

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ENGL 271 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

See Course Application.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
	Change to a Course							
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	--
11.	Minor — Revise course selection	A	A	A		I			I	--	I	--
12.	Minor — Add	A	A	A		A			A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A		A			A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A		A			A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			–	A	–
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	-	-	-		A		A	A	A
2.	Admission requirements	-	-	-		A		A	A	A
3.	Policies governing academic probation and suspension	-	-	-		A		A	A	A
4.	Requirements for graduating with honors	-	-	-		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Mike Wilmy</i> <i>Signature</i>	<i>02/10/2020</i> <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Jonathan Camp</i> <i>Signature</i>	<i>03/06/2020</i> <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
 Greg Straughm (Mar 18, 2020) <i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID ENGL 271	Latino American Literature
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Todd Womble
2	Course Instructor	Todd Womble
3	Course Title	Latino American Literature
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	CAS
6	Department or School	Language and Literature
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	From pre-Colonial to 21 st century. This sophomore-level course emphasizes the multicultural voices, including a diversity of gender and cultural experience, that constitute Latino American literature.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: ENGL 112. May be used to satisfy University Requirements
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be	☒ No

	retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u> </u> Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u> </u> No <u> X </u> Yes If yes, provide course ID, term, and enrollment: 10830 ENGL 340.01 Introduction to Latino American Literature Fall 2019 (decided to submit as sophomore rather than majors level course)
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	None

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. *The Department of Language and Literature, along with the Dean's office, is expanding the variety of sophomore literature course we offer in order to meet the needs and interests of our current students. Latino American Literature is an underrepresented and important literary field that we believe this course provides an introduction to this literature.*

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

ENGL 200-level courses are part of the university's general education requirements, and ENGL 271 meets this requirement. The class audience is primarily sophomore students; however, other classifications from freshmen to seniors may be enrolled in this class in order to meet their general education requirement.

2. State the overarching course goal(s) in performance terms.

The overarching goal for ENGL 271 is introduce students to a wide range of perhaps unfamiliar that fall under the label of Latino American Literature. Students will read, think, discuss, and write about the tension inherent in these texts and the wide-ranging cultural, political, and literary implications.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Increase literary comprehension	Reading quizzes
2	Increase knowledge and understanding of Latino American literature as a genre	Reading quizzes, essays, and exams
3	Identify and analyze major literary themes and devices in these texts	Essays and exams
4	Articulate personal responses to these literary texts	Class discussion and essays
5	Increase research and writing skills	Essays
6	Continue to clarify personal worldview	Reading quizzes, essays, class discussion, and exams.

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For combined undergraduate/graduate courses, make two lists:

Anaya, Rudolfo, *Bless Me Ultima*, 1972.

Cisneros, Sandra, *House on Mango Street*, 1984.

Viramontes, Helena Maria, *Under the Feet of Jesus*, Plume, 1996.

Stavans, Ilan, et al., ed., *The Norton Anthology of Latino Literature*, Norton, 2011.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	

5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering. N/A
6	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. N/A
7	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. N/A
8	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. N/A
9	Justification — Attach any documents to which you refer in Section II-B.

ENGL271: Latino American Literature
Womble – Spring/Fall 20XX

About the Course

ENGL271 – Latino American Literature
Fall/Spring 20XX
Day / Time

Three (3) Credit Hours
Building and Room #

Prerequisites / Audience: This course requires successful completion of all Freshman English requirements. The course primarily targets students of sophomore standing and above.

Course Description:

About the Professor

Todd Womble, PhD – Assistant Professor of English
Office: Administration 220A
Email: mtw04b@acu.edu
Office Hours: MWF ____, TR ____, or by appointment

Mission Statements

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

College Mission: The College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, social sciences, behavioral sciences, natural sciences, and mathematics as well as professional and pre-professional programs. Many courses in the college are designed to provide a unique liberal arts education from a Christian perspective to students of all majors throughout the university.

Department of Language and Literature Mission: The Department of Language and Literature cultivates the effective use of language-- through extensive reading and writing in English and mastery in other languages--as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.

Course Content and Format

The central topic and focus of this course is Latino American literature, including novels, short stories, poetry, drama, and nonfiction. We will encounter, consider, and discussion many thematic topics related to Latino American literature, including but not limited to: identity, gender roles, power struggles, etc.

The course will be similar to other sophomore-level literature courses and will involve a mix of lectures, small group work, and in-class discussions.

Course Materials

Students need to obtain copies of the following texts:

Anaya, Rudolfo. *Bless Me, Ultima*. 1972.
Cisneros, Sandra. *House on Mango Street*.

The Norton Anthology of Latino Literature. 2011.

Viramontes, Helena Maria. *Under the Feet of Jesus.* 1995.

*Any version of Anaya's and Cisneros's books will work.

Learning Outcomes

Course Goal: The central goal for this course is for students to be exposed to a wide range of texts that fall—sometimes neatly and other times not quite as neatly—under the label “Latino American literature.” Sixteen weeks from now, I hope you have a better understanding of what qualifies as Latino American literature and, more importantly, who gets (or doesn't get) to say what does (or doesn't) qualify and what criteria we use for such distinctions. This body of literature is inherently married with tension, and we will do what we can to investigate and think deeply about that tension and its wide-ranging cultural, political, and literary implications.

Competencies: The following competencies are expected from students as a result of taking this course:

Competency

- a) Increased literary comprehension
- b) Increased knowledge about and awareness of Latino American literature
- c) Ability to identify and analyze major literary themes and devices
- d) Ability to articulate personal responses to works of literature
- e) Increased writing skills
- f) Continued clarification of worldview

Measured by

- a) Reading quizzes
- b) Reading quizzes, essays and exams
- c) Essays and exams
- d) In-class discussions and essays
- e) Essays
- f) All course assignments

Assessment and Grading

Assessment Activities: All course assignments fall into the following categories:

Assignment

Reading Quizzes (minimum of 10)
Essay 1
Essay 2
Essay 3
Essay 4
Midterm Exam
Final Exam

Grading Weight

20%
10%
10%
10%
20%
15%
15%

Grade Scale: Grading scale is as follows:

A=100-90 B=89-80 C=79-70 D=69-60 F=59 and below

*There is no extra credit in this course.

The Norton Anthology of Latino Literature. 2011.

Viramontes, Helena Maria. *Under the Feet of Jesus.* 1995.

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University Policies

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 email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Course Policies

Attendance Policy: Regular class attendance contributes to your academic success; the Department of Language and Literature requires that you attend at least eighty percent (80%) of the class meetings in order to receive credit for this course. **More than XX absences**—regardless of the reason—will result in automatic withdrawal from the course with a grade of WF. When you find it necessary to miss class, it is your responsibility to get lecture notes and assignments before the next class period. If you are missing for an excused absence, make sure to provide proper documents beforehand and to communicate with me about whatever material you will miss.

Late Work Policy: Major papers are due at the beginning of class on the dates found in your syllabus. A late paper will accrue a 10% penalty against its final grade for each day it is late, including weekends. In extreme circumstances such as a prolonged illness or family crisis, apply for an extension **before** the due date. Unless the student receives **prior** approval, a major exam not taken at the assigned time will also accrue a 10% penalty per day against its final grade. I do not accept late work for all other assignments, including quizzes.

Matters of Conscience: No student will be required to read material that he or she deems spiritually harmful or ethically compromising. If you have such a problem with one of the assigned works, consult me outside of class. I will honor your request and assign an alternate reading. The substitution will be treated confidentially. I do not know what you've been through, so if you are worried about certain texts triggering you in certain ways, please let me know so that I can do what I can to help prevent these types of experiences.

Course Schedule

*Be aware that this schedule is tentative and certain days/dates are liable to change. If a due date for a major assignment changes, I will announce this change in class and also via email.

*Readings should be done by the day they are listed. For example, you should read pgs. 1-17 by class time on Tuesday, _____ and be prepared to discuss on that day.

Week 1

Course Introduction / Syllabus

"Preface," "Introduction: The Search for Wholeness," and "Colonization"

Week 2

Looking Back

"Annexations," "Frontier Memoirs," and "Southwestern Newspaper Poetry"

Week 3

Looking Back

"Acculturation"

Week 4

Mini-Presentations (text from **before 1900**)

Week 5

Mini-Presentations continued (text from **before 1900**)

Due: Paper #1

Week 6

Anaya, *Bless Me, Ultima*

Week 7

Bless Me, Ultima continued

Week 8

Valdez, *Zoot Suit*

Due: Paper #2

Week 9

Zoot Suit continued

Week 10

In the Canon

"Into the Mainstream," Anzaldúa, and Alvarez

Week 11

Cisneros, *The House on Mango Street*

Week 12

The House on Mango Street continued

Due: Paper #3

Week 13

Viramontes, *Under the Feet of Jesus*

Week 14

Under the Feet of Jesus continued

Week 15

Contemporary Poetry

Espada, Pérez, Martínez, and Campo

Due: Paper #4

Finals Week

Dead Day

Final Exam (TBA)

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: March 3, 2020
TO: Dr. Mikee Delony
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGL 271 – Latino American Literature

After reviewing the course application and syllabus, the library can support the proposed course. Please contact Holly Dameron, Library Acquisitions Coordinator, if you will require additional library resources in the future for the course. Thank you for letting us review the course application.

Dr. Todd Womble
Admin Building 220A
Mtw04b@acu.edu

February 11, 2020

Re: Review of ENGL271

Dear Dr. Womble,

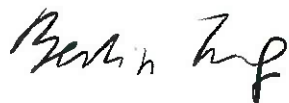
Thank you for submitting the application for course *ENGL271: Latino American Literature*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except a few items that I want to bring to your attention:

- A phone number in the contact information section (Google voice number should work) or indicate that you prefer to be contacted by email, if that is your intention.
- The section for "course description" is blank. You might want to copy the "catalog description" from the application document to this section.
- The syllabus guideline also requires "description of how learning and Christian faith are integrated in the course."
- Some information is included as placeholders for the time being, including meeting time and place, which is fine. Please remember to add them when such information becomes available.

You can choose to add these items yourself. There is no further need to send it back to Adams Center for review. By the way, I love the syllabus and found the length to be appropriate and formatting to be neat and organized.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center