Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Warren Johnson 2/22/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Janelle Collins 2/10/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| Warren Johnson 2/23/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Warren Johnson, Dept. of English, Philosophy, and World Languages, wjohnson@astate.edu, 972-2103**

2. Proposed Starting Term and Bulletin Year

**Fall 2017**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**ENG 4443**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Studies in Literature of the Fantastic
(Short title: LIT FANTASTIC)**

**This course will have variable titles.**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Selected topics in fantasy, science fiction, the fantastic, and related genres. May be repeated when topic changes.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **No**
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

**No specific background knowledge is required for students to be successful.**

1. Is this course restricted to a specific major? **No**
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Fall**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**Yes—being simultaneously proposed as ENG 5443**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? **No**

 Please explain. Enter text...

12. Is this course in support of a new program? **No**

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Content of this course will vary according to the topic. Below is the outline of a course successfully taught as a Special Topics in Fall 2016 on Harry Potter:**

**Week 1 Introduction to the course**

**Week 2 Rowling, Harry Potter and the Sorcerer’s Stone**

**Week 3 Rowling, Harry Potter and the Chamber of Secrets**

**Week 4 Rowling, Harry Potter and the Prisoner of Azkaban**

**Week 5 Rowling, Harry Potter and the Goblet of Fire**

**Week 6 Rowling, Harry Potter and the Goblet of Fire**

**Week 7 Rowling, Harry Potter and the Goblet of Fire**

**Week 8 Rowling, Harry Potter and the Order of the Phoenix**

**Week 9 Rowling, Harry Potter and the Order of the Phoenix**

**Week 10 Rowling, Harry Potter and the Half-Blood Prince**

**Week 11 Rowling, Harry Potter and the Half-Blood Prince**

**Week 12 Rowling, Harry Potter and the Deathly Hallows**

**Week 13 Rowling, Harry Potter and the Deathly Hallows**

**Week 14 Tiffany, John, and Jack Thorne, Harry Potter and the Cursed Child**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

**Several members of the department have expertise to teach this class.**

1. Will this require additional faculty, supplies, etc.?

 **No**

20. Does this course require course fees? **No**

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 **This course further develops students’ interpersonal, oral, and written skills and abilities to analyze literary texts.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 **The mission of the BA and BSE in English is to provide graduates with the skills and knowledge for teaching English or for a variety of careers or for graduate or law school or other professional study through the development of close reading, writing, and critical thinking skills and through an in-depth study of a discipline. This course further develops students’ reading, writing, and reasoning skills.**

c. Student population served.

**BA and BSE students in English and others interested.**

d. Rationale for the level of the course (lower, upper, or graduate).

**The course requires advanced analytical and written skills typically expected of students in upper-level English courses.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[ ]** Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This course relates in particular to three program outcomes for the BA in English:**

**1. Students will be able to discuss the conventions of literary genres (poetry, fiction, non‐fiction, and drama) in close reading and analysis of diverse texts.**

**2. Students will demonstrate breadth of knowledge regarding literary traditions of British, American, and world texts and also regarding different theoretical approaches to the study of literature, language, and writing.**

**3. Students will develop effective oral and written communication skills, including using primary and secondary
sources.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
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| **Program-Level Outcome 1 (from question #23)** | **1. Students will be able to discuss the conventions of literary genres (poetry, fiction, non‐fiction, and drama) in close reading and analysis of diverse texts.**  |
| Assessment Measure | **ETS Major Field Exam**  |
| Assessment Timetable | **Data collected each semester the class is taught and analyzed at annual English program assessment meeting.** |
| Who is responsible for assessing and reporting on the results? | **Faculty teaching the course report results to the Department Assessment Committee.** |

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| **Program-Level Outcome 2 (from question #23)** | **2. Students will demonstrate breadth of knowledge regarding literary traditions of British, American, and world texts and also regarding different theoretical approaches to the study of literature, language, and writing.**  |
| Assessment Measure | **ETS Major Field Exam** |
| Assessment Timetable | **Data collected each semester the class is taught and analyzed at annual English program assessment meeting.** |
| Who is responsible for assessing and reporting on the results? | **Faculty teaching the course report results to the Department Assessment Committee.** |
| **Program-Level Outcome 3 (from question #23)** | **3. Students will develop effective oral and written communication skills, including using primary and secondary sources.** |
| Assessment Measure | **ETS Major Field Exam** |
| Assessment Timetable | **Data collected each semester the class is taught and analyzed at annual English program assessment meeting.** |
| Who is responsible for assessing and reporting on the results? | **Faculty teaching the course report results to the Department Assessment Committee.** |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | **Students will demonstrate awareness of how the use of fantasy, science fiction, the fantastic, or related genres contribute to the meaning of the texts.** |
| Which learning activities are responsible for this outcome? | **Class discussion, written reading responses, group work, short projects** |
| Assessment Measure  | **Embedded question on final exam** |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**ENG 3643. African-American Folklore** A study of African American culture through New World black traditions, including oral narratives and folksongs. Spring, even.

**ENG 4023. Advanced Creative Writing** Writing poetry, fiction, or drama. Prerequisite, ENG 3023 or permission of instructor. May be repeated with change of literary category. Spring.

**ENG 4043. Theory in the Teaching of Composition** An introduction to teaching composition based on current research and theory with special emphasis on practical applications in the sec­ondary school classroom. Spring.

**ENG 4053. The English Language** Historical, structural, and linguistic development of the English language, emphasizing sound change and analysis of spoken and written English. Fall, even.

**ENG 4063. Comparative Modern Grammars** Major grammatical systems, traditional, structural, and transformational. Spring.

**ENG 4083. Introduction to Linguistics** Phonetics, phonemics, morphology, syntax, and se­mantics. Fall, odd.

**ENG 4113. Genre Studies: Tragedy, Comedy, Romance or Epic** Studies in one of four genres in all its formal aspects and changing manifestations in literature, including fiction, drama, and poetry. Spring, odd.

**ENG 4183. Renaissance Drama Excluding Shakespeare** Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan and Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential. Spring, even.

**ENG 4213. Medieval Literature** English literature during the Middle Ages. Selected continental writings may be included. Spring, odd.

**ENG 4223. Milton** An intensive study of selected works of John Milton. Fall, odd.

**ENG 4233. Sixteenth-Century Literature** English literature during the sixteenth century. Se­lected continental writings may be included. Spring, even.

**ENG 4243. Seventeenth-Century Literature** English literature during the seventeenth century. Selected continental writings may be included. Fall, even.

**ENG 4253. Restoration and Neoclassical Literature** English literature during the late seven­teenth and eighteenth centuries. Selected continental writings may be included. Spring, even.

**ENG 4263. Romantic Literature** Major currents and figures of the English Romantic movement. Selected background writings may be included. Fall, even.

**ENG 4273. Victorian Literature** Major currents and figures in the Victorian Age. Selected background writings may be included. Spring, odd.

**ENG 4283. Modern British Literature** English literature in the twentieth century. Selected background writings may be included. Fall, odd.

**ENG 4333. American Romanticism** American literature from 1820 to 1865. Spring, odd.

**ENG 4353. American Realism and Naturalism** American literature in the second half of the nineteenth century and the early twentieth century. Spring, even.

**ENG 4363. African-American Literature** Survey of African American literature from its begin­nings to the present. Spring, odd.

**ENG 4373. Modern American Literature** American literature since World War I. Spring, even.

**ENG 4383. Multi-Ethnic American Literature** African American, Asian American, Latino American, Native American, and/or ethnically specific Euro-American literary works. Fall, even.

***ENG 4443. Studies in Literature of the Fantastic.*** *Selected topics in fantasy, science fiction, the fantastic, and related genres. May be repeated when topic changes. Fall.*

**ENG 4453. Women Writers** A study of literature written by women. Cross listed as WGS 4453. Spring, odd.

**ENG 4463. Special Topics** Intensive study of individual authors, limited periods, movements, or specific theme. Demand.