

**Five Year Program Review  
Literature Program  
1995-1996**

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Program Objectives

Fundamentally, the Literature and Language (LITT/LANG) program has sought to produce students aware of the long continuity of Western literature, of the variety of forms, of the profoundest of its writers, and of its impact on culture and human life and values.

In the LANG program, we have sought to produce students, skilled in a Romance language to the degree that they will be able to speak and write that language, have some sense of the literary products of that language, and some sense of the culture and values of those who have written and who write in that language.

Specifically, in the LITT program we have worked to help our students attain the following goals:

To be able to place literature in a wider historical and cultural context.

To be able to identify the forms of literature and to understand the specific characteristics of each form and its demands on the audience.

To understand the work of at least one major author and to be able to place that author within a temporal and cultural frame.

To develop skills for analyzing literature so that their interpretations would be based on acceptable methodologies.

We have also worked to make sure that our students master the following skills:

To write well about their experiences with literature.

To develop critical postures toward literature so that their reading would be enriched from a broad perspective.

To present their ideas to others in an easily accessible way.

To develop an independence of thought without adherence to literary fads.

It should be noted that the program has not linked these objectives to specific careers. We have felt for some years that the fundamental design of the program would produce students who could am status at Stockton. This

development, long planned by program and college, caused virtually no disruption within other areas of the LITT/LANG program. In other ways program structure has been altered slightly since 1992. Currently the core consists of five courses; there are five tracks. A language requirement has also been instituted for most tracks (3 semester minimum competency).

### The Core

LITT 1100 Introduction to Literature  
LITT 1101 Literary Methodologies  
LITT 2100/2101 European Literature I or II  
LITT 2102/2103 British Literature I or II  
LITT 2104/2105 American Literature I or II

The core provides the tools necessary for successful completion of a track. Within LITT 1100 and LITT 1101 students learn how to read a text, how to identify the qualities of the traditional genres in western literature, how to recognize the elements of continuity in literature, and how to criticize a text. Through the 2000-level survey courses, the student will also have some fundamental experience in the three main streams of western literature: European, British and American.

### The Tracks

In the fall of 1992 the program offered six tracks: Graduate School, Communications, Literature/Language, Creative Writing, Pre-Professional, and English (for students pursuing Education Certification). Since that time the Graduate School and English tracks have been merged into one (the Graduate/English track), Communications has attained program status, and the Theater/English track has been instituted.

Each of these tracks is a sequence of courses drawn from this program and other programs in the college which should prepare students for specific goals. Tracks are the program's recognition that students have legitimate desires to

enter the work place after graduation even with a major in one of the humanities and the program's belief that the best way to succeed in the work place or elsewhere is to develop the skills and habits of thought that a humanities major offers.

## I. The Graduate School/English Track

This track is designed for two, often overlapping, categories of students: those who desire to continue their literary studies in graduate school and those who intend to obtain teaching certification by meeting the additional requirements of the EDUC program. The track is designed on the assumption that such students need a curriculum of breadth over all types and periods of literature and depth in one or two periods or authors.

In addition to the five-course core, each student on the Graduate/English track must complete 11 additional program courses, including the following:

LITT 3205 Shakespeare

LANG 2115 History of English Language and Grammar

OR

LITT 3125 Literary Theory and Criticism

LITT 3XXX Major Author Course

LITT 3XXX Period Course

LITT 3XXX Elective (which may include another from the preceding three categories)

LITT 4610 Senior Seminar

OR

LITT 4900 Senior Project

The remaining five courses can be selected from other literature offerings, from language offerings (to fulfill the language requirement), or from other humanities courses as cognates.

## II. The Literature and Language Track

Designed for the student who desires to combine work in one language with a foundation in literature. The advantage comes from the comparative perspective that results from study in two literatures and languages. Stockton does not offer a major in foreign languages.

This track assumes a previous fundamental knowledge of the language to be studied; two years of high school language will normally prepare the student for courses in this track.

<<THIS MUST BE COMPLETED>>

### III. The Creative Writing Track

This track is designed for the student who is interested in developing creative writing skills. Students choosing this track will work with the college's resident and visiting authors.

In addition to the core courses, each student in the creative writing track must take:

PHIL 3114 Aesthetics

LITT 4900 Senior Project

If the student is interested in poetry, five additional courses are required:

LITT 1112 Introduction to Poetry

LITT 2635 Poetry Writing Workshop

LITT 2636 Fiction Writing Workshop

LITT 3635 Advanced Poetry Writing Workshop (may be repeated once for credit)

LITT 3712 Frost, Williams and Stevens

If the student is interested in fiction:

LITT 1110 Introduction to Fiction

LITT 2635 Poetry Writing Workshop

LITT 2636 Fiction Writing Workshop

LITT 3636 Advanced Fiction Writing Workshop (may be repeated once for credit)

credit)

And one LITT 3000-level major author course from among the fiction writers available.

In addition to the appropriate courses above, students will select four more courses from LITT or LANG or others areas related to the humanities.

#### IV. The Pre-Professional Track

Designed for students who want to enter the professions of Law or Medicine with a background in the humanities. This track was introduced as a result of studies suggesting that a humanities background is desired by law and medical schools and because of the conviction that the ethical questions facing lawyers and doctors today can be better faced with a foundation in the humanities.

In addition to the five core courses, each of the pre-professional concentrations (Law and Medicine) are required to complete

LITT 3XXX Elective

LITT 4900 Senior Seminar

Each concentration has its own set of seven required courses.

#### Law

The student applying to law school must take at least one course from at least seven of the following groups:

##### 1. Accounting

ACCT 2110 Financial Accounting

ACCT 3111 Federal Taxation of Individuals

ACCT 3115 Federal Taxation of Corporations and Partnerships

##### 2. Criminal Justice

CRIM 1100 Introduction to the Criminal Justice System

CRIM 2110 Nature of Crime and Delinquency

CRIM 2140 Research Design and Methods in Criminal Justice

### 3. Economics

ECON 1200 Macroeconomics  
ECON 1400 Microeconomics  
ECON 2236 Political Economy

### 4. History

HIST 1152 Introduction to US History to 1865  
HIST 1153 Introduction to US History since 1865

### 5. Computers

INFO 1180 Microcomputers and Applications

### 6. Philosophy

PHIL 1203 Introduction to Logic  
PHIL 1204 Symbolic Logic  
PHIL 2112 Ethics: Theory and Practice

### 7. Law

PLAW 3110 Legal, Social, Ethical Environments of Business  
PLAW 2120 Business Law I  
PLAW 3120 Business Law II

### 8. Political Science

POLS 1100 Politics in the 90s  
POLS 2100 Introduction to American Politics  
POLS 3123 Judicial Process  
POLS 3221 Constitutional Law

### Medicine

The student applying to medical school must take at least seven of the

following nine courses:

BIOL 1100 Organisms and Evolution (and lab)  
BIOL 1200 Cells and Molecules (and lab)  
CHEM 2111 Chem I(General Principles (and lab)  
CHEM 2120 Chem II(Organic Structure (and lab)  
CHEM 2130 Chem III(Organic Reactions (and lab)  
CHEM 2140 Chem IV(General Principles (and lab)  
PHYS 2220 Physics (and lab)  
PHYS 2230 Physics II (and lab)  
MATH 2215 Calculus I

A competency in a modern foreign language would be helpful to students in either of these tracks and in their graduate work. They are strongly urged to use their elective category to take at least a year's worth of LANG.

#### V. The Theater/English Track

Students wishing to combine study of literature and the physical theater must fulfill two sets of requirements, one in LITT and the other in ARTS. Students wishing to teach high school English and Drama should consult the director of teacher education about requirements for certification/endorsements in that area.

The LITT Segment (10 courses; 40 hours)

LANG 2115 History of the English Language and Grammar  
LITT 1100 Introduction to Literature  
LITT 1101 Literary Methodologies  
LITT 2100/2101 European Literature I or II  
LITT 2102/2103 British Literature I or II  
LITT 2104/2105 American Literature I or II  
LITT 3XXX Major author course  
LITT 3XXX Period course  
LITT 3205 Shakespeare  
LITT 4610 Senior Seminar (or LITT 4900 Senior Project)

The THEATER Segment (10 courses; 36 hours)

ARTP 2183 Theater Crafts  
ARTP 2681 Acting I  
ARTP 3110/3112 Theater Hist I and II  
ARTP 3111/3113 Theater Lit I or II  
ARTP 3180 Directing

Any two courses in design from the following:

ARTP 2285 Lighting and Design  
ARTP 2287 Costume Design for Theater and Dance  
ARTP 2683 Scenic Design

2 2-credit electives in singing/voice and dance/movement

A competency in a modern foreign language would be helpful to students in this track, but is not required.

### Proposed Changes to the Curriculum

As part of the current five-year review cycle, faculty have begun to reevaluate program strengths and weaknesses. The curriculum described above has been in place since 1987; modifications have been made, but the basic system of core courses and specialized tracks remains. Within the core, and many of the tracks, a conventional emphasis on survey courses and a preoccupation with periodicity is evidenced. The long-term benefits of maintaining such a conservative educational program are not clear. Accordingly, we have tried reenvisioned program goals in relation to the following:

Current and future needs of our students.

Current trends and future trends within the discipline.

Position of the program within the College.

The following curriculum, with a renewed emphasis on skills acquisition and non-periodic approaches to literature, attempts to underscore for students the multiplicity of traditional and current literary perspectives.

This curriculum offers greater flexibility for students to develop individual programs of study (with the guidance of their academic preceptor); it also imposes greater responsibility for educational choices.

We envision the changes being phased in over the 3 to 5 semesters.

### The Proposed Core

All Literature students will complete three courses in common:

LITT 1101(Literary Methodologies

LITT 2200(Sophomore Research

LITT 4900(Senior Seminar

Literary Methodologies should be the first literature course taken by a student after he or she has declared the major (it may be taken concurrently with other 1000-level or 2000-level literature courses). The course provides an intensive introduction to the requisite skills of close reading and intrinsic analysis. It also provides brief introductions to a selection of literary theories. Sophomore Research (not currently offered; the course will be developed during the Spring and Summer of 1997 and first offered in Fall 1997) introduces students to the evaluation and use of secondary sources (resources available in electronic format as well as traditional library resources). Students conduct directed research in order to understand selected primary works within critical and cultural contexts. Senior Seminar is the capstone course for most literature majors. Students apply a sophisticated critical approach to a text or texts of their choosing. A thoroughly researched thesis of approximately 30 pages is the expected result.

## I. The Proposed Graduate School/English Track

In addition to the core, students in the track are required to take

At least two additional LITT courses at the 2000 level

At least five additional LITT courses at the 3000 level

An appropriate number of LITT elective or cognate courses (total program credit hours = 64)

Students must fulfill the Literature program foreign language requirement (3 semester minimum competency).

At least two 2000-level Literature courses are required in addition to Sophomore Research. The European, British, and American survey courses, while not specifically required, may fulfill these 2000-level requirements. In addition, program members are eager to develop a range of new 2000-level courses. In general terms, these courses will take a thematic approach to literature (rather than a more traditional period-based approach). These courses, with no prerequisites, will be offered to majors and non-majors alike. In addition to thematic approaches, courses designed for this level will be likely to emphasize cultural approaches and the use of new technologies inside and outside of the classroom. It is probable that students transferring to Stockton with an Associates degree (a significant number of our students fit this category) will take, during their first semester, a 2000-level course concurrently with Literary Methodologies. LANG 2115(History of the English Language and Grammar, currently required for EDUC students, will continue to be offered at near yearly intervals. While not required, it may serve as one of the two required 2000-level courses.

Survey courses will no longer serve as the centerpiece of the curriculum, but appropriate distribution of 3000-level courses will assure students' basic familiarity with the trends of literary development.

At least 5 Literature courses are required at the 3000 level; they must fit within the following distribution (Literary Methodologies and Sophomore Research are prerequisites for all 3000-level courses):

1 course in Classical or Medieval literature

1 course in Renaissance literature

2 courses in Eighteenth- or Nineteenth-Century literature

1 course in Twentieth-Century literature

At least 2 of these 5 courses must be in American literature

On-line Readings courses are also planned. These will be self-paced readings courses covering a wide-range of canonical literature (available for 1, 2, 3, or 4 credits). Interested students will consult with the the faculty member currently serving as Readings Coordinator in order to choose an appropriate list and to complete required paperwork. We envision this course taken by students preparing for the National Teachers Examination (NTE) or the Graduate Record Examination (GRE). Reading lists, guide questions, and other course materials will be available on-line.

### Computing and the Literature Program

Because the LITT/LANG program has had several of the leading computer users in its midst, we have certainly led other programs in how computers can be used in our courses. Like others, we started a decade ago pushing our students toward using word processors for their papers and databases to archive their bibliographies. A few of us took a college-wide perspective and began to pressure the college to set up microlabs and other points of access to technology. Indeed, Ken Tompkins started the first microlab in 1981 with 14 Apple IIs.

The introduction of computer conferencing(the CoSy(system provided a major opportunity to move beyone mere word processing to using computers to plan, communicate, discuss and collaborate about the mataerial in the class but to do it outside of the class. Because of our experience with computers, we(generally(welcomed this new capability. Most of the LITT program have used conferencing in our courses. At leste one has taught writing(as primitive as CoSy is(using this sytem.

As the technology advanced, so did our uses of it. the first homepage at the

college (indeed, the first client on any machine here, was set up by Ken Tompkins. He saw the pedagogical advantages of network access and moved quickly to encourage other LITT faculty to get involved and to get their students involved. Tom Kinsella has involved students with writing HTML code and creating homepages early on. Members of the COMM program (when it was a track in LITT) (also were strongly committed to using the Internet in their classes. We developed on-line assignments, HTML assignments, hypertext assignments and net search problems for our students to confront.

### Some Numbers

The enrollments figures over the past five years (9 terms) show ????

Enrollments Averages in LITT/LANG Courses  
Fall, 1992 to Fall, 1996

Lower Level Litt Course

Upper Level LITT Courses

Lower Level LANG Courses

Upper Level LANG Courses

Declared and Intended Majors

<<<Discuss enrollments trends over the past ten years>>>

Admissions

There is no special arrangement for seeking students for the program. All members of the program participate on a rotating basis in admissions events like college nights and campus visitations.

### Advising

Advising students in course selection is an area that LITT/LANG has not considered from a programmatic point of view. Other programs have tried programmatic advising and group advising to make the process easier and faster. These tend to be the programs with extremely large numbers of majors. We have not felt the need for such group activities.

During the past two years (since Spring 1995) the program has provided guidance to students hoping to attend graduate school. We have held forums for students potentially interested in attending graduate school: Spring meetings explain what students can expect from the graduate school experience; Fall meetings provide individual mentoring for students who are about to prepare applications.

### Co-Curricular Activities

The program has minimal involvement with activities outside of our classrooms. We have an end-of-term party each Fall and Spring where we present cash awards to students for the best class essay, poetry, and fiction writing, as well as recognizing graduating seniors. There is a well-established annual, undergraduate literature magazine (Stockpot, published each spring) which members of the program have been involved in from year to year. The program is not unsympathetic to the idea of co-curricular activities. On the whole, however, we have maintained that they should be student initiated and student run.

### Faculty

The program faculty has ten full-time members and one half-time member whose primary teaching responsibility is to LITT/LANG. In addition, Stephen Dunn, a member of the ARTS program, teaches primarily within LITT/LANG and ??? members of the General Studies Division with backgrounds in literature teach selected courses within the program.

<<Give a general description of the faculty.>>

### Support Services

The number of volumes in the iP holdings (??,?? circulating and ?,?? reference in literature, languages, and linguistics) seems adequate to the size and character of the program, just as the library as a whole, as the 1996 Period Review Report for Middle States concluded, exceeds the recommended holdings for a college of its size and mission according to Standards for College Libraries. In 1992, during our last five-year program review, additional funding above our annual appropriation allowed the acquisition of approximately 400 carefully selected titles, thus making the collection as a whole stronger and better suited to the needs of our students.

### Facilities and Resources

Unlike other disciplines (e.g., the sciences), teaching literature does not involve major external support. One consistent need is to develop and maintain full library collections for a teaching institution.

We have been very fortunate to have major holdings in audio-visual classroom materials. We have bought wisely and well. What we have is generally matched to our curriculum and is primary material. An example would be the complete BBC Shakespearean play collection. We are concerned that some of what we have is deteriorating and replacement takes time. The college has not always understood that such collections have to be maintained and that monies have to be set aside for replacing items in the collection.

We have been as fortunate as any other program in acquiring computers though not all of us use the ones available. Our use of them in our courses is spotty but increasing. We do have considerable computing resources on the campus and could do more in our own work and in our teaching.

<<MORE ON COMPUTING>>

Other programs at the college can be considered as resources. Since the last program review Literature and Performing Arts faculty have worked together

to develop the Theater/English track. Almost no other attempt has been made among any of the Arts and Humanities programs, however, to link our curricula or to serve as resources for each other. While one program member has double program membership (History and Literature) (there is no concerted plan to bring us together as resources for each other. Such sharing happens (all too seldom) (on an ad hoc basis, but it would be nice to have an organized effort to share our skills.

We are fortunate in having significant poets visit the campus as part of a visiting artist series. It is not coordinated but successful in a very wide variety of careers. We see these objectives and skills as requisite to no particular field and desirable in all.

The program also recognizes its responsibilities in providing opportunities for non-majors to study literature. We offer courses like Introduction to Literature and lower-level period courses as service courses for the whole college. Proposed changes to the curriculum (discussed below) would create a wide range of 2000-level courses (second year) that would be open to majors and non-majors alike.

#### Introduction to the Curriculum since the Fall of 1992

The LITT/LANG program (components other than Literature are described in-depth in later sections of this document) encompasses study in British, European, and American literatures. Literary theory, criticism, and history, creative writing, the study of drama in the theater and on the page, and study in romance and classical languages and literatures, all find a home in LITT/LANG. A focused perspective on fundamental aspects of literature, matched with the multiplicity of the faculty's critical and literary interests, insures a course of study that is both varied and intellectually sound.

#### Program Organization

The program as implemented in the fall of 1992 was composed of two parts: (1) a core of seven courses required of all majors; and (2) six sequences of courses (tracks) to prepare the student for specific goals or careers.

In 1995 the Communications track within the Literature program was granted its own program.

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For example, this term (for the first time) essays are being handed in with some urls as footnotes. Students are not always asked to use the web as a resources; but they are. We have a new web conferencing system on line that offers enormous power to a class of students. Many (unfortunately not all) of the LITT faculty are using it.

We will continue to use the technology rovided us and to press for new capabilities as they are developed. Like everyone else, we are not sure what those technologies will be.

We believe that we need to bring all the resources now available separately into one formate and presentation. For example, we see the advantages of hypertext as a singulare mens of presenting a multiplicity of resources. Only now, however, have the tools become easy enough for student use. This is really the old problem of having to spend timee training the worker to work. We also see the advantages of bringing the power of multimedia to bear onto literary texts, but, again, are only beginning to see programs that will do the task. Some of us would liike to get students involved with the creative process of producing texts that bring all of these aspects together. And what about VRML? Shouldn t our students begin to conceive of various literary contexts. Why not be able to iwalk aroundî inside of the Globe theatre while studying Shakespeare? Why not be able to iwalk aroundî inside a text?

What we suspect is happening is that others are considering other ways to view a text. It is increasingly clear that texts have to be placed within various contexts; we are trying to ascertain how technology can help us with that

placement.

We believe that of all the students at Stockton LITT majors ought to be the most involved with texts(in any form. Today, such involvement increasingly involves computers and related technologies. We must encourage that involvement for our students and ourselves.

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its own progrwith our curriculum, sadly. In 1994 Gerald Prince was invited to speak to faculty and students, but there has been no on-going effort to bring in other scholars and critics. It would be helpful if we could bring in speakers of note linked to our curriculum or to themes that the whole college was considering.

### The Administration

The program has enjoyed good relationships with both the Divisional and College administration. It has generally supported our request for faculty lines over the years(when justified by enrollments. It has supported our present organization around tracks. It supported the Communication track's movement to program status and presently supports the Language tracks separating into full college programs. Our present Dean has so far supported all of our requests when funds and staff were available and when those requests were based on our curriculum.

### The Long-Range Plan for the Program

<< This is old and should be rewritten Finally, we could create a cross-disciplinary curriculum in the Arts and Humanities that would involve and use the considerable resources that exist here. We have become far too insular in our programs; we almost never consider linking our skills for the benefit of all. We can certainly add more resources as funds become available. We can also better manage the considerable resources we have. Perhaps Division-wide curricular planning should take place.>>

<<This is new, needs more>> We have come to see the limitations of the Period/Nationality approach to literature. We believe that the program changes described above will energize our curriculum and our teaching.

Kenneth Tompkins  
Professor of Literature

Thomas Kinsella  
Assistant Professor of British Literature

Anne Myles  
Assistant Professor of American Literature

Lisa Honaker  
Assistant Professor of British Literature

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We are not at the point where we are confident that our students can produce  
homepages, access the resources of the network and bring that material into  
their papers and projects.

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