

Application for a New Course v9

Course ID <i>Subject and Number</i>	ENGL 301
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Deb Williams and Jeanine Varner
2	Course Teacher	TBA
3	Course Title	Introduction to the Major
4	Course Abbreviation (if title is over 30 characters)	
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	N/A
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours - Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours - Other (specify)	0
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	The introduction to the major is a three-hour course designed to introduce English majors to selected seminal works of literature across the world, beginning with ancient texts and continuing to 1950. It will equip students with a foundational framework with which to begin their

		classes in the major.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of sophomore requirements for English majors
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
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>	N/A
22	How often will it be offered? Fall	Xx
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?	Yearly
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 2014
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>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Upper-level requirement for all ENGL and ENGT majors
2	Justification State the justification for adding this course to the current	The previous course was not adequate in equipping majors to proceed as successfully as

curriculum. Represent the need	it needed to.
--------------------------------	---------------

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	ENGL and ENGT majors; prerequisite is completion of Sophomore Lit requirements
2	State the overarching course goal(s) in performance terms.	English majors will demonstrate the ability to engage and analyze texts from varied time periods, authors, and genres through discussion, reading notes, graded writing, and essay exams.

2. Course Competencies and Measurements

Note: The total number of pages of written work must be between 25 and 40.

1. (Foundational goal) Students will demonstrate a critical understanding of and appreciation for the texts of varying genres and themes in literary selections across different geographical locations, time periods, and genres and their varied religious, philosophical, political, and cultural movements	1. Students will read texts (1,500 to 3,000 words), write their questions and observations in reflective journal-type entries, and participate in class discussion. Students will delve more deeply into a few of the literary selections and their scholarship by writing 15-35 (12 point font; double-spaced) graded pages. Students will participate in in-class group discussions and may take quizzes.
2. (Application goal) Students will employ tools of textual analysis to interpret texts from a variety of periods and authors.	2. Students will write 5-25 graded pages of formal writing, which may include essay exams and short papers.
3. (Integration goal) Students will write using literary analysis to explore the manifestations of the human existence in works of literature. Students will write clear and persuasive arguments that draw on scholarship, careful reading, and observation.	3. Students will write 17- 30 graded pages of formal writing which may include essay exams and short papers. Students will write an 8-10 page researched analysis.

4. (Human dimension goal) Students will discern the moral threads in the literary traditions which pre-date Christianity and in literature influenced by other world religions, and students will discern the far-reaching influence of Christianity upon the world literary tradition and, likewise, the impact of various other religious traditions, political, and cultural moments on Christianity.	4. Students will offer individual observations in <u>class discussion</u>. Students will write reading notes and observations in their <u>reflective reading notes/journals</u> and/or take <u>reading quizzes</u>.
5. (Caring goal) Students will discern the connections between their own views and values and those distinct world views that inform the course readings.	5. Students will offer their observations in a <u>short paper</u> and/or an <u>essay exam</u>.

3. Text and Resources

Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms: Literature, Language, Theory*. 3rd ed. Longman, 2012. ISBN 0321845560

Puchner, Martin, et al., eds. *The Norton Anthology of World Literature*. (Shorter 3rd ed.) Vol. 1. Norton, 2010. ISBN. 0393919609.

Puchner, Martin, et al., eds. *The Norton Anthology of World Literature*. (Shorter 3rd ed.) Vol. 2. Norton, 2010. ISBN 0393919617.

V. Preliminary Approvals

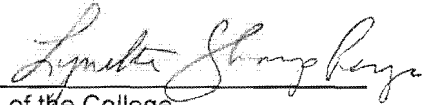
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
1/23/14

Date



Dean of the College
2-3-14

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 301

Course Title: Introduction to the Major

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 X

Denied _____

Timothy S. Perry
College Dean or Director

2-3-14
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

LIBRARY

M E M O R A N D U M

DATE: January 30, 2014
TO: Dr. Jeanine Varner, Dr. Deb Williams
CC: Dr. Laura Carroll
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ENGL 301 – Introduction to the Major

After reviewing the course application, the library is able to support the proposed course. Thank you for the opportunity to evaluate the syllabus and course proposal.

January 21, 2014

Dr. Jeanine Varner
Chambers 113
Abilene Christian University
Tel: (325)674-2402
Email: varnerj@acu.edu

Re: Review of ENGL301: Introduction to the Major

Dear Dr. Varner,

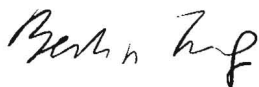
Thank you for the submission of the application for the new course ENGL301: Introduction to the Major. We reviewed the syllabus portion based on the [ACU Syllabus Guidelines](#). The syllabus meets or exceeds the expectations based on this guideline. The syllabus is exemplary in many places, for instance, your description of the competencies and measurements.

Here are a few items/questions for you to consider as you prepare the application for council review:

- Please list the contact phone number for your students. In addition, it might benefit students to explain your contact preference or expectations. For instance, if they send email to you, how soon do they expect to hear back from you?
- The syllabus has a section called "course format and attendance", but it does not describe the course format in detail. What does a typical class like? What are the specific topics throughout the semester? Will there be a calendar for the syllabus?
- You have a great rubric for the papers, but the papers uses an A-F system for grading. Will that be difficult to convert to the final weighted grade? Will each paper be assigned a numeric grade also? If that is the case, how does the numeric grades correspond to the letter grade for each paper?

These are just a couple of questions that I envision students might have. We appreciate you giving us an opportunity to review it. You do not need to bring them back to the Adams Center for another review.

If there is any aspect of the application or course development you would like to discuss further, please let me know. The Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.



Director, Instructional Design, Adams Center

ENGL 301: Introduction to the Major
Fall 2014
3 hours

Dr. Jeanine Varner
Office: Chambers 113
Phone: 674-2xxx
Fax: 674-2408

varnerj@acu.edu
Office Hours:
ACU Box 28252
Class meets TR xx in CH 321

Texts

Kennedy, X. J., Dana Gioia, and Mark Bauerlein. *Handbook of Literary Terms: Literature, Language, Theory*. 3rd ed. Longman, 2012. ISBN 0321845560

Puchner, Martin, et al., eds. *The Norton Anthology of World Literature*. (Shorter 3rd ed.) Vol. 1. Norton, 2010. ISBN 0393919609.

Puchner, Martin, et al., eds. *The Norton Anthology of World Literature*. (Shorter 3rd ed.) Vol. 2. Norton, 2010. ISBN 0393919617.

Course Description

The introduction to the major is a three-hour course designed to introduce English majors to selected seminal works of literature across the world, beginning with ancient texts and continuing to 1950. It will equip students with a foundational framework with which to begin their classes in the major.

The goals of this course are to

1. Provide a common literary experience through a close study of the best writing across genres and across cultures.
2. Lead students to think critically about cultural and Christian themes.
3. Give students exposure to some portions of major works in the language in which they were originally written.
4. Help students begin experiencing and demonstrating what it means to be a global thinker.
5. Provide students a communal experience with classmates, which will help in constructing their identity as an English major.

Students will achieve these goals through discussions of readings, writing reflective and formal discourse, and taking exams.

Faith and Learning and Our Missions

The University mission is "to educate students for Christian service and leadership throughout the world." The Department of Language and Literature's mission is "to contribute to the University's core-curriculum goals of writing effectively in English as a result of clear thinking and extensive reading, writing, and observation." This course will advance students' ability to meet the University's mission through the study of world literature, equipping them to more effectively "be all things to all people" (I Corinthians 9:19).

Spiritual maturity doesn't develop overnight but is nurtured through serious and sustained study of texts sometimes sympathetic to the Christian worldview and sometimes opposed to it. We believe that genuine maturity is formed often by struggling with the issues raised by texts and reflecting on the significance they hold for ourselves and our world. This course will seek to raise challenging questions which will lead students to read carefully, think critically, and communicate clearly.

Prerequisites

Successful completion of sophomore English requirements .

Course Competencies Tied to their Measurements

Note: The total number of pages of written work must be between 28 and 40.

1. (Foundational goal) Students will demonstrate a critical understanding of and appreciation for the texts of varying genres and themes in literary selections across different geographical locations, time periods, and genres and their varied religious, philosophical, political, and cultural movements.	1. Students will read texts (1,500 to 3,000 words), write their questions and observations in reflective journal-type entries, and participate in class discussion. Students will delve more deeply into a few of the literary selections and their scholarship by writing 10-25 (12 point font; double-spaced) graded pages. Students will participate in in-class group discussions and may take quizzes.
2. (Application goal) Students will employ tools of textual analysis to interpret texts from a variety of periods and authors. Students will write using literary analysis to explore the manifestations of the human existence in works of literature.	2. Students will write 5-25 graded pages of formal writing, which may include essay exams and short papers.
3. (Integration goal) Students will write clear and persuasive arguments that draw on scholarship, careful reading, and observation.	3. Students will write an 8-10 page researched analysis.
4. (Human dimension goal) Students will discern the moral threads in the literary traditions which pre-date Christianity and in literature influenced by other world religions, and students will discern the far-reaching influence of Christianity upon the world literary tradition and, likewise, the impact of various other religious traditions, political, and cultural moments on Christianity.	4. Students will offer individual observations in class discussion. Students will write reading notes and observations in their reflective reading notes/journals and/or take reading quizzes.
5. (Caring goal) Students will discern the connections between their own views and values and those distinct world views that inform the course readings.	5. Students will offer their observations in a short paper and/or an essay exam.

Course Policies

Course Format and Attendance

This class will be structured in such a way that fully understanding what happened in class will be difficult if students are not present. As we approach new material, we will most often have quizzes, and we will give mini-lectures to clarify, develop, and amend material as needed. We will also spend a great deal of time in discussion. Thus, if students are absent, they will most likely have missed a “live” learning experience that cannot be replicated and cannot easily be described. In order to get the most out of our class time together, students need to be present to participate in individual and team application of principles.

Thus, attendance in this course is extremely important and essential. If students miss class, it is their responsibility to get lecture notes and assignments before the next class period. Unless a student misses class for a university-excused absence and brings appropriate paper work in advance, in-class assignments and quizzes missed due to absence cannot be made up.

If a student is absent (excused or unexcused) for more than 20% of class time during the semester, then he or she should withdraw from the course. If the student is still enrolled in the course at the end of the semester, then the student will be assigned an “F” regardless of his or her performance in the course. This policy will be enforced if the student has the following number of absences or more: MWF=10 and TR=7.

Excused absences must be documented and are defined as (1) official university-approved absences (documentation given to the instructor in advance of the absence), (2) documented illness, or (3) death in the family.

Unless a student misses class for a university-excused absence and brings appropriate paper work in advance, if the student is absent from class, then he or she will not receive credit for the in-class activity, in-class assignment, quiz, or homework scheduled for that day.

Late Work

Ignorance of an assignment will not excuse late work. Students should contact the professor if they have questions or concerns. Unless the professor approves an extension prior to the due date of the assignment, late projects will be penalized one letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an “F.”

Violations of academic integrity

Plagiarism and other forms of cheating, as defined in ACU’s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

Should you be academically dishonest, you will receive a zero (0) on the assignment. Additionally, I will require you to revise the assignment in order to pass the course. In blatant circumstances (you submit someone else’s entire work or represent someone else’s ideas as your own, for example), you may receive an F in the course, and the department chair, Dean of the College of Arts and Sciences, and the Student Life will be notified.

The full Policy is available for review at the Provost’s office web site

(<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Course Assignments		
Assignment	Due Date	Weight
Reading Notes	TBA	15%
Short Paper(s), Blogs, and/or Discussion Boards, Essay Exams	TBA	40%
Researched Paper	TBA	30%
Final Exam/Project	TBA	10%
Daily Grades/Participation	TBA	5%

The following grading scale is utilized in this course:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
less than 60%	=	F

General Rubric for Grading Essays

A Paper Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B Paper Good, Above Average, Clear, Well-Organized

This paper is a good response to the assigned topic. Each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and/or the teacher.

C Paper Average, Adequate, Competent, Fair, Unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less maintained and supported in token fashion. The style is moderately clear, and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D Paper Below Average, Inadequate, ineffective, Unclear, Under-developed

This paper is an inadequate response to the assigned topic because of significant mechanical errors that make communication ineffective, weakness of word choice, or insufficient support/understanding of the topic. It may contain a stated controlling idea, but the relation of details to that idea is unclear.

F Paper ***Failure, Blocked Communication, Plagiarism-Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-developed***

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because another writer's language has been misappropriated or because gross errors have blocked communication. A controlling idea does not exist or, if it does, it is incoherent or underdeveloped. Errors in diction may suggest illiteracy

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, the student must be registered with Alpha Scholars Program and must complete a specific request for each class in which he or she needs accommodations. If the student has a documented disability and wishes to discuss academic accommodations, the student should call Alpha Scholars Office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Reading Schedule

All selections are from major sections the *Norton Anthology of World Lit*

Week 1 – Selections from Mediterranean and Near Eastern Literature

Week 2 – Selections from India's Ancient Epics and Stories

Week 3 – Selections from Early Chinese Literature and Thought

Week 4 – Selections from Japan's Classical Age

Week 5 – Selections from Encounters with Islam

Week 6 – Selections from Europe and the New World

Week 7 – Selections from The Enlightenment in Europe and the Americas

Week 8 – Selections from East Asian Drama

Week 9 – Selections from Age of Revolutions

Week 10 – Selections from Culture and Empire

Week 11 – Selections from Realism across the World

Week 12 – Selections from Modernism and Modernity

Week 13 – Work on Research Paper

Week 14 – Prepare for final project