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| **School or Division** | School of Arts, Humanities, and Social Sciences |
| **Program or Certificate** | Associate in Arts |
| **Proposed by (faculty only)** | Amanda Lehrian |
| **Presenter (faculty only)** | Amanda Lehrian |
| 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 be resubmitted for a later date. |
| **Submission date** | 1/8/2015 |
| **Current course prefix, number, and title** | ENL 2012 British Literature and Culture I, to 1780 |

**Section I, Proposed Changes**

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| **Change to course prefix and number**Lecture/lab course combined must include “C” / lab course must include “L” | List new course prefix and number |
| **Change to course title** | List new course title |
| **Change of School, Division, or Department** | List new school, division, or department |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | From: To: |
| **Will students be taking any of the prerequisite listed for this course in different parts of the same term (ex. Term A and Term B)** | Choose an item. |
| **Change to course corequisites** | From:To: |
| **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) | Choose an item.List the corequisite |
| **Change to course credits or clock hours** | From: To: |
| **Change to contact hours (faculty load)** | From: To: |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) |
| This course is a survey of the literature of Great Britain as it is reflected and influenced culture from the beginnings of English literature until the late 18th century. Writing intensive. |

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| **Change to general topic outline** (type in entire new outline below) |
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**Change to 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 must analyze and evaluate works of literature by British authors.  | Students will demonstrate this competency by means of tests on reading selections and by at least two essays on works read in the course, one of which must incorporate research from the library. | COMCTTIM |
| Students must identify important facts of the biographies of major British authors, and explain those authors’ distinct literary contributions to narrative and poetic forms. Students will explicate how these authors shaped and contributed to the intellectual diversity of our contemporary world as well as how these contributions fit into the broader framework of British literature and culture. | Students will demonstrate this competency by means of objective tests and quizzes, including a midterm and final exam, and by at least one evaluative or critical essay on the literary contributions of authors covered in the course.  | COMCTGSR |
| Students must identify the major themes of selected major British poets of the period. | Students will complete quizzes or tests on reading selections to evaluate knowledge of poems and comprehension skills. | COMCT |
| Students will define leading ideas and stylistic features of the literary works studied. They will explain the thematic and stylistic connections among the works studied as well as how these ideas have changed over time. | Students will write at least one essay on a literary topic reflecting an ethical or value issue as it relates to broader global implications. | COMCTGSR |

**Section II (must complete each item below)**

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| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | Choose an item.List applicable major restriction codes |
| **Change course to an “International or Diversity Focus” course?** | Choose an item. |
| **Change course to a General Education course?** | Choose an item. |
| **Change course from General Education to non-General Education?** | Choose an item. |
| **Change course to a Writing Intensive course?** | Yes |
| **Change course from Writing Intensive to non-Writing intensive?** | Choose an item. |
| **Change course to 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 | Choose an item.If repeatable, list maximum number of credits  |

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| **Impact of Change of Course Proposal** |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | Yes |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | May alter enrollment in other writing intensive and non-writing intensive courses.  |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** |
| Chair of Humanities. No. |

**Section III, Justification for proposal**

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| **Provide justification (below) for each change on this proposed curriculum action**  |
| Course was once a writing intensive course and is at most other institutions in Florida. LO1 – Allows for larger variety of texts. LO2 – Connects literary works to current culture.  |

**Section IV, 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).** |
| Content change:

|  |
| --- |
| Maria Cahill |
| Scott Ortolano |
| David McGrath |
| jason calabrese |
| John TenEyck |
| Thomas Wayne |
| Natala Orobello |
| Christine McClure |
| Amy Lynn Trogan |
| James Langlas |
|  |
| Amanda Lehrian |
| Mary Vaughan |
| John A. Pelot |
| Marty Ambrose |
| ihasha horn |
| Sara Dustin |
| Jill Hummel |
| david luther |
| Rebecca Harris |

Writing intensive change:

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| --- |
| Amanda Lehrian |
| Rebecca Harris |
| James Langlas |
|  |
| Ellen Joy Letostak |
|  |
| Natala Orobello |
| Scott Ortolano |
| John Pelot |

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**nOTE:** Changes for the Fall 2015 term must be submitted to the Dropbox 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** | Amanda Lehrian | 1/8/2015 |
| **Academic Dean or Assistant Vice President** | Dr. Emery E. Alford | 1/9/2015 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 27, 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 9, 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.