ENGL 346 Topics in American Literature-CrsRvs-2019-04-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

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The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
*Indicates a required field

Proposer*	Chauna Craig	**Proposer Email***	ccraig@iup.edu
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Proposing Department/Unit*	English	**Contact Phone***	7-2261

Course Level*	undergraduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change course_prefix_number_change	* Teacher Education: Please complete the Teacher Education section of this form (below) * Liberal Studies: Please complete the Liberal Studies section of this form (below) * Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section If already approved - you DO NOT need to do a DE proposal

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:* *Please be specific - this should be have more detail than the Summary for the Senate.*	The English BA program is working with our English Education BS program to help all of our students complete requirements is a more timely, better sequenced way. We will be making our Topics in British Literature and Topics in American Literature courses available to fill English Education requirements and BA core requirements, and we feel the 300-level designation is a better fit for the rising juniors who will need to take one of these courses prior to senior-level education courses.

(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This change accommodates and allows for flexibility for our English Education majors, who need to take literature courses prior to their senior year, and it allows BA majors to complete core requirements sooner while still having enough credits in the 300-400 level.
(C) Implications of the change on the program, other programs and the Students:*	Changing this course to the 300-level allows this course to be a viable option for English Education majors to complete a PDE requirement when they need to take their literature courses. It creates more flexibility within our undergraduate programs and does not impact other programs.

Current Course Information*	
Category A	
(D) Current Prefix*	ENGL
Proposed Prefix	ENGL
(E) Current Number*	462
Proposed Number	346
(F) Current Course Title*	Topics in American Literature
Proposed Course Title	Topics in American Literature
(G) Prerequisite(s)	ENGL 122, 202; and one of 210-213 or 226
Proposed Prerequisite(s)	ENGL 121 or 122 and 202
(H) Current Catalog Description	Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.
Proposed Catalog Description	Examines major works and trends in American literature by focusing on its cultural, historical, and literary contexts. Topics vary by instructor.
If changing Category A, no further action required.	
Category B (if no change, leave blank)	
(I)Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

(K) Current Course Student Learning Outcomes (SLOs)	

(L) Proposed Course Student Learning Outcomes (SLOs) For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1		
2		
3		

(M) Previous Brief Course Outline (It is acceptable to copy from old syllabus)	*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.*
(N) Brief Course Outline (Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)	*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	

	Course SLO #
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
• the ability to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal	Narrative on how the course will address the Selected Category Content	
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.
Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu