

TRANSMITTAL

DATE: April 23, 2004

TO: Rebecca Scott
Senate Council

FROM: Lissa Holland
Graduate Council

The Graduate Council met on April 22, 2004 and approved the following:

COLLEGE OF ARTS & SCIENCES

English

New Course

ENG 601 Essays & Creative Nonfiction (3 credits)

Study and practice in nonfiction writing, including literary nonfiction, literary journalism, personal essays, and creative nonfiction. May not be repeated for graduate credit.

Prerequisites: Admission to graduate program or consent of instructor.

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date: September 2003
 Department/Division offering course: English
2. Proposed designation and Bulletin description of this course:
- | | |
|--|---|
| (a) ENG 601
Prefix & Number | (b) Essays & Creative Nonfiction
Title |
| (c) 1
Lecture/Discussion hours per week | (d) Laboratory hours per week |
| (e) 2
Studio hours per week | (f) Credits 3 |
- (g) Course description:
 Study and practice in nonfiction writing, including literary nonfiction, literary journalism, personal essays, and creative nonfiction. May not be repeated for graduate credit.
- (h) Prerequisites (if any): Admission to graduate program or consent of instructor
- (I) May be repeated to a maximum of May not be repeated
4. To be cross-listed as:
5. Effective Date: Fall 2005
6. Course to be offered (a) Fall (b) Spring (c) Summer
7. Will the course be offered each year? Fall of odd years only

8. Why is this course needed:
This course extends our offerings in nonfiction writing to the graduate level, broadening job opportunities (both inside the academy and outside) for M.A. & Ph.D. students.
9. (a) By whom will the course be taught?
Faculty: This course will be paired with ENG 401, Topics in Writing, so that no additional faculty resources are required (see attached syllabus). Should more faculty resources become available, ENG 601 would function as a free-standing course.
- (b) Are facilities for teaching the course now available: YES
10. What enrollment may be reasonably anticipated?
5-10 graduate students per year (see attached note on enrollment); when paired with ENG 401, the enrollments will cap at 25.
11. Will this course serve students in the Department primarily? YES
Will it be of service to a significant number of students outside the Department? NO
Will the course serve as a University Studies Program course? NO
12. Check the category most applicable to this course:
traditional; offered in corresponding departments elsewhere;
X relatively new, now being widely established
not yet to be found in many (or any) other universities
13. Is this course part of a proposed new program? NO
14. Will adding this course change the degree requirements in one or more programs? NO. This course will be offered for elective credit only.
15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

ATTACHED.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Janet Carey Eldred
257-6981
eldred@uky.edu

***NOTE:** Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:

[Signature]
Department Chair

12/8/03
Date

[Signature]
Dean of the College

3/5/04
Date

2/27/04
Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Syllabus
ENG 601: Essays & Creative Nonfiction

Description: Study and practice in nonfiction writing, including literary nonfiction, literary journalism, personal essays, and creative nonfiction. May not be repeated for graduate credit.

Rationale: This course provides graduate students the opportunity to pursue work in the study and practice of nonfiction.

Resources: ENG 601 will be paired with ENG 401. The pairing of the two courses is designed to enhance articulation between the undergraduate-graduate programs in English and to make the best use of existing faculty resources. Should more faculty resources become available, ENG 601 would function as a free-standing course.

Note on Enrollment: The combined enrollment of ENG 401/601 will be 25 students (e.g., 20 students in 401 & 5 in 601 or 15 students in 401 and 10 in 601, depending on needs and enrollment patterns).

Meeting Pattern:

M 1-2: ENG 601 meets jointly with ENG 401

W 1-2: ENG 601 will be held as an electronic course through the web or Blackboard;
ENG 401 will meet as a separate workshop.

F 1-2: ENG 601 will meet as a workshop; 401 will be held as an electronic course.

Learning Outcomes: Students will learn about key works of nonfiction and about the diverse group of authors who produce contemporary nonfiction prose. Students will understand the nuanced differences between different subgenres of nonfiction prose. Students will be able to write and teach nonfiction writing.

Requirements:

(1) **Submit workshop exercises and electronic assignments (30%)**

(2) **Design & Lead one mini-workshop (20%)** for ENG 401.

(3) **Submit a Portfolio (50%)** containing one literary essay or critical analysis of nonfiction prose (12-15 pp.), one essay or piece of creative nonfiction (10-15 pages).

Texts: *Tell It Slant: Writing and Shaping Creative Nonfiction*

Kingston, *The Woman Warrior*

Essays & Articles on Electronic Reserve

Unit I: Essays

Week 0: Introduction

Introduction to Lopate's *Art of the Personal Essay*
Tell It Slant, Ch. 9, "The Personal Essay"

Week 1: Seeing Narrowly/Thinking Broadly

- M Lecture: Aims of Discourse
*White, "Once More to the Lake"
Introduction to Dillard's *Pilgrim At Tinker Creek*
- W Electronic Class
Literary Essays ("Mary McCarthy in New York" and "The Magic Prose of Poetry" from
Hardwick's *Sight Readings*)
Research Venues: Small Literary Magazines
- F Workshop: short essays (two types)

Week 2: Seeing Narrowly/Thinking Broadly

- M Lecture: Aims of Discourse
*Saroyan, "Chance Meetings"
Woolf, "Death of a Moth" & Dillard, "Transformations"
- W Electronic Class
Wallace "Certainly the End" from *Anchor Best Essays of 1998*
- F Workshop: chance meetings

Week 3: The Unsentimental Speaker

- M Lecture: Aims of Discourse
*Dillard, "The Deer at Providencia"
Fisher, "I Was Really Very Hungry"
- W Electronic Class
Individual, general research on period, author, sub-genres, themes, reception
- F Workshop: ironic voices (Bly's vignettes)

Week 4: The Sentimental Speaker

- M Lecture: Aims of Discourse
*Walker, "Am I Blue?"
White, "Death of a Pig"
Eldred, "Modern Fidelity"

W Electronic Class
from Clark's *Sentimental Modernism*
Individual, general research continued, start proposals

F Workshop: writing sentiment

Week 5

M Lecture: Aims of Discourse
*Intro, "My English, "La Gringrita" from Alvarez's *Something to Declare*
Erdrich's Intro to *The Broken Cord*

W Electronic Class
Literature/Nonfiction Paper Proposals

F Workshop (essays that declare)

Unit II: Creative Nonfiction

Week 6

M **Tell It Slant*, Ch. 1 & 2 "Foundations"
Wexler, "Implementing Postmodernism in Creative Nonfiction" from *Writing CNF*

W Electronic Class
Gutkind, "Permission to Lie"
Wolcott, "Me Myself & I"
Gutkind, "Becoming the Godfather of Creative Nonfiction"

F Workshop: Perspectives (Bly's taste ex.)

Week 7

M **Tell It Slant*, Ch. 3 "The Body of Memory"
Pearson, "Researching your Own Life" from *Writing CNF*

W Electronic Workshop
Goldthwaite, "Confessions"
Villanueva, "Cuentos de mi Historia"

F Workshop: Memory

Week 8

M **Tell It Slant*, Ch. 4 "Writing the Family"
*Kingston, "No Name Woman"
Alvarez, "Family Matters"

W Electronic Class
Pedagogy: Chapter 1 from Bloom's *Composition Studies as a Creative Art*

F: Workshop: family (or Bly's irritating character)

Week 9

M **Tell It Slant*, Ch. 10, "The Lyric Essay"
Kingston, "White Tigers"

W Electronic Class
Pedagogy: Chapter 7 from Bloom's *Composition Studies as a Creative Art*

F Workshop: Experimental Forms

Week 10

M **Tell It Slant*, Ch. 6, "Gathering the Threads of History"

W Electronic Class
Castiglia, "Where I'm Coming From" from *Personal Effects*

F Workshop: Historical Selves

Week 11

M *Tell It Slant*, Ch. 7 "Writing the Arts"
Reece on Rothko (online)

W Pedagogy: Chapter 9 from Bloom's *Composition Studies as a Creative Art*
Sullivan, "Composing Culture"

F Workshop: Arts

Unit III: Portfolio Workshops

Weeks 12-15: 601-led classes, Portfolio Workshops, & Instructor Conferences

Finals Week: Portfolios Due

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE

INVESTIGATOR REPORT

INVESTIGATING BODY Humanities COURSE, MAJOR, DEGREE or PROGRAM ENG 601
(Area) (department or college)
DATE FOR COUNCIL REVIEW Mar. 5, 2004 CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to David Leep Associate Dean, 231 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

No modifications were made in the proposal. Professor Eldred offered a point of clarification, explaining that graduate students will have to conduct a workshop for the undergraduates, and that this workshop is worth 20% of their grade.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

The main consideration was whether it was appropriate to match a 400 course with a 600 course rather than teaching at the 500 level.

The College Council agreed that 600 level courses in writing were necessary to meet the programmatic needs of the English Department since graduate students are limited in the number of 500 level courses that they can take. The 400/600 pairing is an efficient solution to the problem that serves the needs of both graduate and undergraduate students.

3. List contacts with program units on the proposal and the considerations discussed therein.

Karen Petrone spoke with Janet Eldred this week about the syllabus, and previously about a similar 400/600 pairing in the 2002-2003 school year.

4. Additional information as needed.

5. A&S Area C Curriculum Committee Recommendation:

X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone Date: 3/9/04
A&S Council Investigator, Karen Petrone