New Undergraduate Course Proposal Form

1. **Department and Contact Information**

   Tracking Number  Date & Time Submitted  
   703  2007-12-03 22:27:17  

   Department  College  Budget Account Number  
   English  Arts & Sciences  122300  

   Contact Person  Phone  Email  
   Dr. Susan Mooney  974-9504  smooney@cas.usf.edu  

2. **Course Information**

   Prefix  Number  Full Title  
   ENG  3014  Introduction to Literary Methodology  

   Is the course title variable?  N  
   Is a permit required for registration?  N  
   Are the credit hours variable?  N  

   Credit Hours  Section Type  Grading Option  
   3  Class Lecture (Primarily)  Regular  

   Total Clock Hours  Abbreviated Title (30 characters maximum)  
   45  Literary Methodology  

   Prerequisites  
   ENC 1101 and ENC 1102  

   Corequisites  

   Co-Prerequisites  

   Course Description  
   This course prepares English majors and minors with the basic critical and technical skills and understanding for subsequent literary study in 3000- and 4000-level courses towards the major. Substantial writing. For majors. Not repeatable.  

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).
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification? This course strengthens the English major within the Undergraduate program. This core course helps students to gain fundamental skills and be aware of expectations for the study of literature at the undergraduate level. The course is designed to have English majors complete their major requirements successfully.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This course focuses on critical writing and thinking skills as directly related to literary analysis and research. There is no other course for English majors with this foundational emphasis.

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 course is needed to provide incoming English majors with the skills in writing, analysis, and research necessary to later complete successfully the courses for the major. This will be a required course for all English majors in the literature track and a recommended course for the other two tracks in the major (Professional and Technical Writing and Creative Writing).

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No.

E. How frequently will the course be offered? What is the anticipated enrollment?

The course would be offered in two sections per semester. The enrollment anticipated would be 50-70 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.)

No.

G. What qualifications for training and/or experience are necessary to teach this course? (List
minimum qualifications for the instructor.)

Ph.D. in literature

5. **Other Course Information**

A. Objectives / Outcomes

1. To develop skills of literary analysis in all genres of literature
2. To develop critical skills for writing about literature such as argument, exposition, description, summary, etc.
3. To acquire and apply specialized knowledge of literature, including genre, form, technical vocabulary, interpretation and expert reading strategies.
4. To conduct literary research through library and database searches and assessment of primary and secondary sources.
5. To format research-based writing in the style of the Modern Language Association
6. To build awareness of various approaches to literary criticism

B. Major Topics

Topics will include 1) literary analysis; 2) critical writing skills; 3) critical thinking skills; 4) research skills and methods; 5) bibliography and style for scholarly writing; 6) literary criticism.

C. Textbooks


6. **Syllabus**

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
ENG 3014-001: **Introduction to Literary Methods**  
College of Arts and Sciences • Room # • Day/hour • Semester / year • Credit hours: 3  
University of South Florida

Dr. Susan Mooney, Department of English  
smooney@cas.usf.edu  
Office CPR 301-N  
Phone 974-9504

**Office hours:** 3 scheduled hours per week

**Disabilities:** Any student with a disability and thus requiring accommodations is encouraged to consult with me as early as possible in the semester (within the first two weeks). See Student Responsibilities: [http://www.sds.usf.edu/Students.htm](http://www.sds.usf.edu/Students.htm). Each student making this request must bring a current Memorandum of Accommodations from the Office of Student Disability Services, as a prerequisite for receiving accommodations.

**Introduction:**  
This course prepares English majors and minors with the basis critical and technical skills and understanding for subsequent literary study in 3000- and 4000-level courses towards the major. Students learn how to study and interpret literature through critical analysis, including using key literary terms and concepts related to elements of the basic literary genres: prose fiction (plot and structure, point of view, characters, setting, imagery, language, theme); poetry (speaker and tone, diction and syntax, figures of speech, sound, rhythm and meter, theme); plays (plot and structure, characters, stage directions and setting, imagery, language, theme); essays (voice, style, structure, ideas).

Through short assignments, students develop skills in exposition, argument, description, comparison, emphasis, analysis, summary, style. In terms of critical thought, they will learn how to avoid fallacies and to build logic, organization, clarity, interpretation, and invention. Students will study examples of student papers from the textbook, and also develop peer-editing skills as they develop their research papers.

Students will learn correct MLA citation methods and other composition elements of scholarly writing such as footnotes, as well as research methods, including library and database research. The course culminates in a 1500-word research paper that involves 2-3 scholarly articles and 2-3 scholarly books; the paper can be built on the course's selected theme. The course's literary texts are selected from British, American, and English-language World literatures across the genres.

In addition, the course briefly introduces students to major areas of literary criticism (e.g., Feminist Criticism; Psychoanalytic Criticism; Marxist Criticism; Reader-Response Criticism; Postcolonial Criticism; New Historicism) in order to build students' awareness of the variety and value of critical approaches to literature.

Course work will include four papers, peer and draft work, occasional quizzes, and class participation. No exams are involved.

**Aims:**  
1. To develop skills of literary analysis and interpretation in all genres of literature  
2. To develop critical skills for writing about literature such as argument, exposition, description, summary, etc.
3. To develop critical thinking skills such as organization, evaluation, comparison, and to learn how to avoid logical fallacies
4. To build a working knowledge of conducting literary research through inquiry, library and database searches, and assessment of primary and secondary sources
5. To format research-based writing in the style of the Modern Language Association
6. To build awareness of various approaches to literary criticism

Required Texts
(or an alternative textbook such as Scholes, Robert, Nancy R. Comley, and Gregory L. Ulmer. *Text Book: Writing through Literature*. Third Edition. Bedford/St. Martin's, 2002.)

Recommended reference book for literary terms:

Recommended for grammar and punctuation:

Values of Course Assignments:
15% • Attendance (5%) and Participation (10%) (including quizzes)
20% • Writing Assignment 1: Short essay on drama and summary of a bibliography source (500-750 words)
20% • Writing Assignment 2: Comparative interpretation of two poems (500-700 words)
20% • Writing Assignment 3: Argument: short story (500-700 words)
25% • Writing Assignment 4: Research Essay (5-6 pages, 1500 words)

Attendance and Participation: essential to success in the course. Attendance is part of this grade component. The frequency and quality of your daily performance will be noted regularly. Students should complete the assigned readings before class, bring their readings to class for discussion, and be prepared to enter into discussions during class.

Note: more than two missed classes (for whatever reason) will begin to count negatively towards this grade component. Missing four or more classes may result in an "F" for the course (see below for details). Arriving habitually and markedly late will count towards absences (3 lates=1 absent).

Class quizzes are part of participation grade. They cannot be made up later on. There will be at least four unannounced quizzes given through the semester, either at the very beginning or end of class. Quizzes at the beginning of class test for basic comprehension of the reading assignment. Quizzes at the end of class test for comprehension of the text, the class discussion, and students' ability to synthesize.

All absences: generally, if you miss a class, you are responsible for keeping abreast of what was discussed in class; get class notes from a classmate. Missing more than 2 classes will start to be detrimental to your grade. Missing more than 4 or more classes may result in an F for the course. If you have not done your readings for a given day, or if you are a little late for class, you are nevertheless strongly encouraged to attend class. If you arrive late, come in quietly.

Excused absences are limited to medical emergencies and religious holidays that conflict with the class schedule. In the case of excused absences, students need to be in contact with me as soon as possible before or after the absence. If it is for a religious holiday, be sure to discuss with me one or
more weeks prior to the date what you will need to do to compensate. Excused absences may require you to make up for the missed class, in some cases, in the form of homework; discuss with me. Excused absences count towards your total absences; so, for example, if you have two excused absences, you should avoid accumulating any further absences to avoid a negative impact on your attendance record.

**Unexcused absences:** A student with 4 or more unexcused absences risks receiving an "F" for the course. Breaking up with boyfriend/girlfriend, shopping for grandmother, dentist appointment (non-emergency), feeling tired from basketball practice are examples of non-excuses. Parking and transportation are concerns for everyone: take responsibility and arrange your schedule so that you arrive on campus in sufficient time.

**Written Assignments:**
You will use MLA-style documentation and formatting in your papers. The *MLA Handbook* is available in the library and the bookstore; on the library's webpage, there is a summary of some basic elements of the MLA style. It is the students' responsibility to take the necessary time to acquire use of this style; I can help you inside and outside of class. In addition to citation procedures, the book offers guidelines for writing academic papers.

Papers are due at the beginning of class on the due date.

Late submissions of assignments will have two grades deducted (e.g., a late B+ paper would receive a B- and a late C paper would receive a D+). Assignments submitted more than a week late will generally not be accepted.

**Writing Assignment 1: Due Monday, 29 January**
Detailed assignment description given on the second day of class, and then posted on Blackboard.
Short essay on drama and summary of a bibliography source (500-750 words)
Select one option and write a short and focused interpretive and analytical paper (500-750 words).
See hand-out for complete instructions and options [in class and on Blackboard].

**Writing Assignment 2: Wednesday, 21 February**
Comparative interpretation of two poems (500-700 words)

**Writing Assignment 3: March 21**
Argument: short story (500-700 words)
Topics will be announced in class well in advance of the due date, and then posted on Blackboard.

**Writing Assignment 4: March 28-April 30 (see details below)**
Research Essay (5-6 pages, 1500 words)
Topics will be announced in class well in advance of the due date, and then posted on Blackboard.
The research paper involves a thesis workshop (March 28) and a peer review of a good working draft (April 26) prior to the final submission date (April 30).

Note that there is no final exam; the only in-class testing will be in the form of unannounced quizzes.
Evaluations:
For the attendance/participation category, students will be evaluated over the course of the semester. At the end of the semester, the evaluations and the overall performance are considered in terms of improvement or change.

Here is a very general idea of a range of performance evaluations:
C-/C: Student contributes, but comments show weak or no preparation or understanding of topic
C+/B-/B: Comments show satisfactory or adequate preparation and understanding
B+/A-: Comments show above-average ability to prepare, comprehend; comments are critical or informative; comments are pertinent to the topic or advance the topic
A/A+: Comments significantly enhance or advance the topic of discussion

• While quality of contributions is more important than quantity, don't hold back if you have something to offer or ask. Do not worry if some of your comments are basic, while other comments are more advanced. I will notice your grasp of the material and contribution to the discussions.
• Good or excellent contributions are clear, pertinent, coherent, well-phrased, interesting, informative, or connect or advance ideas expressed by others, or pose thoughtful or insightful questions.
• Good contributions usually reveal that the student is engaged in the subject (beyond basically reading the assignment) and has devoted some reflection or even investigation prior to the class discussion.
• Showing appreciation and respect for peers is part of participating well and contributing to a supportive academic setting.
• Improvement: students showing marked change in quality of performance will see that reflected in the final grade.
• Thus, careful preparation and regular attendance and participation are essential to success in this course. Attendance/participation not only counts towards 15% of your final grade, but also enhances all other grade components.

• Students' written work will be evaluated in a similar way: coherence, clarity, interest, pertinence, engagement, synthesis and advancement of ideas

• The evaluation of the 4 papers and occasional quizzes:

30% of the grade: conceptual and organizational strength (thesis, argument, structure, order)
40% of the grade: content: development, expansion of ideas, presentation of evidence
30% of the grade: language, style, referencing, mechanics

Writing assignments should be rigorously proofread several times to improve style as well as to remove careless errors of punctuation, spelling, and grammar. Tests and exams will also be evaluated for quality of writing.

What is effectiveness?
It is writing that is informative, clear, coherent, interesting, graceful, concise, and that reflects an upper-year undergraduate university-level ability to express oneself intelligently. Thus, wordiness (padded, redundant, or recycled writing and related sins), sloppiness, and inaccuracy (overly general; off topic) and other infelicities of written expression should be enthusiastically avoided.
### Grading:

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<th>Grade</th>
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<td>A</td>
<td>93-95</td>
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<td>A-</td>
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<td>B+</td>
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<td>F</td>
<td>59 and below</td>
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In general: grades in the A range indicate significant conceptual strength and excellent writing skills; the B range indicates above-average (B-) to highly promising work (B+); the C range is satisfactory (meets minimum of expectations of 2nd-3rd-year level skills) but with plenty of room for improvement; the D range indicates various shades of poor and weak, not meeting minimum skills; F indicates inability to develop ideas and arguments at the undergraduate level.

No S/U options available.

Given the general grading, attendance, and late submissions policies of this course, there is no valid reason for an "I" (Incomplete) grade unless there is some special medical emergency, and this possibility only exists if there is a small portion of the course left to complete after last day of regular evaluation. See <http://www.ugs.usf.edu/catalogs/0405/gradetc.htm#i>.
Academic Dishonesty

Plagiarism: see http://www.ugs.usf.edu/catalogs/0405/adadap.htm for USF Undergraduate Catalogue's definitions and policy, and consult with me if you are uncertain about these.

We discuss this issue on the first day of class. Students who miss this class are responsible for completing the plagiarism and academic dishonesty exercise given on the first day.

It is not an excuse to claim ignorance of plagiarism. It is the students' responsibility to be aware of what plagiarism is and not to commit it in the course of their studies. Consult the USF Undergraduate Catalogue and The MLA Handbook. The 6th edition of the Handbook has a particularly excellent chapter (Chapter 2) devoted to plagiarism issues, including correct and incorrect methods of citation.

Punishment for any form of academic dishonesty, including plagiarism, will range from failure (0) on the assignment(s) in question to failure for the whole course and an “FF” on your record.

If a written assignment exhibits signs of plagiarism or other forms of academic dishonesty, I will contact the author for a formal face-to-face meeting. Further steps may follow depending on the circumstances.

Students should be aware that if they commit an act of academic dishonesty they could jeopardize their assignment, their course, or even their program of study at the university because plagiarism is a serious offense.
Week 1
Monday, 8 January, Introduction
Wednesday, 10 January, Synge's *Playboy of the Western World*

Week 2
**Monday, 15 January, Martin Luther King, Jr. Day, NO CLASS**
Wednesday, 17 January, *Playboy*; The Elements of Drama: Plot and Structure; Characters; Stage Directions and Setting; Imagery; Language; Theme

Week 3
Monday, 22 January, Character and confrontation; Discussion and Writing: Staging and Writing Drama; Sample Student Paper: Trish Carlisle, "Which Is the Stronger Actress in Strindberg's Play?"
Wednesday, 24 January, For Discussion and Writing: Analyzing and Writing Character Contests

Week 4
**Monday, 29 January**, Responding to Four Poems about Work
William Blake, "The Chimney Sweeper"; Writing a Comparative Paper; Ted Kooser, Four Secretaries; Sample Comparative Paper
*First Writing Assignment Due*
Wednesday, 31 January, Stephen Dunn, "Hard Work"; Dorianne Laux, "What I Wouldn't Do"

Week 5
Monday, 5 February, Maura Stanton, "Shoplifters"; more discussion of writing a comparative paper
Wednesday, 7 February, The Elements of Argument: Issues; Claims; Persuasion; Audience; Evidence; Warrants

Week 6
Monday, 12 February, Literature as Argument: John Milton, "When I Consider How My Light Is Spent"
Wednesday, 14 February, Investigating Topics of Literary Criticism; Lynda Hull, "Night Waitress"
For Discussion and Writing: Metaphor and other elements of poetry

Week 7
Monday, 19 February, MLA citations for poetry
*Wednesday, 21 February, Making Arguments about Stories; Eudora Welty, "A Visit of Charity"

**Writing Assignment 2 due: Comparative interpretation of two poems (500-700 words)**

Week 8
Monday, 26 February, William Carlos Williams, "The Use of Force"; Sample Student Paper: Final Draft; Alison Caldwell, Forms of Blindness in "The Use of Force"

Wednesday, 28 February, Rebecca Brown, "The Gift of Sweat"

Week 9
Monday, 5 March, Students' Personal Responses to the Stories; The Elements of Short Fiction: Plot and Structure / Point of View / Characters /
Wednesday, 7 March, Elements of Short Fiction continued: Setting; Imagery; Language; Theme; MLA style
March 12-16 – SPRING BREAK – NO CLASSES

Week 10
Monday, 19 March, Discussing Writing Assignment 4; overview of contemporary literary criticism: New Criticism; Feminist Criticism; Psychoanalytic Criticism; Marxist Criticism; Deconstruction; Reader-Response Criticism; Postcolonial Criticism; New Historicism; Working with the Critical Approaches

Wednesday, 21 March, Discussing final paper; Reading assignment 1
Writing Assignment 3 due: Argument: short story (500-700 words)

Week 11
Monday, 26 March, Reading assignment 2; Writing a Research Paper: Identifying an Issue and a Tentative Claim

Wednesday, 28 March, Writing Assignment 4: thesis workshop for final research paper

Week 12
Monday, 2 April, Finding and Using Secondary Sources: Finding Sources in the Library; Evaluating Sources; Finding Sources with a Computer
Wednesday, 4 April, Library tour

Week 13
Monday, 9 April, Taking Notes: Summarizing, Paraphrasing, Quoting, and Avoiding Plagiarism
Wednesday, 11 April, Writing the Paper: Integrating Sources

Week 14
Monday, 16 April, MLA In-Text Citation; MLA Works Cited
Wednesday, 18 April, Sample Student Research Paper: Rebecca Stanley, Racial Disharmony and "Désirée's Baby"; Using a Literary Work as a Springboard for Examining Social Issues

Week 15
Monday, 23 April, How to refine argument in a research paper

Wednesday, 25 April, Peer review of final research paper

Exam Week, April 28 – May 4
Monday, April 30, noon: submit final paper (along with peer review and peer-reviewed draft)