

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **ENGL245: Genre-Based Literature**

or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

²³ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

 Department/School(s) 1/30/20
Chair Signature Date

Chair/Program Director Signature Date

 College Academic Council(s) 2-6-26
Chair Signature Date

Chair Signature Date

 Dean(s) 2-6-26
Signature Date

Signature Date

Teacher Education Council
Signature Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate
Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	ENGL 245
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Todd Womble
B	Course Instructor	Todd Womble
C	Course Title	Genre-Based Literature
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	LALI - Language & Literature
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3
M	Grading Mode	Standard
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Survey of texts in a specific literary genre, spanning time periods and locations.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENGL 111 and ENGL 112 (or ENGW 111 and ENGW 112).
Q	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)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	Yes If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	No
T2	Will the course be offered in spring terms?	Yes, even years
T3	Will the course be offered in summer terms?	No
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2028

V	Is this course required for a program(s)?	No If yes, submit a separate completed curriculum proposal to change the program(s).
W	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 If yes, provide rationale:
X	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 We have offered sections of ENGL240: Special Topics in the past that would fit this new course, but technically this course has not been offered previously.
Y	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.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This does not impact any of our degree plans other than adding another option for the 200-level literature requirement, which applies to most degree plans on campus.

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

The creation of this new course will enable us to teach genre-specific sections of 200-level literature survey courses, which has previously only been possible as special topics courses. This new 245 course would provide options such as: Westerns; Romance; Horror; Dystopia; Fantasy; and others. Unlike the other new courses we're proposing (241: Crime Fiction; 242: Serial Killers), our Dept. does not want to add individual courses for every possible genre to the catalog. Instead, this new ENGL245 course will enable us to offer these courses based on professor interest and in-line with unique student interest.

Our hope is for this to be a course that gives us our Department a new option for periodic genre offerings for our 200-level literature survey courses, without making any concessions in terms of the breadth and depth of the literature, a core element of our sophomore literature principles.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience is lower-level undergraduate students seeking to satisfy their 200-level literature requirement. A potential audience is students with an interest in the subject matter, who may take the course as an elective.

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

The Learning Outcomes below are our Department's standardize outcomes for our 200-level literature courses, which speak to the course goals. We also have the following standardized objectives:

- Increase/enhance student appreciation for important literary texts produced through human history.
- Increase student understanding of the value of reading literary texts by acquainting them with the tools and strategies necessary for textual communication and literary exploration and by expanding their critical and creative thinking and writing skills.
- Continue the writing processes learning in ENGL111 and ENGL112 by improving student ability to compose clear and persuasive research-based literary arguments that draw on careful reading, thoughtful analysis, and an awareness of the literary text's historical and cultural context.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Focus on reading, writing, and thinking critically about literary texts.	Reading Responses; Exams; Term Paper; and in-class discussions.
2	Develop a strong understanding of literary historical and cultural contexts as well as literary devices, genres, traditions, and movements as a basis for literary inquiry.	Reading Responses; Exams; Term Paper; and in-class discussions.
3	Develop strong writing skills relevant to literary inquiry, clear expression, and productive critical and literary insights. Write analytical, reflective, and researched literary assignments that together will total at least 1,500-2,500 words.	Reading Responses; Term Paper.
4		
5		

C. 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**.

*This is an example of the books that might be used for a section of this course focused on Westerns. Different versions of the course would, of course, have different required books.

Lonesome Dove by Larry McMurtry

The Ox-Box Incident by Walter Van Tilburg Clark

The Daybreakers by Louis L'Amour

All the Pretty Horses by Cormac McCarthy

Riders of the Purple Sage by Zane Grey

In the Distance by Herman Díaz

B. full publication information; label **Graduate**.

4. 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.
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 1Y. 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 2B.

Updated 8/19/2024

ENGL 245: Genre-Based Literature [Westerns]

Instructor: Dr. Todd Womble
Course Info: ENGL 245.01; Day/Time TBD
Office/Hours: ADM 220B by appointment
Contact: todd.womble@acu.edu

Abilene Christian University's Mission:

To educate students for Christian service and leadership throughout the world.

The Department of Language and Literature's 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.

Prerequisites and Primary Audience

This survey course is intended for students looking to complete their sophomore literature requirement. The course is intended for students from all disciplines and majors.

Textbooks

All the Pretty Horses by Cormac McCarthy

In the Distance by Hernan Díaz

Lonesome Dove by Larry McMurtry

Riders of the Purple Sage by Zane Grey

The Daybreakers by Louis L'Amour

The Ox-Box Incident by Walter Van Tilburg Clark

*All other readings (essays and articles) will be provided in Canvas.

245: Genre-Based Literature - Course Description

This survey class covers a breadth of literary examples of a particular genre, with the central goals of:

- 1) Providing historical context and background for the genre.
- 2) Establishing defining characteristics and tenets of the genre.
- 3) Exposure to a breadth of literary examples, including (but not limited to) both canonical classics and contemporary reinterpretations.
- 4) Engagement in ongoing genre-specific discussions that simultaneously join ongoing and longstanding discussions within literary studies.

245: Westerns – Course Description

This course provides a survey of both canonical classics and contemporary reinterpretations of Westerns, a long-standing genre of American popular and literary culture. In this class, we will explore historical precursors and context for Westerns; we will establish terms and defining characteristics of Westerns; and we will look closely and deeply at a breadth of Western novels. By the end of the class, students will have a deeper understanding of Westerns, their place in American literature, and their stylistics and thematic characteristics.

General Sophomore Literature Program Outcomes and Measures:

1. Students will focus on reading, writing, and thinking critically about literary texts related by genre, topic, or literary period.
Measures: Reading Responses; Exams; Term Paper; In-class discussions
2. Students will develop a strong understanding of literary historical and cultural contexts as well as literary devices, genres, traditions, and movements as a basis for literary inquiry.
Measures: Reading Responses; Exams; Term Paper; In-class discussions
3. Students will develop strong writing skills relevant to literary inquiry, clear expression, and productive critical and literary insights. Additionally, they will write analytical, reflective, and researched literary assignments that together will total at least 1,500-2,500 words of graded and preferably researched writing.
Measures: Reading Responses; Term Paper

General Sophomore Literature Program Objectives

All ACU Sophomore Literature classes will:

1. Increase/enhance student appreciation for important literary texts produced through much of human history -- past and present.
2. Increase student understanding of the value of reading literary texts by acquainting them with the tools and strategies necessary for textual communication and literary exploration and by expanding their critical and creative thinking and writing skills.
3. Continue the writing processes learned in ENGL 112 (or equivalent course) by improving the students' ability to compose clear and persuasive research-based literary arguments that draw on careful reading, thoughtful analysis, and an awareness of the literary text's historical and cultural context.

Specific ENGL245 Course Objectives

This is a reading intensive course designed to:

- a) Give you an expansive look at the body of texts usually considered to comprise a specific literary genre;
- b) Deepen your understanding of the social, cultural, and spiritual values that permeate this literary genre;
- c) Increase your appreciation for the way literature works;
- d) Offer you opportunities for personal and original interactions with texts of various genres through class discussions and assignments;
- e) Assist in the continuing process of clarifying your worldview.

Expectations and Requirements:

- 1) *Reading* – **I expect you to read all of the required texts.** No exceptions. I know that many students do not read all that is required, and I hope that this is not you. Success on the course assignments is largely dependent upon the extent to which you complete the required readings.
- 2) *Participation* – Along with reading, I also expect you to be in class and engaged. You will receive **ten (10)** participation grades throughout the semester. Each participation grade will depend upon your attendance and engagement for those days of class.

- 3) *Reading Responses* – Throughout the semester, you will have required reading responses, which will be written in class and by hand in a Blue Book. Some of these will resemble reading quizzes, while others will be short answers and essays.
- 4) *Exams* – You will have a midterm (Week 8) and final exam (Finals).
- 5) *Term Paper* – You will write a literary term paper (6-8 pages) in which you make an argument focused on at least one text from class using secondary scholarly source.

*****Specific instructions for assignments can be found in Canvas.**

Grades

Grading scale

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

Assignment weight

Participation	10%
Reading Responses	30%
Exams	30%
Term Paper	30%

Course Policies:

Attendance

- Regular class attendance contributes to your academic success; a big portion of the learning in this class will happen during our in-class discussions and conversations, and missing significant class time will undoubtedly detract from your engagement with the course content. I expect you to be in class; all absences will be considered unexcused unless you have documentation to prove.
- A significant portion of your Participation grade (10% of your course grade) is dependent upon your class attendance.
- Zoom links will not be sent to substitute for in-class attendance.
- When you find it necessary to miss class, it is your responsibility to get lecture notes and assignments before the next class period.

Late Work

- Reading Responses and Creative Responses will not be accepted late. If you miss class on the day of a Reading Response, you will receive a 0 for that assignment. If you do not submit a Creative Response by the listed deadline, you will receive a 0 for that assignment.
- You cannot take the Midterm or Final Exam late unless you have an excused absence with proper documentation.

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, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from our desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site.

Artificial Intelligence [This will vary by professor]

I am aware of the growing power of AI and the various ways in which it can be used—for good or bad—as a student. For this class, if any sort of AI is used as you work on one of your assignments, it is incumbent on you to make this clear to me and, if necessary, to even cite these sources appropriately in your document. For example: some AI sources are being used by students in the brainstorming stages of essays or projects, and I could foresee that happening in this class for the Creative Responses. If you use AI in this way (which I strongly suggest you do not do), then you must cite the AI resource appropriately in your submission. MLA has specific standards when it comes to these citations, which you can find on their website.

Ultimately, though, I want to emphasize that while AI can be a tool to help you get started, it should not do your work for you, nor should it be used as a representative of your own work. Whatever you turn into me for a grade needs to be work you've produced yourself, no exceptions. Failure to abide by this policy may result in a reduced grade on an assignment, a 0 on an assignment, or potentially an F in the class. If you use LLMs or AI in any way, you need to be transparent. My hope, though, is that you do not use either for the assignments in this class.

The value of this class comes from engaging with the texts. Using AI or other resources to help you avoid reading is a direct detriment to the course's value. Also, I do not care at all what AI has to say about these texts; for your Creative Responses, I want to see your thoughts and your creativity. Anything beyond that is of no interest for me, nor does it fit within the goals and outcomes of the course.

Accommodations for Students with Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, 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](tel:3256742667)

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. Some of the things we read this semester will be challenging to read, and sometimes this will be because of their content. Every text we read for this class is written by an established author and/or is a widely accepted work of literary value and merit and is therefore worthy of study within the context of this course. If you have concerns about a text harming you, please come and talk to me. If you have concerns about a text challenging your view of the world or of yourself, have confidence in your ability to engage in critical, appropriate, and ultimately beneficial ways.

Course Schedule

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

<u>Week 1</u>	<u>Required Reading</u>
Course Introduction / Syllabus	*Articles
<u>Weeks 2 and 3</u>	<u>Required Reading</u>
Zane Grey	<i>Riders of the Purple Sage</i>
<u>Weeks 4 and 5</u>	<u>Required Reading</u>
Louis L'Amour	<i>The Daybreakers</i>
<u>Weeks 6 and 7</u>	<u>Required Reading</u>
Walter Van Tilburg Clark	<i>The Ox-Box Incident</i>
<u>Week 8</u>	<u>Required Reading</u>
MIDTERM EXAM	
<u>Weeks 9-11</u>	<u>Required Reading</u>
Larry McMurtry	<i>Lonesome Dove</i>
<u>Weeks 12-13</u>	<u>Required Reading</u>
Cormac McCarthy	<i>All the Pretty Horses</i>
<u>Weeks 14-15</u>	<u>Required Reading</u>
Hernan Díaz	<i>In the Distance</i>
<u>Week 16 – Finals</u>	*Term Paper Due
FINAL EXAM	

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 15:18
TO: Dr. Todd Womble
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGL 245 – Genre-Based Literature

After reviewing the course syllabus, the library is able to support the proposed course. Please contact Susannah Barrington, Librarian Liaison to the Department of Language and Literature, if you will need additional library resources in the future. Thank you for allowing us to review the course syllabus.



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 1/30/2026

Amount of Fee \$20

Department Making Request Language and Literature

Contact Person Cole Bennett

Semester and year for fee to begin Fall 2026

Check the appropriate fee category below:

FOAP: 20920 (ORG)

☒ Fee is the same for every section and every student

☐ 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).
One time fee.

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

Course Number / Section

ENGL245

Course Title

Genre-Based Literature

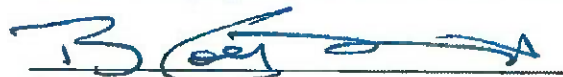
State the justification for your request below. You will be notified of final approval or denial.

This is the standard course fee for all of our 200-level literature courses to fund the Writing Center. We are adding this new course to the catalog, which is a new 200-level offering.

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

Approved

Declined


Department Chair

1/30/26
Date



College Dean

Date



Provost

Date



Vice President for Finance

Date



If approved by all above, route to:

Controller

FOAP

Date Completed

Finance

Fee Code for use on course

Date Completed

Registrar's Office

Date Completed