUC 384C	B.A. 114 units total / 48-57 UD
*EDUC 385P (6 units)	*EDUC 451P (2 units - PT student teach)	10 elective units to be taken over 8 semesters
Complete CSET Testing	*EDUC 467S (Student teaching seminar)	Need 124 units total with 48 UD for B.A.
Checkpoint for M.Ed. entry (GPA, CSET)	B.A. degree conferred	5 UG units count for M.Ed.

5th YEAR

<u>Fall (12 units)</u>	<u>Spring (13 units)</u>	
*EDUC 552P (6 units - FT student teach)	EDUC 558 (1 unit - AR)	
EDUC 557 (Action research)	EDUC 5XX	EDUC 500-level electives from list including: 510, 511, 512, 535, 578, or others as offered
EDUC 5XX	EDUC 5XX	
	EDUC 5XX	
Multiple Subject Credential earned	EDUC 5XX	M.Ed. 30 units total
	M.Ed. degree conferred	Need 30 units minimum for M.Ed.

2. For students who transfer to USD or declare the major / interest later

Take at USD or elsewhere - 10 courses total (30 units)

MATH 115	ENGL 121
HIST 117	PHIL 101
LANG 101	SOCI LD elective
THRS LD elective	SOCI LD elective
Elective course	Elective course

2nd YEAR

<u>Fall (15.5 units)</u>	<u>Spring (18 units)</u>
LBST 100	BIOL/EOSC 116
PHIL LD elective	ENGL 231
CHEM/PHYS 105	MUSC 200
THEA 155	LANG 102
THRS LD/UD elective	*EDUC 382
Recreation class	Concentration 1
Take CBEST	

3rd YEAR

<u>Fall (18 units)</u>	<u>Spring (18 units)</u>
LANG 201	HIST 389
MATH 200	MATH 300
*EDUC 381C	*EDSP 389P
*ENGL 318	Concentration 3
Concentration 2	Concentration 4
Elective course	THRS UD elective
Apply to Credential Program	Start CSET Testing

4th YEAR

<u>Fall (15.5 units)</u>	<u>Spring (14 units)</u>	
ENGL 304W	LBST 400	
PHIL 341	*EDUC 383P	
ARTV 350	*EDUC 384C	* denotes teaching credential courses
*EDUC 385P (6 units)	*EDUC 451P (PT student teach)	B.A. 120 units total / 48-57 UD
Recreation class	*EDUC 467S (Student teaching seminar)	4 elective units to be taken over 6 semesters
Complete CSET Testing	B.A. degree conferred	Need 124 units total with 48 UD for B.A.
Checkpoint for M.Ed. Entry (GPA, CSET)		5 UG units count for M.Ed.

5th YEAR

<u>Fall (12 units)</u>	<u>Spring (13 units)</u>	
*EDUC 552P (6 units - FT student teach)	EDUC 558 (1 unit - AR)	
EDUC 557 (Action research)	EDUC 5XX	EDUC 500-level electives from list including: 510, 511, 512, 535, 578, or others as offered
EDUC 5XX	EDUC 5XX	
	EDUC 5XX	
Multiple Subject Credential earned	EDUC 5XX	M.Ed. 30 units total
	M.Ed. degree conferred	Need 30 units minimum for M.Ed.

3. With Study Abroad options included - Best option is St.Clare's, Oxford

Other choices possible with early consultation with academic advisors

1st YEAR

Fall (15 units)

LBST 100
ENGL 121
THEA 155
PHIL LD elective
SOCI LD elective

Spring (15.5 units)

BIOL/EOSC 116
MATH 115
LANG 101
THRS LD elective
PHIL 101
Recreation class
[Take CBEST](#)

2nd YEAR - [Apply to Credential Program](#)

Fall (15.5 units)

CHEM/PHYS 105
MATH 200
LANG 102
HIST 117
Concentration 1
Recreation class

Spring (18 units)

MATH 300
LANG 201
THRS LD/UD elective
SOCI LD elective
Concentration 2
Elective course

[SYE abroad - 3 unit Intersession elective](#)

3rd YEAR

Fall (15 units) - St.Clare's, Oxford

PHIL 341
ENGL 231
*EDUC 381C
*EDUC 382
THRS UD elective

Spring (18 units)

HIST 389
*ENGL 318
MUSC 200
Concentration 3
*EDSP 389P
Elective course

[Courses already approved to transfer](#)

[Start CSET Testing](#)

4th YEAR

Fall (15 units)

ENGL 304W
ARTV 350
Concentration 4
*EDUC 385P (6 units)

Spring (14 units)

LBST 400
*EDUC 383P
*EDUC 384C
*EDUC 451P (2 units - PT student teach)
*EDUC 467S (Student teaching seminar)

* denotes teaching credential courses

[B.A. 114 units total / 48-57 UD](#)

[10 elective units to be taken over 7 semesters](#)

[Need 124 units total with 48 UD for B.A.](#)

[5 UG units count for M.Ed.](#)

[Complete CSET Testing](#)

[Checkpoint for M.Ed. entry \(GPA, CSET\)](#) [B.A. degree conferred](#)

5th YEAR

Fall (12 units)

*EDUC 552P (6 units - FT student teach)
EDUC 557 (Action research)
EDUC 5XX

Spring (13 units)

EDUC 558 (1 unit - AR)
EDUC 5XX
EDUC 5XX
EDUC 5XX
EDUC 5XX

EDUC 500-level electives from list including:
510, 511, 512, 535, 578, or others as offered

[Multiple Subject Credential earned](#)

[M.Ed. degree conferred](#)

[M.Ed. 30 units total](#)

[Need 30 units minimum for M.Ed.](#)



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To: Undergraduate Curriculum Committee
From: Allison Wiese, Chair, Department of Art, Architecture + Art History
CC: Margaret Daley, Liberal Studies Program Director
Re: Liberal Studies Proposal
Date: December 20, 2015

The Department of Art, Architecture + Art History supports this proposal for the dual degree teacher preparation program and will continue to offer the required ARTV 350 course (Art Fundamentals) for Liberal Studies majors on a regular basis.

Please feel free to call (619/260-7990) or email me (awiese@sandiego.edu) if you have any questions.



BIOLOGY DEPARTMENT
Shiley Center for Science and
Technology, Room 434
5998 Alcalá Park
San Diego, CA 92160-2492
P: (619) 260-4081

January 20, 2016

The Department of Biology supports this proposal for the dual degree teacher preparation program and will continue to offer the BIOL 116 course (Earth and Life Science for Educators) required for Liberal Studies majors on a regular basis.

Michael S. Mayer
Chair, Biology Department



MEMORANDUM

TO: Dr. Margaret Daley
Directory, Liberal Studies Program

FROM: Dr. Tammy J. Dwyer
Chair, Department of Chemistry and Biochemistry

DATE: November 19, 2015

RE: Support for Liberal Studies Program

Tammy J. Dwyer

The Department of Chemistry and Biochemistry supports this proposal for the dual degree teacher preparation program and will continue to offer the required CHEM 105 course (Physical Science for K-8 Teachers) for Liberal Studies majors on a regular basis.



ENGLISH DEPARTMENT
Founders Hall, 174
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-4783, ext. 4783
F: (619) 260-4227
www.sandiego.edu

November 18, 2015

To whom it may concern:

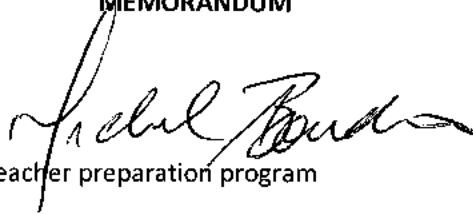
The Department of English supports this proposal for the dual degree teacher preparation program and will continue to offer the courses ENGL 231 (Children's Literature), ENGL 318 (Development of the English Language), and ENGL 304W (Advanced Composition) required for Liberal Studies majors on a regular basis.

Thank you,

Cynthia Caywood
Chair, Department of English

MEMORANDUM

To: Dr. Margaret Daley
From: Dr. Michel A. Boudrias
Re: Support for the dual degree teacher preparation program



The Department of Environmental and Ocean Sciences supports this proposal for the dual degree teacher preparation program and will continue to offer the EOSC 116 course (Earth and Life Science for Educators) required for Liberal Studies majors on a regular basis.



DEPARTMENT OF HISTORY

5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-4756
F: (619) 260-2272
www.sandiego.edu

Dr. Margaret Daley
Liberal Studies Program Director
University of San Diego

Dear Dr. Daley:

The Department of History supports this proposal for the dual degree teacher preparation program and will continue to offer the courses HIST 117 (U.S. History to 1870) and HIST 389 (History of California) required for Liberal Studies majors on a regular basis.

Sincerely,

Yi Sun, Interim Chair
Department of History



University of San Diego

COLLEGE OF ARTS AND SCIENCES

Mathematics and Computer Science

November 23, 2015

To whom it may Concern:

The Department of Mathematics and Computer Science supports this proposal for the dual degree teacher preparation program and will continue to offer the MATH 200 and 300 courses (Mathematical Concepts for Elementary Teachers I and II) required for Liberal Studies majors on a regular basis.

Sincerely,

Professor of Computer Science and Mathematics
Chair, Department of Mathematics and Computer Science
University of San Diego
jiang@sandiego.edu



MUSIC DEPARTMENT
Camino Hall 161
5998 Alcalá Park
San Diego, CA 92110-2492
www.sandiego.edu/music
P: (619) 260-4128
F: (619) 849-8139

January 7, 2016

Re: Letter to support the dual degree teacher preparation program

To Whom It May Concern:

The Department of Music supports this proposal for the dual degree teacher preparation program and will continue to offer the required MUSC 200 course (Comprehensive Musicianship for Educators) for Liberal Studies majors on a regular basis. We look forward to frequently working with Liberal Studies in the coming years.

Sincerely Yours,

David Harnish, Ph.D.
Chair and Professor
Music Department
University of San Diego
Tel: (619) 260-4128
Email: dharnish@sandiego.edu



Department of Philosophy

5998 Alcalá Park

San Diego, CA 92161-2492

P: (619) 260-4705

F: (619) 260-7950

www.sandiego.edu/cas/phil

December 1, 2015

The Department of Philosophy supports this proposal for the dual degree teacher preparation program and will continue to offer the required PHIL 341 course (Ethics and Education) for Liberal Studies majors on a regular basis.

Lori Watson
Chair, Philosophy Department

Department of Physics

University of San Diego
San Diego, CA, 92110

E: severn@sandiego.edu



Margaret Daley, Ph.D.
Liberal Studies Program Director
University of San Diego

Thursday, 10th December 2015

The Department of Physics and Biophysics supports this proposal for the dual degree teacher preparation program and will continue to offer the required PHYS 105 course (Physical Science for K-8 Teachers) for Liberal Studies majors on a regular basis. Helping prepare future teachers is one of the most important things we can do.

Yours sincerely,

A handwritten signature in cursive script that reads "Greg Severn".

Greg Severn, Ph.D.
Professor of Physics & Chair
University of San Diego



THEATRE ARTS AND
PERFORMANCE STUDIES
Carmine Hall, Room 163
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-7934
F: (619) 260-8110
E: theatrearts@san-diego.edu

December 10, 2015

Theatre Arts and Performance Studies supports the proposal for the dual degree teacher preparation program and will continue to offer the required THEA 155 course (Theatre in Education) for Liberal Studies majors on a regular basis.

Sincerely,

Lisa Baird, Ph.D.
Professor and Interim Chair



DEPARTMENT OF
LEARNING AND TEACHING

Mother Rosalie Hill Hall
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-5938
F: (619) 849-8159
<http://sandiego.edu/teach>

January 10, 2016

To the College of Arts and Sciences Undergraduate Curriculum Committee:

The Department of Learning and Teaching in the School of Leadership and Education Sciences supports this proposal for the dual degree teacher preparation program and will continue to offer the courses required for teaching credentials (EDUC and EDSP) at the undergraduate level on a regular basis.

We look forward to this opportunity to deepen our partnership with the College.

Thank you,

Lea Hubbard

Professor and Chair of the Department of Learning and Teaching

SOLES

University of San Diego

Appendix C: Information about the Dual Degree Teaching Preparation program at USF

The University of San Francisco started its Dual Degree Teacher Preparation program in 1996. It is a joint program between the College of Arts and Sciences (CAS) and the School of Education (SOE) designed to attract talented CAS students to teaching K-12. This program served as part of the inspiration to implement a similar program at USD.

At USF, undergraduate students select one of 25 majors in the CAS, and take credential courses for either the Multiple Subject (typically grades K-6) or Single Subject teaching credential (grades 7-12, in a specific content area). Students are conditionally admitted to the Master of Arts in Teaching (MAT) degree program in the SOE early in the program and apply for formal admission to the 5th year in their 4th year. In the 5th year, students complete the master's degree and the remaining teaching credential requirements that were not completed at the undergraduate level.

USF typically has 120 – 150 participants in the program at the undergraduate level, graduating between 30 – 40 students per year. The total number this year is 122 students. We obtained the following information for the most recent graduating classes, and counts for current third to fifth year students:

- 2018 – 34 students = current 3rd years
- 2017 – 38 students = current 4th years
- 2016 – 39 students = current 5th years
- 2015 – 32 students
- 2014 – 30 students
- 2013 – 41 students