

General Education Course Submission Form

Date of Submission: 8/30/2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: English

Course Prefix and Number: ENG 230-XXX Credit hours: 3

Course Title: Introduction to Literature (subtitle required)

Expected Number of Students per Section: 25 Course Required for Majors in your Program? yes

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

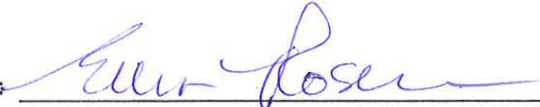
Name: Matthew Giancarlo Email: matthew.giancarlo@uky.edu

Office Address: 1305 POT Phone: 257-1587

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 8/30/2010

Dean: Anna R. K. Bosch  Date: 8/30/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
 Office of Undergraduate Education

Course narrative for English 230 "Introduction to Literature"

I. Background, scope, delivery

Since 2003, UK English 230 "Introduction to Literature" (ENG 230) has been our largest literature course and the primary gateway for study in the English Department. It is a premajor requirement for English, and it has served as a significant curricular resource for students both in and outside the major. Each semester, ENG 230 serves up to fifteen class sections of UK students. Now the faculty of the English Department proposes to update and adapt ENG 230 to the new parameters of "Inquiry in the Humanities" under our new General Education Curriculum.

ENG 230 will remain what it has been since its inception, and introductory survey of outstanding creative and imaginative literature. It is a broadly-based reading class with a strong emphasis on analytical writing. ENG 230 is a multi-section course with multiple instructors teaching individual syllabi. Each section of ENG 230 will be unique in its texts and particular topical emphasis. But all sections will focus on the same core skills and competencies. Each section of ENG 230 will introduce students to an array of literature in English (and in English translation) from across several genres, time periods, nationalities, and ideological perspectives. Reading and analyzing literature is the heart of ENG 230. The class will also emphasize learning the categories, terms, and techniques of literary study at an appropriately introductory level, as well as the styles of argumentation appropriate for literary analysis. Each section will thus require a significant amount of reading, discussion, and analytical writing. Overall, the emphasis of ENG 230 will be squarely on developing students' skills of critical reading and critical thinking, as well as fostering their expertise in college-level analytical writing.

ENG 230 will be delivered by English Department staff including tenure-line faculty, lecturers, and graduate students. The multiple sections of the class will be guided by the Director of Undergraduate Studies with the assistance of a designated deputy. These directors will be responsible for vetting the individual syllabi (to maintain proper adherence to Senate Syllabus guidelines, equity of workload, and appropriate pedagogical emphasis), and for advising instructors. The English Department is committed to providing multiple sections of ENG 230 each semester to meet the needs of both English majors and students fulfilling their General Education distributional requirements.

II. Learning outcomes

In accordance with these goals, all sections of ENG 230 will be oriented towards producing the following student learning outcomes:

1. students will *read and analyze* works of literature from across several genres, including dramas, novels, essays, memoirs, poetry, and more;
2. students will *learn and employ* the terminology and categories of literary analysis appropriate for different literary genres and writing styles;
3. students will *draft, compose, and revise* at least two substantial essays, for a total of at least *fifteen pages* of writing, with specific emphasis on the skills needed to *devise theses, craft arguments, and use supporting evidence* for the development of analytical interpretations;
4. students will learn to *identify* and *assess* appropriate supporting materials, scholarly resources, and contextual documents for forming arguments and opinions about literature;
5. where appropriate, students will *collaborate* on group analytical projects and *produce* presentations for both written and oral media;
6. where appropriate, students will also develop assessed work in *alternative media* (e.g. multimedia or social media) and information technologies;
7. where appropriate, in quizzes and examinations students will *demonstrate mastery* of the assigned reading, terminology, and analytical procedures of literary study.

III. Engagement and assessments

For evidence of active engagement and for the purposes of feedback and course improvement, the ENG 230 teaching faculty will employ regular student exercises and assignments (e.g., response papers; blog and chat entries; quizzes; assigned discussion topics; etc.). The Director of Undergraduate Studies and staff will also monitor student engagement as appropriate. For teacher assessment, General Education assessment, and SACS assessment, student essays and other significant coursework products—as well as student evaluations of the course—will be regularly evaluated.

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Matt
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University Senate Syllabi Guidelines

General Course Information

- ✓ Full and accurate title of the course.
- ✓ Departmental and college prefix.
- ✓ Course prefix, number and section number.
- ✓ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- ✓ Instructor name.
- ✓ Contact information for teaching/graduate assistant, etc.
- ✓ Preferred method for reaching instructor.
- ✓ Office phone number.
- ✓ Office address.
- ✓ UK email address.
- ✓ Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- ✓ Reasonably detailed overview of the course.
Student learning outcomes.
- ✓ Course goals/objectives.
- ✓ Required materials (textbook, lab materials, etc.).
- ✓ Outline of the content, which must conform to the Bulletin description.
- ✓ Summary description of the components that contribute to the determination of course grade.
- ✓ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ✓ Final examination information: date, time, duration and location.
For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ✓ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- ✓ Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance. ✓
- Excused absences. ✓
- Make-up opportunities.
- Verification of absences.
- Submission of assignments. ✓
- Academic integrity, cheating & plagiarism. ✓
- Classroom behavior, decorum and civility. ✓
- Professional preparations.
- Group work & student collaboration. ✓

(sample syllabus)
ENG 230-XXX Introduction to Literature:
"The Literature of Sight and Blindness"

This course offers General Education credit for "Inquiry in the Humanities"

Instructor: XXX
Office: XXX
Office Hrs: XXX
Contact: office & phone: XXX
UK email (preferred): XXX
Class meeting time: XXX

Course Overview of ENG 230-XXX:

In this section of English 230 we will read and analyze literature that asks us to think about seeing, blindness, invisibility, appearing, surveillance, and visual technologies. These ways of "seeing" and "not seeing" filter how characters understand their worlds, how narrators tell their stories, and how readers engage with texts. In metaphors, the language of sight has a strong hold over the everyday expression of knowledge and understanding (so, for example, if something isn't clear, I'll shed light on it, then you'll see). And so it is, both literally and metaphorically, that seeing and not-seeing inform the way we understand both our world and the worlds we read about. In attending to the language of our texts, we will investigate how literary works present the world we thought we knew and return it to us from a fresh perspective and a different way of seeing. Our readings will thus encourage us to ask many different kinds of questions: generic (why is blindness a punishment fit for tragedies?), social and political (how is racial prejudice paradoxically experienced like a feeling of invisibility?), and historical (is twentieth-century history simply a series of spectacular events?).

Course goals:

As an introduction to the study of literature, English 230 has three aims:

- 1) to acquaint students with literature of different cultures and periods;
- 2) to hone essay-writing skills and general composition and presentation skills; and
- 3) to introduce students to the discipline of literary study: key terms, basic strategies for reading, and rudimentary literary theory.

Undergirding these three goals is the broad goal of any introduction to literature course: to lay the foundation for a lifetime of living with books.

Learning outcomes:

Towards these goals, English 230 will be oriented towards producing the following specific outcomes:

- each student will *read and analyze* works of literature from across several genres, including dramas, novels, essays, and poetry
- each student will *learn and employ* the terminology and categories of literary analysis appropriate for different literary genres
- each student will *draft, compose, and revise* at least two substantial essays, for a total of at least *fifteen pages* of writing, with specific emphasis on the skills needed to *devise theses, craft arguments*, and *use supporting evidence* for the development of analytical interpretations
- students will *assess* supporting materials, scholarly resources, and contextual documents
- students will *collaborate* on a group analytical project and *produce* a presentation for both written and oral media
- in quizzes and examination(s) students will *demonstrate mastery* of the assigned reading, terminology, and analytical procedures of literary study.

Required Texts:

Sophocles, *Oedipus Rex* (Prestwick; 1580495931)
Shakespeare, William, *King Lear* (Yale UP; 0300122004)
Austen, Jane, *Pride and Prejudice* (Modern Library; 0679783261)
Wilde, Oscar, *The Picture of Dorian Gray* (Oxford UP; 0192807293)
Saramago, José, *Blindness* (Harvest; 0156035588)
Murfin & Ray, *The Bedford Glossary of Critical and Literary Terms* (0312467540)
Gardner, Janet, *Writing about Literature* (Bedford, 0312412827)
(Additional readings students are responsible for downloading from Blackboard)

Assignments and Grading:

Assignments:

Two 5-7 pp. essays (2 x 20%): Each student will write two 5-7 page essays, due XXX and XXX. Essays must meet the minimum length requirement in order to pass.

Peer Review (10%): There will be mandatory, in-class peer review sessions before each essay is due.

Presentation (10%): Working in groups of 4 or 5, students will be responsible for a fifteen-minute presentation associated with one of our readings (dates are on the "Provisional Reading Schedule" below).

One 5-7 pp. collaborative presentation paper (15%): Essays are written collaboratively before the presentation, and serve as the working document for the presentation. After the presentation, the group will meet at least once to revise the paper. The final copy must be 5-7 pages long and will be due two weeks after the date of the presentation. The grade evaluation will be the same for each group member.

Participation (10%): Full credit for contributing regularly to class discussion *and* to all Blackboard questions.

Final Exam (15%): Date and location XXX. Comprehensive of the readings and literary terms.

Grading:

Grading will be on a 10% scale (A=100%-90%, B=89%-80%, etc.). Essays will be given letter grades which will be averaged as follows: A+ = 98%; A = 95%; A- = 92%; B+ = 88%, B = 85%, B- = 82%, etc. Each essay will then be factored into the total grade according to the grade percentage assigned to it.

Policies and Responsibilities:

General: Be prepared and respectful. Turn off all cell phones, pagers, etc. before class begins.

Attendance and absences: Each student is permitted 3 absences without penalty. After that, each unexcused absence will result in a reduction of 5% from the final grade. *Please note that being more than 10 minutes late to class will count as an unexcused absence in this class.* Missing more than 9 class meetings (20% of our class) constitutes automatic failure. For the University's absence policy, see §5.2.4.1 and §5.2.4.2 of Part II of *Student Rights and Responsibilities* at <<http://www.uky.edu/StudentAffairs/Code/part2.html>>. The instructor reserves the right to verify absences according to University policy.

Late Work and make-up work: Assignments are due at the beginning of class. Except in the case of excused absences, late essays will carry a penalty of one letter grade for each day they are late. Essays turned in after class on the day they are due will be penalized half a letter grade. I will accept late essays as an email attachment that can be read in Microsoft Word (.doc, .docx, and .rtf are all acceptable extensions); paper copies can be submitted to my mailbox in the English Dept. office (POT 1215, open M-F 8:30-4:30). Because of their time-sensitive nature, missed Blackboard assignments cannot be turned in late or made up. Excused absences factor missed Blackboard assignments out of the final grade average.

Plagiarism: Part II of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/part2.html>, §6.3.1) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Disabilities: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Office hours: My regular office hours this semester are XXX, and I am available by appointment. My office is in XXX. The one-on-one time with your instructor in office hours can be valuable. I strongly urge you to take advantage of my office hours to discuss readings and essay ideas; don't come by only when you have serious problems.

English 230-XXX : The Literature of Sight and Blindness
Provisional Reading Schedule

Readings must be brought to class and, except where noted, must be finished reading by the first day of discussion.

<u>Week</u>	<u>Reading and Assignments</u>
Week 1:	Welcome Gardner: 1-13, 38-40 <i>Bedford Glossary (BG)</i> , read entries for the following terms: "Narrative," "Plot," "Character," "Protagonist," "Antagonist," "Foil," "Irony," "Allegory," "Myth," "Antithesis," "Allusion," "Setting," "Tragedy," and "Foreshadowing"
Week 2:	Sophocles, <i>Oedipus Rex</i> <i>Oedipus</i> Wordsworth, excerpts from <i>The Prelude</i> , Book Fourth and Book Eighth (on BB) <i>BG</i> : Poetry; Meter; Foot; Stanza; Flashback; Metaphor; Simile; Epic Simile; Symbol; and Rhyme.
Week 3:	NO CLASS (Labor Day) <i>Prelude</i> excerpts (on BB) and <i>BG</i> , "Romantic Movement (English Literature)" *Group 1 Presentation Gardner, 78-80, 84-86
Week 4:	Saramago, <i>Blindness</i> and <i>BG</i> , "Novel," "Narrator," and "Free Indirect Discourse" <i>Blindness</i> <i>Blindness</i> and <i>BG</i> , "Tone" and "Personification"
Week 5:	<i>Blindness</i> Peer Review (attendance mandatory) and G: 21-37 Essay 1 Due
Week 6:	Browning, "My Last Duchess" (on BB) and <i>BG</i> , "Imagery" Yeats, "The Municipal Gallery Revisited" (on BB) "The Municipal Gallery Revisited"
Week 7:	Austen, <i>Pride and Prejudice</i> , ch. 1-18 <i>Pride and Prejudice</i> , ch. 19-40 <i>Pride and Prejudice</i> , finish
Week 8:	<i>Pride and Prejudice</i> *Group 2 Presentation Milton, "When I Consider How My Light Was Spent" (on BB) and <i>BG</i> , "Sonnet" and "Renaissance and Reformation" Milton, "When I Consider..."
Mid-term assessment: mid-term grade reports submitted to the Registrar after Week 8.	
Week 9:	Ellison, excerpt from <i>Invisible Man</i> (on BB) and <i>BG</i> , "Modernism" *Group 3 Presentation Ellison (cont'd) James, "The Beldonald Holbein" (on BB) and <i>BG</i> , "Short Story"
Week 10:	James, (cont'd) Shakespeare, <i>King Lear</i> , Act I *Group 4 Presentation <i>King Lear</i> , Act II
Week 11:	<i>King Lear</i> , Act III <i>King Lear</i> , Act IV <i>King Lear</i> , Act V

- Week 12: DeLillo, "The Triumph of Death" and *BG*, Postmodernism
*Group 5 Presentation
DeLillo, "Triumph"
DeLillo, "Triumph"
- Week 13: Wilde, *The Picture of Dorian Gray*, ch. 1-5
*Group 6 Presentation
Dorian Gray, ch. 6-10
Dorian Gray, ch. 11-15
- Week 14: *Dorian Gray* (finish)
NO CLASS (Thanksgiving)
- Week 15: Peer Review (**attendance mandatory**)
Essay workshop day
Essay 2 Due
- Week 16: Borges, "The Covered Mirror" and Shonibare, *Dorian Gray* (both BB)
Borges and Shonibare
Final Exam Review

The **final exam** will be on XXX in our regular classroom: two hours, comprehensive.

From: Giancarlo, Matthew C
Sent: Thursday, September 09, 2010 3:42 PM
To: Hanson, Roxie
Subject: regarding the DL status of the ENG Gen Ed course proposals

Hi Roxie,

Today I received the message below via Randall Roorda about the DL status of the course proposals I submitted for English (ENG 230/234/264/281). Unfortunately I made a mistake on the electronic forms: I did not intend to check the "DL" box (item 2k). **Currently NONE of these courses will be requesting DL.** At an early stage I thought we might want to submit them for DL change. Then I decided against it for now. But I neglected to uncheck the box on my master forms.

Sorry for the confusion. I have told Randall. If you could just uncheck the DL request, I would greatly appreciate it. Let me know if/when there are any other problems...

Thanks,
Matt

From: Hanson, Roxie
Sent: Thursday, September 09, 2010 2:30 PM
To: Roorda, Randall; Beattie, Ruth E
Cc: Bosch, Anna
Subject: (DL form? ENG 230/234/264/281) FW to EPC Roorda/Beattie: Gen Ed Course submission materials

Dear Ruth and Randall,

ENG 281 indicates a minor change to the description and prereq; major change to add DL. Please confirm. If DL is really intended, a "DL form" is needed and sample attached; also Gen Ed.

ENG 264 seems to have no course change and is Gen Ed only.

ENG 234 indicates a change to the description and adding DL. Please confirm. If DL is really intended, a "DL form" is needed and sample attached; also Gen Ed.

✓ ENG 230 indicates a change to ^{no chg} add DL. Please confirm. If DL is really intended, a "DL form" is needed and sample attached; also Gen Ed.

Let me know if I should hold the Gen Ed requests until the changes are approved by the EPC.

I haven't contacted Professor Giancola. I'm having a problem opening the documents inside the zip folders. I think it may be a MAC document issue. I have a help request into A&S Helpdesk. I doubt they will get to it before I leave today. I do have hard copies that could be scanned. I'll be back in the office noon next Tuesday. I am copying Anna Bosch since she is in English as well as Associate Dean and might have some insight to share with you. Best, Roxie

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Arts & Sciences</u>		Today's Date: <u>August 30, 2010</u>			
b. Department/Division: <u>English</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Matthew Giancarlo</u>		Email: <u>matthew.giancarlo@uky.edu</u>		Phone: <u>257-1587</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>ENG 230-XXX</u>		Proposed Prefix & Number: <u>ENG 230-XXX</u>			
b. Full Title: <u>Introduction to Literature (subtitle required)</u>		Proposed Title: <u>Introduction to Literature (subtitle required)</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>ENG 230 Intro Lit</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): <u>ENG 230 Intro Lit</u>					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					

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Comment: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Proposed to be repeatable for additional credit?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____	
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>An introduction to close reading and argumentative writing about literature, in relation to a significant theme. The course involves studying selected texts revolving around a single theme, learning how to relate texts to contexts, to read closely and use basic literary terms and concepts. Attention will be paid to student writing, particularly to devising a thesis, crafting an argument, and learning how to use supporting evidence.</u>
<i>no chg</i> Proposed Course Description for Bulletin:	<u>An introduction to literary analysis through close reading and argumentative writing. The course involves studying selected texts from several genres and investigating a unified theme or set of topics. Students will learn how to read closely, how to relate texts to contexts, and how to use basic literary terms and concepts. Attention will be paid to student writing, particularly to devising a thesis, crafting an argument, and learning how to use supporting evidence.</u>
j. Current Prerequisites, if any:	<u>none</u>
Proposed Prerequisites, if any:	<u>none</u>
k. Current Distance Learning (DL) Status: <input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL*	<i>1-no chg</i> Please Add⁶ <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.	
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____	
5. Course Relationship to Program(s).	
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

COURSE CHANGE FORM

b. Will modifying this course result in a new requirement⁷ for ANY program?

YES

NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a.

Check box if
changed to
400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and you *must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: ENG 230-XXX

Proposal Contact Person Name: Matthew Giancarlo Phone: 7-1587

Email: matthew.giancarlo@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
<i>Allen Rosenman English</i>	<i>8/30/2010</i>	<i>(Chair) 17-7901 rosen.ma@email.uky.edu</i>	<i>Ellen Rosenman</i>
<i>AS Associate Dean</i>	<i>8/30/2010</i>	<i>Ann Boscha 17-6689 boscha@uky.edu</i>	<i>Ann Boscha</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.