Graduation Writing Assessment Requirement (GWAR)

Course Approval Sheet: Attachment

Department: Comparative and World Literature

Course: CWL 400, “Approaches to Comparative Literature”

Relationship of course to major: This course is the portal course to the major and the only course that all majors and minors take (the “Course Description and Learning Objectives” of the sample syllabus elaborate on the range of functions the course serves). It was developed from the beginning (first offered in 2000) to be writing intensive and to teach discipline-specific, upper-division writing skills.

Criterion #1 – Class Size: capped at 20

Criterion #2 – Number of Pages/Words: Each student completes three longer formal, critical, comparative essays at 6-9 pages each.

Criterion #3 – How Writing Will Affect the Final Grade: about 60% of the grade is directly based on evaluation of writing (the 3 papers above and two shorter responses). The actual impact of writing on evaluation is even higher, for there is in-class writing and writing tied to the two oral presentations as well.

Criterion #4 – Revision of Assignments: Students do a full-scale revision of one of the 3 formal essays based on written feedback from the professor and peers. Many also base part of their formal essays on their prior written responses and the feedback to those responses.

Criterion #5 – Types of Assignments: There is writing from the first day of class to the last of at least the following broad types: 1) in-class brainstorming; 2) at home informal responses to prompts tied to the next class discussion; 3) short responses on a particular literary text (with each focused on a different literary genre); 4) summary and analysis of secondary sources; 5) presentation handouts; 6) formal, critical, comparative essays analyzing two or more literary texts (most often from two distinct literary traditions).

Criterion #6 – In-class Attention to Writing: the talking about, doing, using, and responding to the variety of writing assignments is the primary form of attending in-class to writing conventions of the discipline. Students also read professional examples of discipline-specific scholarship for information and as models.

Criterion #7 – Number of Units: 3 units.

Department/Program Chair/Directors
David D. Leitao
Print Name
Signature
SAMPLE COURSE SYLLABUS FOR CWL GWAR COURSE

APPROACHES TO COMPARATIVE LITERATURE
(CWL 400)
M/W/F

Prof. X
Office:
EMAIL: TEL:
Office Hours:

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course introduces students to diverse visions and versions of comparative literature by actively comparing texts from multiple literary traditions using a variety of methods. Students will also examine contemporary definitions of and questions about the discipline of comparative literature as a discipline. In addition, this course serves as an introduction to literary and critical theory and practice more widely.

This course is also the gateway to undergraduate study in comparative literature at San Francisco State University. As such, students will be introduced to the program as a whole and its overall goals, while concretizing individual goals, and developing an overall program and focus. Since these goals will be accomplished through active reading of and writing about literary and theoretical texts, this course is appropriate for any advanced undergraduate student with an interest in learning more about how to compare literary texts. This course may also be used to fulfill the following Liberal Studies requirement: Core Course, Area I—communication, language, and literature. One of our main goals is to discuss, question, and practice the conventions of writing literary critical essays at the university level. The course is in some sense a workshop: you will not just be doing the required reading but also making decisions about what we read; you will not just be responding to the texts but also to each other as a community of readers and writers.

(Please note that CWL or ENG 214 or equivalent is a prerequisite for taking this course)

REQUIRED TEXTS (available at the SFSU bookstore)


RECOMMENDED TEXTS


(please note that your critical essays must follow MLA style)

Good dictionaries in English and your non-English language(s). A glossary of literary terms.
COURSE ASSIGNMENTS

<table>
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<tr>
<th>Activity</th>
<th>Approximate Weight</th>
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<tr>
<td>Participation, Oral presentations, and Informal writing</td>
<td>28%</td>
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<tr>
<td>2 Short Typed Responses (see schedule)</td>
<td>16%</td>
</tr>
<tr>
<td>3 Critical Essays (6-9 pages each; see schedule; 1 will be fully revised)</td>
<td>45%</td>
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<tr>
<td>Course Commonplace Book (see schedule)</td>
<td>11%</td>
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All students must complete an ungraded Statement of Goals and a Curriculum Vitae.

You must have completed OASIS / Basic Information Competence Requirement (aka the Library Requirement) no later than Thursday, 25 September.
See SFSU library website for details: www.library.sfsu.edu/research/instruction/oasis.html

ATTENDANCE POLICY AND INSTRUCTIONAL METHODS

This is a discussion-centered class, so attendance and participation are mandatory. You may miss up to three classes with no questions asked; after that, your final grade will be lowered one step for each additional absence (this may be altered in emergency situations). If you do miss any class, it is your responsibility to find out the assignment for the following class and to be prepared for that class. All written assignments will be evaluated by the instructor; some will be shared in class; all assignments must be completed satisfactorily to pass the course.

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about any accommodations that will improve your experience of or access to the course. You can also contact the Disability Resource Center at 338-2472 (Voice/TDD).

STATEMENT ON PLAGIARISM

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism consists of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment; but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will receive an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College and may be reported to the University Judicial Affairs Officer.
**SCHEDULE OF READINGS AND DISCUSSION, Approaches to Comp Lit, Fall ??**
(subject to change)

W, Aug 27: Introduction

F, Aug 29: Gilman, “The Yellow Wallpaper” (41-59 in our Gilman text; available online if you have not yet purchased text: http://etext.virginia.edu/toc/modeng/public/GilYell.html)
(** Thesis and 3 passages due in class **)

M, Sept 1: **NO CLASS – LABOR DAY **

W, Sept 3: Culler, “What is Theory? (1-18 in Culler text); Williams, “Literature”; CWL at SFSU

F, Sept 5: Culler, “Narrative” (82-93 in Culler text)

M, Sept 8: Culler, “Identity, Identification, and the Subject” (108-20 in Culler text)
(Suggestions for comparative short stories due in class or via email)

W, Sept 10: Gender (readings to be handed out before class)

F, Sept 12: Gilman, 3-39; and at least 1 essay from each of sections 1-4 in "Part Two: Cultural Contexts"

M, Sept 15: Chopin, "The Story of an Hour" (366-69 in Gilman)
1 other short story (chosen collectively)

W, Sept 17: 2 short stories (chosen collectively)

F, Sept 19: 2 short stories (chosen collectively)

M, Sept 22: Gilman, review Part One; read section 5 (345-65)

W, Sept 24: Critical Essays on “The Yellow Wallpaper”
(handed out in class prior to this date)

F, Sept 26: **NO CLASS – Individual Meetings with Prof. X **
(complete Basic Information Competence Requirement before this date)

M, Sept 29: Introduction to Spain / Drama (video)
**FIRST CRITICAL ESSAY DUE IN CLASS **

W, Oct 1: Culler, “What is Literature and Does it Matter? (18-41 in Culler)

F, Oct 3: Readings on Comparative Literature (handed out in class prior to class)
Schedule of Readings and Discussion, Approaches to Comp Lit, Fall ??, cont.

M, Oct 6:  *Fuente Ovejuna* (**Response 1 due in class**) 

W, Oct 8:  *Fuente Ovejuna*

F, Oct 10:  Culler, “Performative Language” (94-107 in Culler)  
(Suggestions for comparative plays due in class)

M, Oct 13:  Discourse (handed out before class)

W, Oct 15:  Culture; Orgel, "What is a Text" (handed out before class)  
(Sign up for presentation on cultural and critical contexts)

F, Oct 17:  reading/performance of *Fuente Ovejuna* scenes

M, Oct 20:  reading/performance of *Fuente Ovejuna* scenes

W, Oct 22:  comparative play #1 (selected collectively)

F, Oct 24:  Student presentations on cultural and critical contexts of *Fuente Ovejuna*

M, Oct 27:  Student presentations on cultural and critical contexts of *Fuente Ovejuna*

W, Oct 29:  comparative play #2 (selected collectively)

F, Oct 31:  *Fuente Ovejuna* and other plays in comparison

M, Nov 3:  Introduction to Poetry (video)

W, Nov 5:  Workshop on Methods and Materials for Comparative Literature Scholarship  
**SECOND CRITICAL ESSAY DUE IN CLASS**

F, Nov 7:  selections from Chinese *Book of Songs*  
(handed out in class prior to this date)

M, Nov 10:  Culler, pp. 55-81  
(Sign up for poetry presentation)

(**Response 2 due in class**, Vendler handed out prior to this date)  
(Copies of student selected poems due to instructor)

F, Nov 14:  Lentrecchia, “Someone Reading” (handed out in class prior to this date)
Schedule of Readings and Discussion, Approaches to Comp Lit, Fall ??, cont.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>M, Nov 17</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<tr>
<td>W, Nov 19</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<tr>
<td>F, Nov 21</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<td>M, Nov 24</td>
<td>** NO CLASS – Happy Thanksgiving **</td>
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<td>W, Nov 26</td>
<td>** NO CLASS – Happy Thanksgiving **</td>
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<tr>
<td>F, Nov 28</td>
<td>** NO CLASS – Happy Thanksgiving **</td>
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<tr>
<td>M, Dec 1</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<tr>
<td>W, Dec 3</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<tr>
<td>F, Dec 5</td>
<td>Reading Poems and Translations (student selections and teaching)</td>
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<td>M, Dec 8</td>
<td>Writing Workshop</td>
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<td>** THIRD CRITICAL ESSAY DUE IN CLASS **</td>
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<td>W, Dec 10</td>
<td>Lanser, “Comparative Specificity” (handed out in class prior to this date)</td>
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<td>F, Dec 12</td>
<td>Toward an Ideal Program of Literary Study (Statement of Goals and Curriculum Vitae due in class)</td>
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<td>M, Dec 15</td>
<td>** LAST DAY OF CLASS -- COURSE COMMONPLACE BOOK **</td>
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<td>F, Dec 19</td>
<td>** Revised Critical Essay due by 10:10 **</td>
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SFSU COURSE PROPOSAL AND REVISION FORM

Course Prefix and Number: CWL 400
Department/Program: Comparative & World
Course for CRL ONLY? Yes □ Yes □
Semester and year change takes effect or new course is to be offered: Fall 2010

Use this form to propose a 1.) new regular course, 2.) new generic, 3.) new topic for an existing generic course, 4.) new temporary or experimental course, as well as 5.) to make a change to an existing course.

Use the CARF for other course actions (request the continuation of a temporary or experimental course for another semester; place a course in, or remove a course from, the Course Reserve Bank; terminate a course).

Proposals for new courses must be accompanied by a course outline. Any standard course outline format may be used and should include: 1.) statement of the student learning objectives of the course, 2.) an explanation of the alignment between student learning outcomes and program learning outcomes, 3.) an outline of the course content, 4.) a short description of the instructional methods and materials to be used, 5.) a list of course requirements, 6.) the evaluation procedures to be used in determining final grades for students.

- A revision that substantially changes the title or description will be handled as a proposal for a new course.
- Adding a cross-list or a pair to an already existing course will be handled as a proposal for a new course. Cross listed courses must match in all elements except prefix and number. In the case of paired courses, please indicate in the course outline the additional expectations specifically for graduate students.
- Please note that all new and substantially revised upper division courses must specify a prerequisite.
- Please refer to the deadlines for submission to the Curriculum Coordinator, ADM 447, and schedule of Course Review Committee (CRC) meeting dates.

Details on types of courses, course numbering, prerequisites, and other university policies regarding courses are available at the Curriculum website: http://www.sfsu.edu/~academic/curriculum.htm

Type of Course Proposed or Type of Revision

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If revision, check type of change

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<td>☐ Staffing</td>
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<td>☒ Other GWAR &amp; Grading</td>
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Grading system: Please check one

| Plus-minus letter, CR/NC allowed (P) |
| ☐  |
| Plus-minus letter only (N) |
| ☐  |
| CR/NC only (C) |
| ☐  |
| Plus-minus ABC/NC, CR/NC allowed [undergraduate] (R) |
| ☐  |
| Plus-minus ABC/NC [undergraduate] or Plus-minus AB/NC [graduate] (Q) |
| ☒  |

| Plus-minus letter, CR/NC allowed, RP (H) |
| ☐  |
| Plus-minus letter only, RP (I) |
| ☐  |
| CR/NC only, RP (G) |
| ☐  |
| Plus-minus AB/NC, RP [graduate] (J) |
| ☐  |
| Plus-minus AB/Plus C/NC [undergraduate] (W) |
| ☐  |
Approaches to Comparative Literature

Prefix and number CWL 400

Comparative Literature

Course title Approaches to

New/Revised Information

Prefix and number

Course title

Staffing Units

Catalog number (most recent) 29705

Staffing Units

Providing the current catalog number for an existing course better assures that the revision will be made quickly and accurately. This 5-digit number can be found on the Course Master File printout or on SIMSR screen 10X. The catalog number for new courses will be assigned by the Curriculum Office and available on 10X as soon as the course is entered into SIMSR.

Abbreviated title for Class Schedule (limit 25 spaces)

APPROACHES TO COMPL

Course description information:

Prerequisites: CWL or ENG 214 or equivalent

Concurrent enrollment with, if any

Cross listed with, if any: (Please list all active cross lists and their catalog numbers.)

Paired with, if any

Home Dept.

Registration Restrictions, if any (major/minor/class level):

Repeat policy: (check one) √ Course is not repeatable for credit

Please enter the course description including the information above (limit 40 words):

Prerequisites: CWL or ENG 214. Gateway to undergraduate study in comparative literature. Active comparison of texts from multiple literary traditions and genres using a variety of methods. Introduction to the discipline and to critical theory. Writing intensive.

Consultation: (If this is a proposal for a new course or a substantially revised course that is closely related to courses offered in other departments/programs, consultation must take place, preferably prior to submitting the course proposal form. See Guidelines at the web site above for specific details.)

Chair of dept. consulted:

Chair of dept. consulted:

Approvals:

Dept/Program Chair’s signature ____________________________

Date 4/28/10

College Dean’s signature (or designee) ____________________________

Date 5/4/10

Course Review Committee Comments ____________________________

Date

Vice President for Academic Affairs (or designee) ____________________________

Date

After all necessary department/program and college-level reviews have been completed, this form plus requested supporting materials should be sent to the Curriculum Coordinator’s Office, ADM 447.

Rev. 07/30/09
CWL 400: APPROACHES TO COMPARATIVE LITERATURE

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course introduces students to diverse visions and versions of comparative literature by actively comparing texts from multiple literary traditions using a variety of methods. Students will also examine contemporary definitions of and questions about the discipline of comparative literature as a discipline. In addition, this course serves as an introduction to literary and critical theory and practice more widely.

This course is also the gateway to undergraduate study in comparative literature at San Francisco State University. As such, students will be introduced to the program as a whole and its overall goals, while concretizing individual goals, and developing an overall program and focus. Since these goals will be accomplished through active reading of and writing about literary and theoretical texts, this course is appropriate for any advanced undergraduate student with an interest in learning more about how to compare literary texts. This course may also be used to fulfill the following Liberal Studies requirement: Core Course, Area I—communication, language, and literature. One of the main goals is to discuss, question, and practice the conventions of writing literary critical essays at the upper-division level. The course is in some sense a workshop: students are not just doing the required reading but also making decisions about what we read; students are not just responding to the texts but also to each other as a community of readers and writers. (Please note that CWL or ENG 214 or equivalent is a prerequisite for taking this course)

Program Learning Outcomes Aligned with Course/Student Learning Objectives above and course as whole:
1. Students will develop an understanding of the scope and goals of the field of Comparative Literature.
2. Students will learn various techniques of literary analysis.
3. Students will develop sensitivity to different modes of literary expression.
4. Students will learn to analyze, in oral form, texts from multiple literary traditions.
5. Students will learn to analyze, in written form, texts from multiple literary traditions.
6. Students will pursue one individual area of focus.

Course Outline

I. Comparing Prose Fiction (5 weeks)
II. Comparing Drama (5 weeks)
III. Comparing Lyric Poetry (5 weeks)

(Please bear in mind that readings about the discipline (both historical and methodological), literary and critical theory, and attention to upper-division and discipline-specific writing issues are intertwined in all of the above units. This is a writing intensive course that fulfills the GWAR requirement for the comparative literature major and minor)

Instructional Methods
Primarily discussion with some small group work; student presentations; lecture for background; lots of writing of all kinds.

Sample Reading Materials
Lope de Vega. Fuente Ovejuna
Course packets or handouts: 1) literary texts selected as part of the class for direct comparison; 2) additional critical and theoretical materials.
MLA Handbook for Writers of Research Papers.

Course Requirements and Evaluation Procedures
Attendance, Participation, Oral presentations, and Informal writing
Written work: 2 Short Typed Responses, 3 Critical Essays (6-9 pages each), Revision of 1 Critical Essay (the work above will be evaluated in the standard fashion, including attention to writing mechanics)
Course Commonplace Book, Statement of Goals, and Curriculum Vitae