

NOV 27 2012

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 11/29/2012

1b. Department/Division: English

1c. Contact Person

Name: Virginia Blum

Email: vblum1@email.uky.edu

Phone: 257-6991

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ENG 611

2c. Full Title: Literature Teaching Seminar

2d. Transcript Title: n/a

2e. Cross-listing: n/a

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This seminar prepares graduate students to teach literature classes at the University of Kentucky and elsewhere. It offers instruction and guidance in curriculum design, syllabus creation, reading and work exercises, and more. Students develop a portfolio of course materials and refine skills for teaching literature and film at the introductory as well as advanced levels of an undergraduate curriculum. This course is not a requirement for completing the Ph.D. degree, but it is required for graduate instructors to be approved to teach their own introductory-level literature and film classes in the University of Kentucky English Department curriculum.

2k. Prerequisites, if any: n/a

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACLYM3|Jeffory A Clymer|Dept approval for ZCOURSE_NEW ENG 611|20120726

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW ENG 611|20120726

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW ENG 611|20120726

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_NEW ENG 611|20120905

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to approvers for ZCOURSE_NEW ENG 611|20121127

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: A&S Today's Date: 9/28/11
- b. Department/Division: English
- c. Contact person name: Virginia Blum Email: vblum1@email.uky.edu Phone: 859257-6991
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: ENG 611
- b. Full Title: Literature Teaching
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
3 Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: 3
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This is the required course for graduate students wishing to teach classes in the UK literature curriculum. It is intended to prepare graduate students to teach literature classes at the University of Kentucky and elsewhere.
- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus?

YES NO

4. Frequency of Course Offering.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: English PhD

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: ENG 611

Proposal Contact Person Name: Virginia Blum

Phone: 257-6991

Email: vblum1@email.uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
DGS, English	9/28/11	Virginia Blum / 7-6991 / vblum1@email.uky.edu	
Chair, English	9/28/11	Marion Rust / 7-2901 / marion.rust@uky.edu	
A&S EPC and A&S Dean	5/1/12	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UK ENG 611, Spring 2011
Studies in Rhetoric: Literature Teaching
Dr. Matt Giancarlo
Tuesdays 6:00-8:30 pm., POT 110

Description:

This section of ENG 611 is the required course for graduate students wishing to teach classes in the UK literature curriculum. The focus of the seminar will be both conceptual and practical. That is, we will consider the ideas and ideals of literary education (why teach literature? what do students learn? what skills does it involve? what goals does it achieve?) as well as the practical activities of literature teachers: syllabus design, assignments, teaching strategies, and more. Seminar participants will be required to participate in weekly discussions and exercises geared toward developing a teaching portfolio. Assigned readings will include texts and articles on composition, pedagogical theory, argumentation, and professional issues, as well as a few books on the profession. Grades will be based on mandatory attendance at every seminar session; participation in discussion and activities; and a teaching portfolio for literature classes.

Course goals and outcomes:

This graduate seminar is intended to prepare graduate students to teach literature classes at the University of Kentucky and elsewhere. Toward that end, the seminar looks toward the following goals and outcomes:

- providing critical professional background on the history and methodology of literature teaching at the university level;
- engaging teachers in some recent conceptual and practical developments in our field concerning how, and why, literature is taught at American universities and colleges;
- providing some practical rhetorical background for teaching critical literary investigation and research to undergraduates;
- developing a substantial and flexible portfolio of syllabi, assignments, and teaching strategies for literature classes at the 200 and 300 level;
- giving graduate instructors a bit of practical experience and feedback on the classroom practice of teaching literature.

Grading:

The grades in this seminar will follow a standard

100-point scale: 90-100 = A; 80-89 = B; 70-79 = C, less than 70 = F.

Course grades will follow these weights:

seminar attendance and participation: 30%;

in-class presentations and reflection assignments: 30%;

final complete teaching portfolio: 40%.

Course books and materials:

There are two books we will read at the beginning of the term:

1. Mike Rose, *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared* (Penguin, 1989)
2. Gerald Graff, *Professing Literature: An Institutional History* (Chicago, 1987 and 2007)

Additionally there will be many other readings assigned as the term progresses. Most materials will be made available from the course Blackboard website or they will be distributed in class. Other short books will be assigned at least a week in advance.

Assignments:

There will be regular reading and writing assignments for each week of the seminar. There will also be assigned workshops and presentations. Please see the course calendar for the tentative schedule of topics, activities, and assignments.

Policies:

The following policies and expectations will be observed in this seminar:

- Attendance at all seminar meetings is expected. No absences will be excused for any reason except for debilitating personal illness or the illness of a dependent/child, or for a death in the family. As teachers, our first and most basic responsibility is to show up to every class, on schedule and ready to go. Accordingly I expect everyone to be here every week.
- Complete preparation is expected. I will do my very best to give plenty of lead-time for assignments, and to be flexible with the reading schedule. But I expect every participant to be ready to contribute.
- Participation is expected in every seminar by every person.
- Late work will not be accepted for full credit, except in the case of an excused absence. If something is going to be late, please talk to me beforehand.
- Normal rules of classroom courtesy and civility will be observed, including the courtesy of allowing—indeed, expecting—people to respectfully disagree with each other and to challenge one another.
- Normal university policies for disability accommodation and academic integrity will apply.

UK ENG 611, Spring 2011
Studies in Rhetoric: Literature Teaching

Course Calendar

<u>Week</u>	<u>Date</u>	<u>Seminar topics and readings</u>
1	—	(no meeting: read Rose, Freire, Rodriguez, and Graff)
2	1/18	Introductions; literature education as personal history or <i>curriculum vitae</i>: goals and ideals of literature education from an individual point of view. Why are we here? Why do we presume to teach “literature”? The question of personal commitment. Our backgrounds, and the story of Mike Rose’s development as a student and teacher. <u>Reading:</u> Mike Rose, <i>Lives on the Boundary</i> ; Paolo Freire, “The ‘Banking’ Concept of Education”; Richard Rodriguez, “The Achievement of Desire”
3	1/25	Literature education as institutional history: goals and ideals of literature education from an institutional point of view. The question of institutional and/or cultural commitments. The history of our profession and how it determines the present and future. <u>Reading:</u> Gerald Graff, <i>Professing Literature</i> ; Garber, “Good to Think With”; Gregory, “Do We Teach Disciplines or Do We Teach Students?”; Graff, “Our Undemocratic Curriculum”
4	2/1	Unit summary and overview; assignments, reflections, and open discussion.
5	2/8	Literature education as rhetorical practice: goals and methods of literary education; work with the “Toulmin Model” of argument and analysis; literary education as rhetorical analysis and argumentation. <u>Reading:</u> excerpts from Stephen Toulmin’s <i>The Uses of Argument</i> : “Fields of Argument and Modals”; “The Layout of Arguments”; Gerald Graff, excerpts from <i>Clueless in Academe</i> : “Why Johnny Can’t Argue”; “Hidden Intellectualism”
6	2/15	Rhetorical practice and the special topoi of literary study: <u>Reading:</u> Toulmin continued; Perelman, “Rhetoric as a Way of Knowing”; Marie Fahnestock and Anna Secor, “Classical Rhetoric: The Art of Argumentation”; “The Rhetoric of Literary Criticism”; articles by Laura Wilder and Joanna Wolfe on the rhetorical special topoi of literary criticism: “The Rhetoric of Literary Criticism’

Revisited"; "Sharing the Tacit Rhetorical Knowledge of the Literary Scholar"; "Get Comfortable With Uncertainty: A Study of the Conventional Values of Literary Analysis"

- 7 2/22 **The special topoi continued:** sharing and critiquing analytical examples with the Toulmin model and special topoi.
Reading: Joanna Wolfe, "A Method for Teaching Invention in the Gateway Literature Class"; Penrose & Geisler, "Reading and Writing Without Authority"
- 8 3/1 **Seminar visit and workshop from Laura Wilder (SUNY Albany) and Joanna Wolfe (U. Louisville):** Reading and workshop from *Strategies for Writing Literary Analyses*.
- 9 3/8 Unit summary and overview: literary education as advanced literacy and rhetorical training; reflection on the special topoi. Beginning discussion of teaching genres and designing syllabi: what are we doing when we design a literature class? Share sample syllabi.
- 10 *Spring break* : read Williams, *Style: Ten Lessons in Clarity and Grace*.
- 11 3/22 **Designing syllabi and exercises I:** "teaching reading": close reading and analysis in narrative and novel; symposium on teaching *Sir Gawain and the Green Knight* led by Dr. Giancarlo. Assignments in reading and essay writing exploiting the special topoi. De-mystifying the preparation process. Designing exercises for discussion and writing. **Grading I:** how and why do we grade? Grading rubrics and templates.
- 12 3/29 Seminar on teaching *Great Gatsby* led by Dr. Pearl James; assignments in reading and essay writing; "key words" assignment. Leading discussions. Grading and evaluation continued: discussing our grading.
Reading: Flower, "Writer-Based Prose: A Cognitive Basis for Problems in Writing"; Daiker, "Learning to Praise"; Nelson, "This was an Easy Assignment..."
- 13 4/5 Seminar on teaching poetry led by Dr. Alan Nadel: lyric poetry and criticism; strategies for literary theory and the undergraduate class.
- 14 4/12 **200-level "Introduction to Literature" assignments due:** complete syllabus, course description, sample exercises, and grading rubric for an ENG 230-style "Intro Lit" class designed to be the gateway to the English major. In-class sharing and discussion.

- 15 4/19 **Designing syllabi and exercises II:** “teaching advanced skills”: teaching literature to advanced undergraduates in a 300-400 level class. Seminar on teaching drama led by Dr. Joyce MacDonald; discussing grading advanced assignments and research assignments. **Grading II:** grading advanced assignments and research projects.
- 16 4/26 Seminar on African-American literature and auto/biographical literature led by Dr. Rynetta Davis; lecturing.
- 17 5/3 **300-level “Advanced Literature Seminar” assignments due:** syllabus and exercises for a 300-400 level advanced course. In-class sharing and discussion. **Course Portfolio due.** Seminar conclusion.

From: Nikou, Roshan
Sent: Wednesday, July 25, 2012 10:27 AM
To: Hanson, Roxie
Subject: RE: (ENG 611) Hello Roxie

Hello Roxie,
Dean Blackwell told me to ask you to submit ENG 611 via the workflow.
Thank you,

Roshan Nikou
The Graduate School
The University of Kentucky
105 Gillis Building - 0033
Phone: (859) 257-1457
Fax: (859) 323-1928
Roshan.Nikou@uky.edu

10/16/2012

Addendum note to the proposal for ENG 611 "Literature Teaching Seminar"

This new course ENG 611 is a continuation of the "old" 610 under a new number. For many years the "Literature Teaching Seminar" was taught as a subtitled course under ENG 610 "Studies in Rhetoric". Now that the WRD program wishes to use ENG 610 "Studies in Rhetoric" for different purposes, we are creating a dedicated course & number for the Teaching Seminar. This course has never been a requirement to achieve the Ph.D. degree in ENG (hence it is not listed as a degree requirement on the Course Proposal Form). However, it is required for graduate instructors to be approved to teach their own sections of our Introductory-level courses in literature and film. Without ENG 611 (as before with 610) they can still be Teaching Assistants for courses taught by faculty, or they can teach in the WRD program, but they cannot teach their own free-standing ENG courses with their own syllabi at the 200-level. The updated course description explains this. The updated description also reflects the content and practice of the seminar, which runs yearly.

Virginia Blum, DGS ENG
Matthew Giancarlo, DUS ENG