FORM A
College of Arts and Sciences

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Remove WIC designator from LITR 231: Poetry

Initiating Unit or Individual: Nathan Garrels, Languages and Literature
Contact Person’s Name: Nathan Garrels e-mail: garreln1@ferris.edu phone: 3988
Date or Term of Proposal Implementation: 201008 (Fall 2010)

☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☒ Group II - A – Minor curriculum clean-up and course changes
☐ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Faculty</td>
<td></td>
<td>1-18-10</td>
<td>X Support</td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td>1-18-10</td>
<td>☒ Support</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td>2/16/10</td>
<td>☒ Support</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td>2-16-10</td>
<td>☒ Support</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
<td>2/26/10</td>
<td></td>
</tr>
</tbody>
</table>

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)
1. Proposal Summary
Remove the WIC designator from LITR 231. The history is as follows: When FSU changed to semesters, Languages and Literature made all the 300-level literature courses WIC courses. Since the poetry course was (then) 331, it got a WIC designator. Years later, the course was moved down to the 200-level, so it would be at the same level as our other introductory genre courses (LITR 241—short story, 251—novels, and 261—drama). When the course was moved to 231, it should have had the WIC label removed, as none of the other 200-level literature courses are WIC. So, this change would make the course consistent with others in the curriculum.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix Number Title

b. Courses to be Deleted From FSU Catalog:
Prefix Number Title

c. Existing Course(s) to be Modified:
Prefix Number Title
LITR 231 Poetry

d. Addition of existing FSU courses to program
Prefix Number Title

e. Removal of existing FSU courses from program
Prefix Number Title
3. Summary of All Consultations

<table>
<thead>
<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
</thead>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes __________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
NEW COURSE INFORMATION FORM

Course Identification:

Prefix:  Number:  Title:
LITR  231  Poetry

Course Description:
Selected poems and poetic forms are studied for themes and elements of poetry and for appreciation of poetic technique. Emphasis on reading methods useful for improving comprehension and appreciation.

Estimated number of students taking strictly for Gen Ed credit: 10 every other year, as it is not offered every year.

How the change will impact available options: there are still many other WIC literature courses to choose from.

Course Outcomes and Assessment Plan:

STUDENT LEARNING OUTCOMES

Students who complete the course successfully will be able to:

1. explain the major ways in which poetry creates sensory, emotional, imaginative and/or intellectual experiences for readers
2. apply practical methods for comprehending and interpreting poems
3. explain how a poem's elements and structure contribute to its effect or meaning
4. apply terminology useful to the study of literature, particularly poetry
5. demonstrate appreciation for the value of poetry in expanding one's knowledge of literary history, culture or self
6. use contemporary research resources related to the study of poetry

EVALUATION OF STUDENT ACHIEVEMENT

Individual instructors will use one or more of the following evaluation methods:

1. informal and/or formal writing assignments
2. quizzes and/or exams
3. class discussion and/or oral presentation

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

Individual instructors will use one or more of the following course evaluation methods:

1. Evaluation of course-specific questions on student course evaluations
2. Analysis of student comments in end-of-course conferences, discussions or surveys.
3. Evaluation of student portfolios.
4. Comparison of pre- and post-test surveys, or of first and last writing assignments.
5. Evaluation of a final writing assignment requiring students to synthesize course material and/or reflect on their learning.

Course Outline including Time Allocation:

Jan 15: Intro. “How to Read a Poem.”
Jan 17: Read and listen to: Auden, “Musée des Beaux Arts” (284); Williams, “This Is Just to Say” (135); Yeats, “The Lake Isle of Innisfree” (553); Brooks, “We Real Cool” (81); Kumin, “Woodchucks” (34).

Jan 22: "Reading" (1-8); Bradstreet, “To My Dear and Loving Husband” (16); Millay, “What Lips My Lips Have Kissed” (18).
Jan 24: “Responding” (8-15); Hayden, “Those Winter Sundays” (44 & audio); Auden, “Stop All the Clocks” (16)

Jan 29: Shakespeare, “Let Me Not to the Marriage of True Minds” (17 & 2 audios); Rosenberg, “Married Love” (20).


Feb 5: “Tone” (26-36); Kumin, “Woodchucks” (audio); Rich, “Diving into the Wreck” (184) (audio).

Feb 7: Dunn, “After Making Love” (22); Olds, “Last Night” (24); Kinnell, “After Making Love We Hear Footsteps” (37).

Feb 11: Festival of Arts, Quiz Equivalent: Terry Wooten, Peppers Cafe 7:30 p.m.

Feb 12: “Speaker” (59-73). Terry Wooten, 11 a.m., IRC 120

Feb 14: BYOFLP “Writing About Poetry” (A3-15, A26-44); student essay (290-294).

Feb 16: Festival of Arts, Quiz Equivalent: Helen Degen Cohen, Artworks, 1:30 p.m.

Feb 19: “Situation & Setting” (85-97).

Feb 21: LIP Reading: Juliana (Makuchi) Nsh-Abbenyi

Feb 26: “Sound” (190-201); Tennyson, “Break, Break, Break” (205); Roethke, “The Waking” (206); Frost, “Stopping by Woods on a Snowy Evening” (489).

Feb 28: LIP Reading: Ken Waldman PAPER 1 DUE


Spring Break


Mar 20: Semester Break


Mar 27: “The Whole Text” (279-284); Auden, “Musee des Beaux Arts” (284 & audio); Plath, “Daddy” (413 & audio). PAPER 2 DUE.


Apr 3: LIP Reading: John Rybicki. (Deadline for Final Project approval and scheduling.)

Apr 8: “Poetic Kinds” (345-347, and poems listed on 346-347).

Apr 10: “Imitating” (353-359).


Apr 17: PAPER 3 DUE

Apr 22: TBA

Apr 24: TBA

Apr 29: TBA

May 1: TBA

Exam Week: Final projects/Exam due
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTM LS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: LITR  Course Number: 231

Course Title: Poetry  G. E. Codes Requested: Remove WIC designation for course.

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Nathan Garrelts  Date Sent: 01/10/2010

Proposal Contact: Nathan Garrelts  Email: garrelts1@ferris.edu

Department: Languages and Literature  Campus Address: 3080 ASC

Please Print

University General Education Committee: WIC Removal Approved

Chair: F. Heck  Date Returned: 2/6/10

Based upon University General Education Committee review on 1/29/10, we

X☐ Support the request to designate the course listed above as a NonWIC course_____ (insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

We request removal of the Writing Intensive (WI) designation based on the justification provided on Form A, Section 1 (Proposal Summary).
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTM/LS/academics/geded/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: LITR  Course Number: 231

Course Title: Poetry G. E. Codes Requested: Remove WIC designation for course.

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Nathan Garrels  Date Sent: 01/10/2010

Proposal Contact: Nathan Garrels  Email: garrel1n@ferris.edu

Department: Languages and Literature  Campus Address: 3080 ASC

Please Print

University General Education Committee: WIC Removal Approved

Chair: F. Heck  Date Returned: 2/8/10

Based upon University General Education Committee review on 1/29/10, we

X☐ Support the request to designate the course listed above as a NonWIC course (insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a (insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

We request removal of the Writing Intensive (WI) designation based on the justification provided on Form A, Section 1 (Proposal Summary).
Don,
At its 1/29/10 meeting, the University General Education Committee approved the removal of WIC status from LITR 231: Poetry.

Fred Heck
General Education Coordinator

LITR231 WIC Removal.docx
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: LITR Number 231 Title Poetry

Course Description:
Selected poems and poetic forms are studied for themes and elements of poetry and for appreciation of poetic technique. Emphasis on reading methods useful for improving comprehension and appreciation.

Estimated number of students taking strictly for Gen Ed credit: 10 every other year, as it is not offered every year.

How the change will impact available options: there are still many other WIC literature courses to choose from.

Course Outcomes and Assessment Plan:
STUDENT LEARNING OUTCOMES
Students who complete the course successfully will be able to:

1. explain the major ways in which poetry creates sensory, emotional, imaginative and/or intellectual experiences for readers
2. apply practical methods for comprehending and interpreting poems
3. explain how a poem's elements and structure contribute to its effect or meaning
4. apply terminology useful to the study of literature, particularly poetry
5. demonstrate appreciation for the value of poetry in expanding one's knowledge of literary history, culture or self
6. use contemporary research resources related to the study of poetry

EVALUATION OF STUDENT ACHIEVEMENT
Individual instructors will use one or more of the following evaluation methods:

1. informal and/or formal writing assignments
2. quizzes and/or exams
3. class discussion and/or oral presentation

COURSE EVALUATION STRATEGIES (How will course successes be measured?)
Individual instructors will use one or more of the following course evaluation methods:

1. Evaluation of course-specific questions on student course evaluations
2. Analysis of student comments in end-of-course conferences, discussions or surveys.
3. Evaluation of student portfolios
4. Comparison of pre- and post-test/surveys, or of first and last writing assignments.
5. Evaluation of a final writing assignment requiring students to synthesize course material and/or reflect on their learning.

Course Outline including Time Allocation:
Jan 15: Intro. “How to Read a Poem.”
Jan 17: Read and listen to: Auden, "Musée des Beaux Arts" (284); Williams, “This Is Just to Say” (135); Yeats, “The Lake Isle of Innisfree” (553); Brooks, “We Real Cool” (81); Kumin, “Woodchucks” (34).

Jan 22: “Reading” (1-8); Bradstreet, “To My Dear and Loving Husband” (16); Millay, “What Lips My Lips Have Kissed” (18).
Jan 24: “Responding” (8-15); Hayden, “Those Winter Sundays” (44 & audio); Auden, “Stop All the Clocks” (16)

Jan 29: Shakespeare, “Let Me Not to the Marriage of True Minds” (17 & 2 audio); Rosenberg, “Married Love” (20).
Feb 5: “Tone” (26-36); Kumin, “Woodchucks” (audio); Rich, “Diving into the Wreck” (184) (audio).
Feb 7: Dunn, “After Making Love” (22); Olds, “Last Night” (24); Kinnell, “After Making Love We Hear Footsteps” (37).

Feb 11: Festival of Arts, Quiz Equivalent: Terry Wooten, Peppers Cafe 7:30 p.m.

Feb 12: “Speaker” (59-73). Terry Wooten, 11 a.m., IRC 120
Feb 14: BYOFLP “Writing About Poetry” (A3-15, A26-44); student essay (290-294).

Feb 16: Festival of Arts, Quiz Equivalent: Helen Degen Cohen, Artworks, 1:30 p.m.

Feb 19: “Situation & Setting” (85-97).
Feb 21: LIP Reading: Juliana (Makuchi) Nfah-Abbenyi

Feb 26: “Sound” (190-201); Tennyson, “Break, Break, Break” (205); Roethke, “The Waking” (206); Frost, “Stopping by Woods on a Snowy Evening” (489).
Feb 28: LIP Reading: Ken Waldman PAPER 1 DUE


Spring Break

Mar 20: Semester Break

Mar 27: “The Whole Text” (279-284); Auden, “Musee des Beaux Arts” (284 & audio); Plath, “Daddy” (413 & audio). PAPER 2 DUE.

Apr 3: LIP Reading: John Rybicki. (Deadline for Final Project approval and scheduling.)

Apr 8: “Poetic Kinds” (345-347, and poems listed on 346-347).
Apr 10: “Imitating” (353-359).

Apr 17: PAPER 3 DUE

Apr 22: TBA
Apr 24: TBA
Apr 29: TBA
May 1: TBA

Exam Week: Final projects/Exam due