

ORIGINATOR'S SECTION:		
1. College: x CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016	
2. Current Course abbreviation and Number: LTWR 300A		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	X	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	X	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

	Course abbreviation and Number:
3. Title: History and Practice of Literary Commentary I	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Foundations of Literature & Writing Studies
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> ???	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Foundations of LTWR
5. Number of Units:	Number of Units:
6. Catalog Description: Survey of literary criticism from the Classical Period to New Criticism. Student writing will be based on critical practices, methods of reading, modes of interdisciplinary analysis and argumentation, and debates on questions of theory, history, and textual scholarship.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> A systematic exploration of foundational concepts and moments in the discipline of LTWR, presenting a historical perspective on the development of disciplinary and literary traditions with a focus on the two interconnected areas of the department: literary studies and writing studies. Provides instruction in research methodology, introduces cultural studies through literary theory, and sketches the layout of the discipline in the 21 st century.

7. Mode of Instruction* *(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- | | |
|---|---|
| <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> | <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> |
| <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> | <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> |
| <input type="checkbox"/> Credit/No Credit Only (C) | <input type="checkbox"/> Credit/No Credit Only (C) |

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))	<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))
9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

LTWR B.A.—Core requirements

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

LBST
Discipline see attached email 5/2/14 Support Oppose
Signature _____ Date _____

FMST
Discipline see attached email 4/27/14 Support Oppose
Signature _____ Date _____

18. Reason(s) for changing this course:

As part of the LTWR curriculum revision (outlined in the accompanying P-2 form), we are changing the current 300A course substantially. In the current curriculum, *LTWR 300A: The History and Practice of Literary Commentary I* introduces students to the early history of literary criticism and theory—roughly from the Greco-Roman period through the 19th century. While this course is important for students who are interested in pursuing graduate work in literature, it is not as important for the rest of the LTWR majors. At the same time, the LTWR program does not currently have a course that functions to ensure that all students understand foundational concepts, principles, and history within the discipline. While the current 300A provides the history, it does not survey the discipline in the way that we believe would benefit students most effectively. The revised 300A proposed here would prepare students more effectively for work in the major because it would outline the discipline itself, develop research skills appropriate to the discipline, and survey key concepts that all LTWR majors must understand for success in the major. We have no course like the proposed, revised 300A, and our recent program assessments suggest that our students would benefit from exactly such a course, which would lay the groundwork for students to understand the LTWR major in a more useful way. *We have attached a syllabus for the new course, as well as an example of a previous syllabus for the course, so the reviewers can see the differences.*

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Heidi Breuer 4/21/14
1. Originator (Please Print) _____ Date _____

5. UCC Committee Chair _____ Date _____

CURRENT INFORMATION:

[Signature] 5-21-14
Date

2. Program Director/Chair

[Signature] 10-6-14
Date

3. College Curriculum Committee

[Signature] 10-8-14
Date

4. College Dean (or Designee) Date

NEW INFORMATION:

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date



LBST support

From: [Jocelyn Ahlers](#)
To: [Heidi Breuer](#)
Subject: Re: LTWR major changes: sign-off requested
Date: Friday, May 02, 2014 7:54:52 AM

Hi, Heidi -
Yes, that does - thank you very much.

I am happy to sign off on the proposed changes to LTWR.

Best,
Jocelyn

On May 2, 2014, at 7:31 AM, "Heidi Breuer" <hbreuer@csusm.edu> wrote:

There is no change to the lower-division requirements at this time. There has been some talk of opening up the lower-division requirements, but we have not decided to take that step at this time. There should also be no change to the frequency with which we offer those, unless we find that the changes somehow hurt our FTES (but we have run a number of numerical models that suggest we should be able to sustain the changes without an issue).

So we are not, at this time, changing the lower-division requirements in any way. They are harder to change anyway as they have to articulate with the community colleges.

Does that answer the question? Please do let me know if I can provide any other info for you,

hb

From: Jocelyn Ahlers
Sent: Wednesday, April 30, 2014 12:29 PM
To: Heidi Breuer
Subject: Re: LTWR major changes: sign-off requested

Hi, Heidi -

Thank you, as always, for keeping LBST in the loop with changes such as these - we appreciate the consideration! I'm writing to confirm the point that most matters to our students: is the content or regularity of offering of LTWR 100, 208A, 208B, or 210 changing at all? It doesn't look like the lower division will be affected by the proposed changes, but I just wanted to check. Assuming no changes in those four, I am happy to sign off on this proposal.

Thanks!
Jocelyn

From: Heidi Breuer <hbreuer@csusm.edu>
Date: Monday, April 21, 2014 3:22 PM

FMST support

From: [Rebecca Lush](#)
To: [Heidi Breuer](#)
Subject: RE: LTWR major changes: sign-off requested
Date: Sunday, April 27, 2014 8:51:41 PM

Hi Heidi,

Thanks for sending this to me to review on behalf of FMST. As FMST coordinator I support the proposed changes to the LTWR major.

best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
Film Studies Coordinator
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Heidi Breuer
Sent: Monday, April 21, 2014 3:22 PM
To: Rebecca Lush; Jocelyn Ahlers; Sheryl Lutjens; Merryl Goldberg; Elizabeth Matthews; Michelle Holling
Cc: Salah Moukhlis; Heidi Breuer
Subject: LTWR major changes: sign-off requested

Hello!

You are receiving this email because you direct a program that uses LTWR courses and/or has shared content with LTWR. If I have reached you in error, please let me know who I should be contacting instead. (Here is what I understand: Rebecca=film studies director; Jocelyn = LBST chair; Sheryl = WMST chair; Merryl = VPA chair; Elizabeth = global Studies director; Michelle = ethnic studies director.)

The LTWR faculty have agreed on a curriculum revision that updates our major, and we have attached the curriculum forms for your review. We are not getting rid of any courses—and we are adding a 300-level Global Literature course—but we are shifting the focus of our core requirements and changing the concentrations (to allow more flexibility).

Because the program you direct shares a course or content with LTWR, we are requesting that you review the proposed changes and offer a sign-off for the curriculum review process (i.e., CAPC, UCC, Senate). In brief, we are adding a global lit course and a visual/digital/non-print literature

COURSE DESCRIPTION & DETAILED OUTLINE, LTWR 300A

LTWR 300A (3)

Foundations of Literature & Writing Studies

A systematic exploration of foundational concepts and moments in the discipline of LTWR, presenting a historical perspective on the development of disciplinary and literary traditions with a focus on the two interconnected areas of the department: literary studies and writing studies. Provides instruction in research methodology, introduces cultural studies through literary theory, and sketches the layout of the discipline in the 21st century. *Enrollment restricted to LTWR majors and minors.*

SLOs

This course works towards the development of all four of the department SLOs:

1. Create clear and compelling communication in writing, speech, and other media;
2. Closely analyze texts, applying critical and theoretical approaches;
3. Identify and describe literary canons and alternative traditions and the process of their formation; and
4. Distinguish the local and global contexts of multicultural and international texts and apply those contexts in textual analysis, utilizing relevant theoretical frameworks.

In addition, students from this course will be able to do the following:

5. Identify, define, and apply key concepts within literary studies, including close-reading/explication, literary analysis, canon-formation/alternative traditions, and historical periods
6. Identify, define, and apply concepts within writing studies, including writing theories, textual/rhetorical analysis, and language exploration and experimentation
7. Identify, describe, and critique the construction of the three major disciplinary areas, Literary Studies, Creative Writing, and Rhetoric/Composition
8. Use appropriate research methods to find a variety secondary sources; summarize and synthesize the arguments and ideas of those secondary sources

Example Texts:

McComiskey, Bruce. *English Studies: An Introduction to the Discipline*. National Council of Teachers of English, 2006. OR

Miller, Thomas. *The Evolution of College English*. U of Pittsburgh P, 2011. OR

Ostergard, Lori, et al. *Transforming English Studies: New Voices in an Emerging Genre*. Parlor P, 2009.

Select essays, chapters, and online resources, listed in the weekly schedule of assignments.

Example Assignments:

Weekly Writing Assignments (at least 1 page a week), allowing students to practice and apply the concepts and methods introduced in the course [60% of final grade]

NOTE: Completion of the weekly Writing Assignments fulfills the University Writing Requirement for this course.

Final project: Changes each semester, depends on which professor teaches it, could involve writing, oral presentation, online work, and/or research. [40% of final grade]

Sample Weekly Outline

Week 1: Intro to the LTWR Department

Rationale for major requirements

Intro to and critique of traditional "English" structure: literature, rhet/comp, and creative writing

Sample Assignment: Conduct an online comparison of English Majors in region.

Possible Reading: The online research would serve as the reading for the week.

Week 2: History of Literary Studies

Historical period divisions (e.g., medieval, Renaissance, the "long" 18th century, 19th-century, contemporary)

Canon-formation

Alternative traditions

Sample Assignment: Analyze the Norton, Broadview, Longman, Oxford, and Heath Tables of Contents for English and American Literature

Possible Readings: Table of Contents of major anthology publishers online

Week 3: Key Concepts in Literary Studies

Literary analysis (including close-reading/explication)

Primary vs. secondary sources

Sample Assignment: Close-read a story (e.g., James Joyce's "Araby")

Possible Readings: Ann Dobie's "Formalism," from *Theory Into Practice* (Cengage 2011) AND James Joyce's "Araby" AND 3-5 other poems/short stories (such as Langston Hughes' "Harlem," T.S. Eliot's "The Lovesong of J. Alfred Prufrock," Sharon Olds' "Rites of Passage," Gish Jen's "Who's Irish," or Tim O'Brien's "The Things They Carried")

Week 4: Key Concepts in Literary Studies

Literary criticism (i.e., conversations about interpretation)

Types of publications and publishers

Types of references

Sample Assignment: Summarize and analyze a piece of literary criticism (e.g., Sarnowski)

Possible Readings: Alice Walker's "Everyday Use" and Joe Sarnowski, "Destroying to Save: Idealism and Pragmatism in Alice Walker's 'Everyday Use'" (*Papers on Language and Literature*)

Week 5: Research in Literature and Writing Studies

Using the CSUSM Library for Research in Literary Studies

Library visit (maybe with Judith Downie)

Reference Resources

Sample Assignment: Use library website to locate texts; summarize and analyze 1 chapter from a book and 1 article from an academic journal

Possible Readings: David C. Greetham "Finding the Text" from *Textual Scholarship: An Introduction*

Week 6: Introduction to Cultural Studies

Literary theory

History of cultural studies

Cultural studies methods

Sample Assignment: Analyze a popular culture text (such as a Disney film, a musical icon like Lady Gaga, or a graphic novel like *The Walking Dead*)

Possible Readings: Chris Barker's "An Introduction to Cultural Studies" (in *Cultural Studies Theory and Practice*, Sage, 2003) and Simon During's "Introduction" to *The Cultural Studies Reader* (Routledge, 1993).

Week 7: Visual, Digital, Non-print Literatures & Texts

Intro to new genres in literature studies such as: graphic novels, digital texts, and film literatures and the relationship of these comparatively newer formats in relation to the principles of cultural studies

Sample Assignment: Students must watch a film and assess how the visual format shapes the reader's interaction with the text in ways that are distinct from traditional textual formats.

Possible Readings: Corrigan & White, "Studying Film: Culture, Practice, Experience," "The Elements of Mise-en-Scène," and "The Elements of Cinematography"

Week 8: History of Writing Studies

Intro to field of Rhetoric and composition

Intro to field Creative writing

Sample Assignment: Conduct an online comparison of Writing Programs in the region

Possible Readings: 2-3 of the following texts:

David Bartholomae "Composition, 1900-2000" from *Writing on the Margins: Essays on Composition and Teaching* OR

David Foster "What Are We Talking about When We Talk about Composition?" from *The Norton Book of Composition Studies* OR

Andrea Lunsford "Rhetoric and Composition" from *Introduction to Scholarship in Modern Languages and Literatures* OR

Linda Brodkey excerpt from *Writing Permitted in Designated Areas Only* OR

General Introduction from *The Rhetorical Tradition*, ed. Patricia Bizzell and Bruce Herzberg

Week 9: Key Concepts in Writing Studies

Rhetoric

Composition Studies

Sample Assignment: Identify the critical thinking, reading, and writing skills that this field of study engenders, and then explore and explain how these skills transfer within the LTWR major, across the CSUSM curriculum, and outside of the university.

Possible Readings: Josephine Tarvers and Cynthia Moore "How Compositionists View Writing: Product, Process and Power" from *Teaching in Progress: Theories, Practices and Scenarios* AND Kenneth Bruffee's "Collaborative Learning and the 'Conversation of Mankind'"

Week 10: Key Concepts in Writing Studies

Creative Writing

Intro to conventional genre: fiction (short story, novel), poetry, drama, memoir (etc.)

Critique of / alternatives to traditional genres (mixed/hybrid, experimental, ???)

Sample Assignment: Students will write and rewrite a paragraph as realism, surrealism, and satire, and/or try an open-field poem working with lineation.

Possible reading/s: "Chapter 2: Genre as a Moveable Feast," Hazel Smith, *The Writing Experiment* (Allen & Unwin, 2005)

Week 11: Writing in the Community

Finding and utilizing local writing resources (such as local reading series, journals, writing groups, etc.)

Sample Assignment: Attend a local writing event and write a reflective response about it.

Possible Readings: Attending the event counts as the reading assignment for the week.

Week 12: Contemporary Questions in LTWR

Professor chooses topical exploration/issue/concept/theory/method to introduce to students and assignment/s to support it. Will be different based on which professor teaches the course.

Week 13: Contemporary Questions in LTWR

Professor chooses topical exploration/issue/concept/theory/method to introduce to students and assignment/s to support it. Will be different based on which professor teaches the course.

Week 14: Contemporary Questions in LTWR

Professor chooses topical exploration/issue/concept/theory/method to introduce to students and assignment/s to support it. Will be different based on which professor teaches the course.

Week 15: Contemporary Questions in LTWR

Course Wrap-Up
Student Evaluations

Finals Week: Final Assignments DUE