



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 02/04/2021

SUBJECT: Curriculum Proposal #20-21-03

ENGL 2240 will replace ENGL 2230 and 2231 in the Core Curriculum.. ENGL 2230 and 2231 will be withdrawn from the Core Curriculum and the catalog. This single course, ENGL 2240, incorporates content from both courses and replaces them.

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Nathan Myers

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Executive Director of Academic Programs.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Executive Director of Academic Programs on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: #20-21-03

School/Department/Program:
College of Liberal Arts / Department of
Humanities / English Program

Preparer/Contact Person:
Nathan Myers

Title of Degree Program:
General Studies

Telephone Extension:
4255

Date Originally Submitted:

**Revision (Indicate date and label it
Revision #1, #2, etc.):**

Implementation Date Requested:
Fall 2021

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- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

ENGL 2240 will replace ENGL 2230 and 2231 in the Core Curriculum.. ENGL 2230 and 2231 will be withdrawn from the Core Curriculum and the catalog. This single course, ENGL 2240, incorporates content from both courses and replaces them.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s) Total hours deleted: 0

B. Addition of course(s) or credit(s) from program(s) Total hours added: 0

C. Provision for interchangeable use of course(s) with program(s)
This General Studies course replaces ENGL 2230 and ENGL 2231.

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.
See Appendix A.

- E. Identify changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. **Creating a New Course(s)** information (if applicable). For each new course complete the following:

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	ENGL 2240
b. Course title:	Introduction to Literature: Prose, Poetry, and Drama
c. Course term(s) (e.g., Fall, Summer only):	Fall, Spring
d. Credit hours/Variable credit:	3
e. Repeatability (number of repeat credit hours):	N/A
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	PR: ENGL 1102 or 1103
g. Co-requisite (include subject prefix and course number):	N/A
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	N/A
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F
j. Required Course or Elective Course:	General Studies Elective
k. Course Fees (Indicate amount):	\$36.00

2. If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

3. **New Course Supplemental/Supporting Documentation:**

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.
- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."
- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed.

See Appendix B.

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

See Appendix C.

III. RATIONALE FOR THE PROPOSAL

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

When ENGL 2230 and 2231 were first proposed, it was understood that students would take both classes for a well-rounded exposure to the study of literature. Since the 2012 revision of General Studies, when programs were given the option not to require any literature course at all, the majority of students have taken only ENGL 2230, the prose narrative course, as shown in the accompanying table (see Appendix D).

Rather than give students this one-sided view of literature (only fiction or only poetry and drama), we propose to combine the two courses to offer a balanced college-level survey of Literature as a Core Humanities elective.

This comprehensive course will also make accepting transfer credits easier in two ways:

1) Students from other universities will more easily be able to transfer in similar courses. Included are examples of similar courses at other WV colleges and universities (see Appendix D).

2) This course will more closely align with the Advanced Placement Literature and Composition exam (see Appendix D).

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

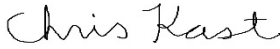

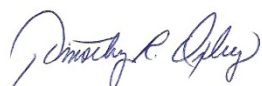
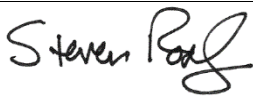
No new faculty, facilities, equipment, or library materials will be required.

IV. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
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College of Liberal Arts	Chris Kast	
School of Education / Health and Human Performance	Amanda Metcalf	
School of Business and Aviation	Tim Oxley	
School of Nursing	Laura Clayton	Laura H. Clayton
College of Science and Technology	Steven Roof	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
- VI. ADDITIONAL COMMENTS.

Appendix A

II. D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

A survey of representative works in prose, poetry, and drama, accomplished through close reading, discussion, and written response.

Appendix B

3. New Course Supplemental/Supporting Documentation:

a. Course Catalog Description: Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

A survey of representative works in prose, poetry, and drama, accomplished through close reading, discussion, and written response.

b. Course Learning Outcomes (CLO's): These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

-Evaluate the genres of prose (fiction, memoir, and/or essay), poetry, and drama to recognize recurring human situations, problems, and dilemmas.

-Demonstrate an appreciation of the scope of narrative art through the use of appropriate terminology.

-Analyze and express interpretations of literature.

c. Course Outline: Attach a course outline consisting of at least two levels.

I. Unit One: Prose (3-6 weeks)

a. Short story

- i. plot, character, theme, setting, point of view
- ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

b. Memoir/essay

- i. character, theme, setting, point of view, irony, reflection
- ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

c. Novel

- i. plot, character, theme, setting, point of view
- ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

II. Unit Two: Poetry (3-6 weeks)

a. formal and free verse

- i. metaphor and other figurative language
- ii. meter
- iii. sound devices

III. Unit Three: Drama (3-6 weeks)

a. Comedy

- i. plot, character, theme, setting
- ii. interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

b. Tragedy

- i. plot, character, theme, setting
- ii. interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

d. Assessments: Describe generally how student's achievement of the course learning outcomes will be assessed.

Assessments may include papers and exams.

Appendix C

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

ENGL 2240 is proposed as a General Studies elective in all programs and schools at the university (the College of Liberal Arts, the College of Science & Technology, the College of Business & Aviation, the School of Nursing, and the School of Education, Health, & Human Performance).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

Appendix D

III. A. Quantitative Assessment

Comparison of Enrollments in ENGL 2230 and 2231			
Semester	Enrollment ENGL 2230	Enrollment ENGL 2231	Comments
Fall 2015	107	32	Includes Pierpont students
Spring 2016	70	41	Includes Pierpont students
Fall 2016	50	18	Includes Pierpont students
Spring 2017	191	28	Includes Pierpont students
Fall 2017	20	12	Includes Pierpont students
Spring 2018	76	12	Includes Pierpont students
Fall 2018	29	11	Only Fairmont State students
Spring 2019	19	11	Only Fairmont State students
Fall 2019	28	0	Only Fairmont State students
Spring 2020	7	4	Only Fairmont State students
Fall 2020	28	8	Only Fairmont State students

Shepherd University

ENGL 215 - The Art of Literature

(3 cr) This course explores the art of literature, specifically how a deeper understanding of form, genre, and style enhances our appreciation of literature and language and our understanding of artistic theory/aesthetics. Through a careful study of literature, students will understand the creative thinking of great writers and sharpen their own creative thinking skills.

OR

ENGL 216 - Literature in Context

(3 cr) This course explores how literature can help us understand what it means to be human in a world of diverse cultures and experiences. Through a careful study of literature, students will understand how literature comments upon and shapes culture(s).

Davis and Elkins College

107 Introduction to Literature (3 semester hours)

A one-semester survey of literature for students not majoring in English. Students will become familiar with a broad literary tradition, learn a few common approaches to literary texts, and practice the method of close reading in multiple genres. Prerequisite: ENGL 101A.

West Virginia Wesleyan College

ENGL 163. Introduction to Literature. 3 hrs.

An introductory course devoted to an understanding of poetry, fiction, and drama, with attention to methods of presentation, elements of literature, and content.

Bethany College

ENGL 200 Literature and Literary Diversity (3 credits)

This course is an introduction to the study of poetry, drama, and fiction and an exploration of the diversity of literary expression. Students study the elements of each of the primary genres and examine their interrelationships and functioning in particular works. In the course a wide range of writings are studied, including those by women and men, those representative of diverse literary traditions (including British,

American, European, and non-Western), and those reflecting a variety of American ethnic and racial backgrounds. Preference is given to students preparing to teach in elementary, middle, or secondary school.

West Liberty University

202. LITERATURE APPRECIATION FOR NON-MAJORS - 3 hrs. This course fosters the appreciation of literature through careful readings of poetry, drama, and prose fiction across a variety of periods and cultures. Pre-req or co-req: ENG 102 or 103.

AP Course Overview (<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course>) AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.