

Approval Chart for Curriculum Changes

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

Course Number ENG 498 or Degree Plan(s) _____

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

→ Application for ENG 498 attached.

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	UUAC	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	UUAC	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

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)	
<u>Steven Moore</u>	<u>11-30-21</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Jonathan Camp</u>	<u>Jan 25, 2022</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Meggy Hays</u>	<u>Jan 25, 2022</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 (Subject and Number)	ENGL 498
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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	21 st Century British Literature
4	Course Abbreviation for Banner if title is more than 30 characters	11 11
5	College	CAS
6	Department or School	LANGUAGE + LITERATURE
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	—
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?	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)	* Attached
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	completion of Sophomore English Requirements All ENG 100 and 200 - test credits
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)	—
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 <u>odd</u> years?
22c	Will the course be offered in summer terms?	_No ☒ Yes If yes: all, <u>even</u> , or odd years? * Study Abroad in Oxford
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2023
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</i>	☒ No _Yes If yes, provide rationale:

	<i>explain compelling extenuating circumstances.</i>	
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:
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>	There will be very little content overlap with ENGL 222 (Major British Writers II). Also, ENGL 228 and ENGL 498 will have some overlap as well. However, ENGL 228 is a sophomore-level literature course and this course is for those students who have completed their freshman English requirements. ENGL 498 is an upper-level course that provides a more in-depth study of Contemporary British literature and students will work with greater intensity and rigor. For the prerequisites, students must complete all of their Sophomore English requirements.

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.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1		
2		
3		
4		
5		

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:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

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.
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.
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.
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.
9	Justification — Attach any documents to which you refer in Section II-B.

Accompanying Info for ENGL498 Course Application

17. Catalog Description

A survey course of British literature from the 21st century. The course is designed to expose students to the recent and current landscape of British literature written since 2000.

II. Curriculum

A. Explain effect on degree plans.

ENGL498 would not change any requirements for the ENGL degree. It would be a new offering in the "Literature" menu for the degree.

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

ENGL498 provides students the opportunity to read and study very recent texts in British literature. Our other British literature courses do not have the scope to include texts published in the past 20 years often, especially not texts published in the past 5-10 years. Our current offerings are great at surveying the rich history of British literature, and ENGL498 gives us a chance to also survey the richness of its current authors, too.

III. Course Design

A. Audience and Course Goal

1. The intended audience is upper-level English majors, but it is also open to any student interested in reading and studying recent and current works of British literature.
2. The overarching course goal is for students to be able to demonstrate knowledge about this corpus of literature and how it reflects on cultural and political realities of 21st century Britain. The course is built with the expectation for students to be able to demonstrate this knowledge via active participation in classroom discussions, as well as submissions of clean, polished, academic prose in their written assignments.

B. Student Learning Outcomes and Measurements

Students will be able to:	Measurement Instrument
Demonstrate their engaged and attentive reading of the required texts.	Reading Responses
Present their own analyses and thoughts on a text/author of their choice in a way that supplements their fellow students' engagement with the text.	Presentation
Develop and defend original theses based on their own research.	Reading Responses and Term Paper

Write academic prose in which they specifically analyze stylistic AND thematic elements of literary texts.	Reading Responses
Make connections between a literary text and a specific historical/political/cultural event.	Connection Paper
Engage in asynchronous discussions on specific literary topics in ways that demonstrate not only their mindful reading but also their mindful interactions with their fellow students.	Online Discussions
Consider and defend their own answer to questions about the value and place of literature in the 21 st century.	Term Paper

*** A note about ENGL498**

ENGL498 will be offered in Abilene, but the course is also designed to be able to work for the summer Oxford class offered every summer by our department. It would not be offered every summer, of course, but 498 would be another option for the ENGL class in July in Oxford. If taught in Oxford, the reading list and class schedule would of course be different from the Abilene version, and would almost certainly include texts from any authors with schedule readings or visits in Oxford or London. The class would also almost certainly include class trips to specific sites in London or other locations with specific connections to the readings.

About the Course

Course number and title: ENGL498 – Twenty-First Century British Literature

Credit hours: 3

Semester and year: Fall 2022 (placeholder)

Meeting time and place: Hardin Admin 330 (placeholder)

Prerequisites/corequisites: Students must have completed all 100- and 200-level ENGL requirements.

Catalog description: A survey course of British literature from the 21st century. The course is designed to expose students to the recent and current landscape of British literature written since 2000.

Intended audience: This course is intended for upper-level English majors, but it is also open to non-English majors. The audience is students interested in recent and current works of British literature.

About the Teacher

Professor's name, title, or rank: Todd Womble, PhD. Associate Professor of English

Office location (if available): Hardin Administration Building; Rm. 220A

Phone number(s): 325-674-2083

Email address: mtw04b@acu.edu

Office hours/Contact expectations: TBD 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 mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department 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.

Unique Christian Perspective

Like many ACU classes, ENGL498 provides a unique Christian perspective in the manner in which course content and discussions are handled. Rather than deliberately tying every single text or class discussion to questions of faith, the course instead comes with a posture of welcome to those connections. Beyond class discussions, though, the Christian perspective of 498 will mostly manifest in the way we approach the texts, the class, and the people in it with intellectual hospitality and grace. While not always perfect, this is the intended attitude of the course. This literature represents a certain face of the world, and as scholars of faith we will greet this face with an open heart and open mind.

Course Content

Outline of topics: The main topics to be discussed in this course are:

- Background and context for 21st century British literature.
- Historical, political, and cultural contexts for contemporary UK.
- A diverse selection of contemporary British literature.
- Discussions of selected literary texts in relation to other texts from around the world.
- Discussions of selected literary texts in relation to ongoing literary and cultural trends from outside of the UK.
- Discussions of selected literary texts in relation to larger questions concerning the role and purpose of literature in the 21st century.
- Fundamental skills of English studies, including literary analysis, participation in in-class discussions, and drafting and revising academic prose.

Format of Class

Format of Class: This course is a traditional lecture course and will mostly consist of in-class discussions. The course will involve much reading in each student's own time, paired with a high level of participation during class meetings. Students will also be expected to present at least once during the semester, and weekly meetings will normally involve small group discussions.

Instructional Materials

Textbooks:

- Barnes, Julian. *The Sense of an Ending*. 2011.
Cusk, Rachel. *Outline*. 2014.
Evaristo, Bernardine. *Girl, Woman, Other*. 2019.
Gaiman, Neil. *The Ocean at the End of the Lane*. 2013.
Ishiguro, Kazuo. *Never Let Me Go*. 2005.
Johnson, Daisy. *Everything Under*. 2018.
McEwan, Ian. *Saturday*. 2005.

Smith, Ali. *Autumn*. 2016.

Smith, Zadie. *White Teeth*. 2000.

Stuart, Douglas. *Shuggie Bain*. 2020.

Winterson, Jeanette. *Frankissstein: A Love Story*. 2019.

Other materials (optional): Beyond the main novels, I will provide copies of any other readings, including shorts stories and critical articles.

Learning Outcomes

Course goal: The main goal of this course is to give students a chance to read and engage with the diverse landscape of contemporary British literature. When most people hear “British literature,” they think (rightfully so) of Shakespeare, Chaucer, and Dickens. My hope with this class is to facilitate student realization that British literature is more than the canon—it’s an ever-growing and ever-expanding world of texts, working to represent the multicultural realities of the contemporary UK.

Competencies: Describe the competencies you would expect students to master after taking this course, also include instruments for measuring such competencies.

Students will be able to:	Measurement Instrument
Demonstrate their engaged and attentive reading of the required texts.	Reading Responses
Present their own analyses and thoughts on a text/author of their choice in a way that supplements their fellow students’ engagement with the text.	Presentation
Develop and defend original theses based on their own research.	Reading Responses and Term Paper
Write academic prose in which they specifically analyze stylistic AND thematic elements of literary texts.	Reading Responses
Make connections between a literary text and a specific historical/political/cultural event.	Connection Paper
Engage in asynchronous discussions on specific literary topics in ways that demonstrate not only their mindful reading but also their mindful interactions with their fellow students.	Online Discussions

Consider and defend their own answer to questions about the value and place of literature in the 21 st century.	Term Paper
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Assessment and Grading

Assessment activities: The course will involve the following categories of assignments:

- Reading Responses
- Online Discussions
- Presentation
- Connection Paper
- Term Paper

Reading Responses – Over the course of the semester, students will write ten reading responses. Each response is one single-spaced page and will focus on a text (or texts) from the class reading list. Specifically, the students will turn in five reading responses focuses on stylistic analysis, and five focused on thematic analysis. Reading responses are meant to keep students accountable for their weekly reading and, more importantly, give students a chance to display in written form their engagement with the texts we read in the class.

Online Discussions – Over the course of the semester, I will post five distinct discussion prompts to Canvas. These online discussions are intended to encourage student engagement with larger implications of the course content. Specifically, the online discussions will have students consider cultural, political, and personal implications of the texts we read, as well as have students consider questions related to the field of English studies and the place of literature in the 21st century. Online discussions will involve initial student posts as well as required peer responses.

Presentation – During the first week of the class, students will sign up for a designated presentation date for a specific text from the reading list. Presentations last 20-25 minutes, and while students have significant freedom in terms of choosing the content and focus of their presentation, they will each be required to add something to our discussion of the text and to get their fellow students engaged via directed in-class discussion.

Connection Paper – This short essay (4-5 pages) will require students to make a direct connection between a text (or texts) from the class and a cultural event, movement, or reality from outside of class. To put it simply: This assignment is geared towards giving students the chance to explicitly make connections between the reading they do in class and the world they live in outside of class.

Term Paper – This longer essay (10-12 pages) will require students to answer a very specific question: What is the role of literature in the 21st century? Students will have

freedom to answer this question in whatever way they see fit, but each submission will ultimately use the reading and discussing done for the class to make an argument about what role literature does, should, and/or shouldn't play in our contemporary society.

Assessment Activities	Weighting
Online Discussions	10%
Reading Responses	25%
Presentation	10%
Connection Paper	20%
Term Paper	35%
Total	100%

Final grade calculation: Your final grade will be determined based on the following scale:

	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

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: Students are required to be present for at least 80% of class meetings. If you miss more than 20% of class meetings, you will not pass the class. If you miss class due to a school-sponsored event (such as athletics) or because of illness or unexpected emergencies, you are allowed to make up whatever work you miss. Please do your best to communicate with me ahead of time, when possible.

Participation: I expect you to be an active participant in class. This can take many forms, and I do not force every student to talk during every discussion, but I do expect you to be there in class, both physically and mentally. If your participation becomes a problem, we will have a one-on-one meeting to discuss ways to improve.

Late assignment/exam: I do not accept late work for minor assignments, which include readings responses and online discussions. For the two papers, your submission will receive a 10% penalty for every day past the deadline. If you miss your presentation date, you will be penalized on your final grade for that project if you present at a later time, or you will receive a zero.

Calendar

The calendar below represents my best attempt to map out the 16 weeks of our course. If changes are made, I will let you know immediately, especially if those changes relate to a major assignment.

Week/Day/Module	Topic	Learning Activities*	Assignments/Assessment*
Week 1	Course introduction		
Week 2	Zadie Smith <i>White Teeth</i>		
Week 3	<i>White Teeth</i> cont.		
Week 4	Ian McEwan <i>Saturday</i>		
Week 5	Kazuo Ishiguro <i>Never Let Me Go</i>		
Week 6	Julian Barnes <i>The Sense of an Ending</i>		
Week 7	Neil Gaiman <i>The Ocean at the End of the Lane</i>		
Week 8	Rachel Cusk <i>Outline</i>		Connection Paper Due
Week 9	Ali Smith <i>Autumn</i>		
Week 10	Daisy Johnson <i>Everything Under</i>		
Week 11	Bernardine Evaristo <i>Girl, Woman, Other</i>		
Week 12	<i>Girl, Woman, Other</i> cont.		
Week 13	Jeanette Winterson <i>Frankissstein</i>		

Week 14	Douglas Stuart <i>Shuggie Bain</i>		
Week 15	<i>Shuggie Bain</i> cont.		
Week 16	Finals		Term Paper Due

*I've left "Learning Activities" blank for the most part because I figured it would make more sense to explain it here: For each week, the activities will be the same: Students will read in their time outside of class, and our time in class will be spent with in-class discussions—with the entire class and also in small groups—student presentations, and contextual presentations from the professor.

*I've left off the Presentation, Online Discussions, and Reading Responses from the "Assignments/Assessment" portion of the schedule above because students will turn these in at different times. Their presentations will happen based on the date they sign up for; the Online Discussions will happen based on when the professor decides to post them to Canvas; and the Reading Responses will be turned in throughout the semester (10 responses submitted in 15 weeks).

Dr. Todd Womble
Admin Building 220A
mtw04b@acu.edu

Sep 9, 2021

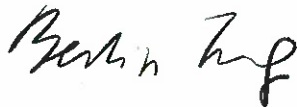
Re: Review of ENGL⁴⁹⁸~~228~~

Dear Dr. Womble,

Thank you for submitting the application for the course *ENGL498: 21st Century British Literature*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements.

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 20:47
TO: Dr. Todd Womble
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGL 498 – 21st Century British 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.