
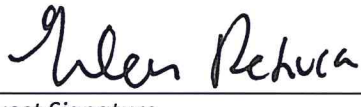
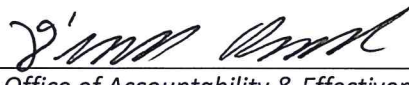


# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	AA, General Education
<b>Proposed by (faculty only)</b>	Prof. Jill Hummel and Dr. Scott Ortolano
<b>Presenter (faculty only)</b>	Dr. 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 be resubmitted for a later date.	
<b>Submission date</b>	12/11/2019
<b>Current course prefix, number, and title</b>	Lit 2090 Contemporary Literature
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.	
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Curriculum Committee Chair Signature	2/13/2020 Date
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Provost Signature	2-18-2020 Date
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input checked="" type="checkbox"/> Reviewed	
 Office of Accountability & Effectiveness Signature	2/18/2020 Date

### Section I, Important Dates and Endorsements Required

**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' Office.

<b>Term in which approved action will take place</b>	Fall 2021
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Rebecca Harris	12/11/2019
<b>Academic Dean or Provost</b>	Dr. Deborah Teed	12/11/2019

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach

**Section II, Proposed Changes**

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	N/A
<b>Change to course title</b>	N/A
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	N/A
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	N/A
<b>Change to course co-requisites</b>	N/A
<b>Provide justification for the proposed co- requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
<b>Change to course credits or clock hours</b>	N/A
<b>Change to contact hours (faculty load)</b>	N/A
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description (provide below)</b>	
The focus of this course is an examination of themes and ideas reflected in the writings of contemporary authors who have won major awards for works of fiction and poetry since the end of World War Two.	

**Change to general topic outline** (type in entire new outline below)

- Backgrounds to major works of fictions since World War Two.
- Award-winning works of poetry.
- Emerging authors, movements, genres, and/or literary mediums.
- Leading ideas and stylistic and formal features of award-winning works of fiction and poetry.

**Change to Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

1. The *integral* general education outcome(s) met in this course is/are:

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.

1. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.
2. Students will become fluent with literary terminology and be able to apply these terms to works read in the course.
3. Students must analyze and evaluate a book-length narrative and shorter works of contemporary authors.
4. Students will demonstrate their understanding of the characteristics and techniques of the major literary genres through close readings of literary works.

The *secondary* general education outcome(s) met in this course is/are:

Visualize and engage the world from different historical, social, and cultural approaches. Understand how history, culture, and society shape and inform the human condition in the successful pursuit of academic and occupational goals. Understand how diverse cultures have interacted with, and continue to connect with, each other on a global scale. Engage in the comparative study of the values and traditions of diverse cultures. Understand and navigate the conventions, knowledge formations, practices, and discursive norms of society, culture, and the academy in order to improve and analyze one's own thinking, value diversity, and cultivate an open-minded approach to new ideas and social issues.

1. Students must identify important facts of the biographies of major contemporary authors from different backgrounds, cultural traditions, and literary movements and explain those authors' distinct literary contributions to narrative and poetic forms as well as the relationships among these authors, movements, and the broader field of contemporary literature.
2. Students will explore the world through a diverse array of theories, movements, and themes.
3. Students will investigate how various authors, works, and movements shape and contribute to the intellectual and aesthetic diversity of our contemporary world.
4. 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.

**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 ....**

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

**C. Other Course Objectives/Standards**

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

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

<b>Impact of Change of Course Proposal</b>	
Will this change of 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?	N/A
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	No

<p>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</p>	<p>N/A</p>
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**Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.**

Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.

**Section IV, Justification for proposal**

**Provide justification (below) for each change on this proposed curriculum action.**

Change #1: Changing literary time period from “1985” to “the end of World War Two” to better reflect the agreed upon literary time frame consistent with other bodies of higher education in the field.

Change #2: Removing the “American” writers denotation to more accurately represent the contemporary literary canon and to make the class more diverse and inclusive.

Change #3: Marking the class as having a diversity focus to recognize the content being taught.

Change #4: Making the class a General Education elective course for the sake of clarity and so students’ work is recognized appropriately. This issue has confused students and needs to be addressed.