

Approval Chart for Curriculum Changes

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

Course Number ENGL 285 or Degree Plan(s) _____

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

New Experiential Learning Course: Environmental Literature

Environmental Literature is a three-hour, sophomore-level course that focuses on texts in which place is not merely a setting but instead a fundamental component of the text.

The course is intended to instill in students a deeper understanding of their own and others' relationships with place. This course fulfill the experiential learning requirement for the ENGL degree.

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

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

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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	
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

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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)	
<u>Mikese Delony</u>	<u>9/23/2020</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Jonathan Camp</u> Jonathan Camp (Dec 9, 2020 06:29 CST)	
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>Sherry Hight</u>	
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	ENGL 285
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jeremy Elliott
2	Course Instructor	Jeremy Elliott
3	Course Title	Environmental 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	30
8b.	Number of contact hours - lab/activity	85
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	Once, with approval of chair.
12	Maximum total number of credit hours a student can earn for this course	6
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	145

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Focuses on texts in which place is not merely a setting, but instead a fundamental component of the text. The course is intended to instill in students a deeper understanding of their own and others' relationships with place.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENGL 111, ENGL 112
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)	
20	If the course is cross-listed, specify the Course ID(s)	
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?
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? Even.
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	May, 2022
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 retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ 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>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: ENGL 446, Summer A 2019, 13
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.

—No change to any Language and Literature degree plans.

- B Justify the addition of this course to the current curriculum, explaining the gap it meets.

—There are two primary gaps this course fills. First, it bolsters the Language and Literature department's experiential offerings. While we offer creative writing and internship courses, we, to date, have not had significant experiential offerings in the literature section of our catalog. Second, while we have offered environmentally focused classes before as special topics, there are not, at present, any such offerings in the catalog. This is a growing field of interest both nationally and to ACU students, and this course can serve this interest.

III. Course Design

- A Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

—This course is aimed at non-majors, as well as majors. Similar courses at other universities attract a wide variety of students, and the pilot versions of this course have done the same. This course is intended to help students experience literature as an interaction a person might have with the world—

something that can benefit any thinking person, regardless of field of study.

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

–Students will understand that reading and writing are skills that can connect them more deeply to the people and environment around them, than skills that satisfy classroom expectations.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Gain a focused knowledge of regional writers.	By transcribing their work in student journals.
2	Establish and develop personal poetry writing practices.	By daily recording their original compositions in their journal.
3	Understand the relationships between ecological history and human meaning.	Through class discussions and reflective journal writing.

ENGL285: Environmental Literature/3 credit hours

Summer A/2020

Admin 330, 9:00

Prerequisites: credit for ENG111, ENGL 112,

Jeremy Elliott, Associate Professor

Office: Admin 332A (office hours 8:30-1:00, Tuesdays and Thursdays)

Cell: 501-581-6983

Email: jeremy.elliott@acu.edu

Mission Statements:

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

College of Arts and Sciences Mission: The College of Arts and Sciences at ACU educates 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.

Department Mission: ACU's mission is to educate students for Christian service and leadership throughout the world. The Department of Language and Literature empowers students to fulfill the "throughout the world" element of this mission, preparing them to connect with the languages, cultures and peoples of other nations.

Unique Christian Perspective:

Understanding our relationship with the physical world is not strictly an academic pursuit. Choosing to listen to a wide range of sources, choosing to listen to displaced people, and understanding that our own relationship with the physical places that we inhabit is not ahistorical are moral choices. Listening and understanding are fundamental aspects of empathetic living, and this course intends to cultivate these qualities.

Course Content:

Catalog Description: ENGL385: Environmental Literature is a three hours course that focuses on texts in which place is not merely a setting, but instead a fundamental component of the text. The course is intended to instill in students a deeper understanding of their own and others' relationships with place.

Intended Audience: This course is intended for sophomore-level students of any major who have an interest in their environment. Similar courses at other universities tend to draw a cross-disciplinary group of students.

Outline of topics: Regional environmental history, regional histories of people, well known and lesser known writers of regional environmental literature.

Format of course: A few days a classroom instruction, focused on preparing the materials of the course. Subsequently, the course involves a 10 day trip around the region, primarily camping, visiting sites relevant to the literature of the course.

Teaching/Learning Methods and Format of Class Sessions:

This course is designed to force student to slow their reading down, to encourage them to allow the literature to steep in their minds, rather than rolling right off.

The first part of this is requiring students to use their bodies as they read-initially by creating a book in which they will transcribe the texts that we read for the course, then through the literal transcribing of the texts, and finally through putting themselves in the literal spaces of the texts.

Second, the reading word count of this course is significantly lower than comparable upper-level ENGL courses. Again, the intent here is to permit significantly greater attention to be paid to the words that they do read. On average, students will read two poems per day in the course.

Third, students are required to respond to the course texts through reflections on them in their books. Schedule permitting, this will be done in the specific places described by the texts.

Finally, students will create their own original creative compositions relevant to the places that we are in. That is, they will invoke their own experiences in these places as they become environmental writers in their own right. Ideally, this experience serves to help them process their own relationship with place.

Materials:

On the first day of class, students will stitch the book that they'll write in for the rest of the course. Other than that, students will need a sleeping bag. All other camping materials will be provided.

Student Learning Outcomes

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Gain a focused knowledge of regional writers.	By transcribing their work in student journals and participating in class discussions.
Establish and develop personal poetry writing practices.	By daily recording their original compositions in their journal.
Understand the relationships between ecological history and human meaning.	Through class discussions and reflective journal writing.

Assessment and Grading Criteria

The course is graded on a 1000 point scale, distributed as described below:

Poetry transcriptions-250

Original poems in journal-250

Participation in discussions-250

Journal Reflections-250

The journal, containing all of your assignments, is due at the dinner following our travel.

Grade scale expectations for assignments:

-Poetry transcriptions:

This is fairly straightforward. Transcribe the assigned poems into your journal. This will be graded based on percentage of assigned poems transcribed.

-Original poems:

Poet Naomi Shihab Nye has made a rule of writing at least three poems a day since she was twelve, and while she has published a number of excellent, they represent a dramatic minority of the poems she must have written during that time. One doesn't get to be a better writer by not writing. And so, the first criteria for grading original poems

is based on number-we need to see at least one poem a day while we travel. I don't expect them all to be excellent poems. Rather, I want to see ambition. Try new things, whether through theme, meter, language, or inspiration. Finally, specific poetry assignments will be given throughout the course (referring to a specific prompt, or metrical goal), and these assignments should be reflected in the original poems.

Thus...

A: This work will have the complete number of required poems, show ambition in composition, and reflect specific poetry prompts given throughout the course.

B: This work will have the complete number of poems, but may not reflect the desired level of ambition, and may fail to respond to some of the specific prompts.

C: This work may not have the complete number of poems, will not reflect ambition, and will not respond to some of the specific prompts.

D: This work will not have the complete number of poems, broadly will not reflect ambition, and will not respond to some of the specific prompts.

F: This work will not have the complete number of poems, broadly will not reflect ambition, and will not respond to any of the specific prompts.

-Participation in discussion

Discussions of course content is a valuable part of this course, and is an essential way in which we create the intellectual structures in which we understand and write poetry in this course. Participation, both through contributing comments and paying attention to what your fellow students say, is fundamental to the course working well. That said, I recognize that you won't always have something you want to contribute. Nevertheless, contributing on a regular basis is essential.

A: Regular contributions to discussion, and always paying attention to others' contributions.

B: Less frequent contributions to discussion, and always paying attention to others' contributions.

C: Less frequent contributions to discussion, and usually paying attention to others' contributions.

D: Infrequent contributions to discussion, and sometimes paying attention to others' contributions.

F: Infrequent contributions to discussion, and infrequently paying attention to others' contributions.

Journal Reflections:

This assignment falls between our discussions and the original poetry in its intent. Reflection is an expectation in this class, and also something that's not easily done on demand. Accordingly, as per the poetry assignments, I don't expect consistent profundity, but I do expect regular attempts. As with poems, I want at least as many reflections as we have travelling days in the course. As with discussion, thinking about the course content is fundamental to the goals of the course.

A: At least as many reflections as travelling days in the course, with clear attempts to engage with the themes of the course.

B: At least 80% as many reflections as travelling days in the course, with clear attempts to engage with the themes of the course.

C: At least 80% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

D: Fewer than 80% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

F: Fewer than 60% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

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: Given the compressed and travelling nature of this course, your attendance is absolutely essential. Allowances can be made for medical emergencies, but the cohesion of the course really requires that everyone be there all the time. Do not

expect that you can pass the course if you are not physically present for the duration of the course.

Tardiness: While we'll be together as a group for the duration of the course, it will still be important that you not delay group events for personal reasons. If this is consistently a problem, it will be addressed, and if not corrected, can result in the drop of a letter grade from your final grade in the course.

Participation: The bulk of this is described in the portion of the syllabus that pertains to grading. That said, while we will hike some as a class, if you aren't feeling up to it, feel welcome to sit some of these out. We don't need dehydrated people in the desert.

Course Calendar:*

Monday, May nth	Meet at 9:00 to discuss course content, begin journals
Tuesday, May 12th	Meet at 9:00 for watercolor instruction, leave at 12 for Ft. Griffin day trip.
Wednesday, May 13th	Meet at 8:00 to depart for Colorado Bend State Park
Thursday, May 14th	Head to Guadalupe River State Park
Friday, May 15th	Travel through San Antonio, camp at Seminole Canyon State Park
Saturday, May 16th	Tour Seminole Canyon and White Shaman, late drive to Big Bend.
Sunday, May 17th- Wednesday, May 20 th	Camp in Big Bend.
Thursday, May 21st	Depart Big Bend for Ft. Davis, stopping in Alpine/Marfa
Friday, May 22nd	McDonald Observatory for new moon
Saturday, May 23rd	Back to Abilene

* Given how reliant our course is on external conditions, this schedule may be modified as needed.

September 25, 2020

Dr. Jeremy Elliott
Admin 332A
jeremy.elliott@acu.edu
501-581-6983

Re: ENGL285: Environmental Literature

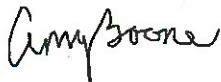
Dear Dr. Elliott,

Thank you for the submission of ENGL285: Environmental Literature. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#) and this syllabus meets the guidelines.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Amy Boone".

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 25, 2020
TO: Dr. Jeremy Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGL 285 – Environmental 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.

Expenses

Attached course fee application describes a course fee of \$375. In May of 2019, the course was piloted with a fee of \$350, which fell just short of meeting the costs of the course. Cost will be variable depending on market, but cover transportation costs (van rentals and fuel), food, propane, campsite fees, and entrance to the White Shaman mural/McDonald Observatory.

JAN 21 2020

Office of the Provost



Request to Add or Change Course Fees

Course fees or changes to existing course fees must be approved and published in the ACU Catalog for the following year in order for them to be assessed on a student's account. Course fees which are not processed by February 1st will not be included in the fall catalog.

Request Date 1/6/2020

Amount of Fee

375 285Department Making Request Language and Literature

Contact Person

Jeremy ElliottSemester and year for fee to begin May, 2022

Check the appropriate fee category below:

FOAP:

☒ Fee is the same for every section and every student100000-20920-4026-10☐ Fee applies to certain sections only

If fee applies to certain sections only, please specify below if it is a one-time fee for a single section or a repeating fee that will be applied on a regular schedule (e.g., a fee charged each time the course is taken in a summer session but not in the fall or spring).

This request applies to the following course (one per form):

Course Number/Section

ENGL 385

Course Title

Environmental Literature

State the justification for your request below. You will be notified of final approval or denial.

Course fee covers van rental, fuel costs, campsite reservations, food, and all other associated travel costs.

The following signatures must be obtained before any request is approved.

Approved

Declined

Nikee Delaney
Department Chair

1/7/2020
Date

☒

Jonathan Camp
College Dean

1-16-2020
Date

☒

[Signature]
Provost

1/22/2020
Date

☒

[Signature]
Vice President for Finance

1/23/2020
Date

☒

If approved by all above, route to:

[Signature]
Controller

Above

1/23/2020
Date Completed

[Signature]
Finance

POAP

LLEL

Date Completed

1-24-20

Registrar's Office

Date Completed

Date Completed

3/20/2017 KMW