

Application for a New Course v9

Course ID <i>Subject and Number</i>	ENGL 410
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Cole Bennett
2	Course Teacher	TBA
3	Course Title	Language and Literature Internship
4	Course Abbreviation (if title is over 30 characters)	Lang-Lit Internship
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	2-3 variable
8	Is the course Fixed Credit or Variable Credit?	Variable
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	Internships have various hours required; thus, students can earn various credit numbers.
13a	Course contact hours - LEC	15 per week
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	50-100 total
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)	Designed for students who obtain internships requiring or allowing for college credit. Can be taken for 2 or 3 credits, depending on the number of hours required by the internship.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior or Senior status

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 completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	N/A
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	XX
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>	Summer Session I, 2015
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>	N/A
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>	No
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>	Yes. ENGL 400, 2013, one student.
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>	N/A.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Upper-level elective for all ENGL majors
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Visiting committee has repeatedly suggested an internship course for majors; student demand (via individual anecdotal requests) has also increased over the past five years.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Upper-level ENG majors; prerequisite is completion of Sophomore Lit requirements and Junior standing or higher
2	State the overarching course goal(s) in performance terms.	Students should be able to conceptualize, pursue, and complete an internship work assignment; they should be able to understand and relate the internship's output with regard to their other coursework and goals.

2. Competencies and Measurements

	Competency	Measurement
1	Understand professional issues surrounding the chosen internship	Exploratory research paper
2	Articulate personal goals for your summer work	Written proposal
3	Develop questions to guide your reading, work, and reflection	Written proposal
4	Demonstrate productive reflection of your work	Online journal entries via class blog
5	Collect and represent the work completed with artifacts from internship	Prepare an electronic portfolio of personal work and products
6		
7		
8		
9		

3. Text and Resources

Clark, Giles and Angus Phillips. *Inside Book Publishing*. 4th edition. New York: Routledge, 2008. Print.

Sweitzer, H. Frederick and Mary A. King. *The Successful Internship: Transformation and Empowerment in Experiential Learning*, 2nd. Ed. Independence, KY: 2003. Print.

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

ENGL 410: Language and Literature Internship

Dr. Cole Bennett, Associate Professor
Office: Chambers 113
Phone: 674-2263
Fax: 674-2408

Cole.Bennett@acu.edu
Office Hours: Weekdays, 7-8 am
Summer Session One, 2015
Meeting Time: M-R, 8am to 1pm

ACU Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Texts

Clark, Giles and Angus Phillips. *Inside Book Publishing*. 4th edition. New York: Routledge, 2008. Print.

Sweitzer, H. Frederick and Mary A. King. *The Successful Internship: Transformation and Empowerment in Experiential Learning*, 2nd. Ed. Independence, KY: 2003. Print.

Course Description

Language and Literature Internship is designed to fulfill an elective slot in the ENG or ENGT degree plan, especially for students who obtain internships requiring or allowing for college credit. English 410 can be taken for 2 or 3 credits, depending on the number of hours required by the internship: 50-80 hours will yield two credits, and 80 or more hours will yield three credits. An internship requiring fewer than 50 hours will not earn credit.

The emphases of this course are three in number: 1) to prepare for a language-arts internship, 2) to successfully complete the actual work at the organization, and then 3) to reflect productively on the work afterward. Through completions of readings, reflective notes and journaling, and coursework designed by the professor, the student will gain valuable experience and insight toward practical aspects of the language-arts field in specific and focused ways.

Class meetings will take place during Summer I to cover course readings, prepare for the work, and discuss issues related to internships; final papers and a completed portfolio will be submitted (electronically) at the end of the summer for final grading.

Attendance:

After two absences, students will be penalized one letter grade for each missed class.

Course Objectives and Outcomes Evaluation

In this course, you will

- Understand professional issues surrounding your chosen internship
- Articulate personal goals for your summer work
- Develop questions to guide your reading, work, and reflection
- Demonstrate productive reflection of your work via journaling
- Prepare a representative electronic portfolio of personal work to gain another internship or job after graduation

Course Assignments		
Assignment	Due Date	Weight
Internship completion	TBA	40%
Written papers	TBA	20%
Discussion blog	TBA	20%
Portfolio	TBA	20%

Competencies and Measurements

	Competency	Measurement
1	Understand professional issues surrounding the chosen internship	Exploratory research paper
2	Articulate personal goals for your summer work	Written proposal
3	Develop questions to guide your reading, work, and reflection	Written proposal
4	Demonstrate productive reflection of your work	Online journal entries via class blog
5	Collect and represent the work completed with artifacts from internship	Prepare an electronic portfolio of personal work and products

The following grading scale is used in this course:

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

Late policy: No assignments will be accepted after 5:00pm on their due date. Students with extreme extenuating circumstances may appeal individually to the instructor but a late penalties of one letter grade per day will be assessed.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent. (examples in this course include, but are not limited to, representing others' work as your own via incorrect citation, purchasing essays from commercial vendors to submit as your own writing, or misrepresenting your internship work). Violations will be addressed as described in the Policy; penalties range from lowered grades on work at issue to removal from the university. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

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.

ADA Compliance Policy: *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, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667*

General Course Calendar, in Brief [will vary by instructor]

Week One: Readings, discussion blog entries, understanding internships conceptually.

Week Two: Readings, discussion blog entries, daily work expectations, professionalism.

Week Three: Readings, discussion blog entries, research methods, long paper assignment.

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, 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

MEMORANDUM

DATE: January 29, 2014
TO: Dr. Cole Bennett
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ENGL 410 – Language and Literature Internship

After reviewing the course syllabus and course application, the library is able to support the proposed course. Thank you for letting us review the course application.

January 16, 2014

Dr. Cole Bennett
Chambers 113
Abilene Christian University
Tel: (325)674 2263
Email: cole.bennett@acu.edu

Re: Review of ENGL410: Language and Literature Internship

Dear Dr. Bennett,

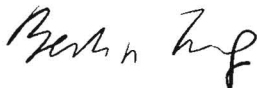
Thank you for the submission of the application for the new course Review of ENGL410: Language and Literature Internship. We reviewed the syllabus portion based on the [ACU Syllabus Guidelines](#). When the components are present in the syllabus, you described them in great clarity for any prospective students.

Here are a few components that might be missing.

- You indicated that class meetings during Summer I. Would you mind adding the details about the meeting time and place?
- There is not a course calendar with such information as dates and deadlines.
- The syllabus does not have certain policies required for ACU syllabus, such as: participation requirements, academic integrity, special needs compliance, and questionable materials.
- Do you plan to have "office hour" for the internship experience? What are your contact expectations if students contact you during their internship?

These are just my observations based on the generic syllabus list. You can make these changes yourself, if you decide to do so. You do not need to bring them back to the Adams Center for another review. Or be prepared to explain to the council if these suggested components are unnecessary for this particular course since it is an internship experience, not a regular course.

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.



Berlin Fang
Director, Instructional Design, Adams Center

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
1/28/14

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 410**

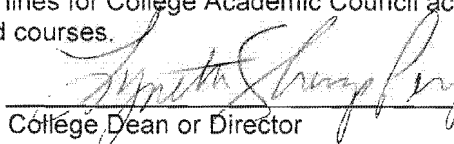
Course Title: **Language and Literature Internship**

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 ☐


College Dean or Director

Date

2-3-14

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: