



**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>	Rebecca Harris	12/11/2019
<b>Academic Dean or Provost</b>	<i>Deborah D. Teed</i>	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>	
This course surveys the development of the tradition of literature by women in English from the medieval period to the present. Students will read works from various genres which both portray women and are written by women; students will think critically and examine images of women and their roles in society from historical and cross-national perspectives within those works, and students will analyze selected works in women's literature itself to communicate and articulate a better	

understanding of that literary tradition. This course also provides students with a foundation for reading critically through the analysis of and writing about the literature of women as well by 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.

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

- This course is a survey of world literature that concentrates on authors, texts, historical and cultural contexts regarding women's writing and women's experiences as represented in literature.
- This course will evaluate and analyze women's influence on literature.

**Change to 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*: **Think critically about past, present, and future questions to yield meaning and value.** Apply intellectual standards and critical thinking to confront issues central to the human experience. Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines. Evaluate and consider new technologies and their effects on human life and the world. Improvise and seek out new ideas and solutions to complex problems in order to improve one's own thinking and foster maturity of judgment. Employ ethical decision-making and develop sound arguments using critical thinking.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must identify important literary styles and explain the authors' distinct literary contributions as it relates to literature by and about women.
2. Students must identify the specific and major impact this particular literature by and about women had on society and government, and in turn how society and government impacted women's writing.
3. Students will demonstrate the ability to recognize, establish, and analyze causality through literature.

Supplemental *General Education Competency or competencies*: *General Education Competency*: **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.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives and their impact on women's writing.
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 literature by and about women.
4. Students will demonstrate their understanding of the characteristics and techniques of the major literary genres through close readings of literary works by and about women

**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: N/A**

**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?	Yes
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.	

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

<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	<p>N/A</p>
<p><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></p>	
<p>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.</p>	

**Section IV, Justification for proposal**

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p>
<p>Change #1: Making the course writing intensive to offer a broader selection of courses for students who need to fulfill those requirements.</p> <p>Change #2: Updating the course description, topic outline, and learning outcomes to be consistent with the Florida State Course Description and other Florida State Colleges.</p> <p>Change #3: Marking the class as having a diversity focus to recognize the content being taught.</p> <p>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.</p>