Code # HSS06

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ENG 4473

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Special Topics in Writing Studies

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Special Topics

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Intensive study of a topic, issue, or theory in the field of Writing Studies. May be repeated up to six hours when topic changes.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

ENG 3033 or permission of the instructor

b. Why?

Open to all students interested in upper-level writing courses.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, odd

10. Contact Person (Name, Email Address, Phone Number)

Kristi Costello, kcostello@astate.edu. 870-972-2429

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Minor in Writing Studies

13. Does this course replace a course being deleted? No

If yes, what course?

N/A

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

N/A

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course will expand students' knowledge and writing skills in topics relevant to Writing Studies and related disciplines (e.g., rhetorical theory or technical writing).

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course contributes to the Department of English and Philosophy’s mission to contribute to students’ development of critical thinking and writing skills.

c. Student population served.

Undergraduates obtaining the Writing Studies Minor or other interested students

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level builds on foundation established in lower-level writing courses.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

1. COURSE CONTENT WILL VARY. BELOW IS A SAMPLE SYLLABUS:

Week 1 – **Framing Rhetorical Foundations: What is Rhetoric, and How is it Done?:** Lloyd Bitzer “The Rhetorical Situation”; Selections from Kenneth Burke’ *Rhetoric of Motives*, *Grammar of Motives* (*Philosophy and Rhetoric*); Diane Davis’s “Identification: Burke and Freud on Who You Are” (*Rhetoric Society Quarterly*)

Week 2 – **Socrates, Plato, Love, and the Greek Body:** **Unit I – Ancient Rhetorics of the Body**; Plato’s *Symposium*

Week 3 – **Rhetoric as Plato’s Reject:** Selections from Plato’s *Republic*, *Phaedrus*, *Gorgias*

Week 4 – **Redefining Rhetoric’s Relation to Truth and Culture:** Aristotle’s *Rhetoric*; Selections from Aristotle’s *Politics*, *Poetics* **Essay 1 Due**

Week 5 – **Bodies, *Ethos*, Sex, and Power in Ancient Greece:** Selections from Michel Foucault’s *History of Sexuality*, *Vol. II*

Week 6 – **The Male Body in Rome’s Cultural Politics:** Selections from Erik Gunderson’s *Staging Masculinity: The Rhetoric of Performance in the Roman World*;

Week 7 – **Engaging Rhetorics of Confession: Unit II – Rhetorics of the Body in the Middle Ages through the Enlightenment;** Selections from Augustine’s *Confessions*; Dave Tell’s “Beyond Mnemotechnics: Confession and Memory in Augustine (*Philosophy and Rhetoric*)

Week 8 – **Sickness, Health, and Contagion in Bodily Rhetorics:** Selections from Jennifer C. Vaught’s *Rhetorics of Bodily Disease and Heath in Medieval and Early Modern England*; Selections from Michel Foucault’s *Discipline and Punish* **Essay 2 Due**

Week 9 – **The Body as Machine and the Mind/Body Problem:** Selections from Rene Descartes’s *Discourse on Method*, *Meditations of First Philosophy*; Wendy B. Sharer’s “Disintegrating Bodies of Knowledge” (in Selzer and Crowley’s *Rhetorical Bodies*); Rosemarie Garland Thompson’s “Feminist Disability Studies” (*Signs*);

Week 10 – **Modern Rhetoric’s Use of the Body from Burke to Butler:** **Unit III – Rhetorics of the Body from Modernity to the Present**; Selections from Debra Hawhee’s *Moving Bodies: Kenneth Burke at the Edges of Language*

Week 11 – **Gender, Rhetoric, Subversion, and Performance:** Selections from Judith Butler’s *Gender Trouble*; Selections from Elizabeth Grosz’s *Volatile Bodies* **Essay 3 Due**

Week 12 – **Feminist Bodily Rhetorics:** Helene Cixous’s “The Laugh of Medusa” (*Signs*); Donna Haraway’s “*A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century*”

Week 13 – **Changing Rhetorics of Masculinity:** Selections from Nancy Tuana and William Cowling’s *Revealing Male Bodies*

Week 14: **Student Presentations**; Course Wrap-up; **Essay 4 Due**

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Four formal essays 60%; quizzes 10%; journals 20%; one oral presentation 10%

18. Special features (e.g. labs, exhibits, site visitations, etc.)

N/A

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course will not require additional faculty

20. What is the primary intended learning goal for students enrolled in this course?

To develop students’ writing skills in topics relevant to Writing Studies and related disciplines (e.g., rhetorical theory or technical writing).

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Aristotle. *Rhetoric* – Stanley Frost, 2013

Burke, Kenneth. *A Rhetoric of Motives* – U of California Press, 2002

PDFs provided on Blackboard

b. Number of pages of reading required per week: 30.

c. Number of pages of writing required over the course of the semester: 30

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will write claim-driven essays, related to the topic of study, for university-level audiences. .

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will meet this outcome by producing at least four claim-driven essays, related to the topic of study, for university-level audiences.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Four essays evaluated by a rubric assessing claim, evidence, development, and organization.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Learning Activity:

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Assessment Tool:

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**ENG 4183. Renaissance Drama Excluding Shakespeare** Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan and Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential. Spring, even.

**ENG 4213. Medieval Literature** English literature during the Middle Ages. Selected continental writings may be included. Spring, odd.

**ENG 4223. Milton** An intensive study of selected works of John Milton. Fall, odd.

**ENG 4233. Sixteenth-Century Literature** English literature during the sixteenth century. Se­lected continental writings may be included. Spring, even.

**ENG 4243. Seventeenth-Century Literature** English literature during the seventeenth century. Selected continental writings may be included. Fall, even.

**ENG 4253. Restoration and Neoclassical Literature** English literature during the late seven­teenth and eighteenth centuries. Selected continental writings may be included. Spring, even.

**ENG 4263. Romantic Literature** Major currents and figures of the English Romantic movement. Selected background writings may be included. Fall, even.

**ENG 4273. Victorian Literature** Major currents and figures in the Victorian Age. Selected background writings may be included. Spring, odd.

**ENG 4283. Modern British Literature** English literature in the twentieth century. Selected background writings may be included. Fall, odd.

**ENG 4333. American Romanticism** American literature in the first half of the nineteenth century. Spring, odd.

**ENG 4353. American Realism and Naturalism** American literature in the second half of the nineteenth century and the early twentieth century. Spring, even.

**ENG 4363. African-American Literature** Survey of African American literature from its begin­nings to the present. Spring, odd.

**ENG 4373. Modern American Literature** American literature since World War I. Spring, even.

**ENG 4383. Minority Literature** Selected works of American minority writers from such groups as Blacks, Native Americans, or Chicanos. Fall, even.

**ENG 4453. Women Writers** A study of literature written by women. Cross listed as WGS 4453. Spring, odd.

**ENG 4463. Special Topics** Intensive study of individual authors, limited periods, movements, or specific theme. Demand.

**ENG 4473. Special topics in Writing Studies** Intensive study of a topic, issue, or theory in the field of Writing Studies. May be repeated up to six hours when topic changes. Prerequisite, ENG 3033 or permission of the instructor. Fall, odd.

**ENG 4613. Ballad and Folksong** Analysis and interpretation of oral poetry, especially that of the English speaking world. Fall, odd.

**ENG 4623. Mythology** Content, structure, and belief systems of various mythologies from the perspectives of selected mythographers. Spring, odd.

**ENG 4633. Material Folk Culture** The analysis and interpretation of traditional skills, services, and art and craft objects provided in folk societies. Fall, even.

**ENG 4643. Independent Fieldwork in Folklore** Development and implementation of a research agenda, using standard field methods in folklore studies such as the tape-recorded interview and participant observation. Prerequisites, ENG 3613 and permission of instructor. Fall, Spring.

**ENG 4703. Persuasive Writing** Practice in reading and writing persuasive texts, with study of theories relating to rhetoric and persuasion. Fall.