

Application for a New Course v9

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- Consult with the Office of the Registrar to obtain course number.
- Consult with the Curriculum Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center review team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course, consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. **Degree Plan**

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. **Justification**

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist v9

Course ID Eng. 331

Developer Albert Haley

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the Course ☐ Title ☐ Course number and Section ☐ Credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Evidence Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Overall Outcome & Competencies ☐ Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria ☐ Complete and accurate details of factors and Elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades Course Policies ☐ Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy ☐ Special needs policy(ADA) ☐ Academic integrity policy ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v9

Course ID <i>Subject and Number</i>	Eng. 331
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Albert Haley
2	Course Teacher	Albert Haley
3	Course Title	Narrative for Film and New Media (32 characters including spaces)
4	Course Abbreviation (if title is over 30 characters)	Narrative for Film-New Media
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	-
11	Maximum number of hours credit	3
12	Explanation for variable credit	-
13a	Course contact hours - LEC	-
13b	Course contact hours - Lab	-
13c	Course contact hours - Practicum	-
13d	Course contact hours - Seminar	-
13e	Course contact hours - Studio	-
13f	Course contact hours - Online	-
13g	Course contact hours - Colloquium	-
13h	Course contact hours – Field Experience	-
13j	Course contact hours - Internship	-
13k	Course contact hours - Research	-
13m	Course contact hours - Workshop	3
13n	Course contact hours – Other (specify)	-
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Principles of storytelling, including myth and screenplay structure, as used in movies, graphic novels, and interactive gaming. Close study of fantasy and science fiction narratives. Workshop format involves peer review.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of sophomore English requirements.
19	List any co-requisites	-
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	-
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	1 (multiple sections if demand supports)
23a	How often will it be offered? Spring	-
23b	How often will it be offered? Summer	-
23c	How often will it be offered? Fall	-
24	Frequency?	Annually
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	-
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	-

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	1) This course replaces Eng. 322: Fiction Workshop as a requirement for Digital Entertainment Technology major and minor. (Eng. 472: Film and Belief remains an optional way of meeting the requirement.)
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		2) As for the English major, this course becomes an upper-level elective for undergrads (satisfying the upper-level Writing requirement for the BA in English as well as the BA in English with Certification). Additionally, it will satisfy the Advanced English elective requirement for the BA in English. It also joins other or our writing courses as a way of completing the Professional Writing minor. 3) Finally, students in any other major may select the course for elective credit, as their degree plans allow.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	See below...

Justification

The School of Information Technology and Computing created the Digital Entertainment Technology major and minor in 2010 as an interdisciplinary degree that will prepare students for careers in the gaming industry and computer-generated graphics (CGI) in filmmaking or animation. They made either Eng. 322: Fiction Workshop or Eng. 472: Film and Belief a requirement for the major.

The first result of the new DET requirement was that our department needed to open a second section of Eng. 322: Fiction Workshop each fall in order to accommodate the demand these new students.

The second result was that as the DET students began arriving in Fiction Workshop it became clear that the existing course was neither a good match for these students nor the best use of their time.

Fiction Workshop is a decades-old course (found at virtually every college and university in the land). It teaches students how to write fiction modeled after award-winning fiction published in major periodicals like *The New Yorker*. This kind of fiction is usually labeled "literary" and emphasizes character, mood, and finely crafted sentences and de-emphasizes "plot." The stories are almost always in a "realist" mode. This is the kind of storytelling that English majors, and other lovers of the classics of great literature, are keen to try their hand at writing.

The DET students are most interested in genre narratives in the areas of fantasy and science fiction. More to the point, they are preparing themselves not to write for the page, but to create commercial products that use visuals to bear most of the burden of the story-telling. Even though there is writing involved in a video game, it's script writing, which is very different than writing a short story or a chapter of a novel.

Enrolling the DET students in Eng. 322: Fiction Workshop does not in practice allow a workable compromise. The students who are fans of literature wonder why their fellow classmates from the iSchool are writing strange, other worldly tales and why they seem to care so little about the quality of the writing or deep psychological characterization. The DET students, for their part, don't understand how a person can be so moved by a story in which there is very little in the way of surprises, plot twists, action or highly imaginative invention.

For these reasons, in consultation with my chair and members of the iSchool, I am proposing a course specifically designed to teach DET students how to create stories that can be translated to video games, film, and animation. This, frankly, involves a much more formulaic approach to

narrative than what one sees in literary fiction. It also requires writing a story that takes into account the visual aspect (this is crucial in most video games) and is *interactive* in such a way that the reader/player helps determine the outcome of the story.

Having consulted with Brad Crisp and Brian Burton in the iSchool, I believe Narrative for Film and New Media is exactly the course the DET students need to prepare themselves for careers in the entertainment industry.

Further Relevance and Need

I am confident this course will serve a broader purpose than addressing the needs of DET majors. Others students (such as those who enter FilmFest each year) are interested in learning how to write scripts and learn the formulas that popular narratives draw upon. In the absence of a film major or minor at ACU, they will be eager to enroll in this course. In fact, I don't think I am overstating matters when I characterize this course as "exceptional, innovative, and real." It will offer the kind of relevant learning and experiences students seek at ACU, ones that will prepare them for roles and jobs that didn't even exist not so long ago.

Lastly, I should note that because the class has "New Media" in the title (a general reference to every kind of narrative that has developed since books, theater, movies, and television), it will be flexible enough for the professor to teach whatever forms of narrative arrive in the future. By keeping up with the latest changes in storytelling, this course definitely partakes of the activity of being of "innovative" which ACU is trying to pursue.

Enrollment Projection

With the number of DET students already taking Fiction Workshop each fall (12 projected this fall) and additional students who will be interested, as mentioned above, this course will likely be full every time it is offered. I honestly expect we will have to establish a wait list for some of the students who don't need the course for their major or minor.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	
2	State the overarching course goal(s) in performance terms.	

Eng. 331

Audience: Elective for juniors and seniors in all majors, but especially designed to serve Digital Entertainment Technology majors and minors who must choose either this course or Eng. 472: Film and Belief as part of their degree plan. Other audiences include English majors interested in creative writing, and any student interested in acquiring writing and creative skills used in the entertainment industry.

Prerequisites: Completion of sophomore English requirements which accords with the expectation that students entering this class can use the English language in a way that demonstrates mastery of basic grammar, syntax, and punctuation; clearly articulate in writing contrasting ideas; and defend a point of view, taking into account alternative positions.

Goal:

Students will create narratives in different media, including short story, short film, and video games, applying foundational narrative building blocks in a sequence that leads to maximum impact for the reader/viewer. By looking at narrative possibilities through a Christian perspective, they will discover the options for storytelling aimed at both a general and a more spiritually inclined audience.

2. Competencies and Measurements – Eng. 331

	Competency	Measurement Instrument
1	Read current science fiction and fantasy short stories analytically to be able to locate character development and internal conflict and then be able to apply it to your own stories.	Reading: Quizzes Analysis: 1-page reaction papers Application: write 2000-3000 word fantasy or science fiction story
2	Identify the parts of the hero's journey (monomyth) and its major variants in modern narratives that incorporate it. Be able to articulate why these elements give the narrative its power and memorability.	Short paper naming successive stages of hero's journey in a recent film or video game and how they affect the outcome.
3	Identify the 3-act structure used by filmmakers to tell stories.	Short paper discussing the 3-act structure in three films.
4	Create a screenplay integrating the 3-act structure to tell the story.	Write screenplay for a 4-minute film. Include a storyboard.
5	Become fluent with and use the professional screenplay format.	Submit above screenplay in proper format using Adobe Story.
6	Distinguish between interactive narrative and conventional narrative and create an original interactive narrative that offers the viewer/player compelling and significantly different outcomes.	Diagram showing "web" of three alternative "paths" and endings for a recent film.
7	Justify Christian participation in popular entertainments, especially video games, and distinguish moral issues that invite biblical scrutiny.	Group Project: Group members will role play as necessary and post on the class blog different views (pro and con) of a

		specific video game. After the individual posts they will sift through and synthesize their various ideas to come up with a group consensus view, which will also be posted.
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Reading:

- Claremont, Chris and Brent Anderson. *X-Men: God Loves, Man Kills*. New York: Marvel Comics Group, 2003. ISBN 978-0-7851-5726-7
- Horton, ed. *This Year's Best Science Fiction and Fantasy, 2010*. Prime Books, 2010. ISBN 978-1-60701-218-4
- McDonald, Brian. *Invisible Ink: A Practical Guide to Building Stories That Resonate*. Seattle: Libratory Editions, 2010. ISBN 978-0-9841786-2-9
- Miller, Carolyn Handler. *Digital Storytelling: A Creator's Guide to Interactive Entertainment*, 2nd Edition. Burlington, MA: Focal Press, 2008. ISBN 978-0-240-80959-5
- Thompson, Craig. *Blankets, A Graphic Novel*. Marietta, GA: Top Shelf Productions, 2003. ISBN 978-1-60309-096-4
- Vogler, Christopher. *The Writer's Journey: Mythic Structure for Writers*, 3rd Edition. Studio City, CA: Michael Wiese Productions, 2007. ISBN 978-1-932907-36-0

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

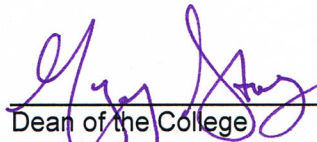
Primary Department



Department Chair

9/11/12

Date



Dean of the College

10/12/12

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ENGL 331

Course Title: Narrative for Film and New Media

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ J. H. Keltner 10-5-12
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

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August 16, 2012

Professor Al Haley
Language and Literature Department
ACU Box 28252
Abilene, TX 79699

Adjusted per
Registrar and
notified/approved
by Adams Center
9-4-12

Dear Professor Haley,

331

Thank you for submitting English 324, Narrative for Film and New Media, to the Adams Center for review. Acting upon the recommendation of Dr. Scott E. Hamm, the Adams Center affirms that your course meets all criteria established in the University's new course application standards.

Currently, the next step in the process of introducing a new course in your college will be submitting the course and all accompanying documents to your college's council. On behalf of the Adams Center, thank you for your submission and blessings on your application process.

Sincerely,

Melinda Thompson, Ph.D.,
Director of Instructional Design,
The Adams Center for Teaching & Learning

Cc: B. Cole Bennett, Ph.D., Department Chair
Jeff Haseltine, Ph.D., Associate Dean

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: October 5, 2012
TO: Al Haley
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ENGL 331 – Narrative For Film and Media

After reviewing the course application and syllabus, the library can adequately support the proposed course. Thank you for letting us review the course application.



Al Haley <haleya@acu.edu>

Your signature needed for course proposal

Brad Crisp <cbc06d@acu.edu>
To: Brian Burton <bgb07a@acu.edu>
Cc: Al Haley <haleya@acu.edu>

Thu, Sep 20, 2012 at 1:55 PM

Al,

The SITC faculty approved the following motion yesterday:

Once ENG 331 is approved as a course, please substitute ENG 331 for ENG 322 in the directed menu of English courses in the DET major and minor (i.e., the new menu will be ENG 331 or 472). ENG 331 will provide a more appropriate experience for the interactive nature of Digital Entertainment Technology.

Once the motion is approved at the college level, I will let you know so this change can go to the UUAC with your new course app.

Thanks, Brad

[Quoted text hidden]