Proposal to create **ENGV 360, Introduction to Close Reading**, for Tier Two – Humanities

*Approved by UA-South Dean Jim Shockey, 7/28/14*

### Course Offerings

<table>
<thead>
<tr>
<th>Academic Career:</th>
<th>UGRD</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>ENGV</td>
<td>English UA South</td>
</tr>
<tr>
<td>Catalog Nbr:</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Academic Organization:</td>
<td>2910-HUMSC</td>
<td>Humanities and Science, Div</td>
</tr>
<tr>
<td>Course Typically Offered:</td>
<td>FALLSPRING</td>
<td></td>
</tr>
<tr>
<td>Co-Convened</td>
<td>N</td>
<td>If Yes, Co-Convened with (ID and offer nbr)</td>
</tr>
<tr>
<td>Co-Convened Subject:</td>
<td></td>
<td>Catalog Nbr:</td>
</tr>
</tbody>
</table>

### Enrollment Requirements

**Course Requisite Information**

<table>
<thead>
<tr>
<th>Requisite Type:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course ID:</td>
<td>035810</td>
</tr>
<tr>
<td>Subject:</td>
<td>ENGL</td>
</tr>
<tr>
<td>Catalog Nbr:</td>
<td>160A1</td>
</tr>
</tbody>
</table>

**Requisite Details**: Completion of freshman composition sequence and two courses from Tier One Traditions and Cultures (Catalog Numbers 160A1, 160B1, 160C1, 160D1).

### New Requirement Group Information

<table>
<thead>
<tr>
<th>Description:</th>
<th>Introduction to Close Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Course Title:</td>
<td>Introduction to Close Reading</td>
</tr>
<tr>
<td>Long Description:</td>
<td>This course is designed to introduce students to the study of literature. Through close reading and discussion of poetry, short stories, narrative fiction and/or drama or through the focus on one or more authors, students will begin to learn and incorporate the methods and tools of literary analysis into their own critical approach to reading and writing about literature.</td>
</tr>
<tr>
<td>First Term Effective:</td>
<td>2144: Fall 2014</td>
</tr>
<tr>
<td>Course Type</td>
<td>Permanent</td>
</tr>
</tbody>
</table>

### Instructors

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>00868790</td>
<td>Kyle Diroberto</td>
</tr>
</tbody>
</table>

### Course Attributes

<table>
<thead>
<tr>
<th>Course Attribute</th>
<th>Description</th>
<th>Course Attribute Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Course</td>
<td>HCON</td>
<td>Honors Contract</td>
<td></td>
</tr>
<tr>
<td>Course Equivalencies</td>
<td>ME</td>
<td>Mutually Exclusive</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>T2-HUM</td>
<td>Tier 2 Humanities</td>
<td></td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td>WEC</td>
<td>Writing Emphasis Course</td>
<td></td>
</tr>
</tbody>
</table>

Explain the associated values for Course Equivalency or Mutually Exclusive courses:

ENGV 360 is mutually exclusive to ENGL 280. Students who will receive credit for either ENGV 360 or ENGL 280, but not both.
Additional Course Information

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>3</th>
<th>Maximum Units</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Edit</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Consent</td>
<td>N</td>
<td>Drop Consent</td>
<td>N</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>GRD</td>
<td>Grade Roster Print</td>
<td>C</td>
</tr>
<tr>
<td>Repeat for Credit</td>
<td>N</td>
<td>Total Units Allowed</td>
<td>0</td>
</tr>
<tr>
<td>Allow Multiple Enroll in Term</td>
<td>N</td>
<td>Total Completions allowed</td>
<td>1</td>
</tr>
</tbody>
</table>

Course Components

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Lecture</th>
<th>Graded Component</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Section Size</td>
<td>30</td>
<td>Primary Component</td>
<td>Y</td>
</tr>
<tr>
<td>Workload Hours</td>
<td>3</td>
<td>Optional Component</td>
<td>N</td>
</tr>
<tr>
<td>Final Exam</td>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funding Analysis

Is proposal of this course associated with a new hire? N
If no new hire and no course deletion, explain what adjustments will be made in current faculty teaching assignments?
Taught by existing faculty.

Intended Course Fees: none

*What programmatic need does this course satisfy: required or optional in what undergraduate or graduate majors, minors, or certificates?
This course will be a requirement for all English Majors and Minors and a prerequisite to ENGV 380.

*Field Trips: none

*Provide a minimum of three learning outcomes for the course.
1. A clear understanding of the formal attributes of literary texts most essential for analysis (genre as a concept/tradition, author vs. speaker, sound and rhythm, etc.)

2. A good grasp of how these attributes work in producing the thematic content of literary texts, all of which should be achieved through the practice of close reading (this class’s most important skill)

3. A facility for understanding the most important assumptions and conflicts underlying literary texts, exemplified with convincing textual evidence -- so that the student passes beyond summary into probing analytical interpretations

4. College-level competence with grammatical written English in arguments about literature

5. Basic mastery at the college level of critical argumentation in interpretations of texts

6. Knowledge of how to find, and use for analysis, the meanings and etymologies of English words and the sources of allusions in the texts studied

Requester Details

Name: Carol - Lehman
Email: calehman@email.arizona.edu
Date: 05/07/2014
Phone: -
Department: University of Arizona South
**General Education**

Please explain how the course satisfies the criteria below:

*Writing:*
There will be 10 (3-4) page essays that will be revised after peer and instructor review. These short papers will sometimes be worked on in class, and will be completely revised at least twice. Feedback will include evaluations of format, content, argument, and grammar. The approach to these papers will involve the critical analysis, interpretation and evaluation of literary texts. There will also be two 5-7 page essays that will be expansions of the best (students' choice) of two of the smaller essays written out of class. There will also be ten quizzes to make sure the readings are being done.

**Total number of pages the student must write:** 10

*Will at least one writing assignment involve revision after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y*

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis? N*

*Honors:*
The Honors component will provide students with an enhanced learning experience, different qualitatively, rather than quantitatively, when compared to the experience of non-Honors students. These will include discussions of the nature and scope of current and past controversies among scholars, experience using critical, analytic skills unique to the subject matter, and introduction to major contributors to the historical and current development of the field.

*Assessment:*
After this course the students will have:

1. A clear understanding of the formal attributes of literary texts most essential for analysis (genre as a concept/tradition, author vs. speaker, sound and rhythm, etc.)

2. A good grasp of how these attributes work in producing the thematic content of literary texts, all of which should be achieved through the practice of close reading (this class’s most important skill)

3. A facility for understanding the most important assumptions and conflicts underlying literary texts, exemplified with convincing textual evidence -- so that the student passes beyond summary into probing analytical interpretations

4. College-level competence with grammatical written English in arguments about literature

5. Basic mastery at the college level of critical argumentation in interpretations of texts

6. Knowledge of how to find, and use for analysis, the meanings and etymologies of English words and the sources of allusions in the texts studied

This will, of course, include giving the students practice in and the ability to

1. identify and analyze the impact of cultural and historical factors on the creation and reception of artistic and literary works

2. relating arguments and ideas from literature and historical documents to the circumstances under which they were written, e.g., literature of the Harlem Renaissance;
3. read primary documents and be able to place them in their historical context;

4. identify disparate ideas from the evidence of these documents

5. describe how the development of philosophical and religious thought has influenced human civilization

6. use appropriate vocabulary for written and oral descriptions and analyses of literary works

7. explore aspects of human culture such as religion, history, philosophy, literature and languages in an interdisciplinary fashion rather than as discrete phenomena

8. allow students to develop critical thinking

*Critical Thinking Skills:
Students will have basic mastery at the college level of critical argumentation in interpretations of texts and they will develop a facility for understanding the most important assumptions and conflicts underlying literary texts -- exemplified with convincing textual evidence -- so that the student passes beyond summary into probing analytical interpretations.

*Interactive Modes of Instruction:
In person, ITV, and assignments will also take place online in d2l.

*Information Literacy:
Students will gain skills that will increase their ability to access information effectively and efficiently, and the ability to use information effectively to accomplish a specific purpose or complete a specific project. These skills will pertain to literature. The students will learn critical interpretation skills based on close reading, which is a method of accessing information, a more effective way of reading, and they will gain argumentation and communication skills that will result in well written and well argued papers.

*Explain how required readings and materials will be available to students:
Readings will be available through required texts and through readings made available through d2l.

*Course Format - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>100%</td>
</tr>
<tr>
<td>Discussion Section</td>
<td>0%</td>
</tr>
<tr>
<td>Lab</td>
<td>0%</td>
</tr>
<tr>
<td>Practicum/Service Learning</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Will 40% of grade points be completed by the 8th week of classes?  Y

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SAMPLE SYLLABUS:  ENGL 360

Kyle DiRoberto  Fall 2014
Tuesday 6:00-8:30
Office: A124
Office Hours: Monday 10-12 and by appointment
Email: droberto@email.arizona.edu
Required Text:


With supplemental readings from Paul Fussell, *Poetic Meter and Poetic Form* or a similar source on meter and form.

**ENGV 360: Introduction to Close Reading**

**Course Description:** This course is designed to introduce students to the study of literature. Through close reading and discussion of poetry, short stories, narrative fiction and drama, students will begin to learn and incorporate the methods and tools of literary analysis into their own critical approach to reading and writing about literature. As we read examples of some of the key genres of literary production -- particularly poetry ranging from Old English riddles to contemporary innovations -- we will begin to work out a technique of active reading and response. We will consider how different literary works demand different kinds of reading and debate the range of expectations and assumptions we bring to the texts we study. Students will write analytical papers frequently, both in and out of class, and will work one-on-one with the instructor and with the class to delimit the boundaries of critical reading and writing. By the end of the course, we will only have begun to answer these seemingly simple but actually quite complex questions: What is the task of interpretation? What is close reading? How do we write arguments of literary interpretation?

**Learning Objectives:**

1. A clear understanding of the formal attributes of literary texts most essential for analysis (genre as a concept/tradition, author vs. speaker, sound and rhythm, etc.)

2. A good grasp of how these attributes work in producing the thematic content of literary texts, all of which should be achieved through the practice of close reading (this class’s most important skill)

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6. Knowledge of how to find – and use for analysis – the meanings and etymologies of English words and the sources of allusions in the texts studied

**Assignments**

You will write a response assignment weekly. This response will be a close reading of one of the poems we have read. Your close reading should reflect whatever aspect of literature (tone, setting, speaker) we are studying that week. These assignments are due in the appropriate D2L dropbox by 12:30 pm on the date due. You will also write three papers in which you further develop your close reading of one or more poems in terms of one or more of the formal elements on our list.

**Grade Percentages**

Attendance and Participation: 5 points for coming and 0-5 points for participating= 150 points

Quizzes: 15 Points each X 10 quizzes= 150 points

10 Weekly Response Assignments (40 points each) =400 points
3 Essays each worth 100 points = 300 points total

Total=1000 points

**Grading Scale**

900-1000 = A
800-899 = B
700-799 = C
600-699= D
599 and below = E

**Weekly Schedule**

**Week One:** Understanding the Text: Tone pgs. 27-68 and, from the Writing About Poetry section, Paraphrase, Summary, and Description pgs. 623- 632.

**Week Two:** Understanding the Text: Speaker pgs. 68-93

**Week Three:** Understanding the Text: Situation and Setting pgs. 94-129 and, from the Writing About Poetry section, The Writing Process pgs. 633-645

**Week Four:** Understanding the Text: Language pgs. 129-152

**Week Five:** Understanding the Text: Language pgs. 153-198 and, from the Writing About Poetry section, Quotation, Citation, and Documentation pgs. 660- 671

**Week Six:** Understanding the Text: The Sounds of Poetry pgs. 199-219 and supplementary reading from Fussell

**Week Seven:** Understanding the Text: The Sounds of Poetry pgs. 220-230 and supplementary reading from Fussell

**Week Eight:** Understanding the Text: Internal Structure pgs. 231-254

**Week Nine:** Understanding the Text: External Form pgs. 255-289

**Week Ten:** Understanding the Text: The Whole Text pgs. 290-302

**Week Eleven:** Exploring Context: Reading Poetry in Context pgs. 303-338

**Week Twelve:** Exploring Context: The Author’s Work in Context pgs. 339-381

**Week Thirteen:** Exploring Context: Literary Tradition as Context pgs. 382-422

**Week Fourteen:** Cultural and Historical Contexts: The Harlem Renaissance pgs. 423-466

**Week Fifteen:** Cultural and Historical Contexts A Poetry Casebook pgs. 466-496

Academic Dishonesty and Plagiarism:

- All UA students are responsible for upholding the Code of Academic Integrity, available through the office of the Dean of Students and online at [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity) You can read the summary in the Student’s Guide, but it means that you must do your own writing for all the assignments in this class.
- Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work is prohibited by the Student Code of Conduct.

Class Conduct: All UA students are responsible for upholding the Student Code of Conduct, which can be read online at [http://policy.web.arizona.edu/threatening-behavior-students](http://policy.web.arizona.edu/threatening-behavior-students)

From the Code of Conduct of Student Behavior, this includes the following: Interfering with or disrupting university or university-sponsored activities, including but not limited to classroom-related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services.

Absence policy to include: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion,

Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Students with Disabilities: If you anticipate accessibility issues related to the format or requirements of the course, please meet with your instructor to discuss ways to ensure your full participation. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and that you notify your instructor of your eligibility for reasonable accommodations so that you and instructor can coordinate them.

Course Content: If any of the course materials, subject matter, or requirements in this course contain materials that are offensive to you, speak to your instructor. Usually, the resolution will be to drop the course promptly.

Syllabus: Each instructor will distribute a course syllabus during the first week of class. Instructors will review the course syllabus and policies with students. Students should talk with the instructor if they anticipate a need for alternative assignments or readings.

The information contained in the course syllabus, other than grades and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.