

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

EP.01.21

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



April 11, 2001

Susan A. Lamb, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Lamb:

Enclosed are copies of a proposal from the College of Liberal Arts and Sciences and the Council on Teacher Education for a revision of the Teaching of English Major.

This proposal has been approved by the College and the Council; it now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads "Keith A. Marshall".

Keith A. Marshall  
Assistant Provost

KAM/ab

c: University Librarian  
D. Kay  
A. Willis  
D. Baron  
A. Mester  
C. Zych  
S. Benson

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Council on Teacher Education  
130 Education Building, MC-708  
1310 South Sixth Street  
Champaign, IL 61820-6990



February 26, 2001

Keith Marshall  
Staff Associate  
2<sup>nd</sup> floor Swanlund  
MC-304

Dear Keith:

Enclosed you will find Proposed Changes in the Teaching of English Major. The proposal is a companion to the proposal to revise the Science and Letters Major in English (EP.01.11) which you recently forwarded to the Senate Committee on Educational Policy. The enclosed proposal has been approved by all necessary committees, including the Council on Teacher Education, and is now ready for Senate review.

Please contact Professor Kay or me if any additional information is required.

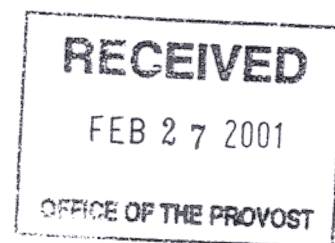
Sincerely,

  
Chet Zych  
Associate Director

Encl.

C: David Kay  
Arlette Willis  
Dennis Baron  
Ann Mester  
Sheryl Benson

CZ/dm



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Dean

College of Liberal Arts and Sciences  
294 Lincoln Hall  
702 South Wright Street  
Urbana, IL 61801-3631



January 25, 2001

Chet Zych  
Council on Teacher Education  
130 Education Building  
MC-708

Dear Chet:

The Courses and Curricula Committee, Academic Affairs Committee, and Executive Committee of the College of Liberal Arts and Sciences voted to approve the following proposal.

Proposal for a Revision to the Teaching of English Major

A companion proposal for the regular major is now ready for review by the Senate Educational Policy Committee for proposal implementation in Fall 2002. Please direct this proposal to the Council on Teacher Education for Review.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ann M. Mester'.

Ann M. Mester  
Assistant Dean

Encl.

Cc: D. Baron  
W. D. Kay

## Proposed Changes in the Teaching of English Major

Sponsor: David Kay, Associate Head, Department of English, 244-1468, w-kay@uiuc.edu

### Brief Description

In response to widespread interest among our faculty in sequencing our courses better and in providing a more comprehensive introduction to formal criticism of the major literary genres and to basic strategies of critical analysis, the English Department voted overwhelmingly last May to make the following changes in the Teaching of English major:

- 1) substituting a new, more inclusive course, English 100 "Introduction to the Study of Literature" (see below) as the required gateway course to the major but offering students the alternative of taking English 101 "Introduction to Poetry" and either "English 102 Introduction to Drama" or "103 Introduction to Fiction" (this allows some flexibility for transfer students and those who decide on the major after taking several introductory courses but assures that they have some exposure to the close reading of poetry);
- 2) adding a new course, English 200 "Critical Approaches to Literature" (similar in function but much updated from the old English 215 "Practical Criticism" formerly required for the Teaching of English curriculum) as a required core course with a prerequisite of at least one introductory literature course chosen from English 100, 101, 102, or 103;
- 3) requiring English 100 or English 101 as prerequisites for the surveys (English 209, 210, 255, 256);
- 4) requiring that completion of the Composition I requirement be a prerequisite to all 200-level course in literature;
- 5) raising English 118 to the 200-level as English 218;
- 6) making the required Groups I-III (British and American literature) more flexible so that they include topics courses and other courses now excluded, but relevant to the national and period divisions (e.g., including women's literature, ethnic literature, genre, and topics courses in each area);
- 7) reorganizing Group V ("Theme, Mode, and Genre") into categories to clarify the elective choices available;
- 8) adding the American history surveys to the options available for the "Western Culture" requirements;
- 9) slightly expanding the options in the required group of courses in composition theory and history of the language that Teaching of English students must take.

With the exception of the last item, all of these changes are also being proposed for the regular English major as well.

### Justification

#### 1. New courses:

The two proposed gateway courses to the Teaching of English major are designed to improve the basic skills of literary analysis of our students by addressing critical issues directly.

##### a) English 100 "Introduction to the Study of Literature"

English 100 is intended to introduce students to the college-level study of literature. It will be required of all English majors and strongly recommended for other students who intend to take further literature courses. It offers discussion, demonstration, and application of the skills needed to pursue literary study on the college level. Emphasis will be placed on close reading, the skill of reading with attention to form as well as content; on genre, the distinctive characteristics of poetry, fiction, and drama and the corresponding demands they each make on readers; on interpretation, exploring the meanings of a literary text; and on contextualization, placing the individual text in its historical and intellectual context. Students will be asked to demonstrate these skills in a series of short papers. Reading will include poems, works of fiction, and plays; samples of analytic and critical writing; and a handbook of literary study.

English 100 is intended to address a problem that many of the faculty have identified: that many of our students come into 200- and 300-level courses lacking basic skills for reading literature. They are often not familiar with the techniques of close reading; they do not know how to identify and address the textual issues that the various genres—poetry, fiction, and drama—raise; they have difficulty in constructing interpretations and in evaluating their validity; and they do not know how to supply historical and cultural contexts for what they read. At present, the department relies on English 101, Introduction to Poetry, required of all majors, to address these deficiencies, hoping that the close analysis of poems will indirectly teach the skills that students need. The premise of English 100 is that these skills might better be taught directly.

Mode of Instruction: Most majors would be expected to take this course as the introductory course for the major. It would be taught in lecture-discussion sections or Discovery sections by graduate assistants, adjunct faculty, and faculty. Instructors would be given some freedom about choice of texts, but the course guidelines would suggest a timetable and a common set of concepts and tasks to be included. Course guidelines would be developed by an ad-hoc committee reporting to the Curriculum Committee, and the course's staff would meet at least once prior to the start of classes each semester and at regular intervals during the semester to discuss pedagogical strategies for meeting the course goals.

b) English 200 "Critical Approaches to Literature" English 200 will introduce students to a selection of influential critical methods currently used in the study of English and American literature. The specific goal is to provide students with a basic understanding of the methods discussed, particularly the kinds of questions each method explores, has generated. The general goal is to prepare students to read and analyze the kinds of critical discourse they will often encounter in 300-level courses and to give them an awareness of the multiple possibilities for critical interpretation that now characterize the field of English. Theoretical and critical essays will be read in relation to selected literary texts, and the methods studied will be explained through practical applications to these texts.

Rationale: As reflected by the vote at a February 1999 departmental meeting and by letters directed to the Curriculum Committee, there was strong interest in adding such a course to the major, and in doing so at a relatively early stage of students' coursework. The course fills several gaps in the major: it introduces students to a variety of interpretive modes used in literary analysis; it familiarizes students with the kinds of critical questions—formal, cultural, and political—that attend the reading of literary texts; and it provides English majors with a basic intellectual orientation to the discipline of English.

Mode of Instruction: We anticipate that this course will be taught by tenure track faculty, either in sections of thirty-six or less in or in classes of up to seventy where the faculty instructor worked with a graduate assistant. Because this course involves more explanation of critical concepts and theory than is customary in English literature classes, it seems to invite more structured class sessions, particularly when covering the first half of the course outline, and several of our Luckman teaching award winners are eager to try teaching it in an expanded class format. The department voted in May to experiment with both modes of instruction. We will try both the smaller and the medium size class model and monitor their effectiveness.

2. A second feature of this new curriculum is its clearer hierarchy of courses and the institution of prerequisites for the core courses. In general, course prerequisites would be emphasized by statements in the course catalogue, the timetable, and the course descriptions and their completion encouraged by departmental advisors.

- a) Composition I requirement for 200-level literature courses:  
The prerequisite of “Completion of the Composition I requirement” for the survey courses in English and American literature (English 209, 210, 255, and 256) was added last year to make these courses conform to the official state articulation initiative (IAI) course descriptions. Because of complaints from instructors about students in our 200-level literature courses who are unprepared to do the writing required for these courses, we request at this time that the prerequisite “Completion of the Composition I requirement” be added to every 200-level English course.
- b) Prerequisites for English core courses:  
To assure that students have adequate preparation for the English core courses, we request that English 200, 209, 210, 255, and 256 have the prerequisites listed above in the Brief Description, Sections 1 and 2. This will also discourage students from postponing their basic 100-level coursework until late in the major, which sometimes happens now with English 101, Introduction to Poetry.

### 3. Readjustment of the distribution requirements for electives within the major:

English 300 (the topical “Writing about Literature”) has been retained as the Composition II requirement with the understanding that the major description would urge students to take it early in their 300-level work. We voted to retain the Shakespeare requirement and the five groups of distribution requirements from the current curriculum (English literature before and after 1800, American literature, major author, and theme-mode-genre), but to make them more flexible so that students have the opportunity to count topics courses of various kinds for the historical periods in Groups I-III. Accordingly, we voted to list some of the 200- and 300-level topics courses under the period categories with an asterisk indicating that they may count for these groups if their topics are appropriate. Secondly, we voted to make the list of genre courses more consistent by allowing some of the period genre courses (e.g., 328 “English Drama of the Restoration & 18<sup>th</sup> Century”) to count here, as the sequence in the American novel now does. This will allow students who want to concentrate their work outside of the surveys in a single genre to do so. Likewise, we voted to double-list courses in women’s literature, Asian-American, Afro-American, and post-colonial literature so that students could take them under either the period or the Group V categories. *As in the current major, Teaching of English students will be required to take one course in women’s or minority literature. Finally, English 385 “Literature for the High School” is included as an option under critical theory in Group V here, as it is in the regular English proposed curriculum.*

*The Teaching of English curriculum will also continue to require that students take the second half of the two-hundred level American literature survey, compensating for that by allowing them to take only one course in British literature. The Introduction to Shakespeare course (English 118), formerly approved for Teaching of English as an option in addition to a 300-level Shakespeare course, will be retained but raised to the 200-level as English 218. B&TW 390 has been added as an option under the “Language & Writing Studies” category. The Communications Area Committee of the Council on Teacher Education has approved these changes.*

### 4. Addition of the American history sequence (History 151-2) to the Western Civilization Requirement:

The English Department continues to believe that solid grounding in history or comparative European literature is desirable for English majors, but now wishes to include the American history survey to serve the needs of those students who wish to focus their work on American literature and its backgrounds. This addition will allow students in the Teaching of English

curriculum, which has very little space for electives, to apply the course in American history required for secondary certification in the State of Illinois to their Western Civilization requirement.

5. Hours in the Teaching of English major:

The addition of English 200 will increase the minimum number of hours of required literature courses in the Teaching of English major from thirty-nine to forty-two. Given the increase in critical awareness that we hope this course will produce, this addition seems to be justifiable. However, because this proposal reduces the amount of supporting coursework by allowing Teaching of English majors the choice of including their required American history course as part of their Western Civilization sequence for a total of six hours, whereas now it must be taken in addition to that sequence for a total of nine hours, *it does not increase the total number of hours in the Teaching of English curriculum even though it adds three hours of English 200 to the major core.*

**BUDGETARY AND STAFF IMPLICATIONS:**

1. Additional staff and dollars needed:

Since the English Department has had an average of 225 junior majors in recent years, we will, need to offer three 70-student sections and a 36-student section of English 200 each year. The instructional cost for each 70-student section is 2 course assignments (1 for faculty, 1 for TA (= one "third")); thus the instructional cost for the year would be 7 teaching assignments, 4 of them faculty, 3 of them TA.

2. Internal reallocations (changes in class size, teaching loads, student-faculty ratio, etc.)

We would anticipate no changes in teaching loads as a result of this proposal. As noted above, class size in the English 200 sections will, in some cases, be larger than in our typical lecture-discussion sections but smaller than the two-lecture, one-discussion section format we use for the required survey courses. English 100 sections would be staffed from moderate reductions in the number of English 101 and 103 sections offered each semester.

3. Effect on course enrollments in other departments and explanations of discussions with representatives of those departments:

Change in the Western Civilization requirements for the supporting coursework might result in some redistribution of enrollments between Comparative Literature and History or within the History options permitted. The chairs of History and Comparative Literature have expressed their acceptance of the proposed changes.

4. Impact on library, computer use, laboratory use, equipment, etc.

At most there would be a small increase in the number of English books needed to service English 200, but most of these would already be in the library's collection.

**GUIDELINES FOR UNDERGRADUATE EDUCATION:**

The two new gateway courses proposed relate directly to the guidelines for undergraduate education listed in "An Academic Plan for the Urbana-Champaign Campus." Their purpose is to strengthen the effectiveness of our gateway courses in assuring that "Every undergraduate should develop or have developed the basic ability to read and listen intelligently; write and speak coherently, observe and respond critically to a variety of forms of communication; think clearly, critically, and creatively; . . . and acquire an attitude which reflects curiosity, a desire to continue to learn, a respect for evidence, a tolerance of disagreement, and a positive acceptance

of change." Reading intelligently, writing coherently, responding critically, and being aware of the range of critical disagreement about literature is precisely what these courses are about.

The distribution requirements in the major are designed to see that students have a broad understanding of the Anglo-American literary and cultural tradition, but the inclusion of topical courses in the traditional national and period categories also furthers the goal of making students aware of literature's relation to ongoing debates about social, cultural, political, and philosophical issues and of the role of minority voices within the literary tradition.

**CLEARANCES:**

*Jim Egan* 4/17/00  
Department/Unit Head Date

*Arlotte J. Hillis* 2/15/01 *W. David Kay, co-chair* 4-17-2000  
Communications Area Committee, CTE

*Ann M. West* 1/25/00  
Assoc. Dean, College of Liberal Arts and Sciences Date

*Spangl Benson* 2/21/01  
Executive Committee, Council on Teacher Education

\_\_\_\_\_  
Assoc. Provost Date



**STATEMENT FOR THE BULLETIN:**

**EFFECTIVE DATE:** August 2001

## English

*Currently Available*

- MAJOR IN SCIENCES AND LETTERS CURRICULUM
  - English Option
  - English Teaching Option
- MINOR IN ENGLISH
- TEACHER EDUCATION MINOR IN ENGLISH

The Department of English sponsors two options. The English option is organized to provide instruction in literature in English, literary theory and criticism, the English language, expository and creative writing, writing studies, English education, film, cultural studies, and closely related fields. Students who major in English have many choices in planning a field of study, but the basic program is designed to accommodate students who seek to broaden their familiarity with our literature, to intensify their language skills for personal and professional reasons, and to learn more about literature's relationship to the other arts, history, philosophy, psychology, and the modern languages. The English Teaching Option leads to certification to teach in Secondary School. The department also offers a major in Rhetoric with options in creative writing and professional writing (see Rhetoric).

### MAJOR IN SCIENCES AND LETTERS CURRICULUM

Students must select one option.

ENGLISH OPTION [text has been omitted here]

### ENGLISH TEACHING OPTION

This major is designed for students preparing to teach English at the secondary level.

e-mail: [english@english.uiuc.edu](mailto:english@english.uiuc.edu)

Degree title: Bachelor of Arts in Liberal Arts and Sciences

Minimum required major and supporting course work normally equate to 48 hours

General education: Please consult the Academic Advisor for Secondary Teacher Preparation in 120 Education Building. The Composition II requirement is satisfied by English 300+.

Minimum hours required for graduation: 120 hours

Departmental distinction: Distinction will be awarded on the basis of grade-point average and satisfactory completion of honors, individual study, and honors thesis courses. See the English adviser for a detailed statement of the requirements.

Prerequisites to transfer to the Teaching Option. In addition to EDPSY 211 and EPS 201, students must also complete ENGL 100 or 101 (English 100 preferred) and at least nine hours from ENGL 200, 209, 210, 255, or 256 prior to transfer into the Teaching Option.

**NOTE: In addition to the requirements for the option listed below, students must complete the Teaching Education Minor in Secondary School Teaching (36 hours). Conferral of the degree of Bachelor of Arts in Liberal Arts and Sciences prior to completion of the minor requires approval by petition to the LAS Student Affairs Office. While it is possible to complete this program in 8 semesters, many students may require an extra semester or two**

**3-6 hours - Introductory Literature:** Courses in this group should be completed as early as possible. Students may choose one of the following options:

**Option A (preferred):**

3 hrs English 100: Introduction to the Study of Literature or

**Option B:**

6 hrs English 101: Introduction to Poetry **and either** English 102: Introduction to Drama **or** English 103: Introduction to Fiction (students who have already taken some other combination of introductory literature courses should consult with an advisor).

**15 hours - Core Courses** (the 200-level courses in this group need not be taken strictly in the order listed, but should be taken before 300-level coursework. **At least nine hours of these core courses should be completed or in progress by the time of application to the Teaching of English program.** Note the special prerequisites for these courses:

3 hrs English 200: Critical Approaches to Literature. *Prerequisite: Completion of the Comp. I requirement and English 100/101/102/103.*

3 hrs English 209: English Literature from the Beginning to 1798. *Prerequisite: Completion of the Comp. I requirement and English 100/101.*

3 hrs English 210: English Literature from 1798 to 1930. *Prerequisite: Completion of the Comp. I requirement and English 100/101.*

3 hrs English 255: American Literature Survey I. *Prerequisite: Completion of the Comp. I requirement and English 100/101.*

3 hrs English 256: American Literature Survey II. *Prerequisite: Completion of the Comp. I requirement and English 100/101.*

**24 hours - Distribution Requirements:** Choose one course from each of the following groups:

**You must include 12 hours at the 300-level (at least six of these must be in literature), including a section of English 300+ (Writing about Literature) designated as fulfilling one of the distribution requirements. It is recommended that English 300+ be taken before your other 300-level coursework. (Note: Courses listed under more than one group can count for only one group requirement. Topics of courses marked with an asterisk (\*) must be identified as satisfying the appropriate group to count). Students in the Teaching of English option are also required to include in their courses for Groups I-V at least one course in African-American, American ethnic minority, or women's literature.**

Shakespeare:

218 Introduction to Shakespeare

318 The Early Shakespeare

319 The Later Shakespeare

300+\*

3 hrs British Literature: Choose one course from **either** Group I **or** Group II

Group I: British literature before 1800.

202 Medieval Literature and Culture

204 Renaissance Literature and Culture

206 Literature and Culture of the Enlightenment

274\* Literature and Society

275\* Literature and Psychology

280\* Women Writers

281\* Women in the Literary Imagination

315 Poetry and Prose of the English Renaissance, 1500-1600

316 The Drama of Shakespeare's Contemporaries

321 Poetry and Prose from the Metaphysicals to 1660

326 Literature of the Restoration and Early Eighteenth Century

327 Literature of the Later Eighteenth Century

- 328 English Drama of the Restoration and Eighteenth Century
- 329 Restoration and Eighteenth-Century Fiction
- 361\* Topics in English and American Literature
- 375 Topics in the Relation of Other Disciplines to the Study of Literature
- 300+\*Writing About Literature

Group II: British literature after 1800.

- 207 Literature and Culture of the Romantic Period
- 208 Victorian Literature and Culture
- 247 The British Novel
- 274\* Literature and Society
- 275\* Literature and Psychology
- 280\* Women Writers
- 281\* Women in the Literary imagination
- 285 Postcolonial Literatures in English
- 331 English Romantic Literature
- 334 Victorian Poetry and Nonfiction Prose
- 335 Nineteenth-Century British Fiction
- 341 British Literature in the Twentieth Century to 1930
- 342 British Literature in the Twentieth Century Since 1930
- 361\* Topics in English and American Literature
- 362\* Topics in Modern Fiction
- 366\* Topics in Modern Drama
- 375\* Topics in the Relation of Other Disciplines to the Study of Literature
- 300+\*Writing About Literature

3 hrs Group III: American literature:

- 250 The American Novel to 1914
- 251 The American Novel Since 1914
- 256 Survey of American Literature, II
- 259 Afro-American Literature, I
- 260 Afro-American Literature, II
- 262 Yiddish Culture in America
- 274\* Literature and Society
- 275\* Literature and Psychology
- 280\* Women Writers
- 281\* Women in the Literary imagination
- 286 Asian American Literature
- 349 American literature, 1820 to 1865
- 350 American Literature, 1865 to 1914
- 351 American Modernist Literature, 1914 to 1945
- 352 American Contemporary Literature, 1945 to the Present
- 360 The Literature of American Ethnic and Racial Minorities
- 361\* Topics in English and American Literature
- 362\* Topics in Modern Fiction
- 366\* Topics in Modern Drama
- 375\* Topics in the Relation of other Disciplines to the Study of Literature
- 300+\*Writing About Literature

Group IV: an Author-studies course:

- 311 Chaucer
- 323 Milton
- 355 Major Authors
- 300+\*Writing About Literature

Group V: Special-topics courses: Choose from one of the following groups or an English 300+ identified as a Group V topic:

Theme, Mode, Genre:

- 213 The Culture of Modernism
- 241 The Beginning of Modern Poetry
- 242 Poetry Since 1940
- 243 Development of the Modern Drama
- 244 Development of the Modern Drama
- 247 The British Novel
- 248 Modern British and American Fiction in Relation to Continental Fiction
- 250 The American Novel to 1914
- 251 The American Novel Since 1914
- 274 Literature and society
- 275 Literature and Psychology
- 285 Postcolonial Literatures in English
- 316 The Drama of Shakespeare's Contemporaries
- 328 English Drama of the Restoration and Eighteenth Century
- 329 Restoration and Eighteenth-Century Fiction
- 335 Nineteenth-Century British Fiction
- 361\* Topics in English and American Literature
- 362\* Topics in Modern Fiction
- 365 Comedy
- 366\* Topics in Modern Drama
- 375\* Topics in the Relation of Other Disciplines to the Study of Literature

Gender and Ethnic Studies:

- 211 Introduction to Modern African Fiction
- 259 Afro-American Literature, I
- 260 Afro-American Literature, II
- 262 Yiddish Culture in America
- 272 Minority Images in United States Film
- 280 Women Writers
- 281 Women in the Literary Imagination
- 284 Modern Jewish Literature
- 285 Postcolonial Literatures in English
- 286 Asian American Literature
- 288 Jewish Literary Responses to the Holocaust
- 360 The Literature of American Ethnic and Racial Minorities
- 370 Modern African Fiction

Film Studies:

- 272 Minority Images in United States Film
- 273 Intermediate Film Studies: Directors, Genres, Themes
- 373 Special Topics in Film Studies

**Critical Theory:**

- 361\* Topics in English and American Literature
- 383 Literary Criticism from 1800 to the Present
- 385 Literature for the High School

English 302 Descriptive English Grammar (with advisor's permission, students may substitute English 304 Descriptive English Grammar for ESL Teachers)

3 hrs English 381 Theory and Practice of Written Composition

Language or Writing Studies (choose one): (FTN 1)

- 301 Introduction to the Study of the English Language
- 303 Historical Introduction to the English Language
- 382 Writing Technologies
- B&TW 390 Studies in Professional Writing

**42 hours - Supporting Coursework:**

- 6 hrs Western Civilization Requirement: Choose one of the following pairs:
- Comparative Literature 141 and 142: Masterpieces of Western Culture I & II
  - History 111: Western Civ. From Antiquity to 1660 and 112: Western Civ. From 1660 to the Present
  - History 151: History of the U.S. to 1877 and 152: History of the U. S., 1877 to the Present
  - History 231: British Isles to 1688 and 232: History of Great Britain since 1688

Teacher Education Minor in Secondary School Teaching:

The professional education component of the program will be divided into two phases:

Pre-education courses:

- EDPSY 211 (prerequisite: PSYCH 100)
- EPS 201

The professional education sequence as approved by the Council on Teacher Education:

- 3 semester hours in the fall of the junior year
- 6 in the spring of the junior year
- 6 in the fall of the senior year
- 15 in the spring of the senior year (combining courses in pedagogy and the student teaching experience)

FTN 1: With the permission of an advisor, students may substitute a course in Linguistics for the courses in this group.