FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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PRESENTER: Prof. Katherine Larson: Vice-Dean Teaching, Learning &
                   Undergraduate Programs
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DATE: February 2, 2022 for February 9, 2022

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Humanities, UTSC

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) "is concerned with matters affecting the teaching, learning and research functions of the Campus (*AAC Terms of Reference, 2021, Section 4*)." Under section 5.6 of its terms of reference, the Committee is responsible for approval of "Major and minor modifications to existing degree programs." The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (February 9, 2022)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Humanities academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Centre for Teaching and Learning (Report: Centre for Teaching and Learning)
    - 2 new courses
        - CTLA20H3: Writing for Change: Foundational Academic Skills to Make a Difference in Your Community
        - CTLA21H3: Math4life: Developing Mathematical Thinking and Skills in Practical Contexts
- The Department of English (Report: English)
    - 5 new courses
        - ENGB26H3: Inferno
        - ENGB72H3: Advanced Critical Writing about Literature
        - ENGB77H3: Cinema and Colonialism
        - ENGC74H3: Persuasive Writing and Community-Engaged Learning
        - ENGC93H3: Gender and Sexuality at the Movies

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2022-23 academic year, as detailed in the respective curriculum reports, dated January 25, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Centre for Teaching and Learning, dated January 25, 2022.

2. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: English, dated January 25, 2022.

UNIVERSITY OF
TORONTO
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2022-23 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Centre for Teaching and Learning
January 25, 2022

Teaching and Learning (UTSC), Centre for

2 New Courses:

CTLA20H3: Writing for Change: Foundational Academic Skills to Make a Difference in Your Community

Contact Hours:	
Description:	
	This course uses the mode of advocacy writing to teach the foundational skills necessary for all effective communication. Students will learn to convey their ideas about issues relevant to their communities with attention to structure, voice, evidence, and writing mechanics.
Prerequisites:	
Corequisites:	
Exclusions:	
Recommended Preparation:	
Enrolment Limits: 25	
Note: This course is available to students in the Transitional Year Program only, and students will be enrolled into the course by program administrators.	

Learning Outcomes:
On successful completion of this course, students will have gained a foundation in academic reading, writing and research to support them in their transition to university study. In addition, they will be familiar with key aspects of advocacy writing in preparation for effective community engagement beyond their university studies.
 Specifically, upon completion of the course, students will be able to:
1. Use strategies for critically reading academic and persuasive texts
2. Understand and use effective sentence and paragraph structure
3. Understand the role of writing mechanics and voice in persuasion
4. Identify and correct writing mechanics problems
5. Identify, locate and effectively use appropriate research material to support an argument
6. Understand and use APA citation
7. Effectively paraphrase and summarize a source

Topics Covered:
-Advocacy writing: audience analysis, basics of rhetoric (ethos, pathos, logos), voice, supporting an argument
-Research and information literacy
-Reading strategies
-Citation
-Writing mechanics: structuring sentences and paragraphs, grammar, punctuation
-Writing process: drafting and revision

Methods of Assessment:
3 essays (short Summary/Position paper, Advocacy Letter draft, Advocacy Letter revision. These scaffolded assignments will familiarize students with university expectations, and will give them a chance to apply the critical reading, rhetoric, research, citation, structuring and mechanics skills they are learning in class. Topics will be chosen from current Scarborough issues that are meaningful to the students.
 Low-stakes weekly writing: a chance to discuss voice and persuasive strategies in assigned readings, practice rhetorical positions in OpEd writing. These short pieces allow students to gain confidence and build skills while receiving frequent formative feedback.
 Small group presentation: between Advocacy Letter draft and revision, small groups made up of students working on similar topics will pitch an advocacy argument to the class for feedback on their deployment of research and effective argumentation to persuade an audience. Audience feedback will inform their Advocacy Letter revision.

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language

Rationale:
This course is being proposed to give students enrolled in the Transitional Year Program (TYP) the foundational skills in reading, writing, research and critical thinking needed to succeed at university. Advocacy writing has been chosen as the vehicle through which to develop these skills, as it allows students to recognize that their writing serves a purpose and that through writing they have agency to transform their communities.
 CTL offers 2 other foundational writing courses, CTLA01 Foundations in Effective Academic Communication and CTLA02 Exploring Cross-Cultural Perspectives in Academic Contexts. Both of these courses are designed for different cohorts than that of TYP: CTLA01 supports English Language Learners (ELLs), and CTLA02 supports students in the Green Path program who are transitioning to UTSC from Chinese high schools. In contrast to these courses, CTLA20 is designed specifically for the TYP cohort, typically native English-speaking Black and Indigenous students from the Scarborough area who have had an interrupted education. Many will be mature students, and a significant number may have learning differences. Writing instruction has been identified as a key area of support. This course offers students an opportunity to use writing as a mode of recognizing and celebrating their lived experiences, and to contribute to their community through written advocacy
 The Experiential Learning component of the course will be university-based. Exercises, assignments, and other assessments will explore advocacy writing in work and community settings. Completion of CTLA20 is a TYP program requirement, so the course is not eligible for CR/NCR.
 No similar courses are offered at any of the University of Toronto campuses.
 There is a 25 person enrolment limit for this course. A small class is necessary to ensure that the instructor is able to offer extensive individual formative feedback, and in order to foster a close, supportive learning community.

Consultation:
The new course code was approved by the RO September 15, 2021.
CTL's DCC approved the course on September 8, 2021

External consultation for this course included the following:
 Neil ten Kortenaar, Chair, Dept. of English
Maria Assif, Associate Professor, Teaching Stream, Dept. of English
Lance McCready, Director, Transitional Year Program, University of Toronto St. George Campus
Shane Wallace, Registrar, Transitional Year Program, University of Toronto, St. George Campus
Kathy Liddle, Assistant Professor, Teaching Stream, Dept. of Sociology, Special Advisor to the Dean on Access and TYP@UTSC Faculty Lead
Tina Doyle, Director, AccessAbility Services
Shelby Verboven, Director, Admissions and Student Recruitment

Varsha Patel, Assistant Dean, Student Success and Career Support
Mariam Aslam, Student Success Research Analyst
Nadia Rosemond, Assistant Dean, Co-Curricular Engagement and Student Leadership
Jessica Fields, Vice-Dean Faculty Affairs, Equity & Success (former Faculty Lead for TYP@UTSC)
Kimberley Tull, Director, Community and Learning Partnerships and Access Pathways
Melanie Blackman, Community Partnerships Team Lead
Jessica Raines, Community Partnerships Coordinator
Sein Kipusi, Post-Doctural Fellow, TYP@UTSC
Katie Larson, Vice Dean, Teaching, Learning & Undergraduate Programs
Bill Gough, Vice-Principal Academic & Dean
 Internal consultation included the DCC and CTL Writing Support:
 Karen McCrindle, Associate Dean, Teaching and Learning, Director Centre for Teaching and Learning
Maggie Roberts, Centre for Teaching and Learning Access Program Liaison
Zohreh Shabazi, Associate Professor, Teaching Stream, CTL Math and Statistics Support Coordinator
Amelia Seto-Hung, CTL Course and Program Assistant
Nancy Johnston, Associate Professor, Teaching Stream, CTL Writing Support Coordinator

Resources:
The course will be taught by a sessional instructor, funded through TYP.

CTLA21H3: Math4life: Developing Mathematical Thinking and Skills in Practical Contexts

Contact Hours:

Description:

This course will cover basic mathematics concepts such as Arithmetic, Elementary Algebra, Geometry and Trigonometry, Data collection and Interpretation, Sets, and Functions. Students will engage these concepts through a series of activities which require them to solve practical problems based on real life circumstances. The course will also draw on African and Indigenous cultural knowledges and perspectives to connect the study of mathematics to TYP students' interests and lived experiences.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:
25

Note:
This course is available to students in the Transitional Year Program only, and students will be enrolled in the course by program administrators.

Learning Outcomes:
Upon successful completion of this course, students will have gained a foundation in basic mathematical skills. In addition, they will be familiar with key concepts and approaches used in Arithmetic, Elementary Algebra, Geometry and Trigonometry, Sets, and Functions needed for their university studies.
Specifically, by the end of the course students will be able to:
1. Understand key math concepts for solving related practical problems
2. Understand the role of mathematical notations and symbols for a clear communication of ideas
3. Collect and interpret data in daily life situations
4. Understand the history behind the development of some of the concepts
5. Confidently learn mathematical concepts independently

Topics Covered:
-Arithmetic, Elementary Algebra, Geometry and Trigonometry, Sets, and Functions using an inquiry-learning approach to apply them in practical contexts.

Methods of Assessment:
Assignments, Projects and Presentations

Mode of Delivery:
In Class

Breadth Requirements:
Quantitative Reasoning

Rationale:
This course will help students who were not able learn the mathematics skills which are necessary for a university degree; however, it cannot be used as a prerequisite for registering in UTSC mathematics courses. This course will specifically help the Transition Year Program students. These students for various reasons faced interruption in their education and we plan to provide them with an opportunity to restart and raise their confidence in learning mathematical concepts.
Experiential learning will be classroom based, as students will engage in course concepts through a series of activities which require them to solve practical problems based on real life circumstances.
No similar course is offered at the University of Toronto, Scarborough. Completion of CTLA21 is a TYP program requirement, so the course is not eligible for CR/NCR.
The course has an enrolment limit of 25 students. A small class is necessary to ensure that the instructor is able to offer extensive individual formative feedback, and in order to foster a close, supportive learning community.

Consultation:
The new course code was approved by the R.O on September 15, 2021
The CTL DCC approved the course on September 8, 2021.

External consultation for this course included the following:
Michael Molloy, Chair, UTSC Department of Computer and Mathematical Sciences
Balint Virag, Associate Chair, UTSC Department of Computer and Mathematical Sciences
Lance McCready, Director, Transitional Year Program, University of Toronto St. George Campus
Shane Wallace, Registrar, Transitional Year Program, University of Toronto, St. George Campus
Kathy Liddle, Assistant Professor, Teaching Stream, Dept. of Sociology, Special Advisor to the Dean on Access and TYP@UTSC Faculty Lead
Tina Doyle, Director, AccessAbility Services
Shelby Verboven, Director, Admissions and Student Recruitment
Varsha Patel, Assistant Dean, Student Success and Career Support
Mariam Aslam, Student Success Research Analyst
Nadia Rosemond, Assistant Dean, Co-Curricular Engagement and Student Leadership
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Kimberley Tull, Director, Community and Learning Partnerships and Access Pathways
Melanie Blackman, Community Partnerships Team Lead
Jessica Raines, Community Partnerships Coordinator
Sein Kipusi, Post-Doctural Fellow, TYP@UTSC
Katie Larson, Vice Dean, Teaching, Learning & Undergraduate Programs
Bill Gough, Vice-Principal Academic & Dean
Internal consultation included the following:
Karen McCrindle, Associate Dean, Teaching and Learning, Director Centre for Teaching and Learning
Zohreh Shabazi, Associate Professor, Teaching Stream, CTL Math and Statistics Support Coordinator
Maggie Roberts, Centre for Teaching and Learning Access Program Liaison
Amelia Seto-Hung, CTL Course and Program Assistant

Resources:
Course will be taught by a sessional instructor, funded through TYP.
No TA support is required.

UNIVERSITY OF TORONTO SCARBOROUGH

2022-23 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Department of English
January 25, 2022

English (UTSC), Department of

5 New Courses:

ENGB26H3: Inferno

Contact Hours:	
Description:	

A study of Dante's Inferno and its influence on later art and literature. Inferno describes a journey through the nine circles of hell, where figures from history, myth, and literature undergo elaborate punishments. Dante's poem has inspired writers and artists since its composition, from Jorge Luis Borges to Gloria Naylor to Neil Gaiman. In this course, we will read Inferno together with a selection of 19th, 20th, and 21st century works based on Dante. Throughout, we will explore how Dante's poem informs and inspires poetic creativity, social commentary, and political critique. No prior knowledge of Dante or Inferno is necessary; we will encounter the text together.

Prerequisites:
Corequisites:
Exclusions:
Recommended Preparation:
Enrolment Limits:
Note:

Learning Outcomes:
By the end of this course, students will be able to:
1. Become familiar with Dante's Inferno and its historical context.
2. Understand how to situate and analyze literary texts within their intellectual and historical contexts.
3. Practice critical approaches to adaptation and intertextuality, including the comparative analysis of texts.
4. Practice comparative analyses across different media (for example, comparing poetry with a graphic novel).
5. Appreciate the influence of medieval literature upon contemporary literature as well as the ways in which contemporary writers respond to the influence of medieval texts.

Topics Covered:
- Dante's Inferno, with an emphasis on medieval traditions of social and political critique
- Theories of influence and adaptation
- Practices of comparative analysis

- 19th, 20th, and 21st century adaptations of Dante, with an emphasis on 1) the way authors respond to literary traditions and 2) practices of social and political critique.

Methods of Assessment:
Class participation, including discussion and in-class writing assignments. These help students practice using comparative analysis and analyzing different media. These also help indicate what students need to learn about the medieval or modern context of their reading so that lectures can be adapted to their needs.
 Short critical essays in which students hone their analytical skills, including one comparative reading assignment in which students practice comparative analysis.
 Short creative assignments in which students practice adapting course readings in order to gain first-hand experience of how adaptation works.

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language

Rationale:
This course is being proposed in order to offer students an accessible, welcoming entryway into the study of medieval literature, one that emphasizes connections between medieval literature and the modern world. Students in my courses have often expressed an interest in studying Dante; he is by far the "most requested" medieval author. This course aims to respond to that interest, but also to draw connections between Dante and more contemporary genres and areas of critical interest, from graphic novels to writing on race and identity.
 This course has been designed to fit into the B-level offerings in the department of English and to be accessible to students in the English program as well as students from other departments. The course assumes no prior knowledge of its subject matter and it focuses upon works that are not currently being taught in our literary historical surveys (ENG B27 and ENG B28.)
 At the moment, the department has two B-level courses with a medieval focus, ENG B31: Romance: In Quest of the Marvelous, and ENG B39: Tolkien's Middle Ages. Both of those courses introduce medieval subject matter by exploring connections between the middle ages and later time periods. This course takes a similar approach, with the goal of expanding our selection of welcoming, accessible B-level offerings in medieval so that the other two courses don't need to be repeated too often. This course also covers different medieval subject matter from the other two, bringing in Italian perspectives rather than staying centered on England and France.
 The course will not replace any existing courses.

Consultation:
Department Curriculum Committee (approved on September 17, 2021)
Faculty, Department of English
Campus Curriculum Committee
Registrar's Office approved course code on December 20, 2021

Resources:
This course can be taught by Kara Gaston, full time faculty in English at UTSC. It might require TA support depending on enrolments. TA support, if required, will come from the existing budget. This course will not require any ancillary or laboratory fees.

ENGB72H3: Advanced Critical Writing about Literature

Contact Hours:

Description:

Building on the fundamental critical writing skills students have already mastered in English A02, English B72 is designed to advance students' critical thinking and writing skills in response to a wide range of literary texts and genres. In this context, students will learn how to compose, develop, and organize sophisticated arguments; how to integrate and engage with critical sources; and how to polish their writing craft. Ultimately, students will become more confident in their writing voices and growing abilities.

Prerequisites:
ENGA02H3

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:
25

Note:

Learning Outcomes:
By the end of this course, students will be able to:
1. Write complex, argumentative essays about a wide range of literary genres;
2. Produce longer essays that reflect a nuanced and consistent understanding of the components of critical literary analysis;
3. Identify and synthesize multiple perspectives in articulating and refining their argument;
4. Understand and apply the conventions of literary genres, to include usage, specialized vocabulary, format, and attribution/citation systems; and
5. Have a broadened understanding of argumentation and critical analysis in literary studies.
 Course learning outcomes in the context of our program learning outcomes:
 - Writing Expression: Help students build on the foundations of effective essay writing by constructing written arguments and developing more sustained ones.
- Critical Reading Skills: Challenge basic interpretations through sustained argumentative essays based on close reading analysis.
- Research Skills: Use scholarly research to develop strong and sustained lines of argument.
-Disciplinary knowledge: Expand knowledge of literary genres and writing traditions.

Topics Covered:
- The relevance of "the critical essay" in literary studies.
- Argumentation and critical analysis
- Critical essay development and scholarly research
- Personal voice in academic writing
- Writing as craft

Methods of Assessment:
The course is divided into four main streams:
 Writing and Literary Studies -- students will read articles and opinion pieces that examine and at times challenge some normative concepts and practices in English academic writing, such as "the critical essay," "scholarly writing style," "English discipline," and others. In this context, students will write weekly journals where they reflect on these pieces and join these discussions.
 Argumentation -- students will read a wide range of texts and genres and write a scaffold medium-length (8-10 pages) essay on one of them, experimenting with different ways to approach their selected argument.
 Research -- in this essay, students will be asked to include multiple sources while highlighting their own voices and acknowledging the limitations of all the positions presented (theirs and others'). To help them examine these courses thoroughly, an annotated bibliography and a reverse outline will be part of the assignments.
 Writing Craft -- students will be exposed to different rhetorical choices that impact diction, sentence structure, and other stylistic choices.

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language

Rationale:
One of the priorities of our department is to help students develop solid writing skills and confidence in their personal voices in academic discourse. In this context, our multi-sectional English A02 course (formerly known as English B05) has established itself as a foundational course in our department and has evolved since its inception in 2008. Its aim is to offer our students a strong, sustainable, and consistent foundation in academic writing within the English discipline. In 2013, I proposed another writing course, which is ENGD98Y. It is a year-long writing seminar that offers students a strong foundation in academic writing while pursuing ambitions research projects in English. Our department has acknowledged a critical gap between English A02 and English D98Y, since there are no other writing-focused courses at the B and C levels.

This proves to be detrimental to many of our students, who may lose momentum and space to practice and expand on their writing skills by the time they graduate. It is in this context that I am proposing English B72 -- a course that builds on the foundational principles of English A02 and provide students with the opportunity to practice and challenge their writing knowledge and skills. Should the course be approved, this is another step towards enhancing the importance of academic writing not only for our English students but for students from other disciplines -- since many of these skills are transferrable to other disciplines in the humanities and social sciences.

The enrolment for ENGB72 is set at 25, similar to ENGA02, considering the writing-intensive nature of the course and workshop-based model.

Consultation:
The Registrar's Office approved course code on December 20, 2021
English Department Curriculum Committee (approved on September 17, 2021)
Faculty, English Department
Campus Curriculum Committee

Resources:
Instructor will be teaching this course as part of their regular teaching rotation, and there is no extra support system needed.

ENGB77H3: Cinema and Colonialism

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

An introduction to cinema's relationship to colonialism, decolonization, and postcolonialism. How has film constructed, perpetuated, and challenged colonial logic? We will explore this question by examining colonial cinema, ethnography, Hollywood genres, anti-colonial film, and postcolonial film practices.

Prerequisites:

Corequisites:

Exclusions:
HISC08H3, VCC306H5

Recommended Preparation:
ENGB70H3

Enrolment Limits:

Note:
Priority will be given to students enrolled in the Minor in Literature and Film, and any other program in English.

Learning Outcomes:
The course emphasizes close textual analysis of films and literary texts from diverse historical, linguistic, and cultural traditions, which amplifies students' capacity to read, watch, and listen empathetically. The course's focus on colonialism's global impact meets the program learning outcomes of recognizing how film deepens our understanding of the complexity of human experience. It also guides students to acquire skills to challenge, question, and expand the boundaries of traditional canons in light of new knowledge. This expansion is implicitly woven into the legacy of anti-colonial and postcolonial cinemas (including Indigenous cinemas), as well as in the course's objective to explore how cinema both perpetuated and challenged colonialism.
By the end of this course, students will be able to:
1. Demonstrate advanced knowledge of colonial history and postcolonial theory as it pertains to cinema and visual culture.
2. Transfer and mobilize knowledge between colonial and postcolonial studies and film studies.
3. Demonstrate familiarity with essential films of colonial cinema, ethnography, Hollywood genres (such as the Western), Third Cinema and other anti-colonial cinemas, and postcolonial cinemas.
4. Generate critical answers to the questions "how did cinema play a role in affirming colonial logic?" and "how have film movements resisted colonialism?"
5. Build their writing skills by writing persuasive written arguments on weekly topics.

Topics Covered:
-global history of colonialism
-visual culture of colonialism
-representation and ideology
-exploration and ethnography
-popular genres, race, and stereotype
-anti-colonial film practices
-Third Worldism
-postcolonial and decolonial theory
-postcolonial film practices

Methods of Assessment:
Scene analysis assignment (learning outcome: close reading)
 3 formal reading responses with guided questions (learning outcome: writing persuasive arguments)
 Mid-term take-home exam (learning outcome: familiarity with films & key concepts)
 Final exam, including essay question (learning outcome: incorporating terms, concepts, and theoretical approaches into analyses)

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language, History, Philosophy & Cultural Studies

Rationale:
The course has been designed for the Minor in Literature and Film. Its role in the program is to support students' understanding of cinema as a global medium fully embedded and active in the historical processes of colonization, imperialism, decolonization, and postcolonialism.
 All of the programs in the Department of English emphasize the role of colonialism (in its various formations, e.g. settler colonialism and imperialism) in world literatures by situating the study of literature in a historical context. This orientation understands the logic of colonial modernity as being both affirmed and undone by literature. While the programs in English have a wide range of courses that address colonialism, decolonization, and postcolonialism, the Minor in Literature and Film lacks an introductory course situating the history of cinema within this context. Aspects of ENGB75 and ENGB76 (Cinema and Modernity I & II) engage with colonialism but it is not the primary focus of these courses. ENGB70 (How to Read a Film) has units on race and ideology in cinema, as well as a discussion of the role of ethnography in the unit on documentary, but an engagement with colonialism is beyond the scope of the course, which instructs students in the formal language of film. ENGC83 (World Cinema) examines the concept of world cinema through a comparative study of contemporary films from a variety of geopolitical locations. It presumes the preparation that the proposed course will provide. ENGC84 (Cinema and Migration) analyzes cinema by and about migrants, broadly conceived, and while it examines the role of colonialism in the historical waves of global migration, the course is not explicitly focused on this subject. ENGD62 (Topics in Postcolonial Literature and Film) offers students a focused study of a particular topic related to film and postcolonialism. This course cannot replace the proposed course for two reasons: 1) It approaches film through the lens of the postcolonial, a distinct subfield within critical theory that examines the aesthetic and politics of film in the aftermath of colonialism and its continued practiced across the globe. The course does not examine, for example, the visual imagery of colonialism in cinema, or the role of the cinematographic apparatus in exploration and ethnography and 2), the course is an upper-level topics course and is therefore not adequate to providing students with an introduction to the concepts of colonialism and postcolonialism.
 The students enrolled in the above-mentioned C- and B-level film courses would be well served by the proposed course, which would give them a robust understanding of cinema's participation in colonial and anti-colonial thought.
 This course will serve students in the Minor in Literature and Film, Specialists, Majors, and Minors in English. It will also serve students in the Creative Writing programs.
 The Department of English is currently preparing a proposal for a Major in Film Studies. This course will be required as part of that program.
 This course does not replace any existing courses.
 Rationale for recommended preparation: Having an introductory understanding of film language and style (which is taught in ENGB70) will augment students' learning in the proposed course.

Consultation:
Department of English Curriculum Committee (approved September 17, 2021)
Department of English faculty

Campus Curriculum Committee
Department of Anthropology
Department of Historical and Cultural Studies
The Registrar's Office approved the new course code on December 20, 2021

Resources:
The course will be taught by regular faculty (Sara Saljoughi and incoming faculty in Global Cinema).
The course will require TA support in the form of: 40 hours of marking
TA support will come from the existing budget (no additional stipendiary resources required)

ENGC74H3: Persuasive Writing and Community-Engaged Learning

Contact Hours:

Description:

This course is an introduction to the theory and practice of rhetoric, the art of persuasive writing and speech. Students will study several concepts at the core of rhetorical studies and sample thought-provoking work currently being done on disability rhetorics, feminist rhetorics, ethnic rhetorics, and visual rhetorics. A guiding principle of this course is that studying rhetoric helps one to develop or refine one's effectiveness in speaking and writing. Toward those ends and through a 20-hour community-engaged learning opportunity in an organization of their choice, students will reflect on how this community-based writing project shapes or was shaped by their understanding of some key rhetorical concept. Students should leave the course, then, with a "rhetorical toolbox" from which they can draw key theories and concepts as they pursue future work in academic, civic, or professional contexts.

Prerequisites:
ENGA02H3

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:
17

Note:

Learning Outcomes:
By the end of the course, students will be able to:
1. Engage with rhetorical concepts and traditions.
2. Identify, contextualize, and interpret rhetoric operating in contemporary public life.
3. Use rhetorical strategies and knowledge to intervene in contemporary life.
4. Identify the rhetorical features of texts in relation to authors' purposes, and the audiences' expectations
5. Examine the question of ethics when creating and circulating rhetorical texts within specific social contexts
6. Produce rhetorically informed texts for public audiences through community engaged learning.
 Course learning outcomes in the context of our program:
 - Expand the department writing-focused and CEL (community engaged learning) courses
- Address student need for more "real-life" situations where they feel motivated to write and reflect on their rhetorical choices.

Topics Covered:
- Rhetorical concepts and practices
- Modern Rhetoric
- Rhetoric and change
- Community-engaged learning

Methods of Assessment:
- Class Participation (15%)
- Reading Quizzes (20% - the top 4 out of 5)
- Rhetorical Criticism Essay (20%)

Students will analyze and assess the rhetorical features of two assigned readings and how they relate to the author's intended audience. This assignment would allow students to showcase their understanding of some of the key concepts of our course.
- Community Partnership Reflective Journals (3 journals - 15%)
Student placements will be over a period of 3 weeks (one day per week), and at the end of each week, students will be asked to produce reflective journals on their community partnership and the writing produced in that setting.
- Research Project (30%)
(Peer review (5%)//First draft: 5%//Final Draft (20%)):
Students will connect their community engaged learning experience to a rhetorical concept discussed in class.

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language

Rationale:
Currently, our department offers three writing-focused courses: English A02 (Critical Writing about Literature), English D98Y (Senior Essay and Capstone Seminar), and English D02Y (Teaching Academic Writing: Theories, Methods and Service Learning). All these courses have consistently and successfully contributed to the enhancement of our student critical writing skills – a goal that aligns with the department long-standing message about the importance of critical writing in our curriculum. Therefore, approving this English C74 will not only fill in the gap that exists between our existing A-level and D-level writing courses but will also address our student need for more courses that provide them with "real-life" situations, where their classroom learning experiences are put into practice, assessed, questioned, and celebrated. The course enrolment is set to 17 students, which is similar to the Creative Writing courses in our department, as this is a writing-intensive course that follows the writing workshop model.

Consultation:
Consulted with Neil Kortenaar and Andrew Westoll (English), Julie Witt (the UTSC Integrated Learning Experience Coordinator), CTSI executive team, and the CEL Office.
English Department Curriculum Committee (approved on September 17, 2021)
Faculty, Department of English
Campus Curriculum Committee
The Registrar's Office approved the new course code on December 20, 2021
This proposal has been shared with CTL (we will continue to keep our channels of communication open with their office)

Resources:
This course will be taught on a three-year teaching rotation by existing faculty; no extra support system is needed.

ENGC93H3: Gender and Sexuality at the Movies

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

This course is a study of gender and sexuality in cinema. What happens when we watch bodies on screen? Can cinema change the way we understand gender and sexuality? We explore these questions in relation to topics including feminist film theory, LGBTQ2S+ film cultures, women's cinema, and queer theory.

Prerequisites:
ENGB70H3

Corequisites:

Exclusions:
CIN336H1, CIN330Y1

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:
The course emphasizes close textual analysis of films and literary texts from diverse historical, linguistic, and cultural traditions, which amplifies students' capacity to read, watch, and listen empathetically. The course's focus on gender and sexuality meets the program learning outcomes of recognizing how film deepens our understanding of the complexity of human experience. It also guides students to acquire skills to challenge, question, and expand the boundaries of traditional canons in light of new knowledge.
By the end of this course, students will be able to:
1. Demonstrate advanced knowledge of theories of gender and sexuality as they pertain to cinema and visual culture.
2. Transfer and mobilize knowledge between gender and sexuality studies and film studies.
3. Demonstrate familiarity with essential films of the queer cinema and women's counter-cinema traditions
4. Generate critical answers to the questions "how does cinema produce a gendered gaze?" and "what is the relationship between cinema and social change?"
5. Build their writing skills by writing about film in different forms, such as the film review and the research paper.
6. Practice collaboration, oral dissemination of research, and peer review In a group project on queer and feminist film history.

Topics Covered:
-theories of gender and sexuality in film, including feminist film theory
-aspects of women's film history and movements
-aspects of queer film history and movements
-queer theory, as it pertains to cinema and moving image culture
-relationship between cinema and social change
-theories of the body
-issues of spectatorship
-representation of LGBTQ2S+ people
-the politics of race in feminist and queer theory

Methods of Assessment:
Film review (learning outcome: interpret power relations that motivate particular representations in literature and film)
Queer & Feminist Film History Group Project (learning outcome: practice collaboration, oral dissemination of research, and peer review)
Research Paper (learning outcome: demonstrate advanced knowledge of literary argumentation and research methodologies)

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language, History, Philosophy & Cultural Studies

Rationale:
The course has been designed for the Minor in Literature and Film. Its role in the program is to expand students' ability to interpret power relations and representation, particularly as they pertain to gender and sexuality. Studying gender and sexuality on screen will also expand students' knowledge of film movements by moving beyond the broader categories covered in the existing curriculum (Hollywood, popular cinema, world cinema) to more specialized approaches.
This course will serve students in the Minor in Literature and Film, Specialists, Majors, and Minors in English. It will also serve students in the Creative Writing programs.
The Department of English is currently preparing a proposal for a Major in Film Studies. This course will be required as part of that program.
This course does not replace any existing courses. There is currently no film course focused on either gender or sexuality, which represents a major gap in the film curriculum.
Pre-requisite: ENGB70 provides students with an introductory understanding of film language and style, and indicates the level of knowledge and preparation needed for this course. ENGB70 will also serve as a program requirement in the newly proposed Film Studies Major. Successful completion of ENGB70 will allow students to progress onto C and D-level film courses with a strong understanding of the topic

Consultation:
Department of English Curriculum Committee (approved September 17, 2021)
Department of English faculty

Campus Curriculum Committee
Registrar's Office approved course code on December 20, 2021

Resources:
The course will be taught by regular faculty (Sara Saljoughi and incoming faculty in Global Cinema)