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| For Academic Affairs and Research Use Only |
| Proposal Number | LAC25 |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

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| --- | --- |
| Warren Johnson 2/16/2022**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Vicent Moreno 2/16/2022**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Warren Johnson 2/23/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 2/22/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Carl M. Cates 3/2/2022**College Dean** | Alan Utter 3/14/2022**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

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

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Start Term: Fall 2022 Bulletin Year: 2022-2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ENG** |
| **Number\*** |  | **2053** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Explorations of Popular Culture****Short title: POP CULT [+ TOPIC]****[This course will have variable titles.]** |
| **Description\*\*** |  | **Introduction to techniques of critical analysis applied to selected issues in popular literature, film, folklore, or other forms of popular culture. May be repeated for credit when topic changes.** |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

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

Enter text...

* 1. Why or why not?

introductory course

1. No Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

special topics

1. **Proposed grade type [Modification requested? Yes/No]**

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

standard letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

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

a. If yes, what program?

 Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

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

**Below is a sample offering, “Lovecraft and the Horror Tale.” This offering will look at the nature of the fantastic and the particular cultural circumstances surrounding the rise of the “weird tale” from the mid-19th century until the 1930s.**

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| Week 1 | Overview of the fantastic in English and American literature | Poe, “The Tell-Tale Heart,” “The Fall of the House of Usher” |
| Week 2 | The English ghost story: Le Fanu, “Carmilla” |
| Week 3 | The English ghost story: M. R. James, “Casting the Runes”; “‘Oh, Whistle, and I’ll Come to You, My Lad’” |
| Week 4 | The 1890s and early 20th century (immediate Lovecraftian influences): Blackwood, “The Willows” | Machen, “The Great God Pan” |
| Week 5 | The 1890s and early 20th century (immediate Lovecraftian influences): Machen, “The White People” | Dunsany, selected tales |
| Week 6 | The inexplicable: Lovecraft, “The Music of Erich Zann” | Clark Ashton Smith, “The City of the Singing Flame” |
| Week 7 | Historical vestiges: Lovecraft, “The Rats in the Walls,” “The Shunned House” |
| Week 8 | Historical vestiges: Lovecraft, “The Lurking Fear” | Smith, “The End of the Story” |
| Week 9 | Identity, alienation, race: Lovecraft, “The Case of Charles Dexter Ward” |
| Week 10 | Identity, alienation, race: Lovecraft, “The Outsider,” “The Shadow over Innsmouth” |
| Week 11 | Cosmic awe: Lovecraft, “The Colour out of Space,” “The Call of Cthulhu,”  |
| Week 12 | Cosmic awe: Lovecraft, “The Dunwich Horror” | Smith, “The Weird of Avoosl Wuthoqquan” |
| Week 13 | The alien: Lovecraft, “At the Mountains of Madness” |
| Week 14 | The alien: Lovecraft, “The Whisperer in the Darkness” | Smith, “The Tale of Satampra Zeiros” |
| Week 15 | Assessing the Lovecraftian Legacy |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

none

1. **Department staffing and classroom/lab resources**

existing faculty

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

 no

1. No Does this course require course fees?

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

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

 This course aims to develop critical thinking and analytical writing skills beyond what is presented in the General Education World Literature sequence and is targeted at a broad audience, although English majors may also take it as a general elective. (Hopefully, in fact, the course will encourage some students to take further coursework in English.) It also allows for further treatment of topics in popular culture, which currently has a limited footprint in English coursework, in line with recently proposed offerings in other departments in the humanities and social sciences.

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

 The department has two missions, one general in scope, the other focused on its majors. The service mission of the department is to assist in providing students across the university with critical thinking skills, writing skills, and a broad introduction to the humanities and their importance, as well as provide for a number of other majors advanced skills and knowledge in the humanities which those programs believe their graduates need. The degree mission of the department is to provide department graduates with the skills and knowledge 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. The course serves to develop critical thinking and writing skills for both groups.

c. Student population served.

any undergraduate

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

lower level because an introductory course

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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 can serve for any undergraduate to develop critical thinking and writing skills applied to the analysis of cultural products and their contexts. While it is intended in part to interest students in pursuing further coursework in the area, it is not formally a component of either the BA or BSE in English. For those who do continue into those programs or are in them already , however, the course would provide preparation toward the following goals as stated in the assessment of the BA:

* Students will explain how texts are written and received within diverse cultural and sociohistorical contexts, including global and multicultural perspectives.
* Students will develop effective oral and written communication skills, including using primary and secondary sources.
1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome.  |
| Assessment Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

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

 **Course-Level Outcomes**

1. 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 be able to analyze selected cultural products in the context of the cultures in which they were produced. |
| Which learning activities are responsible for this outcome? | Discussions, short papers |
| Assessment Measure  | Final exam |
| **Outcome 2** | Students will be able to write well-structured, coherent essays that articulate understanding of cultural products. |
| Which learning activities are responsible for this outcome? | Short papers |
| Assessment Measure  | 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. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*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.**  |

**Undergraduate Bulletin 2021-2022, p. 510**

CURRENT

**English (ENG)**

**ENG 1003. Composition I** Study and practice of fundamentals of written communication in- cluding principles of grammar, punctuation, spelling, organization, and careful analytical reading. Prerequisite, with grade of C or better, for ENG 1013. Fall, Spring. (ACTS#: ENGL 1013)

**ENG 1013. Composition II** Continues the practice of ENG 1003, to develop further the skills learned in that course. Based on reading and discussion of various types of writing, the students’ essays will provide practice in different kinds of rhetorical development including re-

search and documentation. Prerequisite, must complete ENG 1003 with grade of C or better for degree. Fall, Spring. (ACTS#: ENGL 1023)

**ENG 1023. Making Connections English** Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self-management, group building skills, and university policies. Content related to the departmental majors is also included. Fall.

**ENG 1643. Introduction to Religion** Demonstrates why and how religious belief and ex- pression, though different in various cultures, remain vital forces. Required course for minor in Religious Studies. Spring.

**ENG 2003. World Literature to 1660** Introduction to the analysis and interpretation of liter- ary works from several historical periods ranging from early civilizations through the Renais- sance. Fall, Spring. (ACTS#: ENGL 2213)

**ENG 2013. World Literature since 1660** Introduction to the analysis and interpretation of literary works from the mid-seventeenth century to the present. Fall, Spring. (ACTS#: ENGL 2223)

**ENG 2053. Explorations of Popular Culture** Introduction to techniques of critical analysis applied to selected issues in popular literature, film, folklore, or other forms of popular culture. May be repeated for credit when topic changes. Fall, Spring.

**ENG 2103. Introduction to Poetry and Drama** Poetry and drama with emphasis on ana-

lytic reading and writing skills. Fall, Spring.

**ENG 2113. Introduction to Fiction** Short fiction and the novel with emphasis on analytic reading and writing skills. Fall, Spring.

PROPOSED

**ENG 1003. Composition I** Study and practice of fundamentals of written communication in- cluding principles of grammar, punctuation, spelling, organization, and careful analytical reading. Prerequisite, with grade of C or better, for ENG 1013. Fall, Spring. (ACTS#: ENGL 1013)

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