Course Inventory Change Request

Date Submitted: 09/11/14 2:17 pm

Viewing: ENGL 2030: Literature and the Land

Last edit: 09/22/14 4:55 pm

Changes proposed by: jasmine

<table>
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<tr>
<th>Course Prefix:</th>
<th>ENGL</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>2030</td>
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Effective Semester: Fall 2014

Department:

- English/Literature (ENGL)

School:

- School of Humanities

Course Title:

In Workflow

1. HU Dean
2. University Curriculum Committee Chair
3. Banner

Approval Path

1. 09/18/14 10:05 am
   Lory Mattucci (mattucci): Approved for HU Dean
2. 09/18/14 3:31 pm
   Sharon Lee (lee_s): Rollback to HU Dean for University Curriculum Committee Chair
3. 09/18/14 4:31 pm
   Lory Mattucci (mattucci): Approved for HU Dean
4. 09/22/14 10:28 am
   Sharon Lee (lee_s): Rollback to HU Dean for University Curriculum Committee Chair
5. 09/22/14 4:55 pm
   Don Hinton (hinton): Approved for HU Dean
6. 09/23/14 3:01 pm
   David Wade (dwade): Approved for University
Literature and the Land

Short Course Title: Literature and the Land

Credits: 3
Workload Factors: 3
Primary Grade Type: Standard Letter

Secondary Grade Type:
Instructor Permission Required: No
Repeatable for Credit: No

Schedule Type/Hours:
(select up to 3)

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<tr>
<th>Schedule Type</th>
<th>Hrs/Wk</th>
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<tr>
<td>LEC</td>
<td>3</td>
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Catalog Prerequisites? No
Corequisites? No
Course/Lab Fee? No
Instruction Index Code: CMP101

GE Status Requested: Yes

Catalog Description

Fulfills a Literature/Humanities General Education requirement. Introduces students to environmental literature and its historical development. Focuses on literary works from the eighteenth century to the present, students will read major authors and works and examine the concerns and values that have given rise to twentieth-century environmentalism and environmental literature. Students will survey a variety of texts, including poetry, short stories, novels, and personal and scholarly essays. Thematic concerns will revolve around questions of belonging,
sustainability, urbanization, environmental activism, and, not least, the intersections of literature and the sciences. Further, students will engage with common practices in reading, interpreting, and writing about literature, and will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. Offered in rotation; consult class schedule. **SP (Even).**

Course Rotation: **Spring (even)**

Justification for course/change:

This course clearly fits into the General Education category of literature. Since the course focuses so heavily on reading, understanding and analyzing significant literary works, students who take this class should receive the appropriate credit within Dixie State University’s General Education program. In addition, the inter-disciplinary nature of the course will introduce General Education students, early in their academic careers, to the relationships and connections that can and do exist between seemingly divergent areas of study.

Library Resources Adequate: Yes
Tech Resources Adequate: Yes

Course Learning Outcomes:
Upon completing this course, students will have improved their ability to:

- analyze, orally and/or in written form, literary aspects of environmental literature including setting, characterization, theme, point of view, figurative language, and plot;
- identify the characteristics of environmental literature in various literary genres;
- critically examine ethical concepts and discuss major themes in environmental literature;
- identify current issues and trends in environmental literature and articulate informed personal positions regarding these issues;
- write both critical and informal essays about environmental literature.

How do your Course Learning Outcomes align to your Program Learning Outcomes?

The following map of ENGL 2030 CLOs to English department PLOs shows significant alignment:

- analyze, orally and/or in written form, literary aspects of environmental literature including setting, characterization, theme, point of view, figurative language, and plot; (PLO 1-I,D) (PLO 2-I,D) (PLO 3-D) (PLO 4-I,D) (PLO 5-I)
• identify the characteristics of environmental literature in various literary genres; (PLO 1-I,D) (PLO 2-I,D)
• critically examine ethical concepts and discuss major themes in environmental literature; (PLO 1-I,D) (PLO 2-I,D) (PLO 3-D) (PLO 4-I,D) (PLO 5-I)
• identify current issues and trends in environmental literature and articulate informed personal positions regarding these issues; (PLO 1-I,D) (PLO 2-I,D) (PLO 3-D) (PLO 4-I,D) (PLO 5-I)
• write both critical and informal essays about environmental literature. (PLO 1-I,D) (PLO 2-I,D) (PLO 3-D) (PLO 4-I,D) (PLO 5-I)

Schedule of lesson activities that meet Course Learning Outcomes

Selection of Readings:
Bartram, William, from Travels
Audubon, John James, excerpts from Journals
Emerson, Ralph Waldo “Nature”
Thoreau, Henry David, from Walden
Muir, John, from The Mountains of California
Leopold, Aldo, from A Sand County Almanac
Carson, Rachel, from Silent Spring
Abbey, Edward, from Desert Solitaire
Dillard, Annie, from The Pilgrim at Tinker Creek
Stegner, Wallace, from The Sound of Mountain Water
Kingsolver, Barbara, Animal Dreams (fiction)
Linda Hogan, Solar Storms (fiction)
Berry, Wendell, selection of poems
Tempest Williams, Terry, selection of poems
Clifton, Lucille, selection of poems
Mora, Pat, selection of poems
Dove, Rita, selection of poems
Rios, Alberto, selection of poems

Course Requirements:
Homework assignments and class participation: 10%
Quizzes: 5%
Presentation: 10%
Short Essay: 15%
Midterm Exam: 15%
Term Paper: 25%
Final Exam: 20%

Assessment activities that
provide evidence of student learning
• a pre and post test will be given in the course and can be used as a direct, value-added measure of student learning.
• students will complete and electronically submit a signature research assignment that can be used as a direct measure of student learning.
• students will complete and submit a reflective writing assignment dealing with the both critical thinking and research strategies that can be used as an indirect measure of student learning.

General Education Addendum

Do you wish to continue with this course proposal if General Education approval is NOT given? No

Is this a Concurrent Enrollment Course?

Course Reviewer
Comments
lee_s|Thu, 18 Sep 2014 21:31:36 GMT|Rollback: Should this course be approved for GE status, the course description will need to be changed at the beginning to say that it fulfills the GE requirement for Literature. I don't know how to note that other than to roll it back to you. Sorry. If it doesn't get approved, you indicate you don't want it to move forward anyway.
lee_s|Mon, 22 Sep 2014 16:28:43 GMT|Rollback: From Sharon Lee. In keeping consistent with other English courses receiving GE status, the wording for the first sentence in the description should read, "Fulfills a Literature/Humanities General Education requirement." Didn't know if I could edit that of if it needed to come back to you.