3-5-2012


University of South Florida St. Petersburg.

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USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

Date Submitted: 10/07/2011
Date/Term Change is Requested to Become Effective: Fall 2012

Contact Person: Julie Buckner Armstrong
Phone: (727) 873 - 4061
Email: jba@mail.usf.edu

Do the attached changes mirror changes to USF Tampa Curriculum? No

Description of Change (attach supporting documents if necessary):
ENG 4014 provides a much-needed introduction for undergraduates in literary and cultural theory, replacing the earlier and more restrictive course, ENG 4013.

Estimated Impact on University Resources:
- Library: None
- Equipment: None
- Faculty/Staff: None
- Other: None

APPROVALS (if Disapprove, Note and attach Comments)

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<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<td>Chair, College Academic Programs Comm.</td>
<td>Sherry Bissinger</td>
<td>Yes</td>
<td>10/18/11</td>
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<tr>
<td>College Dean</td>
<td>Frank Bissinger</td>
<td>Yes</td>
<td>10/20/11</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td>Tom Ainscow</td>
<td>Yes</td>
<td>11-30-11</td>
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<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
<td>Norine E. Noonan</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

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<td>Studies in Theory and Criticism</td>
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3. **Prerequisites**

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4. **Co-requisites** None

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5. **Registration Restrictions**

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6. **Course Description** (255 character maximum for state submission)

A survey or focused study of criticism and theory, including literary and rhetorical, ancient and contemporary.

7. **Gordon Rule**

<table>
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<th>Does this course meet the writing portion of the Gordon Rule?</th>
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<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
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<tr>
<td>Does this course meet the computation portion of the Gordon Rule?</td>
<td>No</td>
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8. **Justification**

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This class fills a gap for a course in literary theory and criticism, which is necessary for more advanced studies in the field.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
None.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
This is one of several choices students may pick among required courses within the English major.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
No. It replaces a required course within the major, ENG 4013, offered each term with an enrollment of at least 30.

e. How frequently will the course be offered? What is the anticipated enrollment?
Once yearly, with anticipated enrollment of 20-30 students per semester.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?
None.

g. What effect will this new course have on the students currently in the program?
None.

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.

9. Other Course Information

A. Objectives

This course provides a foundation in literary theory and criticism, using a selected approach (feminism, post-structuralism, etc.), or related set of approaches, to frame broader questions in the field of English studies.

B. Learning Outcomes

As noted on the syllabus (below) and consistent with Departmental Student Learning Outcomes, students will: demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself; actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions; demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision; demonstrate the ability to access and evaluate library holdings, to develop a research protocol that effectively utilizes appropriate scholarly resources.

a. Major Topics

Literary Criticism and Theory

b. Textbooks

To vary with instructor.
This course examines one area, or related schools, of literary theory and criticism, using a particular case as a means for addressing broader movements within the field of literary and cultural study.

11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).

See sample syllabus (below)
Description: Feminist Theory and Criticism surveys key works of feminist theory as they apply to the field of English Studies. The course is organized around three units – Women Writers on Writing; Theory, Gender, and Culture; and Theory in Practice – that will help us think critically about texts, our academic discipline, and the world. ENG 4014 is a course in the English major open to all students without a prerequisite. However, those who have not taken introductory courses in the major will struggle with the material and assignments. Students coming in ENG 4014 are expected to have familiarity with the following skills: literary and/or rhetorical analysis, the writing process, research and documentation methods.

Student Learning Outcomes:

- Students will demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself.
- Students will actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions.
- Students will demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision.
- Students will demonstrate the ability to access and evaluate library holdings, to develop a research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); to assess the quality of traditional as well as non-academic sources; to conduct research that involves relevant primary materials; and to identify the terms of an ongoing critical argument and situate their own writing within that dialogue.

Texts:


Assignments:

Each of the following counts approximately one-third of your course grade.

Paper #1. A 4-6 pp. position paper on the merits of working within a system vs. working from outside to create change. The essay should engage with the ideas of at least two theorists discussed in class but does not require the use of outside sources. MLA format required for works cited, even when they are the ones from the course textbook. A more specific description and a grading rubric will be posted on Blackboard.

Paper #2. A 4-6 pp. essay that discusses the impact of one of the theoretical works discussed in Unit Two. Use resources available via Poynter Library to research the work’s contribution to feminist criticism. This essay requires sources (at least five) other than the textbook, including books and journal articles, which should be cited using MLA format for source documentation. A more specific description and a grading rubric will be posted on Blackboard.

Paper #3. A 4-6 pp. essay on the issue of theory in practice. Using one of the texts in context from Section Three of the Gilbert and Gubar book, answer the following question: How do historical circumstances, rhetorical situation, and artistic practice determine what a woman can say? To provide a model of the kind of critical investigation you will do on your own, we will discuss as a class the material in the Armstrong and Simien texts. A more specific description and a grading rubric will be posted on Blackboard.

Policies and Procedures:

Contacting Your Instructor. The most appropriate way to contact me outside of class or office hours is via email: jba@mail.usf.edu. I will try my best to respond within 24-48 hours, evenings and weekends excluded.

Resources and Accommodations. This course will use its Blackboard website this semester for announcements, assignments, grading, and related matters; see the instructor if you need help accessing the site. The university also provides free of charge the following resources: the Academic Success Center in TER 301, a computer lab in BAY 226 and other locations, the Counseling Center in BAY 117, and an office in TER 200 for students with documented disabilities. Anyone in need of special accommodations should let me know as early in the semester as possible.
Grading. Final course grades will be calculated on a 100-point scale: 90-100 earns an A, 80-89 a B, 70-79 a C, 60-69 a D, and below 60 an F. Plus/Minus and S/U grades are not given in this course. Incompletes are given only in the case of a documented emergency at the semester's end, when the student has a small portion of work to be done, and when the student is earning a passing grade. Auditors are welcome but expected to participate fully in the intellectual life of the classroom.

Attendance, Participation, and Manners. Points may be deducted from your final grade for a pattern (more than two instances) of missing class, coming in late, leaving early, being unprepared, or behaving in ways (in class or on line) that disrupt the instructor or other students. You do not need to let me know if you will miss class, be late, or discreetly leave early unless there is an issue about which you need to make me aware, such as your participation in a religious observance.

Laptops, Cellphones, and Other Electronic Devices. Laptops, iPods, and similar electronic devices can be useful writing and research tools. When used for non-class related reasons, they can distract from the learning environment. Unless you have a specific reason, such as an accommodation need or a family emergency that we have discussed before class, or an assignment that requires laptop use, please turn off your electronics and tune in to class. If you are not tuned in to class, then you are counted absent. As above, when your physical or mental absence becomes a pattern, points may be deducted from your final grade.

Academic Honesty and Intellectual Property. Any words or information taken from another source must be documented correctly. Plagiarism can result in anything from a zero on the paper to an FF for the class, to expulsion from the university, depending upon the severity of the offense. Course material not otherwise copyrighted, including lecture notes and handouts, remain the intellectual property of the instructor, cannot be sold or circulated without permission, and if referred to in writing should be cited as you would any source.

Schedule:
Unit One: Women Writers on Writing – Can the Master’s Tools Destroy the Master’s House?


Week 2  Alice Walker, “In Search of Our Mothers’ Gardens,” pp. 212-18
Audre Lorde, “Poetry is Not a Luxury” and “Transformation of Silence”, pp. 222-28
June Jordan, “The Difficult Miracle of Black Poetry in America,” pp. 239-46

Week 3  Virginia Woolf, selection from A Room of One’s Own, pp. 123-36
Adrienne Rich, “Notes Toward a Politics of Location,” pp. 228-39
Gloria Anzaldúa, “La conciencia de la mestiza,” pp. 247-57

Week 4  Paper #1 Due
Watch Orlando in class

Unit Two: Theory, Gender, and Culture

Week 5  Writing and the Body
Luce Irigaray, “This Sex Which is Not One,” pp. 437-42
Monique Wittig, “One Is Not Born a Woman,” pp. 545-50

Week 6  Gender Identity
Bonnie Zimmerman, from What Has Never Been, pp. 551-66
Judith Butler, “Imitation and Gender Insubordination,” pp. 708-23
Carolyn Dever, from Obstructive Behavior, pp. 772-87

Week 7  Postmodernism and Postcolonialism
Donna Haraway, from “A Manifesto for Cyborgs,” pp. 584-601
bell hooks, “Postmodern Blackness,” pp. 701-708
Gayatri Spivak, “Can the Subaltern Speak,” pp. 798-809
Chandra Mohanty, from “Under Western Eyes,” pp. 824-834

Week 8  Foundational Methodologies
Sandra M. Gilbert and Susan Gubar, from The Madwoman in the Attic, pp. 448-60
Elaine Showalter, from Feminist Criticism in the Wilderness, pp. 527-44
Hortense Spillers, “Mama's Baby, Papa’s Maybe,” pp. 630-649
Carolyn Heilbrun, from Writing a Woman’s Life, pp. 649-56

Week 9  Paper #2 Due
        Watch I’ll Make Me a World in class

Unit Three: Theory in Practice

Week 10  Selections from Simien, Gender and Lynching
Week 11  Selections from Simien, Gender and Lynching
Week 12  Selections from Armstrong, Mary Turner and the Memory of Lynching
Week 13  Selections from Armstrong, Mary Turner and the Memory of Lynching
Week 14  The master’s tools revisited: what can a woman say?
        Historical circumstance, rhetorical situation, and artistic practice
TBA          Paper #3 Due
1. Department and Contact Information

Department: VVA-Verbal & Visual Arts  
College: Arts & Sciences  
Budget Account Number: USF01 STP 511223 10000

Contact Person: crossman
Phone: 7278734143
Email: crossman@usfsp.edu

2. Course Information

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<td>Studies in Theory and Criticism</td>
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Is the course title variable? Y  
Is a permit required for registration? N  
Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Studies in Theory & Criticism

Prerequisites
ENC 1102/C-

Corequisites

Co-Prequisites
Repeatable, 2 times, 6 credits maximum

Course Description
A survey or focused study of criticism and theory, including literary and rhetorical, ancient and contemporary.

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule? N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers). N/A

Does this course meet the computation portion of the Gordon Rule? N

4. Justification

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm  
12/31/2011
A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This class fills a gap for a course in literary theory and criticism, which is necessary for more advanced studies in the field.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
Basic knowledge about criticism and literary theory.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
This is one of several choices students may pick among required courses within the English major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
No. It replaces a required course within the major, ENG 4013, offered each term with an enrollment of at least 30.

E. How frequently will the course be offered? What is the anticipated enrollment?
Once yearly, with anticipated enrollment of 20-30 students per semester.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
Yes, It replaces a required course within the major, ENG 4013, offered each term with an enrollment of at least 30.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.

5. Other Course Information

A. Objectives
This course provides a foundation in literary theory and criticism, using a selected approach (feminism, poststructuralism, etc.), or related set of approaches, to frame broader questions in the field of English studies.

B. Learning Outcomes
As noted on the syllabus (below) and consistent with Departmental Student Learning Outcomes, students will:
demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself; actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions;
demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision; demonstrate the ability to access and evaluate library holdings, to
develop a research protocol that effectively utilizes appropriate scholarly resources.

C. Major Topics
Literary Criticism and Theory

D. Textbooks
To vary with instructor.

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm
USF St. Petersburg - New Course Proposal Submitted
approved for submission.

7. Liberal Arts Certification

General Course Requirements
  - N/A

Exit Requirements
  - N/A

Skills and Dimensions
  - N/A
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From Term: 201205   Copy   To Term: 999999

### Course Schedule Type Record

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From Term: 201205   Copy   To Term: 999999
Subject: ENG - English - General
Course Title: Studies in Theory & Criticism

Supplemental Data
From Term: 201205
Account Number: USF01STPS1122310000
Occupational Course: Cooperative Education
Classification: Cooperative Education
Course Identifier: [ ]
Credit Category: [ ]

Institutional Reporting Description
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Element 2: [ ]
Element 3: 050 50 - Primary
Element 4: [ ]

Course Description Record
From Term: 201205
Description
[ ] A survey or focused study of criticism and theory, including literary and rhetorical, ancient and contemporary.
### Course Test Score and Prerequisite Restrictions

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Subject: ENG - English - General
Course Title: Studies in Theory & Criticism
Course: 4042
Term: 201205