

FORM B

REQUEST FOR ADDITION OF A NEW COURSE

I. Course Identification

- a. Proposed prefix and number: ENGL 6304
- b. Proposed title (30 Character Max): Literary Movements Seminar
 - c. Proposed catalog description including prerequisites and credit: Students explore the collaborative nature and sociability of authors within international literary movements or traditions, such as Naturalism, Transcendentalism, or Surrealism. Students work with primary texts within the chosen movement and explore how the authors' interactions affect literary production. Prerequisite: Graduate Standing. Credit 3.
- d. Companion course/Co-requisite: No
- e. May course be repeated for credit? No
- f. Maximum number of credit hours that can be earned: 3
- g. Is course eligible to receive a grade of IP? No If yes, justification:
- h. Is this course exempt from the 3-peat charge? No; If yes, justification:
- i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
- j. Identify the majors and/or minors for which this course will be required: None
- k. Identify the majors and/or minors for which this course may be an elective: MA in English; MFA in Creative Writing, Editing, and Publishing; and MED in Curriculum and Instruction with a concentration in English

II. Statement of Need and Program Compatibility

- a. Justify the need for this course, including how the proposed course will support the present program curriculum.
 When the MA Program in English was reviewed last year, the external consultants stated the need for a course that would help students explore literary movements in a more focused and in-depth manner. Students in this seminar will have the opportunity to think more globally about the organization and historization of literary texts, and to produce independent research that advances current scholarly thinking about literary influence and collaboration in a particular literary tradition and/or movement. To that end, this course will complement our courses in national literatures by providing students with an understanding of the kinds of limits such courses have, and how they affect our understanding of literary history.
- b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.

 This course will be taught every two to three years as an elective for students and so will fit into the current rotation of the instructor's workload. It will add an elective to the course inventory and to students' options; thus, the addition of this course enhances degree offerings.
- c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.

 A review of the graduate catalog reveals that there are no other courses that explore international literary movements that are taught in English about works written in English.
- d. Identify who is likely to be the instructor(s) of this course.

Lee Courtney, PhD
 Darci Hill, PhD
 Tracy Bilsing, PhD
 Michael Demson, PhD

III. Course Content

- a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not “introduce” or “identify”).

Upon completion of this course, the student will be able to:

- Classify literary texts in a coherent and methodical manner other than national identity;
- Understand literary collaboration and literary influence in more depth than that offered by a chronological arrangement of texts;
- Appraise the aesthetic aims of a literary text;
- Produce scholarly research that addresses current critical discussions of questions having to do with genre.

- b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Cecil Y. Lang	Sample course: The Pre-Raphaelites and Their Circle, U of Chicago Press* *This is the scholarly edition, originally published in 1975, it has stayed in print and in 2013 a digital version became available)	1975/2013
Lucinda Hawksley	Lizzie Siddal: The Tragedy of a Pre-Raphaelite Supermodel, Andre Deutsch	2014

- c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Sample Course: Theorizing Aesthetics, Collaboration, and Literary Movements
Week 2	Founding Voice (The Poetry of Dante Gabriel Rossetti and Medieval Revivalism)
Week 3	Others Join the Movement (The Poetry of Christina Georgina Rossetti and Romantic Fantasy)
Week 4	Others Join the Movement (The Marxist Turn: William Morris's Arts & Crafts Movement)
Week 5	Others Join the Movement (William Morris's Arts & Crafts Movement, Part II)
Week 6	Internal Coherence and Dissent (The Pre-Raphaelites and the Victorians?)
Week 7	Case Study of Internal Conflict (John Ruskin)
Week 8	Case Study of Dissent (Lord Alfred Tennyson)
Week 9	Case Study of Dissent II (Robert Browning)
Week 10	The Dissolution of the Movement (The Tragedy of Lizzie Siddal)
Week 11	The Legacy and Influence of the Movement (Early Poetry of George Meredith and the Question of Romance)
Week 12	Departures from the Legacy of the Movement (The Later Poetry of George Meredith and the Question of Romance Revisited)
Week 13	Literary Evolution and the Next Phase (The Early Poetry of Algernon Charles Swinburne)
Week 14	International Questions (The Legacy of the Pre-Raphaelites in America)
Week 15	Student Presentations

IV. Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

- a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7
Electronic Databases	7

Books	7
Trade Journals	0
Newspapers	0
Popular Magazines	0
Audio-Visual	0
Other (please specify)	0

- b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:

None

- V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—

Please check each box to verify review.

Overall

- ☒ The version of Form B currently posted on the Academic Affairs web site under Curriculum Forms is being used.
- ☒ Font is Times New Roman, 11 pt, no bold, no “all caps.”
- ☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.
- ☒ Every question has a response. If there is not an affirmative response, use “N/A,” “No,” or “None” as appropriate.

Part I - V

- ☒ I.c. The catalog description is in complete sentences.
 - ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.
 - ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.
 - ☒ Use terms such as “basic,” “fundamental,” “introduction,” and “overview” sparingly. Upper division courses should seldom be introductory.
- ☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.
- ☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.
- ☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.
- ☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.
- ☒ III.b. Note that the form requires both Title and Publisher. Do not omit the publisher.
Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.
- ☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.
- ☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jacob Blevins
Department Chair Signature

10-23-17
Date

Carroll Ferguson Nardone
College Curriculum Committee Chair
Signature

03/09/2018
Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: ENGL 6304

Proposed Title: Literary Movements Seminar

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

The library is able to support a course on literary movements, as monographs, articles, and tertiary materials have long been a part of the collection and are continuously updated. We maintain a collection of primary and secondary source materials of these time periods through database access and monographs that will be of importance to the class. For example, criticism, dictionaries, analysis, literature, poetry, and more. Databases that will be of use include MLA, Oxford bibliographies, Project MUSE and JSTOR.

Interlibrary loan is available for students: they may request articles and books from other institutions. They may also sign up for a TexShare card that will permit them access to the materials in participating libraries they visit.

The English bibliographer can also provide tailored instruction sessions and library guides to teach how to effectively and efficiently use the library's resources, as well as outside materials, such as from archives.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
N/A
3. Bibliographer's comments (state any concerns regarding the library's support of the course).
Any additional materials, particularly monographs, can be purchased in the current budget for supporting English courses.

Signed: Michelle Hoogterp Date: 10/17/17
Bibliographer

Signed: Lisa Shen Date: 10/17/17
Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:

Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____ Date: _____
Writing Enhanced Committee Chair