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MEMO

TO: Susan Rowley, Dean of EHS Division, and the EHS Faculty
FROM: Cameron Webster
DATE: September 23, 2011
RE: Secondary Education (English) Curriculum Revision

PROPOSAL SUMMARY:

This is a proposal to change the curriculum for the Secondary Education English program. There are two new courses that are proposed, Literature of an Evolving Canon (required) and Adaptations: From Narrative to Film (elective), two courses that will be dropped from the current curriculum (Introduction to Creative Writing and one of the American Literature courses), two courses that will be modified, Survey of Fiction will become Reading and Writing Fiction and will now be added to the curriculum as a required course and Shakespearean Drama will become a 300 level requirement as opposed to its current designation as a 200 requirement. Several courses will be eliminated from course offerings. This new curriculum will require 33 hours (including Rhetoric I and II), an increase of six credits from our current offering of 27 hours.

1) Course Elimination from Program Requirements: WRT 120 Introduction to Creative Writing; either ENG 240 or ENG 241 American Literature I or II

2) Course Elimination from Literature Electives: ENG 120 Introduction to Literature; ENG 201 Literature of the Bible; ENG 215 Survey of Fiction

3) Existing Course Added to the Program Requirements: ENG 350 Literature Seminar (or 350A—Ireland or 350 B—Canada)

4) New Course Requirement to Program: ENG 4XX Literature of an Evolving Canon

5) New Course Elective for Literature: ENG 3XX Adaptations: From Narrative to Film

6) Course Modifications: ENG 215 Survey of Fiction modified to become ENG 2XX Reading and Writing Fiction; ENG 261 Shakespearean Drama modified to become ENG 3XX

RATIONALE:

Until very recently, all literature offerings at Champlain College have been listed, treated as, and taught as 200-level, survey of literature classes, a point that ROPA (Results Oriented Program Approval) made an issue of in its 5/18/10 Report of the Full Program Review Team after its site visit of the undergraduate Secondary Education (English) program. The ROPA report states: “English candidates do not clearly have the depth and breadth of content in English essential to teaching in high schools. While literature is integrated into the Core, there is no evidence that the candidates are developing depth in literature.” The main issues then were with lack of depth and breadth. In addition, there is a lack of balance: the current curriculum requires two creative writing classes in which there is considerable overlap and only five literature classes. This condition is in place because the current curriculum is constructed primarily of courses that we had on hand at the time that it was being formed. As the ROPA report stated, there is neither enough breadth nor depth. The program needs more upper-level course offerings, an increase in required hours, and an increased concentration in literature.

Proposal Specifics

Current Curriculum

Rhetoric I and II (COR 115 and 125)
American Literature I (ENG 240)
British Literature I or II (ENG 242 or 243)
Reading and Writing Poetry (ENG 250)
Creative Writing (WRT 120)
Survey of Drama (ENG 260)
Shakespearean Drama (ENG 261)
American Lit II (ENG 241)

Proposed Curriculum

Rhetoric I and II (COR 115 and 125)
American Literature I or II (ENG 240 or 241)
British Literature I or II (ENG 242 or 243)
Reading and Writing Poetry (ENG 250)
Reading and Writing Fiction (ENG 2XX)
Survey of Drama (ENG 260)
Literature Elective (ENG 2XX or 3XX)
Literature Seminar (ENG 350 or A or B)
Shakespearean Drama (ENG 3XX)
Literature of an Evolving Canon (ENG 4XX)

Program Sequence

Program begins with survey courses that expose students to American and British literature in three genre: drama, poetry, and fiction. Works are studied in the context of historical/theoretical movements and periods. Students practice analysis, insightful, thematic discussion, and writing about literature. Some critical theories are practiced. Concurrently, students take Rhetoric I and II and read and analyze non-fiction, expository essays.

In the second year, students continue to explore works of poetry and fiction and learn writers’ techniques through analysis that focuses on elements and devices. Students practice writing

creatively by emulating effective techniques practiced by the writers discussed, and they study some international literature.

In the third year, students have one more survey course, Survey of Drama, and they delve deeply into a narrow-focused subject, whether is it author-specific (350A or 350) or regional (350 B). Additionally, they add a special interest course through a literature elective.

In the fourth year, students continue with the narrow focus of the third year with an in depth course in Shakespearean Drama. This course not only shows Shakespeare's influence on western literature, but it puts the literature of Shakespeare in historical context and provides opportunity to delve into literary criticism in greater depth than the survey courses. In Literature of an Evolving Canon, students look at a broad array of global and American diverse-cultural literature and explore in depth the significant similarities and differences between a variety of literary paradigms. They consider what makes literature great and what makes it fail to be great—they go beyond what makes literature effective and study effects of political influences. Finally, they pull together knowledge and skills and debate and defend their own criteria for determining what is must read literature.

Main Advantages of Proposed Curriculum

- Students take classes that cover most literary theories and most periods and movements in Western literature.
- Students read intensively in all genres.
- There is an increase of 6 hours of literature providing greater breadth.
- Students read, write, analyze, and evaluate literature and critical work progressively in greater depth.
- Students will have greater opportunity to think and write creatively.

PROPOSED ACTIONS:

1a) Eliminate WRT 120 Introduction to Creative Writing from the program: currently, there is overlap with Creating Writing and ENG 250 Reading and Writing Poetry. ROPA requires that Secondary Education (English) students have experience with writing in the creative genres. With a modification of Survey of Fiction to Reading and Writing Fiction, students will study and practice creative writing in the two genre that they typically cover in Introduction to Creative Writing, poetry and fiction, which will make Introduction to Creative Writing redundant.

1b) Eliminate one of the two American Literature courses as a program requirement: ENG 240 or ENG 241 American Literature I or II. These two courses will offered in alternating years. When students take ENG 240 American Literature I, they will be advised to take ENG 242 British Literature II in the following semester. When students take ENG 241 American Literature II in their first semester, they will be advised to take ENG 241 British Literature I in their second semester. In this way, they study most western literary movements and periods. This will be

an efficient way to free space for an additional course later. If students desire, they may take in their third year as their Literature Elective either the American or the British Literature course that they missed in their first year.

2a) Eliminate ENG 120 Introduction to Literature as a Literature Elective. This survey course covers all three creative genres, dividing time spent on each. By eliminating it, redundancy is reduced. Secondary Education Program students will have three courses in place of this in which they will have more breadth and depth: Reading and Writing Poetry, Reading and Writing Fiction, and Survey of Drama. Those non-program students who wish to take a survey course will lose the opportunity to experience all three genres at once, but they will gain in breadth and depth within any chosen course based on genre.

2b) Eliminate ENG 201 Literature of the Bible. The course has not been taught for many years and there was little interest in the past. No programs require it, nor have requested that it be offered.

2c) Eliminate ENG 215 Survey of Fiction. This course will be modified to become ENG 2XX Reading and Writing Fiction. Keeping Survey of Fiction would result in too much overlap.

3) Add existing course—ENG 350 or 350A or 350B Literature Seminar—to the proposed curriculum. These courses are currently elective courses for the Secondary Education Curriculum. Because they provide in depth concentration into specific authors or regional literature, they will offer depth to the new curriculum. Also, they require increased attention to literary criticism and research, as well as more thorough discussion and debate of literature and evaluation and assessment of secondary sources.

4) Add new course—ENG 4XX Literature of an Evolving Canon—to the proposed curriculum. This course will incorporate literature from around the world, explore avant garde literature, explore the concept of canonical literature, and challenge students to consider the effects of culture, economics, history, and political correctness on their choices for what they consider to be must read literature. It is an in depth look at literary criticism, ethics, and world literature.

5) Add new elective—ENG 3XX Adaptations: From Narrative to Film—to the proposed curriculum. This widely popular course will provide the only 300 level elective. Students will analyze both original narratives and their film adaptations and then make comparisons that will provide unique perspectives on novels, short stories, and plays. This course emphasizes criticism-based research and literary theory.

6a) Add ENG 2XX Reading and Writing Fiction as a modification of existing course ENG 215 Survey of Fiction. Currently, there is no required, dedicated fiction course in the Secondary Education curriculum. This addition will allow students to have dedicated survey courses all three genre: poetry, drama, and fiction, and will further provide instruction in writing creative fiction.

6b) Add ENG 3XX Shakespearean Drama as a modification of existing course ENG 261 Shakespearean Drama. While this course continues to be part survey course, broadening students' exposure to Shakespeare's plays (and poetry), it adds a rigorous research component, which provides more depth in analysis and application of literary criticism.

EFFECTIVE DATE OF CHANGE: Fall 2012