Code # Enter text…

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Warren Johnson 2/22/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Janelle Collins 2/10/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| Warren Johnson 2/23/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 2/24/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Warren Johnson, Dept. of English, Philosophy, and World Languages, wjohnson@astate.edu, 972-2103**

2. Proposed Starting Term and Bulletin Year

**Fall 2017**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**ENG 5443**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Studies in Literature of the Fantastic
(Short title: LIT FANTASTIC)**

**This course will have variable titles.**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Selected topics in fantasy, science fiction, the fantastic, and related genres. May be repeated when topic changes.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **No**
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

**Not used for graduate courses in English.**

1. Is this course restricted to a specific major? **No**
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**n/a**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**Yes—being simultaneously proposed as ENG 4443**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? **No**

 Please explain. Enter text...

12. Is this course in support of a new program? **No**

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Content of this course will vary according to the topic. Below is the outline of a course successfully taught as an undergraduate Special Topics in Fall 2016 on Harry Potter:**

**Week 1 Introduction to the course**

**Week 2 Rowling, Harry Potter and the Sorcerer’s Stone**

**Week 3 Rowling, Harry Potter and the Chamber of Secrets**

**Week 4 Rowling, Harry Potter and the Prisoner of Azkaban**

**Week 5 Rowling, Harry Potter and the Goblet of Fire**

**Week 6 Rowling, Harry Potter and the Goblet of Fire**

**Week 7 Rowling, Harry Potter and the Goblet of Fire**

**Week 8 Rowling, Harry Potter and the Order of the Phoenix**

**Week 9 Rowling, Harry Potter and the Order of the Phoenix**

**Week 10 Rowling, Harry Potter and the Half-Blood Prince**

**Week 11 Rowling, Harry Potter and the Half-Blood Prince**

**Week 12 Rowling, Harry Potter and the Deathly Hallows**

**Week 13 Rowling, Harry Potter and the Deathly Hallows**

**Week 14 Tiffany, John, and Jack Thorne, Harry Potter and the Cursed Child**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

**Several members of the department have expertise to teach this class.**

1. Will this require additional faculty, supplies, etc.?

 **No**

20. Does this course require course fees? **No**

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 **This course further develops students’ interpersonal, oral, and written skills and abilities to analyze literary texts.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 **The mission of the MA and MSE in English is to provide graduates with the skills and knowledge for teaching English or for a variety of careers or for graduate or law school or other professional study through the development of close reading, writing, and critical thinking skills and through an in-depth study of a discipline. This course further develops students’ reading, writing, and reasoning skills.**

c. Student population served.

**MA and MSE students in English and others interested.**

d. Rationale for the level of the course (lower, upper, or graduate).

**The course requires advanced analytical, research, and written skills typically expected of students in graduate English courses.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
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| * 1. **[ ]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[ ]** Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This course relates in particular to two program outcomes for the MA and MSE in English (both programs have identical outcomes):**

**1. Critical Thinking Skills—A graduate with the M.A. in English will be able to demonstrate an understanding of the conventions of literary genres (fiction, poetry, non‐fiction, drama, and their various subgenres) and be able to readily identify these conventions in close reading and analysis of diverse texts and to apply different critical and theoretical approaches to these works.**

**2. Analytical Skills—A graduate with the M.A. in English will be able to demonstrate an in‐depth knowledge of close reading, explication, and literary analysis.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | **Critical Thinking Skills—A graduate with the M.A. in English will be able to demonstrate an understanding of the conventions of literary genres (fiction, poetry, non‐fiction, drama, and their various subgenres) and be able to readily identify these conventions in close reading and analysis of diverse texts and to apply different critical and theoretical approaches to these works.** |
| Assessment Measure | **Exams:**  Measured by the student’s rubric-graded preliminary poetry explication exam. |
| Assessment Timetable | Data is collected every year. Formal reports are made annually.  |
| Who is responsible for assessing and reporting on the results? | The English Graduate Program Coordinator will accumulate the rubric assessments of each master’s committee after the preliminary poetry explication exam and the comprehensive exit exam and will report the results to the English Graduate Committee. |

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| **Program-Level Outcome 2 (from question #23)** | **2. Analytical Skills—A graduate with the M.A. in English will be able to demonstrate an in‐depth knowledge of close reading, explication, and literary analysis.**  |
| Assessment Measure | **Exams:**  Measured by the student’s rubric-graded preliminary poetry explication exam. |
| Assessment Timetable | Data is collected every year. Formal reports are made annually |
| Who is responsible for assessing and reporting on the results? | The English Graduate Program Coordinator will accumulate the rubric assessments of each master’s committee after the preliminary poetry explication exam and the comprehensive exit exam and will report the results to the English Graduate Committee. |

*(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | **Students will demonstrate awareness of how the use of fantasy, science fiction, the fantastic, or related genres contribute to the meaning of the texts.** |
| Which learning activities are responsible for this outcome? | **Class discussion, written reading responses, group work, short projects** |
| Assessment Measure  | **Embedded question on final exam** |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**ENG 5083. Introduction to Linguistics** A study of phonetics, phonemics, morphology, syntax, and semantics.

**ENG 5113. Genre Studies: Tragedy, Comedy, Romance, or Epic** Studies in one of four genres in all its formal aspects and changing manifestations in literature, including fiction, drama, and poetry.

**ENG 5183. Renaissance Drama Excluding Shakespeare** Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan/Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential.

**ENG 5213. Medieval Literature** A study of English literature during the Middle Ages. Selected continental writings may be included.

**ENG 5223. Milton** An intensive study of selected works of John Milton.

**ENG 5233. Sixteenth-Century Literature** English literature during the sixteenth century. Selected continental writings may be included.

**ENG 5243. Seventeenth-Century Literature** English literature during the seventeenth century. Selected continental writings may be included.

**ENG 5253. Restoration and Neoclassical Literature** A study of English literature during the late seventeenth and eighteenth centuries. Selected continental writings may be included.

**ENG 5263. Romantic Literature** A study of major currents and figures of the English Romantic movement. Selected background writings may be included.

**ENG 5273. Victorian Literature** A study of major currents and figures in the Victorian Age. Selected background writings may be included.

**ENG 5283. Modern British Literature** English literature in the twentieth century. Selected background writings may be included.

**ENG 5333. American Romanticism** American literature from 1820 to 1865.

**ENG 5353. American Realism and Naturalism** A study of American literature in the last half of the nineteenth century and the early twentieth century.

**ENG 5373. Modern American Literature** American literature since World War I.

**ENG 5383. Multi-Ethnic American Literature** African American, Asian American, Latino American, Native American, and/or ethnically specific Euro-American literary works.

***ENG 5443. Studies in Literature of the Fantastic.*** *Selected topics in fantasy, science fiction, the fantastic, and related genres. May be repeated when topic changes.*

**ENG 5473. Women Writers** A study of literature written by women.

**ENG 5623. Mythology** An examination of the content, structure, and belief systems, of various mythologies from the perspective of selected mythographers.

**ENG 5633. Material Folk Culture** The analysis and interpretation of traditional skills, services, and art/craft objects provided in folk societies. (Will not count for English MA/MSE.)

**ENG 5711. Preceptorship in Writing Studies** Professional and pedagogical practices in the field of Writing Studies.

**ENG 6013. Composition Theory** Intensive study of composition theory using selected works of major composition and rhetorical theorists.

**ENG 6133. Theory and Methods of Literary Study** Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in literature. May be repeated once.

**ENG 6233. Shakespeare** An intensive study of selected works of Shakespeare.

**ENG 6253. Topics in British Literature** Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.

**ENG 6263. British Authors to 1780** Intensive study of a major British author or group of related authors who flourished before 1780.