

# UNIVERSITY FACULTY SENATE FORMS

## Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Thomas Pauly phone number 831-1970

Department: English email address tpauly@udel.edu

Action: Revise Concentration  
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 07F  
(use format 04F, 05W)

Current degree BA  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Major: English, Concentration: Drama  
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

### Revising or Deleting:

Undergraduate major / Concentration: English/Drama  
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: \_\_\_\_\_  
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: \_\_\_\_\_  
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: \_\_\_\_\_  
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: \_\_\_\_\_

**Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.**

**List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?**

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

ENGL 101—Tools of Textual Analysis

ENGL 102—Texts in Time

A gateway course (101: Tools of Textual Analysis) will introduce students to basic concepts of literary analysis and teach them how to write in the discipline. This course is a prerequisite for nearly all English courses. It is part of our new First Year Experience, linked to E110, with the professor teaching both 101 and 110. A second course (102: Texts in Time) will give students the opportunity to explore how texts reflect the cultures that create them by examining a specific historical context. This course will be taught in small sections, with intensive writing and the chance to develop analytical skills necessary in advanced courses. These two introductory courses are required of all majors; after that, students will all declare a concentration. While the requirements for each concentration vary, on the whole our majors will then enter into a sequence of historical survey courses covering British and American literature. Thus, most of our students will be taking the same courses their first two years, and these courses will systematically lay the foundation for skills and historical knowledge upon which subsequent courses will be based. Having taken a sequence of courses together, students can then (in their junior and senior years) develop and pursue their own specialized intellectual interests, since most courses after that will be electives. In order to be able to offer English courses to non-majors, there will be a separate track of courses which do not require 101 as a prerequisite.

**Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>**

All English courses involve extensive reading, research, critical thinking, discussion, and writing. We work to maintain class sizes that facilitate review and feedback of written assignments, and we make assignments that demand advanced thinking skills: problem solving, interpretation, and theoretically-informed reading. English classes in general attend to diverse literatures, examining how the production, dissemination, reception, and disposition of texts are influenced by literary, historical, cultural, and ethnic contexts. Many classes involve active learning through service learning, independent research, internships, study abroad, and other experiences that enlarge students' perspectives of the world beyond the classroom. Our current curricular revisions are intended to make our courses more representative of diverse cultures and to insure that students have outcomes we expect: exceptionally strong reading and research skills, the ability to articulate compelling arguments, and the ability to produce expert writing.

**Identify other units affected by the proposed changes:**

(Attach permission from the affected units. If no other unit is affected, enter “None”)

None.

**Describe the rationale for the proposed program change(s):**

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

We are changing our curriculum and its concentrations in major ways in response to our APR. In the new gateway courses to the major, part of a strong FYE, students will develop reading, writing, and interpretive skills important to all successive courses. Our new curriculum will

allow more freedom of electives across concentrations, rationalizing course numbering and prerequisites, making fewer requirements within specific historical periods, and generally updating the program. We are creating new internship courses and undergraduate research courses and providing more opportunities to work in global and multicultural literature. We are redesigning our courses in grammar, style, and rhetoric and modifying our capstone experience to best use our resources for a meaningful senior year experience, including mentored research, internships, student teaching, and seminars.

**Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

**PROPOSED PROGRAM REQUIREMENTS**

MAJOR: English  
 CONCENTRATION: Drama

ENGL 101 Tools of Textual Analysis . . . . . 18  
 ENGL 102 Texts in Time  
 ENGL 205 British Literature to 1660  
 ENGL 208 Introduction to Drama  
 ENGL 324 Shakespeare  
 ENGL 372 Studies in Drama OR ENGL 472: London Theater or 472: Irish Drama  
 In Performance (offered through study abroad)

ENGL 303 Scriptwriting OR one of the following courses in the Theater . . . . . 3  
 Department (THEA 200, 202, 203, 204, 207, 209, 226, and 300-311).

Fifteen additional English credits (five courses), with no more than two at the . . . . . 15  
 200-level. Since 372 and 472 have variable content and may be taken more than once if topics vary, after a section of one of these courses has been taken to fulfill the requirement above subsequent sections may count towards these five English courses.

Six additional credits (two courses) of drama-related electives in the Theater . . . . . 6  
 Department. These courses would have to be approved by the student’s English Department advisor, who would be a member of the Drama Concentration faculty. Students may substitute MUSC 103 or MUSC 104 for one of these courses.

**CURRENT PROGRAM REQUIREMENTS**

CORE SEQUENCE

ENGL 324-- Shakespeare

And four of the following:

- ENGL 202-- Biblical and Classical Literature
- ENGL 205--British Literature I

ENGL 206--British Literature II  
ENGL 300--Texts and Contexts  
ENGL 340-- American Literature to the Civil War  
OR  
ENGL 341--American Literature: Civil War to World War II

In addition to the core sequence, English majors concentrating in Drama will take one course at the 300- level or above from each of the following groups (2 courses total):

Medieval and Renaissance literature (excluding ENGL 324) OR Literature between 1700 and 1900  
Modern literature OR Cultural and theoretical studies

One other literature course is required. This course may be at the 200-, 300-, or 400-level if one of the courses taken in the above two groups is a 480 seminar. Otherwise, this additional course must be a 480 seminar.

Students concentrating in film must also take the following Drama courses:

ENGL 208-- Introduction to Drama

3 additional courses (approved by the Faculty Advisor) at least one of which should be either a Theater Studies course or a comparable course.

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson Stewart Benhardt Date 10/18/06  
Dean of College \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_  
Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_  
Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_  
Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_  
Vice Provost for Academic Programs & Planning \_\_\_\_\_ Date \_\_\_\_\_  
Provost \_\_\_\_\_ Date \_\_\_\_\_  
Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_