Cover Sheet: Request 14714

ENL 4303 Major Figures Course

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Pamela Gilbert pgilbert@ufl.edu
Created	2/5/2020 12:57:47 PM
Updated	2/18/2020 8:38:04 AM
Description of request	This is part of the British Literature group's ongoing process of updating the curriculum, both to reflect changes in field and faculty, and to bring courses into line with other Department offerings. This new course parallels an American Lit course offering within the Department currently, and is proposed under the number under which this course appears at other Florida universities.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - English 011608000	Sidney Dobrin		2/5/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) Please clarify which course prefixes count for the prerequisite; 2) please number the weekly schedule and make sure there are just 15 weeks; 3) please add a grade scale; 4) please add a rubric or detailed description of how participation is to be assessed	2/17/2020
No document changes					
Department	Approved	CLAS - English 011608000	Sidney Dobrin		2/18/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14714

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Submitter: Pamela Gilbert pgilbert@ufl.edu
Created: 3/9/2020 2:35:24 PM
Form version: 5

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ENL

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

> Response:
> 4

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> 303

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

> Response:
> Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Major Figures of British Literature and Culture

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Maj Fig Brit Lit/Cult

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2020

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
Yes

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student.

Response:
9

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
ENL 4310 Major Figures of British Literature and Culture
Credits: 3; can be repeated with change in content up to 9 credits.
In-depth focus on one or two major cultural figures, such as Marlowe, Austen, Scott, Eliot, Dickens, Yeats, Smith, Ishiguro, Kureishi, etc.. See department website for specifics.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.

Response:
Prerequisite to all 3000/4000-level courses are six credits of English at the 1000/2000 level or department permission.

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example,

"MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The British literature area group of the English Department is engaged in an effort to update and standardize our offers of British literary courses . We also aim to bring our British Literature offerings to parallel with long-established practices in other offerings in the Department (such as American literature, for example, which has a major figures course). Other universities in FL and elsewhere offer such a course, under this number. We now have sufficient faculty to offer this more regularly, which had previously been offered under various special topic and honors rubrics.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
A student who successfully completes this course will be able to:
--Analyze and interpret key tropes and themes within the oeuvre of a major nineteenth-century British figure in the context of social, historical and theoretical concerns
--Discuss and defend critical ideas in public and group settings with respect for differing opinions
-- Compose analytical papers that develop persuasive arguments and synthesize knowledge from primary and secondary readings in clear terms

Course Textbook(s) and/or Other Assigned Reading
Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
These would depend on the figure chosen. But here is Jane Austen as an example.

Tomalin, Jane Austen: A Life (Vintage)
Catherine and Other Writings (Oxford)
Northanger Abbey (Broadview)
Sense and Sensibility (Broadview)
Pride and Prejudice (Broadview)

Lady Susan, The Watsons and Sanditon (Penguin)
Mansfield Park (Norton)
Emma (Broadview)
Persuasion (Broadview)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Schedule of Readings and Assignments

August 26 Introduction: Jane Austen and Romanticism

Sept 2 Tomalin, Jane Austen: A Life, Austen, "Catherine; or the Bower"
Paper #1: What is the significance of the Bower and why is Aunt Percival threatened by it?

Sept 9 Northanger Abbey, including all supplementary material, reviews, etc. Paper#2: Chapter 8 (Appendix C in Broadview) of The Romance of the Forest has been regarded as a source for Austen (particularly chap. 5, vol. 2). In what ways does Austen seem indebted to Radcliffe? What is Austen's attitude toward the gothic?

Sept 16 Sense and Sensibility, including all supplementary material, reviews, etc. View the 996 film. Paper#3: Select a scene from the novel and analyze it closely, or focus on the significance of one or two key words that Austen uses ("sense" and "sensibility" are most obvious). Or, write about the representation of the English countryside in the 1996 film version of the novel. Please view the film before class.

Sept 23 Pride and Prejudice, including all supplementary material, reviews, etc. Paper #4: Analyze the scene in which Lizzy Bennet (chap. 1 vol 3) visits Pemberly. Why is this a crucial scene? Why are the house and grounds so significant?

Sept 30 Pride and Prejudice. Film Adaptations and Theory of Adaptation. View 2006 film before class.

Oct 7 Lady Susan and The Watsons. Also read sections from Mary Wollstonecraft's Vindication of the Rights of Woman in Longman. Paper #5: Think about Austen's use of the epistolary form in Lady Susan. Why do you think she discontinued using that form in her completed novels? What are its strengths and limitations?

Oct 14 Inchbald, Lover's Vows and all selections on education, the slave trade, etc. (329-412 in Mansfield text.). You might want to view the recent film version of Mansfield Park in the context of the slavery debate. Read Barbauld's Eighteen Hundred and Eleven and Wordsworth's "Tintern Abbey." Begin reading Mansfield Park.
Paper#6: Prospectus for seminar paper due.

Oct 21 Mansfield Park, including supplementary material and critical essays by Trilling, Duckworth, Auerbach, Litvak, Said, and Lew. Paper #7: Which critical perspective do you find most interesting or compelling? Why?

Oct 28 Open class: Readings TBA Paper#8

Nov 4 Emma, including all supplementary materials, reviews, etc.

Nov 11 Emma, continued. Also, read Coleridge's "Kubla Khan."
Paper#9: Write on any aspect of Emma that interests you. Or, what does Kubla Khan have to do with Emma?

Nov 18 Persuasion, including all supplementary materials, reviews, etc. Paper#10: Analyze the

critical reception of Persuasion.

Nov 24 Sandition

Dec 2 FIVE MINUTE PRESENTATIONS IN CLASS.

Dec 9 PAPERS DUE. Read Devoney Looser's essay on Austenites and the history of Austen's reception. Come prepared with examples of the influence of Austen tropes in the present.

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Grading
Attendance and participation: 25%
Ten weekly response papers:* 25%
Seminar paper and presentation**: 50%
*Response Papers
You will have 10 informal response papers to write, each worth 10 points. Sometimes I will give you specific issues to address; at other times, you will be free to select a point of interest or a question that arises from your reading. You may, for instance, formulate a question based on your reading, and then speculate on possible directions for further thinking. I encourage you to reflect on past class discussions or to use this assignment to explore possible paper topics. I will call on each student 2-3 times during the semester to read a response paper at the beginning of the class. In other words, these papers will also serve as starting off points for class discussion. Whichever approach you take, your writing should reveal that you have taken the time to read and to reflect on the text(s). This is informal writing, but it should not be sloppy in either the thinking or presentation. Your papers must be typed and should be from one-two pages double spaced—no longer. In grading these papers, I will use the following scale:
10=absolutely outstanding
9=excellent
8=good
7=acceptable . . . . and so on

Regular class attendance is required. All students are responsible for material covered in class and for any changes made to the syllabus when announced in class. Students may miss one class (3 hours). After that, a student will lose one point in the final grading for every hour of class missed. A student who misses more than 3 whole classes or more than 9 hours of class will not pass the course, unless for an excused reason as per university policy. As a seminar, this class is based on discussion. The success of the class, therefore, will depend on students' participation. Everyone must keep up with the reading and come to class prepared. In order to pass this course, students must submit all written work. Late papers will be reduced by half a letter grade for each day late, unless for an excused reason as per university policy. A student may request an extension on a paper one week before the due date or in the case of a documented emergency.
Students must adhere to the guidelines for academic honesty set out in the Undergraduate Catalogue.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
to be determined

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-

results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes