

ACADEMIC POLICIES COMMITTEE

STANDARD ONE YEAR PROCESS: UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2015-2016 CATALOG *(Approved by APC September 4, 2014)*

DEADLINES:

1. Review any proposed changes in person with your College Dean or appropriate administrator by **October 3**, prior to submitting the proposal to APC;
2. Submit a short narrative to the APC chair highlighting the proposed changes by **October 10** ...;
3. Final proposals are due no later than **November 7** ..., **MEETING THE APPROPRIATE DEADLINES WILL ENSURE THAT APC WILL HAVE ENOUGH TIME TO PROCESS YOUR PROPOSAL(S). PROPOSALS SUBMITTED AFTER THAT DATE MOST LIKELY WILL BE CONSIDERED FOR THE 2016-2017 CATALOG.**

BASIC ASSUMPTIONS – Steps for curricular changes:

1. May be generated by any faculty member within a department;
2. Are made as a result of a department or school program review and assessment data or due to external requirements made by outside accrediting agencies (provide appropriate documentation);
3. Are voted on and approved by all full time department members;
4. Will be thoroughly discussed with other departments who are directly affected by the proposed changes (a written response must be received by affected schools or departments and included in the proposal);
5. Will be reviewed by the dean of the College of Arts & Sciences or the Dean of Social Sciences and Professional Studies or appropriate administrator before the proposal is sent to APC;
6. APC chair will consult with IR and IE to determine any potential external reporting problems;
7. Will be recommended for consideration by APC to the faculty at large;
8. Are finally voted on by the entire faculty.

ACADEMIC POLICIES INFORMATION TO FACILITATE YOUR WORK

Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**
4. Of the 16+ units in the minor, **9 units** must be distinct from the major.

TEMPLATE FOR PROPOSALS: All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee. **Please fill in boxes.**

NAME OF SCHOOL OR DEPARTMENT: LJML
Literature/English Education Programs

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE: addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

I. List proposal(s) with a one line abstract (examples):

- Proposal I: To drop xx course from the xx major (concentration, minor), etc.
- Proposal II: To add xx course as a requirement to xx major (concentration, minor, etc.)
- Proposal III: To add or drop a major, minor, concentration, etc.
- Proposal IV: To add xx course to the General Education cluster.....
- Proposal V: To add a hybrid, online, or video conferencing course....

Proposal I: Drop from the Literature and English Education programs:
LIN 404 Seminar: Special Topics in Linguistics (3 units)
LIT 202 World Masterpieces II (3 units)
LIT 203 World Masterpieces III (3 units)
LIT 361 World Drama and Poetry (3 units)
LIT 344 American Novel (3 units)
LIT 345 African American Literature (3 units)
LIT 346 Major Authors in American Literature (3 units)
LIT 347 American Literary Movements (3 units)
LIT 436 Non-Western Literature (3 units)
LIT 438 Continental Authors (3 units)
LIT 439 Latin American Literature since 1910 (3 units)
LIT 449 English Novel (3 units)

Proposal II: Add to the Literature and English Education programs
LIT 200 Literature and Culture (GE) (2 units)
LIT 350 World Literature (GE) (3 units)
LIT 352 Diverse Voices in American Literature (GE) (3 units)
LIT 400 American Literature before 1900 (3 units)
LIT 420 American Literature after 1900(3 units)
LIT 450 The Novel (3 units)

Proposal III: Drop
The American Literature Minor
The British Literature Minor

The World Literature Minor

Proposal IV: Add
Literature Minor

Proposal V: Drop from the Journalism Major
Two courses from the following:

- LIT 201—Masterpieces of World Literature I (GE) (3)
- LIT 202—Masterpieces of World Literature II (GE) (3)
- LIT 203—Masterpieces of World Literature III (GE) (3)

Proposal VI: Drop from the Writing Major
Two courses from the following:

- LIT 201—Masterpieces of World Literature I (GE) (3)
- LIT 202—Masterpieces of World Literature II (GE) (3)
- LIT 203—Masterpieces of World Literature III (GE) (3)

II. Rationale: Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale as indicated. COMPLEX proposals would be considered as an addition (or deletion) of major, minors or extensive changes to a major or minor. SIMPLE proposals would be those dealing with either adding or dropping of one or two courses to a major or minor, or adding or deleting an elective, etc. **FOR NEW HYBRID, ONLINE, AND VIDEO COURSES, PLEASE , Please fill out the additional questions in the template attached at the end of this document :**

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements? (complex and simple proposals)
In 2012-13 we reviewed our Delaware Data and submitted our report on that data to the Provost. In 2013-14 we reviewed our Delaware Data again as well as the university data provided in the Prioritization report template given to us for the Literature Program. We also reviewed our annual and accruing data from Literature Majors' performance on the ETS Field Test in Literature. We wrote our Prioritization Report for the Literature Program with all of these data points in view. The recommendations we made were accepted by the Cabinet. Although LJML is in the midst of Program Review, we have been asked to submit our APC proposals prior to the end of that process to implement the changes called for in the prioritization memo by the fall of 2015.

2. What are comparable universities and colleges doing? (complex and simple proposals)
The curriculum we offer and that of our comparator and aspirant schools are similar; however, we have noted that these schools do not provide as much guidance in this area as we had hoped.

Many of them seem to continue to list a longer list of courses in their catalog than we do, and than they actually offer on a regular basis. Further, many of these schools are in the midst of a prioritization restructuring process themselves, so their course listings must be seen as somewhat indeterminate. We have chosen to pare down and re-package our courses to those we can offer regularly with healthy enrollments.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.) or licensure? Or, have these agencies been consulted to assure compliance with standards? (complex proposals)

LJML does not answer to outside accrediting agencies beyond WASC. The programs proposed are well within the range of what is typical of English/Literature and English Education programs. Further, all our curriculum outcomes support achievement in the five core competencies designated as essential by WASC. Our alignment to WASC core competencies may be seen in our curriculum map on our Assessment Wheel.

4. How does the proposed change relate to the mission of the university? (complex proposals)

The proposed changes remain in line with the mission of the university and respond to the call to design a program sustainable with relatively small current enrollments in the Literature (LIT-LIT) and English Education (LIT-EE) programs.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.? (complex and simple proposals)

The program learning outcomes have not changed and can still be met with the proposed changes.

6. What impact will it have on the size of the major, minor, etc.? (complex proposals)

The Literature major will increase from 48 units above GE to 51 units above GE, two units above the maximum. However, for a program such as the literature program with three unit courses, the 49 unit maximum makes little sense because it is not divisible by three units. The English Education major will increase from 47 units above GE to 53 units above GE, four units above the maximum. We would ask for an exception based on several factors. The first is that the education degree is a pre-professional degree designed to meet the demands of the public school teaching profession. As such, the English Education degree requires more writing and linguistic courses than does the literature degree. The second is that English education degree programs at our aspirant universities typically are much larger than their programs in literature. The third is that the number of students seeking the English education degree is relatively small; thus, the exception would not have an impact on a large number of students. The Journalism program will remain at 47 units above GE. The Writing program will remain at 44-45 units above GE.

7. Is there evidence that this change would enhance enrollment or generate new revenue? Please explain. (complex and simple proposals)

The changes have been designed to enhance enrollments in individual courses because the menus have been restructured to limit choice and some major courses have been moved into the General Education stream.

Regarding the restructuring of the Literature minor addressed in Proposals III and IV: the

current minors have proven to be too narrowly focused to be popular with students. The restructured minor will allow great access to the minor because students will have greater choice in the courses they take for the minor. In addition, the restructured minor will ensure that the five units students take as part of their general education program will all count towards the minor as they will for the majors in Literature and English Education.

8. How does the proposal(s) address the PLNU strategic plan?(complex proposals)
Because the changes proposed have been mandated to the department by the President's Cabinet, they are in line with the university's strategic plan.

9. State other rationale that you deem appropriate. (complex and simple proposals)
The size of our majors has been increased only slightly by the changes proposed here, so our First-Time Freshman Persistence Rate should not be adversely affected.

- III. Tentative Syllabus/Course Learning Outcomes:** If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State at least four course learning outcomes. (CLO's).**

Please note: we have only three CLOs for our GE Literature classes.

Syllabus:

LIT 200—Literature and Culture (GE) (2 units)

For this sample, the course will be:

The Literature of America at War

CATALOG COURSE DESCRIPTION

A study of representative works of literature in cultural contexts.

EXTENDED COURSE DESCRIPTION

Literature 200 is a general education course designed to introduce students to works of literature in some aspects of their cultural context and build students understanding of and appreciation for those works.

REQUIRED TEXTS

Stephen Crane, *The Red Badge of Courage*

John Dos Passos, *The 42nd Parallel*

Joseph Heller, *Catch-22*

Bobbie Ann Mason, *In Country*
Robert Olen Butler, *A Good Scent from a Strange Mountain*

REQUIRED VIEWING

One of the following films:

All Quiet on the Western Front

The Best Years of Our Lives

Coming Home

Apocalypse Now

Born on the Fourth of July

GRADING

Your final grade will be determined as follows:

Critical Paper	20%	Reading Responses	4%
Mid-Term Exam	30%	Quizzes	6%
Final Exam	35%	Participation	5%

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Syllabus:

LIT 201 World Literatures: Ancient and Medieval Literatures (3 units)

The course renames the current LIT 201 (GE) course. There is no other change being proposed here.

CATALOG COURSE DESCRIPTION

A study of literary classics of the ancient and medieval periods, including various genres, particularly epic and drama. Focuses on major works of world literatures within their historical/cultural contexts, from *The Epic of Gilgamesh* to *Dante's Divine Comedy*.

Pre- or Co-requisite: Fulfillment of the College Composition requirement.

EXTENDED COURSE DESCRIPTION

LIT 201 is a survey of literary classics of the Ancient and Medieval periods including various

genres and nations. The course includes works by authors such as Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Virgil, and Dante.

Required Text:

A World Literature anthology and/or multiple texts.

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Syllabus:

LIT 350—World Literature

CATALOG COURSE DESCRIPTION

An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.

Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

EXTENDED COURSE DESCRIPTION

LIT 350 is an upper-division general education course designed to acquaint students with selective works universally acknowledged as classics from various world areas and cultural traditions.

Required Texts:

A World Literature anthology supplemented by individual works.

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature

- c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
 4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

Syllabus:

LIT 352—Diverse Voices in American Literature

The course may resemble the current LIT 345—African American Literature course.

CATALOG COURSE DESCRIPTION

An advanced study of selected works written by Americans who have lived on and written from the margins of American society.

Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

EXTENDED COURSE DESCRIPTION

Lit 352 is an advanced American literature course focusing on aspects of the African American literary tradition. While works by African Americans are part of the general tradition of American literature and are studied in American literature survey courses, there is much to be gained by examining the works as part of a distinct tradition as well. In other words, works by African American writers are both a part of the tradition of American literature and exist in a tradition of their own. This semester we will focus on the tradition of the African American novel.

Required Texts:

Charles Chesnutt, *The Marrow of Tradition*
Ralph Ellison, *Invisible Man*
Zora Neale Hurston, *Their Eyes Were Watching God*
James Weldon Johnson, *The Autobiography of an Ex-Colored Man*
Edward Jones, *The Known World*
Toni Morrison, *Jazz*
Ann Petry, *The Street*
Jean Toomer, *Cane*

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.

2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

Syllabus:

Lit 400—American Literature to 1900

CATALOG COURSE DESCRIPTION

An advanced study of selected authors and movements in American literature from its origins until 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course.

Recommended: Completion of LIT 250 and LIT 256.

EXTENDED COURSE DESCRIPTION

Lit 400 is an advanced study of selected authors and movements in American literature from its origins until 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course. This semester, the focus will be on the early American novel.

Required Texts:

William Hill Brown *The Power of Sympathy*
Susanna Rowson *Charlotte Temple: A Tale of Truth*
Richard Henry Dana, Jr. *Two Years Before the Mast*
Nathaniel Hawthorne, *The Blithedale Romance*
Herman Melville *Moby Dick*
Harriet Beecher Stowe *Uncle Tom's Cabin*
William Wells Brown *Clotel*

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature

c. Elements of literary genres

d. Literary periods (dates, writers, characteristics, and important developments)

e. Contemporary critical approaches

f. Extra-literary research

3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.

4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

Syllabus:**LIT 420—American Literature since 1900****CATALOG COURSE DESCRIPTION**

An advanced study of selected authors and movements in American literature since 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course.

Recommended: Completion of LIT 250 and LIT 257.

EXTENDED COURSE DESCRIPTION

Lit 420 is an advanced study of selected authors and movements in American literature since 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course. This semester, the focus will be on works written in the 1920s.

Required Texts:

Willa Cather, *The Professor's House*

T. S. Eliot, *The Wasteland and Other Poems*

William Faulkner, *The Sound and the Fury*

F. Scott Fitzgerald, *The Stories of F. Scott Fitzgerald*

Ernest Hemingway, *The Sun Also Rises*

Nella Larsen, *Quicksand*

Sinclair Lewis, *Babbitt*

Jean Toomer, *Cane*

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

Syllabus:**LIT 450—The Novel****CATALOG COURSE DESCRIPTION**

An advanced study of representative examples of the novel. Selected novels may include both novels written in English and novels translated into English.

Recommended: Completion of LIT 250.

EXTENDED COURSE DESCRIPTION

Lit 450 is an advanced study of representative examples of the novel. Selected novels may include both novels written in English and novels translated into English.

Required Texts:

Dostoevsky, *The Brothers Karamazov*

Zamyatin, *We*

Zola, *Therese Raquin*

Dinesen, *Babette's Feast*

Hesse, *Steppenwolf*

Camus, *The Stranger*

Boll, *The Lost Honor of Katerina Blum*

Frisch, *Andorra*

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

IV. Catalog Copy: What will these changes look like in the catalog?

A. New Courses:

1. If proposing to substitute new courses for old ones, list old and new course descriptions side by side. Please also highlight any changes in number of units or grade type.
2. Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the beginning of this template.

Catalog Copy (Present)	Catalog Copy (New)
<p>LIN 404 - Seminar: Special Topics in Linguistics</p> <hr/> <p>(3)</p> <p>An in-depth study of a selected issue or problem that is usually interdisciplinary in nature.</p> <p>Prerequisite(s): Consent of instructor.</p>	<p>LIT 200 Literature and Culture (2 units) GE A study of representative works of literature in cultural contexts.</p> <p>LIT 350 World Literature (3 units) GE An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts. Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p>LIT 352 Diverse Voices in American Literature (3 units) GE An advanced study of selected works written by Americans who have lived on and written from the margins of American society. Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p>LIT 400 American Literature before 1900 (3 units) An advanced study of selected authors and movements in American literature from its origins until 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course. Recommended: Completion of LIT 250 and LIT 256.</p> <p>LIT 420 American Literature after 1900 (3 units) An advanced study of selected authors and movements in American literature since 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course. Recommended: completion of LIT 250 and LIT 257.</p> <p>LIT 450 The Novel (3 units) An advanced study of representative examples of the novel. Selected novels may include both novels written in English and novels translated into English. Recommended: completion of LIT 250.</p>
<p>LIT 202 - Masterpieces of World Literature II (GE)</p> <hr/> <p>(3)</p> <p>A survey of literary classics from the Renaissance, Neoclassical, and Romantic periods. Includes work by authors such as Erasmus, Machiavelli, de Navarre, Montaigne, Cervantes, Vega, Shakespeare, Milton, Xueqin, Moliere, Racine, Swift, de la Cruz, Basho, Goethe, Blake, Wordsworth, Coleridge, Shelley, Keats, Pushkin, Douglass, Whitman, and Dickinson.</p> <p>Prerequisite(s): College Composition (5 units).</p>	
<p>LIT 203 - Masterpieces of World Literature III (GE)</p> <hr/> <p>(3)</p> <p>A survey of literary classics from Realism and Naturalism through the Postmodern period. Includes work by authors such as Flaubert, Dostoevsky, Yeats, Ibsen, Joyce, Pirandello, Eliot, Woolf, Camus, Lessing, Gide, Akhmatova, Kafka, Bachman, Beckett, Achebe, Walcott, El Saadawi, and Desai.</p> <p>Prerequisite(s): College Composition (5 units).</p>	
<p>LIT 361 - World Drama and Poetry</p> <hr/> <p>(3)</p> <p>An advanced study of selected dramatic (non-Shakespearean) and poetic works, from the ancient world through the present, focusing primarily on works in translation. The course considers major developments in the genres of drama (including tragedy, comedy, and tragicomedy) and lyric poetry.</p>	

Recommended: [LIT 201](#) and [LIT 250](#).

LIT 344 - American Novel

(3)

A study of selected novels of major writers of the 19th, 20th and 21st centuries, with emphasis on theme and narrative technique.

Recommended: [LIT 250](#).

LIT 345 - African American Literature

(3)

An advanced study of the African American literary tradition in its cultural context from its beginnings in African American vernacular culture, until the present.

Recommended: [LIT 250](#).

LIT 346 - Major Authors in American Literature

(3)

An advanced study of selected authors in American literature. the course provides students the opportunity to study selected writers in depth.

Recommended: [LIT 250](#).

LIT 347 - American Literary Movements

(3)

An advanced study of selected movements in the history of American literature. Such movements as colonial American literature, the American renaissance, American realism and naturalism, American modernisms, Asian-American literature, and American Meta-fiction are considered.

Recommended: [LIT 250](#).

LIT 436 - Non-Western Literature

(3)

An advanced study of literature from non- European and non-American countries, covering primarily African and Asian writings. Includes a variety of eras and genres, placing the works within their cultural contexts.

Recommended: [LIT 250](#).

LIT 438 - Readings: Continental Authors

(3)

A study of some of the most significant writers from the European continent of

<p>the modern era, including such authors as Dostoevsky, Zamyatin, Hesse, Frisch, Durrenmatt, Brecht, Ibsen, and Solzhenitsyn.</p> <p>Recommended: LIT 250.</p> <p>LIT 439 - Latin American Literature Since 1910</p> <hr/> <p>(3)</p> <p>A study of the Latin American narrative from the Mexican Revolution to the present.</p> <p>Recommended: LIT 250.</p> <p>LIT 449 - English Novel</p> <hr/> <p>(3)</p> <p>A study of the development of the novel from the late 17th Century to the present, with attention given to historical-cultural contexts and movements informing the novels, the rise and adaptations of novel forms, and close reading of the literary features of the novel.</p> <p>Recommended: LIT 250.</p>	
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<p>Old Descriptions</p> <p>See above</p>	<p>New Descriptions</p> <p>See above</p>
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Note: Please list other departments using this course _____

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B. New Majors and Minors

1. If proposing a new major, minor or concentration, complete the boxes below with required catalog information.
2. Keep in mind academic policies with regard to number of units for majors, minors, etc. See resource section at the beginning of this template.

Program Name and introductory text if any: Literature, B.A.—Concentration in Literature

Program Learning Outcomes (majors only):

Students who complete the program in Literature - Concentrations in Literature and English Education will be able to:

1. Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. Develop and support close readings of texts using literary theory and terminology.
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.
5. Employ strong research, rhetorical, literary, and analytical skills in their writing.
6. Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

Lower Division Requirements and Unit Numbers for Majors. All Requirements for Minors or Concentrations. (Highlight new or revised classes in red.)

LIT 201 World Literatures: Ancient and Medieval Literatures (3)

LIT 250 Intro to the Study of Literature (3)

LIT 254 British Writers I (3)

LIT 255 British Writers II (3)

LIT 256 American Writers I (3)

LIT 257 American Writers II (3)

Total Lower Division Units

__18__

Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)

LIT 400 American Literature to 1900 (3)

LIT 448 Postcolonial Classics and Theory (3)

LIT 450 The Novel (3)

LIT 461 Shakespeare (3)

LIT 495 Literary Theory and Scholarship (3)

Total Upper Division Units

__15__

Elective Options (Highlight new or revised classes in red.)

One course from

- LIN 312 Introduction to Linguistics (3)
- LIN 365 English Grammar and Usage (3)

One course from

- LIT 350 World Literature (3) GE
- LIT 351 World Cinema (3) GE

One course from

- LIT 352 Diverse Voices in American Literature (3) GE
- LIT 353 Women Writers (3) GE

One course from

- LIT 420 American Literature since 1900 (3)
- SPA 320 Mexican American Literature and Culture (3)

Three courses from

- LIT 444 Medieval Literature (3)
- LIT 445 17th Century British Literature (3)
- LIT 446 Romantic Literature (3)
- LIT 447 Victorian Literature (3)

Total Required Elective Units..... 21 (18 above GE)___

Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.)

Total Required Concentration Units..... 0__

Total Program Units..... 54 (51 above GE)___

Notes (if any) to be included at the bottom of new program catalog copy:

Program Name and introductory text if any: Literature, B.A.—Concentration in English Education

Program Learning Outcomes (majors only):

Students who complete the program in Literature - Concentrations in Literature and English Education will be able to:

1. Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. Develop and support close readings of texts using literary theory and terminology.
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.

5. Employ strong research, rhetorical, literary, and analytical skills in their writing.
6. Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

Lower Division Requirements and Unit Numbers for Majors. All Requirements for Minors or Concentrations. (Highlight new or revised classes in red.)

LIT 201 World Literatures: Ancient and Medieval Literatures (3)

LIT 250 Intro to the Study of Literature (3)

LIT 254 British Writers I (3)

LIT 255 British Writers II (3)

LIT 256 American Writers I (3)

LIT 257 American Writers II (3)

Total Lower Division Units

18

Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)

LIN 312 Introduction to Linguistics (3)

LIN 365 English Grammar and Usage (3)

LIT 448 Postcolonial Classics and Theory (3)

LIT 450 The Novel (3)

LIT 461 Shakespeare (3)

LIT 495 Literary Theory and Scholarship (3)

WRI 315 Advanced Composition (3)

WRI 370 Writing Theory and Pedagogy (2)

Total Upper Division Units

23

Elective Options (Highlight new or revised classes in red.)

One course from

WRI 220 Creative Writing Mixed Genre (3)

WRI 250 Introduction to Journalism (3)

One course from

LIT 400 American Literature to 1900 (3)

LIT 420 American Literature since 1900 (3)

SPA 320 Mexican American Literature and Culture (3)

One courses from

LIT 444 Medieval Literature (3)

LIT 445 17th Century British Literature (3)

One course from

LIT 446 Romantic Literature (3)

LIT 447 Victorian Literature (3)

Total Required Elective Units....._12_

Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.)

Total Required Concentration Units....._0_

Total Program Units....._53_

Notes (if any) to be included at the bottom of new program catalog copy:

Program Name and introductory text if any: Literature Minor

Lower Division Requirements and Unit Numbers for Majors. All Requirements for Minors or Concentrations. (Highlight new or revised classes in red.)
LIT 200 Literature and Culture (2) GE
LIT 250 Intro to the Study of Literature (3)

Total Lower Division Units __5__

Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)
One course from
LIT 350 World Literature (3 units) GE
LIT 351 World Cinema (3 units) GE
LIT 352 Diverse Voices in American Literature (3 units) GE
LIT 353 Women Writers (3 units) GE

LIT 461 Shakespeare (3 units)

Two additional Non-GE Upper Division LIT courses (6 units)

Total Upper Division Units __12__

Total Program Units..... __17__

V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

15 department members voted. 14 yes, 1 no

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.) Please consult the check off list at the end of the template. The proposed changes should have no impact on library acquisitions.

VII. Technological Impact:

What additional or new software, hardware, lab space or tech supported space will be needed to support the proposed changes? (If none, please state that.) For hybrid, online or video conferencing proposals, please answer questions at the end of the template.

The proposed changes should have no impact on the department's technological needs.

VIII. Records and Graduation Requirements Impact:

1. Have course number changes been discussed with Records?

No

2. Have you verified meeting minimum number of units for majors or minors with proposed changes?

Yes

3. If changing a course from upper to lower division (or vice versa), have you verified that changes meet minimum standards for majors, minors and or graduation?

Yes

4. For proposed elimination or changes of courses, can you confirm that they are not used by other departments, or that those departments will not be affected?

The School of Education and Family and Consumer Sciences Department will be affected because they use LIT 325 Children's Literature as GE option under the Great Works heading. The course is being removed as a GE option; therefore, the two majors will grow in size. The restructured GE program will add two units to each of the two majors.

IX. WASC Credit Hour Standards: All new course proposals must meet the standards as set by the United States Department of Education with regard to the credit hour definition. One semester unit represents an hour (minimum fifty minutes) of class time per week for at least 15 weeks (Carnegie definition). Two hours of preparation are normal for each hour of class. **Please state how this new course(s) will meet those minimum requirements. See section on distance learning to answer questions on hybrid, online, and video conferencing courses.**

The courses will be established using the standard university template and will be monitored by the department chair and area dean to insure alignment with WASC credit hour standards.

Direct instructional hours are equivalent to the following:

1 credit hour =750 minutes instructional time

2 credit hours=1,500 minutes

3 credit hours=2,250 minutes

4 credit hours=3000 minutes

5 credit hours=3750 minutes

X. Final Summary: Review course and staffing impact with your College Dean or appropriate administrator.

Total course additions: 6

Total course deletions: 12

Total unit additions: 20

Total unit deletions: 39

Rotation of courses or deletion of sections to accommodate additions:

Staffing impact/increase or decrease: Should decrease staffing needs by .79FTE (19 unit reduction), but the true goal is to boost enrollments and thus use the staff more efficiently.

NON ACTION OR PROCEDURAL CHANGES: These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. List proposals with a one line abstract.

II. List current descriptions and new descriptions side by side.

Current Descriptions	New Descriptions
<p>LIT 201 - Masterpieces of World Literature I (GE)</p> <hr/> <p>(3)</p> <p>A survey of literary classics of the ancient and medieval periods including various genres and nations. Includes works by authors such as Homer, Sophocles, Euripides, Sappho, Plato, Aristotle, Virgil, Murasaki, Lao-Tzu, and Dante.</p> <p>Prerequisite(s): College Composition (5 units).</p> <p>LIT 371 - World Cinema</p> <hr/> <p>(3)</p> <p>An advanced study of representative works of world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing the works within their cultural contexts.</p> <p>Recommended: LIT 250.</p> <p>LIT 437 - Women Writers (WS)</p> <hr/> <p>(3)</p>	<p>LIT 201 World Literatures: Ancient and Medieval Literatures (3) A study of literary classics of the ancient and medieval periods, including various genres, particularly epic and drama. Focuses on major works of world literatures within their historical/cultural contexts, from <i>The Epic of Gilgamesh</i> to Dante's <i>Divine Comedy</i>. Pre- or Co-requisite: Fulfillment of the College Composition requirement.</p> <p>LIT 351 World Cinema (3) GE An advanced study of representative works of world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing the works within their cultural contexts. Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p>LIT 353 Women Writers (3) GE (WS) An advanced study of selected works written by women; themes and genres studied may vary. The course focuses on questions related to gender, class, and race. Prerequisite: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p>

<p>Considers women writers from a specific chronological period from the Middle Ages through the 20th century. The time period, themes and genres considered vary from year to year. The course focuses on questions related to gender, class, and race. Offered spring semester 2014.</p> <p>Recommended: LIT 250.</p> <p>LIT 448 - Post-Colonial Literature</p> <hr/> <p>(3)</p> <p>An advanced study of selected post-colonial literature and perhaps some post-colonial theory from the turn of the 19th century through 21st century. Class inquiry focuses on the effects of empire, colonization, neocolonialism, and decolonization presented in these texts and examines the ways in which these texts respond to or resist dominant colonialist and imperialist paradigms of power, identity, gender and the other.</p> <p>Recommended: LIT 250 and LIT 203 or LIT 255.</p>	<p>LIT 448 Postcolonial Classics and Theory (3)</p> <p>An advanced study of selected post-colonial literature and post-colonial theory from the turn of the 19th century through the 21st century. Class inquiry focuses on the effects of empire, colonization, neocolonialism, and globalization presented in these texts.</p> <p>Recommended: Completion of LIT 250 and LIT 255.</p>
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III. Rationale.

Include such things as:

1. To make descriptions more efficient;
2. To align content with what is actually being taught;
3. To meet standards for.....

Rationale: The first two changes are designed to align the course offered with other General Education offerings in the same menu. The final change is designed to better reflect content being taught in the class.

These changes are being made for the following reasons:

1. To align our GE Literature courses more explicitly with our university core values of (1) diversity and (2) global perspective;
2. To make our GE Literature course offerings more flexible for interdisciplinary course content and partnership with other minors across campus (i.e., Sustainability Studies minor, concentrations in the Cross Disciplinary Studies major);
3. To consolidate overlapping course and course content for a more streamlined curriculum in the literature major;
4. To allow for the GE curriculum to be taken more evenly across all four years of a student's program of studies rather than primarily in the first two years only;
5. To support current faculty expertise while reducing large elective menus and low-enrollment courses

We also believe that the changes we are proposing are in line with best practices in literature programs and in preparing our students to maintain the high graduate school acceptance rates our current program achieves.

Final Check-off List:

The College Dean or appropriate administrator has been consulted.

in process_ All affected departments have been contacted and the results are indicated in the proposal.

The proposal has been voted on by the department.

Appropriate contacts have been made with the director of the library as well as media services. With whom have you spoken? _____no one_____

Staffing impact has been addressed.

For hybrid, online and video conferencing courses, the Dean of Extended Learning has signed off verifying appropriate pedagogical expertise.

Appropriate budget considerations have been reviewed.

in process_ Office of Records has been consulted for appropriate course numbering sequences for face to face and/or hybrid and online courses.

DISTANCE EDUCATION FORM: HYBRID, ONLINE, or VIDEO CONFERENCING COURSE (S) (FOR NEWLY PROPOSED COURSES ONLY) For courses moving from face to face, please submit a tracking form.

Acceptable definitions:

1-25%=web facilitated, course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system like Eclass or web pages to post syllabi and assignments

26-79%=hybrid/blended, course blends online and face-to-face delivery. A substantial proportion of the content is delivered online, and it typically uses online discussion and has a reduced number of face to face meetings.

80-100%=online, the course has the majority of content delivered online. It typically has no face to face meetings.

1. How would an online, hybrid or video conferencing format provide a unique learning experience not found in a typical face to face learning environment? Explain.
2. What unique pedagogical expertise and qualifications would be needed to teach this course (s) and how will that be accommodated? For instance, has the designated professor had explicit instruction in these mode(s) of delivery and received university approved certification? Explain in detail.
3. How will WASC credit hour standards be met for online or hybrid courses? These types of courses force the institution to think in terms of a “learning time” model rather than contact hour model. The faculty member should think in terms of 9-12 hours of workload for a 3 unit course per week bases on a 15 week course. Thus, for hybrid courses, there should be an explanation of how time will be divided between face to face and online learning (what kinds of activities* will there be). For online courses, there should be a description of what types of activities* will be employed in order to meet the standard(s).
(*Possible activities: discussion board forums, assessments (tests & quizzes), presentations from instructor, viewing multi-media content, group problem solving, reading or posting blogs, group projects, reading of textbooks, research, reflective writing, journaling, participation in virtual or live field trips)
4. What type(s) of assessment(s) will be used to gain feedback on student learning for the course? For instance, in addition to student evaluations, how will the professor know that student learning outcomes have been met?
5. Because students will not be in class in the traditional sense, what kinds of strategies for student success and building community in blended and or online courses will be in place? Examples

might include advising strategies, students connecting to each other through chats or discussion boards, virtual office hours, etc. How will mission (i.e., integration of faith) be incorporated in the course?

6. Are other institutions offering this course(s) in these formats? Will this/these modes of delivery make PLNU more innovative or competitive? Give specific examples.
7. Please describe software and hardware specifications for students and faculty as well as additional technical support that will be needed.
8. How will students who require academic accommodations be supported in a hybrid or online format?
9. In what states do you foresee this course being offered? Has state authorization been completed with those states (other than California)? Refer to the office of IE and IR