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| **School or Division** | School of Arts, Humanities, and Social Sciences |
| **Program or Certificate or** | Associate in Arts |
| **New degree or certificate program** | N/A |
| **Proposed by (faculty only)** | Scott Ortolano |
| **Presenter (faculty only)** | Scott Ortolano |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. | |
| **Submission date** | 9/15/2014 |
| **Course prefix, number, and title** | LIT 2000 Introduction to Literature |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Arts, Humanities, and Social Sciences |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | N/A |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | N/A |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | No  N/A |
| **Course credits or clock hours** | 3 |
| **Contact hours (faculty load)** | 3 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| A survey of literature across a variety of genres, historical periods, and cultures. This course examines the important role literary works have played in shaping individuals' lives as well as their cultural and ideological influences on society. This course also provides students with a foundation for reading critically and writing about literature as well as for planning, researching, and organizing critical essays. This is a writing intensive course that requires a minimum of 4,000 words and must be passed with at least a C. | |

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| **General topic outline** (type in outline below) |
| * Definitions of literature and its importance in shaping human values and culture * Structures and conventions of major literary genres, such as drama, poetry, fiction, non-fiction, novellas, novels, short stories, and/or graphic literature * Creative elements of literature, such as plot, character, setting, style, tone, language, symbol, allegory, myth, imagery, and/or theme * Critical interpretation and analysis of literary works from thematic, social, cultural, historical, philosophical, artistic, and/or biographical perspectives * Planning, researching, organizing, and writing critical papers on literary topics in MLA style |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Students will demonstrate their understanding of the characteristics and techniques of the major literary genres. | Students will write at least one college-level essay that considers the relationship between one or more literary works and the creative features of its/their genre(s) | COM  CT |
| Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives. | Students will write at least one college-level essay that uses research to contextualize and analyze a work of literature. | COM  CT  TIM |
| Students will analyze literary works’ exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world. | Students will write at least one college-level essay that addresses an ethical issue explored by literary works in the course. | COM  CT  GSR |
| Students will produce work that uses technology to communicate ideas to their peers. | Students will create an oral or digital presentation (e.g., video, slide presentation, webpage) and/or a blog or discussion board posts that evaluate one or more of the assigned authors and/or readings. | COM  CT  TIM |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.13.15 - LETTERS |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | No  List applicable major restriction codes |
| **Is the course an “International or Diversity Focus” course?** | Yes, International or Diversity Focus |
| **Is the course a General Education course?** | Yes |
| **Is the course a Writing Intensive course?** | Yes |
| **Is the course repeatable\*?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | No  N/A |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** | |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** |  |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
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**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action** |
| This course has been recommended by the state for the new general education requirements and is being adopted by other colleges and universities in Florida. It will provide students with an important option for fulfilling their educational needs. |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| |  | | --- | | Amy Trogan | | John TenEyck | | Marty Ambrose | | Thomas S. Mohundro | | John Pelot | | Audrey Bynoe | | Scott Ortolano | | Rebecca Harris | | Natala Orobello | | Amanda Lehrian | | James Langlas | | Jason Calabrese | |

**nOTE:** Changes for the Fall 2015 term must be submitted by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | Prof. Amanda Lehrian | Click here to enter a date. |
| **Academic Dean or Assistant Vice President** | Emery E. Alford, Dean SoAHSS | 12/9/2014 |
| **Dean’s Council Representative** | Dr. Mary Myers | 1/6/2015 |

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| **Select Curriculum Committee Meeting Date** | January 23, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.