## NEW COURSE PROPOSAL FORM

**TO:** Curriculum Committee

**ACADEMIC AREA:** Arts and Sciences

**PROPOSEd by**: amy Trogan

**PRESENTER:**

**DATE:** 02/11/2011

**COURSE PREFIX, NUMBER AND TITLE:**

### LIN 1001 American English

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT:** english

**COURSE PREREQUISITE(S):** none

**MINIMUM GRADE OF prereqUISITE(s):** IF NONE SELECTED, THE DEFAULT IS “D”

**COURSE COREQUISITE(S):** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**COURSE CREDITS OR CLOCK HOURS:** 3

**credit type:** College credit

**CONTACT HOURS:**

**COURSE DESCRIPTION:**

Introduction to narrative analysis, with close reading and carefully written exposition of selections from principal modes of literature (poetry, prose fiction, non-fiction and drama) and media (film, television, radio, and graphic novels). This course is specifically designed to encourage reading and thoughtful response to reading. Required texts will reflect a variety of cultural backgrounds and points of view. Through writing and discussion, students are encouraged to connect aspects of the works they read with their own knowledge and experience.

**GENERAL TOPIC OUTLINE:**

* Poetry
* Prose Fiction
* Non-Fiction
* Drama
* American Culture
* Film and Media

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| **Students will define leading ideas and stylistic features of the narratives studied; and explain the thematic and stylistic connections among the works studied.** | Students will write a documented essay on a literary topic reflecting a thematic or stylistic device utilized by more than one of the works studied. | COM  CT  TIM |
| **Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing.** | Students will write a documented essay on a literary topic reflecting a thematic or stylistic device utilized by more than one of the works studied. | COM  CT  TIM |
| **Students will be able to use inventive techniques to plan and write paragraphs and essays reflecting adequate support, coherence, and unity for the analysis of literary works.** | Students will write responses of 1-2 pages reflecting on reading selections. The students’ writing will be evaluated for structure, development, coherence, and unity. | COM  CT |
| **Students will Interpret a text by using prior knowledge and experiences.** | Students will write responses of 1-2 pages reflecting on reading selections. | CT |
| **Students will use critical reading skills to comprehend college-level text. Students will be assessed on their ability to draw conclusions and make inferences, to comprehend author’s purpose and bias, and to distinguish between fact and fiction.** | Students will demonstrate this competency through objective tests and quizzes. | CT |
| **Students will critically analyze a reading selection.** | Students will demonstrate this competency through objective tests and quizzes and written responses. | CT |

### SECTION II

**ICS CODE FOR THIS COURSE:** 1.18.06

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):**

**GRADE MODE:** STANDARD

**IS THIS A GENERAL EDUCATION COURSE?** no

**IS THIS A WRITING INTENSIVE COURSE?** no

**iS THIS AN HONORS COURSE?** No

**IS THIS A REPEATABLE COURSE?** No

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** 3

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** No

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** Yes

**eXPLAIN:**

This course will be linked to the First-Year Year Experience Cornerstone.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

Yes – English Department

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** No

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** No

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

There is a need for linked courses to accommodate students enrolled in the First-Year Experience Cornerstone Course.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** FALL 2011

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

Microsoft Office Signature Line... APPROVED EFFECTIVE TERM

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)

I fully support the efforts of my colleagues regarding the enclosed

REA 2205, LIN 2670, and LIN 1001 course proposals. The courses address current Edison students’ needs, and the courses will also help ensure the academic success of Edison’s students. Please give these new course proposals your most serious consideration.

Thank you in advance for your time and attention.

Best regards,

**Keith Hunter**

Professor of English

I support the proposal of these courses (REA 2205, LIN 2670, and LIN 1001) because the courses strengthen the education foundation of Edison’s students.

Sincerely,

**Dr. Maria Cahill**

Professor of English



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 01/14/2011

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 01/21/2011

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 01/26/2011

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10