FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Carol Ann Davis      Email: davisca@cofc.edu      Phone: 3-7269

Department or Program Name: English      School name: Humanities and Social Sciences

Course Prefix, Number, and Title: ENGL 378: Fiction Writing II

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☒ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2012 or Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Prerequisite ENGL 223 and pre- or corequisite ENGL 220, or by permission of the instructor.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

Catalog description would stay STET, except for the following change:

Strike "and pre- or corequisite ENGL 220, or by permission of the instructor." from current prerequisite language so that the only prerequisite for the course is ENGL 223.

Catalog would henceforth read: Prerequisite ENGL 223.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This reverses a requested change the department put in place last year that aimed to prepare students for intermediate fiction study by requiring them to complete ENGL 223 (Fiction Writing I) and to complete or be registered in ENGL 220 (Poetry I) by the time they enrolled in ENGL 378. While in theory there are lots of sound pedagogical reasons for the additional pre- or co-requisite, in practice, implementation was difficult. Scheduling conflicts for students were legion; in the end, the department decided that we would ask to repeal this requirement and go back to the old one—which is simply that the prereq for Fiction Writing II is Fiction Writing I. We feel that the co-/pre- requirement might work better in a larger, more mature program, but for the program as it is now, it's just too soon. It's too difficult to manage and really would require a lot more flexibility in offering introductory courses at several different times and in greater numbers.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td></td>
</tr>
<tr>
<td>1. compose works of short fiction with ease through the identification and demonstration of techniques related to the craft of writing fiction</td>
<td>evaluation of assigned short-fiction prompts; evaluation of open-topic short stories and assigned exercises</td>
</tr>
<tr>
<td>2. engage in a thorough revision process</td>
<td>evaluation self-reflective writing on generated drafts of stories and evaluation of final portfolio including draft sequences</td>
</tr>
<tr>
<td>3. utilize a critical language—written and oral—to discuss their own and peers’ short stories and writing process</td>
<td>evaluation of short responses to peers’ stories in workshops; observation of peer interactions during workshops—demonstration of fluency with critical terms and techniques</td>
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</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Goals of the English major include teaching students to read with insight and perception, and to write with clarity and precision; learning outcomes 1 - 4 above are designed to help meet those goals.

These outcomes also help meet the following goals of General Education: Proficiency in gathering and using information, and effective writing and critical reading (Goal I); knowledge of artistic, cultural and intellectual achievements (Goal III).

**VII. IMPACT ON EXISTING PROGRAMS and COURSES:** Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

This will make registration for ENGL 378 much simpler for students.

**VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED:** List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

**IX. APPROVAL AND SIGNATURES**

1. Signature of Department Chair or Program Director:

   
   2. Signature of Academic Dean:
3. Signature of Provost:  
_________________________________________ Date: ____________

4. Signature of Curriculum Committee Chair:  
_________________________________________ Date: ____________

5. Signature of Faculty Senate Secretary:  
_________________________________________ Date: ____________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Carol Ann Davis  Email: davisca@cofc.edu  Phone: 3-7269

Department or Program Name: English  School name: Humanities and Social Sciences

Course Prefix, Number, and Title: ENGL 377: Poetry Writing II

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2012 or Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Prerequisite ENGL 220 and pre- or corequisite ENGL 223, or by permission of the instructor.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

It’s already a requirement, so this request does not change the degree requirement; this is just a change to the pre- or co-requisite

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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B. Credit Hours

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Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

Catalog description would stay STET, except for the following change:

Strike "and pre- or corequisite ENGL 223, or by permission of the instructor." from current prerequisite language so that the only prerequisite for the course is ENGL 220.

Catalog would henceforth read: Prerequisite ENGL 220.

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This reverses a requested change the department put in place last year that aimed to prepare students for intermediate poetry study by requiring them to complete ENGL 220 (Poetry I) and to complete or be registered in ENGL 223 (Fiction I) by the time they enrolled in ENGL 377. While in theory there are lots of sound pedagogical reasons for the additional pre- or co-requisite, in practice, implementation was difficult. Scheduling conflicts for students were legion, and once the intro sections filled up in ENGL 223 (Fiction I), there was no way for students to enroll in ENGL 377 without special permission. The associate chair and chair ended up being compelled to make so many special enrollment decisions that the requirement is not really in place; in the end, the department decided that it would ask to repeal this requirement and go back to the old one—which is simply that the prereq for ENGL 377 (Poetry Writing II) is ENGL 220 (Poetry Writing I). We feel that the co-/pre- requirement might work better in a larger, more mature program, but for the program as it is now, it's just too soon. It's too difficult to manage and really would require a lot more flexibility in offering introductory courses at several different times and in greater numbers.

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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. compose poems with ease through the identification and demonstration of techniques related to the craft of writing poetry</td>
<td>evaluation of assigned poetry prompts; evaluation of open-topic poems and exercises</td>
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<td>2. engage in a thorough revision process</td>
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4. interpret and analyze modern and contemporary poetry | evaluation of essays on individual volumes of poetry.

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   [Signature]  Date: 8/9/12

2. Signature of Academic Dean:

   [Signature]  Date: 8/9/12
3. Signature of Provost:
____________________________________ Date: ________________

4. Signature of Curriculum Committee Chair:
____________________________________ Date: ________________

5. Signature of Faculty Senate Secretary:
____________________________________ Date: ________________

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