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

<table>
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<th>Date/Term Change is Requested to Become Effective</th>
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<tbody>
<tr>
<td>10/07/2011</td>
<td>Fall 2012</td>
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<tr>
<th>Contact Person</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Thomas Hallock</td>
<td>(727) 873 - 4954</td>
<td><a href="mailto:thallock@mail.usf.edu">thallock@mail.usf.edu</a></td>
</tr>
</tbody>
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Do the attached changes mirror changes to USF Tampa Curriculum?  No  Yes

Description of Change (attach supporting documents if necessary):
This new course provides an upper-level offering in American literature, rounding out the new curriculum for a revised English major, and solidifying the distinctions between 3000- and 4000-level courses.

Estimated Impact on University Resources:

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<td>Equipment</td>
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<td>Faculty/Staff</td>
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APPROVALS  (if Disapprove, Note and attach Comments)

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<tr>
<th>Title (print name)</th>
<th>Signature</th>
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<th>Date</th>
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<tr>
<td>Chair, College Academic Programs Comm.</td>
<td></td>
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<td>10/14/11</td>
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<tr>
<td>College Dean</td>
<td></td>
<td>Yes / No</td>
<td>10/20/11</td>
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<tr>
<td>Chair, USFSP UGC Committee</td>
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<td>Yes / No</td>
<td>11-30-11</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

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2. **Course Information**

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<td>American Literary Movements and Genres</td>
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3. **Prerequisites**

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<table>
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4. **Co-requisites** None

5. **Registration Restrictions**

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

This course looks at a movement or genre in American literature (the nineteenth-century novel, the Harlem Renaissance, Puritan sermons, etc). Building upon skills from survey courses, the class requires heavy but focused reading, familiarity with literary scholarship, and writing.

7. **Gordon Rule**

<table>
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<tr>
<th>Does this course meet the writing portion of the Gordon Rule?</th>
<th>No</th>
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<tbody>
<tr>
<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>
<tr>
<td>Does this course meet the computation portion of the Gordon Rule?</td>
<td>No</td>
</tr>
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</table>

8. **Justification**
a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Course will deepen students' knowledge of US and American literature, sharpen their abilities in attentive reading, and strengthen their writing skills.

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

American literature in a specialized, or particular area or field.

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?

Course meets the demand for upper-level offerings for the English major.

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

A variation, or prototype, of the course, AML 4111: Nineteenth-Century American Novel, was offered in Spring 2010 with 30+ enrollment.

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

Once yearly, with anticipated enrollment of 20-25 students.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

More focused and rigorous assignments will bring a coherency that was lacking to the major, allowing faculty to differentiate and build from 3000- to 4000-level courses.

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

Provide in-depth examination of one particular movement or genre in American literature.

B. Learning Outcomes

As stated on the syllabus: (1) demonstrate knowledge of literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions; (2) interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.

a. Major Topics

American literature – movements and genres

b. Textbooks

To vary with each semester.

10. Proposed UG Catalog Language

Harlem Renaissance, Puritan sermons, etc). Building upon the skills from survey courses, the class requires focused reading, some knowledge of literary scholarship, and writing assignments.

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 attached)
AML 4470: American Literary Movements and Genres –
Nineteenth Century American Novel
Dr. Thomas Hallock
thallock@mail.usf.edu

Phone: 873-4954
Room Number: DAV 232
Class Time: Tuesday/Thursday, 3:30-4:45
Office Hours: Monday, 4:30-5:30; Tuesday, 1:00-2:00; Thursday, 4:45-5:30
Office: DAV 109

Course Description
This course explores best-selling and high brow novels from nineteenth-century America. The course readings raise questions about the underpinnings of popular and critical tastes. We will focus on books that have unusual, uneven, or notable publication and reception histories. Toward the end of the semester, we also will be working with the Twain Collection in Poynter Library, allowing you to explore directly how one author's work took shape against the market, social, and cultural forces of the day. The goal is to foster historically informed critical responses. By the end of the term you should be better prepared to answer these questions: what did authors and readers in nineteenth-century America expect from a novel? what have been the presumptions behind any work that allow us to enjoy, dislike, cherish or devalue it?

Course Goals and Learning Outcomes
In the language of Student Learning Outcomes, as identified by faculty in the English major, the class should provide at least the following:

- demonstrate knowledge of literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions.
- interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.

Assigned Books
Henry Adams, Democracy
(Penguin, 0143039806)
William Wells Brown, Clotel; or the President's Daughter
(Bedford, 0312152655)
Hannah Foster, The Coquette
(Oxford, 0195042395)
Henry James, The Turn of the Screw and In the Cage
(Modern Library, 0375757406)
Herman Melville, The Confidence Man
(Norton, 039397927X)
Harriet Beecher Stowe, Uncle Tom's Cabin
(Norton, 0393933997)
Mark Twain, A Connecticut Yankee in King Arthur's Court
(Oxford, 0192839020)

Course Expectations and Requirements
There are no prerequisites for this course, although students are expected to have a set of core skills from the beginning, including: (a) some background in nineteenth-century literature, history, and culture; (b) grounding in practical skills of literary study, including basic research, citation, MLA style, and analysis. Those who have not received some instruction in the above, most likely from an AML 3000-level course, should be aware that they are doing the equivalent of jumping straight into Calculus II.

Students can expect weekly quizzes and/or written assignments.
The reading load is roughly 100-200 pages per week. You will also be expected to practice active reading – that is, with pen or pencil in hand. As part of the class, I will be asking you how you "break down" a book. How do you analyze (and keep straight) different characters? How do you note key scenes? How do you keep track of your responses? To do so will involve writing in the margins, using post-it notes, keeping notes – or any combination of the three.

The grade for this course breaks down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short Paper</td>
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<tr>
<td>Quizzes and Exercises</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td>Twain Project</td>
<td>20%</td>
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</table>

**Short Paper** (2-3 pages). Compare two moments in the critical reception of any one novel that we have read. You may look at the process of composition, the initial reviews, points of scholarly recovery, or neglect. Your comparison should lead you to a larger point about the rediscovery, neglect, or general problems posed by the work. What does the history of the reception say about what readers have valued in a work? What assumptions undergird critical appraisals?

**Final Essay** (5-7 pages). How have people read any one or two novels discussed this semester? What are the presuppositions that have been brought to the work or works? What has informed critical judgments? Base your argument upon close readings of the text as well as reception history. Although each essay will pose a different case for analysis, while writing this paper, you should consider some of the following: under what conditions was a book written? how has it been published? when was it most appreciated and/or neglected?

The final paper should:

- have a strong focus and point, with a main idea (or thesis) that is complex enough to carry a college-level analysis;
- be based upon close, nuanced readings of the texts, as well as judicious and thorough library work;
- move with confidence from one paragraph leading to the next;
- have a kickin' introduction and conclusion, tying together the whole;
- be written in a lively, human voice, while showing careful attention to the rules of grammar and the conventions of college English;
- evolve through reflection, revision, and final editing.

**Twain Project.** Working in small groups, you will propose a small display for Poynter Library that showcases materials in our Special Collections, and our Mark Twain materials especially (www.nelson.usf.edu/spcoll/collect/DavidHubbell.htm). Students will be responsible for selecting and interpreting material, as well as designing a "mock up." One half of the grade for this project will be based upon an individual analysis (what the archive teaches us about the nineteenth-century American novel). The other half will be graded on the group effort, with the following guidelines: use of the archive, the coherence and relevance of the theme, the writing and research that went into interpretative materials, the visual quality of the proposed project, and the final explanation of the project to the special collections librarian.

**Quizzes and Exercises.** Quizzes and exercises will be assigned before class, or in some cases, be part of the class itself. The exercises and quizzes cannot be made up. You can expect at least a half dozen over the term. At the end of the semester, I will average the top six. It behooves you to do all the exercises and to take every quiz in order to get these "drops."

**Attendance.** Attending college means coming to class and participating in a learning community. (That's the difference between going to college and simply reading a lot of books on your own.) If you miss more than three meetings, points will be deducted from your final grade; missing more than that is grounds for failure. In the event of serious illness or personal emergency, please contact me. I do not need to know every detail; however, it's very important that I stay in
the loop, so we can discuss what work needs to be done to keep you on track. Please make an effort to take advantage of office hours. There is probably more that we can learn in the space of a fifteen minute conversation than in a week of classes. (See below.)

Office Hours and electronic media
The web is open for business 24-7; I am not. I generally try to return student calls and messages within one working day. If I take longer than that, please bug me! The best time to catch me in my office, in addition to posted hours, is late afternoons.

All cell phones and laptop computers must be turned off except for the following exceptions: students with a documented need for the computer, or events in the classroom where we are engaging directly with electronic material. Inappropriate use of electronic material will result in an absence for that class.

Special Services
The Academic Success Center (TER 301) offers tutoring in reading and writing. It is the good writers who seek help with their work – not the poor ones. The Counseling and Career Center (Bay 119) can help you when “extracurriculars” interfere with school.

Schedule

1/12 Introduction
1/14 Foster, The Coquette
1/19 The Coquette
1/21 The Coquette
1/26 critical readings [available electronically at Poynter Library site]
  Cathy Davidson, from Revolution and the Word (221-34)
1/28 Brown, Clotel
2/2 Brown, Clotel
2/4 Brown, Clotel
2/9 Brown, critical readings (tba)
2/11 Stowe, Uncle Tom's Cabin
2/16 Uncle Tom's Cabin
2/18 Uncle Tom's Cabin
2/23 Stowe, critical readings (tba)
2/25 short paper - workshop
3/2 short papers due
3/4 no class
3/9 Spring Break
3/11 Spring Break
3/16 Melville, The Confidence Man
AML 4931 – American Literary Movements and Genres
Effective 201205

Subject: AML
Course Title: American Literature
Course: 4931
Term: 201205

Course Details
From Term: 201205
To Term: 999999
Course Title: American Literary Movements & Genres
College: AP
Division: 
Department: VVA
Status: A
Approval: 
CIP: 230101
Prerequisite Waiver: 
Duration: 

Hours
CEU or Credit: 3.00
Billing: 3.00
Lecture: None
Lab: None
Other: None
Contact: None

Repeat Details
Limit: Maxin
Repeat Status: RP

Level
Description
CEU
UG Undergraduate
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### Course Detail Information

- **Subject**: AML
- **Course Title**: American Literature
- **Course**: 4931
- **Term**: 201205

### Supplemental Data

- **Account Number**: USF01STP51122310000 00000000000001
- **Occupational Course**: AML
- **Classification**: AML
- **Cooperative Education**: False

**Course Identifier**: 
**Credit Category**: 

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Course Description

Looks at a movement or genre in American literature (19th-century novel, Harlem Renaissance, Puritan sermons, etc). Building on skills from survey courses, class requires heavy but focused reading, familiarity with literary scholarship, and writing.

Catalog Prerequisite and Test Score Restrictions

Subject: AML - American Literature
Course Title: American Literary Movements & Genres
Course: 4931
Term: 201205

Course Prerequisite Information

Course Test Score and Prerequisite Restrictions

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USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 100    DATE/TIME: 2011-12-13 11:21:20.0

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<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@usfsp.edu">crossman@usfsp.edu</a></td>
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2. Course Information

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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)
Amer Literary Movements & Genr

Prerequisites
ENG 1102 / C-

Corequisites
none

Co-Prerequisites
none

Course Description
Looks at a movement or genre in American literature (19th-century novel, Harlem Renaissance, Puritan sermons, etc). Building on skills from survey courses, class requires heavy but focused reading, familiarity with literary scholarship, and writing.

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?
4. **Justification**

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
Course will deepen students' knowledge of US and American literature, sharpen their abilities in attentive reading, and strengthen their writing skills.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
American literature in a specialized or particular area or field.

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?
Course meets the demand for upper-level offerings for the English major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
A variation, or prototype, of the course, AML 4111: Nineteenth-Century American Novel, was offered in Spring 2010 with 30+ enrollment.

E. How frequently will the course be offered? What is the anticipated enrollment?
Once yearly, with anticipated enrollment of 20-25 students.

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.)

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
Provide in-depth examination of one particular movement or genre in American literature.

B. Learning Outcomes
As stated on the syllabus: (1) demonstrate knowledge of literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions; (2) interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.

C. Major Topics
American literature – movements and genres

D. Textbooks
To vary with each semester.

6. **Syllabus (Anatomy of a Syllabus)**

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

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm

12/13/2011
7. Liberal Arts Certification

General Course Requirements
  o N/A

Exit Requirements
  o N/A

Skills and Dimensions
  o N/A