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Curriculum Committee

APR 10 2018



New Course Proposal

Office of the Provost/VPAA

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AA, General Education
Proposed by (faculty only)	Dr. Scott Ortolano, Prof. Jill Hummel, & Prof. Ihasha Horn
Presenter (faculty only)	Dr. Scott Ortolano & Professor Horn
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. This course is Writing Intensive and counts as an additional Humanities General Education course.	
Submission date	2/21/2018
Course prefix, number, and title	LIT 2201: Special Topics in Literature

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

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	Grade of C or better in ENC 1101.
Provide justification for the proposed prerequisite(s).	This is a writing intensive course so students will need a basic understanding of how to write on the college level. The course also has this prerequisite at other institutions where it is offered, so this requirement makes it parallel with those courses.
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 co-requisites.	N/A
Provide justification for the proposed co-requisite(s).	N/A
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite 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)

This course offers a focused exploration of a significant genre of literature, such as Southern Literature, Science Fiction, Religious Texts, Apocalyptic Literature, Gothic Literature, Detective Fiction, or Children's Literature. The course may be repeated for credit each time the topic is changed (up to a maximum of 6 credit hours). This course is writing Intensive and counts as a Humanities General Education course.

General topic outline (type in outline below)

- The ways in which the emphasized genre shapes human values and culture
- Structures and conventions of different types and/or mediums of literature within the emphasized genre, such as drama, poetry, fiction, non-fiction, novellas, novels, short stories, and/or graphic literature
- Creative elements of literature within the emphasized genre, 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, organizing, and writing critical papers on literary topics in MLA style

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies:*

Analyze and create individual and collaborative works of art, literature, and performance. Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students will become fluent with literary terminology and be able to apply these terms to works read in the course.
2. 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.

3. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.
4. Students will demonstrate their understanding of the characteristics and techniques of the emphasized literary genre.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for

Communicate clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively, express one's knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students will demonstrate the ability to compose arguments on a variety of literary topics within the genres of prose, poetry, and/or drama.
2. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
3. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

C. Other Course Objectives/Standards

This course is writing Intensive and counts as an Humanities General Education course

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp) .

Statewide Course Detail

Discipline	163
Discipline Title	ENGLISH LANGUAGE AND LITERATURE
Discipline Definition	NONE
Prefix	LIT
Prefix Title	LITERATURE
Prefix Definition	STUDIES IN MULTINATIONAL LITERATURES. THESE INCLUDE BRITISH AND AMERICAN LITERATURE, WORLD LITERATURE, AND EUROPEAN LITERATURE. POPULAR CULTURE, SCIENCE

	FICTION, CHILDREN'S LITERATURE, BIBLICAL LITERATURE, THEMES N LITERATURE, AND WOMENN LITERATURE ARE ALSO UNDER THIS PREFIX.
Century	200-299
Century Title	THEMES, AUTHORS, CRITICAL APPROACHES
Decade	200-209
Decade Title	THEMES
Statewide Course	201
Statewide Course Title	CURRENT NTEREST THEMESN LITERATURE
Status	ACTIVE
Transfer	GUARANTEED TRANSFER TONSTITUTION OFFERING SAME COURSE.
Course Intent	LOWER
Prerequisites	NONE
Corequisites	NONE
Profile Description	THIS COURSES A SURVEY OF LITERATURE FORMS DEALING WITH A SPECIFIC THEME. THEMES ONTEREST SUCH AS WOMENN LITERATURE, SCIENCE FICTION LITERATURE, DETECTIVE LITERATURE, OR AMERICAN WESTERN LITERATURE WILL SERVE AS A BASIS FOR THIS COURSE. STUDENTS WILL READ, ANALYZE, DISCUSS, AND PREPARE WRITTEN ASSIGNMENTS BASED UPON POETRY, SHORT STORY, NOVEL, AND DRAMA SELECTIONS THAT DEAL WITH THE THEME SELECTED. THEMES WILL BE SELECTED AND ANNOUNCED ON AN ANNUAL BASIS. THE COURSE MAY BE REPEATED FOR CREDIT EACH TIME THE THEME TOPICS CHANGED.

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
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	Yes 6 credits
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new 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?	This class will be writing Intensive and count as an additional Humanities General Education course, so it will impact humanities and social science courses. However, only a limited number of these classes will be offered each academic year.
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
N/A. This course will not be offered in large enough quantities to disrupt the offerings of other programs/departments.	

Section II, Justification for proposal

Provide justification (below) for this proposed curriculum action.

This class will provide added flexibility to professors as they work to meet the needs of FSW students. It is envisioned as a complimentary course to the English Department's other classes, all of which have focused time periods or geographic regions or require a large survey that prevents faculty from exploring a specific genre in depth. The course performs this exact function at Pensacola State College-the institution that first introduced the class in 2009. Its established success there demonstrates its long-term viability. The class will also allow faculty to organically gauge student interest in specific topics and can thus lead to other, topic-specific courses, if demand warrants it.

Most importantly, students have expressed an interest in taking courses beyond our general surveys to give them the knowledge and skills needed to enter and succeed in more focused careers and programs after leaving our institution. This class provides instructors with a tool that they can use to meet this need. The class should also open opportunities for collaboration with other disciplines as well as study abroad courses.

Section III, Important Dates and Endorsements Required

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).

Dr. Scott Ortolano, Prof. Jill Hummel, Prof. Ihasha Horn, Dr. Amy Trogan, Prof. Martha Ambrose, Dr. Rebecca Harris, Prof. Ihasha Horn, Prof. Ellie Bunting, Dr. Shawn Moore, Prof. Natala Orobello, Prof. Thomas Mohundro, Prof. John Pelot, Prof. Jason Calabrese, Dr. Thomas Wayne, Dr. David Luther, Dr. Sara Dustin, Prof. Judy Van Gaalen, Prof. Michael Joy

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception the submission deadline.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission. N/A

Dean or Associate Vice President	Signature	Date
Provost	Signature	Date

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Rebecca L. Harris	2/21/2018
Academic Dean or Associate Vice President	Rebecca L. Harris [Signature]	2/21/2018

Select Curriculum Committee Meeting Date 3/30/2018

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve Do not approve

May L. Myers

Curriculum Committee Chair Signature

4/9/18

Date

Approve Do not approve

[Signature]

Provost Signature

4/12/18

Date