

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	29 September, 2017		
Department or Program: (e.g. History)	English		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/EN 1900 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Reconciling Literature: Understanding Texts & Contexts		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Understanding Texts & Contexts		
Language of instruction:	EN		
Academic term: (e.g. FALL 2012)	Fall 2018		
Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>			
This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literature representing Canadian Indigenous peoples. While building student capacity for intercultural understanding, this course introduces literary elements and techniques, and the methods of textual analysis.			
Cross-listings:	GL/CDNS/HUMA1900 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/EN 1520 6.00; GL/EN 1602 6.00	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)			
Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>			
This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literary texts representing the experiences of Canadian Indigenous peoples: namely, those related to the residential school system, Crown treaty obligations, and Indigenous peoples' historical and contemporary contributions to Canada. A wide range of texts will be studied, including orature, autobiographical works, exploration and travel writing, scientific discourse, political speeches, journalism, legal testimony, historical writing, graphic novels, literary prose and verse, and drama. Students will develop their critical reasoning skills by learning how such works operate to convey complex ideas within a fraught Canadian colonial context.			
<u>Recommended Texts</u> : Baldick, Chris, ed. <i>The Oxford Dictionary of Literary Terms</i> . 4th ed. (2009) <i>MLA Handbook</i> . 8th ed. (2016). Full bibliography list is attached.			
<u>Evaluation</u> : Short Assignment 1: 10%; Short Assignment 2: 20%; Final Essay: 30%; Final Exam: 30%; Participation: 10%			
Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Multidisciplinary Department	Betsey Price	Received signature	18 September 2017
Canadian Studies Program	Colin Coates	Received signature	18 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
Please see attached document (rational for General Education credit, and the rationale for Course-creation and Addition to the Program).			
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	

## **GL/EN 1900 3.0: Reconciling Literature: Understanding Texts & Contexts**

### **Rationale for General Education Credit**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches combining history, journalism, and literary studies.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of both fictional and non-fictional literary texts.
3. Critical thinking: critical thinking is an essential learning outcome in a course that examines the way texts, including historiographical ones, are constructed.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own positions within the Canadian state, helping them become responsible and active citizens of their respective communities and the world at large.

### **Rationale for Course-creation and Addition to the Program**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' levels of preparation for university-level study in English; it provides students with a set of essential research and thinking skills that are required throughout their academic lives and beyond. Moreover, this course serves as a response to the Calls to Action outlined in the Final Report of the Truth and Reconciliation Commission of Canada. Not only will it build student capacity for intercultural understanding, empathy, and mutual respect (as outlined in Call to Action 63), this course will prepare students for further study in Canadian, American and postcolonial literature courses. As part of the restructuring of the Foundation Set, together with EN1\*\*\* Reading with Purpose, it replaces and adopts the learning outcomes of EN1602 The Literary Text: Genres and Approaches. It will be offered every year and will be a mandatory first-term course for all incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	29 September 2017		
Department or Program: (e.g. History)	English		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/EN 1901 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Reading with Purpose: An Introduction to Contemporary Critical Approaches to Literature		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Intro to Critical Approaches		
Language of instruction:	EN		
Academic term: (e.g. FALL 2012)	Fall 2018		
<p>Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of...", rather than "This course <u>will analyze</u>...")</p> <p><i>This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. By studying both primary texts and numerous critical responses, the goal is for students to develop their own critical thinking and writing about literature.</i></p>			
Cross-listings:	GL/HUMA 1901 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/EN 1520 6.00; GL/EN 1602 6.00	AP/EN 1001 3.00; AP/EN 1006 3.00	
Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)			
<p>Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</p> <p>This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. In addition to a selected core of literary texts, a number of corresponding critical approaches will be studied, including psychoanalytic, Marxist, cultural, feminist, gender, and reader-response criticism; the schools of New Criticism and New Historicism; as well as deconstruction. By learning the various ways in which literary critics and scholars find meaning in literature, students will develop their own critical thinking and writing skills.</p>			
<b>Evaluation</b>			
1) Short four assignments (250 words) 10% each. 2) Final Essay (1500 words) 25%; 3) Final Exam 25%; Participation 10%			
Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Multidisciplinary Studies Dept	Betsey Price	Received signature	29 September 2017
LA&PS English Department	Heather Campbell	Received signature	25 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
Please see attached document (rational for General Education credit, and the rationale for Course-creation and Addition to the Program).			
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

## **EN 1901 3.00 Reading with Purpose: An Introduction to Contemporary Critical Approaches to Literature**

### **Rationale for General Education Credit**

1. Multidisciplinary approaches: the course explicates critical approaches used across the disciplines in the Humanities.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of both literary and critical texts.
3. Critical thinking: critical thinking is an essential learning outcome in a course that examines literary criticism and critical theory.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own lived experiences, helping them become responsible and active citizens of their respective communities and the world at large

### **Rationale for Course-creation and Addition to the Program**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' levels of preparation for university-level study in English; it provides students with a set of essential interpretive and critical thinking skills that are required throughout their academic lives and beyond. As part of the restructuring of the Foundation Set, together with EN1\*\*\* Reconciling Literature: Understanding Texts & Contexts, it replaces and adopts the learning outcomes of EN1602 The Literary Text: Genres and Approaches, and will be offered every year following the restructuring of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	29 September 2017		
Department or Program: (e.g. History)	English		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/EN 1902 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	<b>Beyond Google: Research Methods in English Studies</b>		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	<b>Research Methods in English Studies</b>		
Language of instruction:	EN		
Academic term: (e.g. FALL 2012)	Fall 2018		
Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course introduces the research methods appropriate for English literary studies shared by other disciplines in the humanities. Going beyond basic search engine queries, the students master discipline-specific research databases and resources, apply critical source-evaluation, and learn to use referencing styles.			
Cross-listings:	GL/MODR1902 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)			
Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
<p>"Just Google it" seems to be the most common answer to any question we pose these days. But how do we know when the popular search engines we so often use in other spheres can provide the information needed in a scholarly context? How should one consider the ready availability of information when trying to find the best sources for a research question? The course will follow a blended learning format with students attending in-person lectures, participating in practical tutorials, and interacting with online module content and activities. Three out of the twelve weeks in the course will be offered fully online. Students will be introduced to specific concepts and, through practical components, directed to suit their research in the course to literary texts of their choice, including ones studied in other courses. Dedicated assignment preparation time will be performed during class meetings in the computer-lab where the students will be able to get individualized assistance and guidance from the instructor.</p> <p>The assessment criteria will include several shorter assignments that will test the students' acquisition of the skills taught in the course: 1. Historical evolution of three words in English (15%); 2. Comparative analysis of bibliographies from a Wikipedia article and a scholarly book chapter or journal article (15%); 3. Wikipedia article group editing challenge assignment (20%); 4. Annotated 10-item bibliography on a dramatic text (including an article, an essay, a book, a performance recording, a review, web-based content, and an interview) (35%); 5. Online community review logs (15%).</p>			
Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Multidisciplinary Studies	Betsey Price	Received signature	29 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' preparation for university-level study in English; it provides students with a set of essential research and critical-thinking skills that are required throughout their academic lives and beyond. This course will be offered every year and will be a mandatory first-term course for all incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).			
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

**COURSE PROPOSAL**  
**Beyond Google: Research Methods in English Studies (EN 1902 3.00)**

**LEARNING OUTCOMES:**

- Understand the structure of information within the field of literary research
- Identify and use key literary research tools to locate relevant information
- Understand how information systems are organized in order to design appropriate search strategies and access relevant and authoritative information in English Studies
- Understand the technical and ethical issues involved in writing research essays

**RATIONALE FOR GENERAL EDUCATION CREDIT: MODES OF REASONING**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches in teaching essential research skills through experiential learning. Areas covered will include library cataloguing, rare book collections, scholarly databases, historical linguistics, literary history, and critical theory.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on teaching students and developing their use of the “symbolic language” of the MLA referencing style: several assignments will stress the importance of “proper” formatting of footnotes, endnotes, and bibliographies.
3. Critical thinking: the course will develop the students’ understanding of the nature and aims of English as a scholarly discipline, and hone their skills in critical source-evaluation, differentiating peer-reviewed scholarly sources and relevant digital collections from other popular content retrieved from common web-scale search interfaces.
4. Citizenship in the contemporary world: the successful acquisition of this set of research and critical source-evaluation skills will prepare students to consider potential differences in how online information sources are constructed and disseminated for different scholarly and non-scholarly audiences. This will provide students with opportunities to appreciate the public value of information and discern between various forms of misinformation (i.e. “fake news” and “click-bait” articles), and thus help them become responsible and active citizens of their respective communities and the world at large.

**SEQUENCE OF TOPICS BY WEEK:**

1. Lecture: the aims of English as an academic discipline; searching beyond common search engines; introduction to key literary research tools; the structure of information within the field of literary research (primary and secondary sources, popular and scholarly sources).  
Tutorial: library catalogs and other entry points to information discovery in the academy; practical exercise.  
Online: e-class module developed in accordance with following week’s lecture content.
2. Lecture: structure of information within the field of literary research (continued) (formats in literary scholarship, literary texts, reviews vs. criticism, lifecycle of information in literary studies, peer review).  
Tutorial: the concept of authority in information discovery; practical exercise.  
Online: community review activity.
3. Online week: module on reference sources in English Studies; module on *The Oxford English Dictionary Online*, its features, and its practical applications; introduction to assignment on tracking the historical evolution of three words in English using the OED.
4. Lecture: scholarship as a conversation, and academic integrity in context.  
Tutorial: OED assignment review and lab time.  
Online: e-class module developed to reflect following week’s lecture content.

5. [OED assignment due] Lecture: the defining characteristics of scholarly books and articles in the humanities; source evaluation.  
Tutorial: introduction of comparative analysis assignment and guided lab time.  
Online: community review activity.
6. Online week: modules on scholarly literature searching; modules on scholarly databases in English Studies such as *Literature Online* and *MLA International Bibliography*.
7. Lecture: literature searching in English studies databases and multidisciplinary search systems (continued).  
Tutorial: instruction and guided lab time for comparative analysis assignment.  
Online: module on reference sources in English Studies (continued); module on *Dictionary of National Biography*, its features, and its practical applications; introduction to assignment on Wikipedia article editing challenge.
8. [Comparative analysis assignment due] Lecture: mechanics of scholarly prose according to MLA; MLA citation style guidelines & requirements.  
Tutorial: instruction and research time for Wikipedia editing assignment.  
Online: MLA citation style module and exercise.
9. Online week: modules on bibliographies, unique source identifiers and citation databases; modules on citation management systems; introduction to final annotated bibliography assignment.
10. [Wikipedia editing assignment due] Lecture: Deep web searching; source evaluation (continued).  
Tutorial: instruction and guided research time for annotated bibliography assignment.  
Online: e-class module developed in accordance with following week's lecture content.
11. Lecture: Print in the digital world  
Tutorial: instruction and guided research time for annotated bibliography assignment.  
Online: community review activity
12. Lecture: Community review questions and comments  
Tutorial: Final assignment questions [Final assignment due by midnight]

GLENDON – CURRICULUM COMMITTEE

**NEW COURSE PROPOSAL**

Date of submission: <i>(dd/mm/yy)</i>	29 September 2017		
Department or Program: <i>(e.g. History)</i>	English Department		
Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>	GL/EN 2900 3.00/6.00		
Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>	<b>Sex, Swords, and Sandals: Classical Foundations of English Literature</b>		
Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>	<b>Classical Foundations of English Lit</b>		
Language of instruction:	EN		
Academic term: <i>(e.g. FALL 2012)</i>	Fall 2018		
Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of...", rather than "This course <u>will analyze</u>...")</i>			
<i>This course studies classical Greco-Roman texts and mythology, which have influenced the development of English literature, through a variety of theoretical approaches, including Freudian psychoanalytical readings and Jungian archetypal criticism.</i>			
Cross-listings:	GL/HUMA	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Course specific category: Foundation set following program reform (see attached rationale)			
Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>			
<p>This course explores classical Greek and Roman texts whose literary forms and mythology proved to be the foundations of English and European literature and culture for two millennia. A broad selection of Greek and Roman literary works will enable a study of the birth of literary forms such as the epic, lyric, pastoral eclogue, ode, tragedy, and even the first "novel." Beginning with the socio-cultural contexts that gave rise to these texts, the course will identify the transhistorical importance of these works and their ideas for the evolution of the Western "canon," from the Renaissance to influential "modern" readings by Sigmund Freud, Carl Jung, and Joseph Campbell. The literary telling of classical myths that situates humans in relation to the pantheon of Greco-Roman gods may have begun as a quest to define our cosmic place, but two thousand years later, influential modern readings saw in it the key to the mystery of our very selfhood. The timeless theme of the <i>hero journey</i> remains the core of our own popular culture's myths made in Hollywood, to whose blockbusters like <i>Star Wars</i> and many others we will make frequent comparisons.</p> <p><b>EVALUATION SCHEME:</b> The assessment in the course includes a variety of tools, including a midterm test (25%), one essay (25%), a final exam (40%), and class participation (10%)</p>			
Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Multidisciplinary Studies Department	Betsey Price	Received signature	29 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
Please see attachment for general education rationale, pedagogical rationale for 3.0/6.0, and rationale for course-creation and addition to the program. Additionally you will find the half-course variant and the full-course variant of sample reading list and sequence of topics, as well as the bibliography.			
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	

## **Sex, Swords, and Sandals: Classical Foundations of English Literature (EN 2900 3.00/6.00)**

### **RATIONALE FOR GENERAL EDUCATION CREDIT: HUMANITIES**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches combining history, mythology, literary studies, and psychology.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of ancient literary accounts couched in mythological terms.
3. Critical thinking: in this kind of a literary course that relies on several theoretical approaches, critical thinking is an essential learning outcome.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own experiences and culture, helping them become responsible and active citizens of their respective communities and the world at large.

### **PEDAGOGICAL RATIONALE for 3.0/6.0:**

This course can be offered either in one term or as a full-year course without affecting its learning outcomes adversely. In its half-course variant, the choice of texts will have to be more limited, and while the student will still get a "taste" of some seminal Greek and Roman texts, the variety of literary forms will have to be limited to a few of the most influential. The full-year variant will be able to devote a term each to Greek and Roman literatures, allowing for breadth and depth in studying the evolving literary forms, and even facilitate an exploration of intercultural dialogue as the students are exposed to Roman re-visions and adaptations of Greek materials. The full-year variant of the course is preferable in any given year, but the flexibility in the format will be able to satisfy both the students' major requirements and the Department's staffing needs for half- or full-year courses in any given year.

### **RATIONALE FOR COURSE-CREATION AND ADDITION TO PROGRAM**

This course answers a pedagogical need expressed by students taking courses particularly focusing on Renaissance and Baroque literatures: it provides an introduction to the cultural and literary foundations of early modern European literature that is seldom covered at any previous level of education of the typical Canadian high-school graduate. Furthermore, as a course in the foundations of European culture and literature it qualifies as part of any liberal-arts student's "general education." Lastly, this course will play an important part in the redesigned "Foundation Set" of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	29 September 2017		
Department or Program: (e.g. History)	English		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/EN 2902 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Idea, Opinion, Argument: Rhetoric for Academic Settings		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Rhetoric for Academic Settings		
Language of instruction:	EN		
Academic term: (e.g. FALL 2012)	Fall 2018		
Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course introduces students to the theory and practice of effective persuasion in academic discourse. Focusing on written forms of persuasion from various fields, students will gain argumentative expertise by understanding the history and written techniques of rhetorical communication.			
Cross-listings:	GL/COMS/MODR	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/EN 2681 3.00	AP/PRWR 2007 3.0	
Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)			
Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
What is an argument, and what makes it persuasive in the modern academy? We encounter claims and counter-claims all the time, and we're exposed to ideas, facts and their interpretation from an ever-increasing number of sources. But how often do we ask ourselves why—or more importantly, how—we are convinced by one claim and not by another? This course addresses questions by examining the long history of the art of persuasion— <i>rhetoric</i> —as the foundation for a satisfactory answer. The course will show how rhetorical writing heuristics are an important foundation for academic discourse, and how these tools help shape compelling academic writing. Investigating attitudes about persuasion through the ages, students will also gain perspective on why argument itself is so important in the creation and expression of academic knowledge. Further, this course will also emphasize the practical construction of written ideas and forms to hone students' academic understanding. Students will gain the expertise they need to express themselves more appropriately, effectively and successfully. The course will follow a traditional learning format, with the course being equally split into lectures and in-class group or individual analysis, along with discussion of various persuasive texts. Because effective persuasive writing is closely tied with close reading and analytic practices, the course will incorporate documents from many fields. A special focus, however, will be on key argumentative structures from various disciplines in the Arts and Social Sciences. Evaluation: 1) In-class analysis of texts using heuristics from rhetorical practice (30%); 2) Midterm combining analysis and application of heuristics (15%). 3) Multiple written assignments (45%); 4) Class participation and discussion (10%).			
Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Communications Program	PhilippeTheophanidis	Received signature	28 September 2017
Multidisciplinary Studies Dept	Betsey Price	Received signature	29 September 2017
LA&PS Writing Department	Kerry Doyle	Received signature	26 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
Please see attached document (rational for General Education credit, and the rationale for Course-creation and the Learning Outcomes).			
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

## Idea, Opinion, Argument: Rhetoric for Academic Settings (EN 2902 3.00)

### **RATIONALE:**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the need for students to be able to express themselves effectively. By providing rhetorical history, theory and practice to students, the course supports critical thinking and expression skills useful both for their academic progress, and in endeavours they undertake after university. *This course will be offered every year and will be a required second-year course for incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).*

### **LEARNING OUTCOMES:**

- Understand the importance of argument and written expression to rational thought and the shaping of academic knowledge
- Facility with persuasive writing heuristics drawn from a broad history of rhetorical practice
- Understand and be able to analyze persuasive techniques as well as the application of these ideas to written forms of academic discourse
- Apply these ideas practically to improve their academic writing

### **RATIONALE FOR GENERAL EDUCATION CREDIT: MODES OF REASONING**

1. Multidisciplinary approaches: this course employs interdisciplinary approaches to persuasion. In addition to literary history, some of the other disciplines contributing to rhetorical theory and practice in the course include Western Philosophy, Linguistics and Discourse Analysis, Semiotics, Functional Sociology, Political Science, Psychology, formal Data Analysis, and general critical and cultural theory from the Humanities and Sciences.
2. Writing skills and skills in using symbolic language: this course is particularly focused on effective and persuasive written communication, including analysis, critical thinking and modes of expression. All student assignments focus on developing their use of persuasive writing heuristics in shaping their ideas, positions, and commentaries within academic discourse.
3. Critical thinking: Persuasion and rhetorical thought and practice are close to the heart of rational discourse and critical thought. Interpretation itself depends on facility with rhetorical perspectives, and so students will immerse themselves through this course in the fundamentals of critical analysis and expression.
4. Citizenship in the contemporary world: students, like everyone in modern industrial societies, are surrounded by claims and counter claims from political, work, personal and scientific fields. As citizens, we are asked more and more for our input in various forms on complex subjects and narratives. Understanding how to discriminate between sound arguments and flimsy ones is an increasingly crucial skill for any active citizen in the modern world. Moreover, being able to properly construct an argumentative position is perhaps even more important in a world of social media echo-chambers, alternative facts, alt-media and “fake news.”

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		29 September 2017	
Department or Program: <i>(e.g. French Studies)</i>		English Department	
Check change(s)		Current	Proposed (specify only the changes)
<input type="checkbox"/>	Course number	GL/EN 3230 6.00	
X	Course title	Restoration & 18th Century Literature	Restoration and Eighteenth-Century Literature
<input type="checkbox"/>	Short Course title		
<input type="checkbox"/>	Prerequisite(s)		
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/>	Course credit exclusion(s)	AP/EN 3500 3.00 and AP/EN 3501 3.00 (together), AP/EN 3551 3.00 and AP/EN 3552 3.00.	AP/EN 3555 6.00, AP/EN 3552 3.00
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction	EN	
<input type="checkbox"/>	Course specific category	c) six credits in literature written between 1660 and 1900:	
X	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")</i>	A study of the literature of the 18th century. Students have the opportunity to select authors for study in depth	This course studies English poetry and prose 1660-1800.

Is this course required for the major/minor in the program, and/or in other programs?  YES  NO

**Brief course outline:** Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements: (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.

The learning objectives and the evaluation scheme of the course have not changed. The transfer of one major genre (drama) from this course to a separate course does not affect the learning outcomes, as the students will attain an understanding of the cultural and historical period through a variety of prose and poetic works.

**Department/Program approval for the course:**

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017

**Department/ Program approval for Cross-listings/Course Credit Exclusions:**

Faculty & Department/Program	Name	Signature	Date
LA&PS English Department	Heather Campbell	Received signature	25 September 2017

Attached with submission:  Department Overview (*Compulsory*)

The English Department seeks to amplify its offering in literary courses and to allow more in-depth study of significant developments in the long history of English Literature. The period 1660-1800 is particularly rich in the history of literature and drama, and has hitherto been confined to a single full-year course (EN 3230 6.0). Recognizing the importance of this period particularly for the re-emergence and development of drama, the English Department has created a new course—Restoration and Eighteenth-Century Drama (EN 3631)(See attached additional proposal)—as a new component in its program to complement the other historical periods’ specialized courses in drama, thereby providing the “missing link” between the drama of the Renaissance handled in two separate courses (EN 3620 and EN3630) and the courses studying drama in the modern era. This new course-creation has, in turn, allowed the program to devote this course exclusively to the study of the poetry and prose of this same period in greater breadth and depth.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	29 September 2017		
Department or Program: (e.g. History)	English Department		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/EN 3631 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Restoration and Eighteenth-Century Drama		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Restoration and Eighteenth-Century Drama		
Language of instruction:	EN		
Academic term: (e.g. FALL 2012)	Fall 2018		
<b>Calendar description (40 words):</b> The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course focuses on English drama, 1660-1800, and examines the plays and playwrights in their socio-cultural contexts including performative history and the material conditions of the theatre, as well as considering a variety of modern and postmodern theoretical approaches.			
Cross-listings:	GL/DRST3631 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/EN 3551 3.00/6.00	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Course specific category: Literature 1660-1900			
<b>Brief course outline:</b> Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
This course focuses on English drama, 1660-1800, and examines the plays and playwrights in their socio-cultural contexts including performative history and the material conditions of the theatre, as well as considering a variety of modern and postmodern theoretical approaches. Important topics covered by the course include: 1) The Political and Cultural Moment of the Restoration: re-opening the professional theatres, and the emergence of female actors. 2) Restoration drama and the critics: the rise of Neo-Classical Theory. 3) The evolution of "inherited" dramatic genres and the emergence of "new" dramatic genres. 4) The "ghost" of Shakespeare and the influence of Ben Jonson. 5) The professional theatres and their audiences. 6) Censorship and drama. 7) The eighteenth-century great actors and impresarios. 8) Depending on the choice of 5-6 play-texts, the course will include examples of the following types of drama and explore their socio-cultural contexts and impact: heroic romance, tragedy (personal and political), tragicomedy (tragicomic romance), comedy (social, subversive, sentimental, and laughing), melodrama, satire (corrective and Menippean). 8) The authors typically considered in this course include: John Dryden, William Wycherley, William Congreve, Aphra Behn, Delarivier Manley, Joseph Addison, Richard Steele, John Gay, Thomas Otway, Henry Fielding, Oliver Goldsmith, Richard Brinsley Sheridan.			
ASSESSMENT: the course mark will be based on a combination of: 1) class participation (10%); 2) one 2000-word research essay (40%); 3) one 15-minute oral presentation (15%); 5) 3-hour final exam (35%)			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Drama studies	Jennifer Heywood	Received signature	28 September 2017
LA&PS English Department	Heather Campbell	Received signature	25 September 2017
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
The English Department seeks to amplify its offerings in literary courses and to allow more in-depth study of significant developments in the long history of English literature. The period 1660-1800 is particularly rich in the history of literature and drama, and has hitherto been confined to a single full-year course (EN3230 6.0). Recognizing the importance of this period particularly for the re-emergence and development of drama, the English Department proposes this course as a new component in its program to complement the other historical periods' specialized courses in drama, thereby providing the "missing link" between the drama of the Renaissance handled in two separate courses (EN3620 and EN3630) and the courses studying drama in the modern era. The inclusion of this half course (3.00) responds to requests of English Majors for more half courses at the upper-year levels, and also provides greater scheduling flexibility.			
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: <i>(dd/mm/yy)</i>		29 September 2017	
Department or Program: <i>(e.g. History)</i>		English Department	
Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>		GL/EN 4330 3.00	
Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>		The Funny Men of the Eighteenth Century: Swift, Fielding and Sterne	
Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>		Swift, Fielding and Sterne	
Language of instruction:		EN	
Academic term: <i>(e.g. FALL 2012)</i>		Fall 2018	
Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>			
This course studies the comedic and satirical narratives by three of the greatest humourists of the eighteenth century (Jonathan Swift, Henry Fielding, Laurence Sterne), in their socio-historical contexts and with regard to various theoretical approaches to satire, humour, and laughter.			
Cross-listings:	GL/	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): X YES <input type="checkbox"/> NO Course specific category: Literature 1660-1900			
Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>			
This course studies three of the most successful prose satirists and humourists whose works targeted as well as entertained audiences in the eighteenth century: Jonathan Swift, Henry Fielding, and Laurence Sterne. The course elucidates the socio-cultural contexts of the texts' production and original reception, and explores them through Neo-Classical, modern, and postmodern theories of genre and reader-response. The course begins with Swift's early experimentation with prose forms for mostly political purposes. Next comes Fielding's tongue-in-cheek Neo-Classical poetic theory that adapts "epic" and "comedy" in combination with the gendered prose form of "romance" into an early iteration of the novel for purposes of literary parody as well as social commentary. Sterne's intertextual works provide the period's greatest experiments with form for a variety of purposes, including distinctly "Shandean" hilarity, and anticipate many postmodern critical concerns. By the end of the course, the students will have gained an understanding of an extraordinarily fertile period in the development of English narrative and social satire.			
ASSESSMENT SCHEME: 1 Short essay (30%), 1 Long essay (40%), 1 seminar presentation (20%), Participation (10%)			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
English Department	Igor Djordjevic	Signature received	15 September 2017
Department/Program approval for Cross-listings/Course Credit Exclusions:			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
The English Department seeks to amplify its offerings in literary courses and to allow more in-depth study of significant developments in the long history of English literature, and particularly in the period 1660-1800 in which we have not had previous offerings at the 4000-level. The pedagogical model of the senior seminar, coupling presentations with peer-response, will allow the students to devise and present research projects, the experience in which will prepare them for graduate studies, teaching, and other careers that combine research, data-analysis, and presentation. The inclusion of this half course (3.0) responds to requests of English Majors for more half courses at the upper-year levels, and also provides greater scheduling and staffing flexibility.			
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	