

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES

SIGNATURE PAGE

Type of Request (Check one)

- ☒ **New course** including new special topics (NOTE: attach a course syllabus and statement of rationale. If this is an essential education course, please describe how it will meet the goals of essential education. Syllabus should contain the description, objectives, and requirements of the course, including the factors used to determine the final grade.)
- ☐ **Change in Existing Course** including course deletions (Complete items on both the right and the left hand columns)
- ☐ **Program Change**

Course Identification (Prefix/Number)

EN ~~262~~ *247* *EX262*

Course Title (35 character limit)

USA: A Literary Tour

Recommendation

Submitted By	<u>Sonja Lynch</u>	Date	<u>11/13/15</u>
Department Chair	<u><i>Joyce Br...</i></u>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Date <u>11.20.2015</u>
Writing Across the Curriculum Coor.		Yes <input type="checkbox"/>	No <input type="checkbox"/> Date _____
IS 201/DAC Coordinator		Yes <input type="checkbox"/>	No <input type="checkbox"/> Date _____
Global Multicultural Committee		Yes <input type="checkbox"/>	No <input type="checkbox"/> Date _____
General Education Committee		Yes <input type="checkbox"/>	No <input type="checkbox"/> Date _____

Approval

EPC Chair	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date _____
Dean of the Faculty	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date _____

☐ EPC recommends this request be reviewed by Faculty Council for Resource Implications

EPC # _____ Page _____ Gen Ed # 11 Page _____

11/23/2015

For Existing Courses

Please complete this column with current information AND enter changes in the right hand column.

For New Course Information or**Changes to existing courses**

Please complete this column

Course Identification (Prefix/Number)	Course Identification (Prefix/Number) EN 2xx
Course Title	Course Title (35 character limit) USA: A Literary Tour
Abbreviated Title	Abbreviated Title (15 character limit) USA Lit Tour
Course Description	Course Description (35 word limit) On-site study of places in a particular region of the United States with historical, cultural, and especially literary significance. Three weeks of travel/study. Diversity.
Course Credit	Course Credit 1
Classroom Hours per term for lab or studio class	Classroom Hours per term for lab or studio class
Prerequisite/corequisite requirements	Prerequisite/corequisite requirements Prerequisite: EN 208 or EN 209 (American lit. surveys) or Instructor Approval
Enrollment Cap	Enrollment Cap 15
Terms Offered and rotation	Terms Offered and rotation May Term odd years.
Grading (A-F or P-D-F)	Grading (A-F or P-D-F) A-F
Wartburg Plan	Wartburg Plan <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Identify which part of the plan: InterConnected: Humanities/Fine Arts
Cultural Immersion Course	Cultural Immersion Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Status (Major requirement, minor requirements, program elective, degree elective)	Program Status _____ Major requirement _____ _____ Minor requirement _____ <input checked="" type="checkbox"/> Major elective _____ <input checked="" type="checkbox"/> Minor elective _____ <input checked="" type="checkbox"/> General elective _____
	Effective Dates (Term/Year) May 2017

1. Reason for Requested Change:

For years, our department has wanted to offer a domestic version of the May Term travel course EN 261, England: A Literary Tour. There are so many places in this country that have impacted American literature and which have significance for the development of our national literary production, and offering an opportunity to see some of them first-hand would only enliven the educational experiences and deepen students' understanding and appreciation of the American literary landscape. Since our country is so large, however, any given iteration of this course would have to be limited to a specific region of the country. This proposal deliberately leaves that detail open so that the course can be tailored to the needs/desires/interests of the given instructor.

In addition to the obvious educational benefits of such an experience, we also feel that a domestic travel course could be kept to a smaller budget than an international one. This alone might be appealing to students who wish to go off-campus during the May term but who might not be able to afford to go abroad.

2. In an effort to keep the curriculum as lean and effective as possible, EPC requests that with each new course departments evaluate current offerings. If proposing a new course, what course(s) could be deleted?

In the restructuring of the English major that occurred in the 2014-15 Academic Year, several course offerings were deleted. Our department typically offers several different courses in May, from Young Adult Lit to Major Women Writers, to film courses. With the retirement of the Theater prof, the likelihood that TH 150, Intro to Theater (New York) would be offered is slim. This course could easily take that one's place. The department's intention is to rotate this offering (May of odd years) with the existing EN 261 England: A Literary Tour, which is offered in May of even years.

3. Resource Implications: IF THIS IS A NEW COURSE, you must provide a list of teaching assignments in the department to demonstrate that no adjunct faculty are required to teach this course. You may also submit a request to delete a course. New courses will not be considered without a clear understanding of faculty resources necessary to offer the course.

My May Term offerings have varied over the past several years.

May 2014: ID 307 The American Landscape

May 2013: none (taught 7 courses in the 1st and 2nd semesters)

May 2012: EN/WS 314 Major Women Writers

May 2011: EN 244 Young Adult Lit

May 2010: ID 307 The American Landscape

May 2009: course release (WAC)

May 2008: EN 150 Intro to Lit

Of these courses, the ID course doesn't impact the English offerings, and there are several other ID courses typically offered during any given year.

EN/WS 314 Major Women Writers has been offered several times by Dr. Amy Nolan, so it could be offered by her, but this course is not offered every year, so in actuality it would not be impacted.

EN 244 Young Adult Lit is typically taught by Dr. Beth Gehring, our English Education specialist; I taught it when we were between faculty in that position.

EN 150 was one of the courses we deleted in the restructuring of the English major.

Thus, adding this course as an option in alternating years will not impact faculty resources in any significant way.

Interconnected Course Proposal

Course number & title EN 2XX USA: Literary Tour_____

Proposed by Sonja Lynch_____ Date 11-20-15 _____

Primary discipline: English Connected discipline: history

Which requirement (Natural Science-lab, Social Science, Humanities/Fine Arts) does this fulfill?

Taught by: ☒ one instructor ☐ two or more instructors

IC Criteria	Describe for the proposed course
Courses will contain common concepts, content, processes, and resources in two or three disciplines.	common content linking the disciplines. Literary texts – we will be reading them while seeing places in which they were written, or which inspired their composition. We will be discussing the historical context of their production, as well as visiting pertinent locations to understand the culture of the time and place more deeply.
At least 1/14 or at least one week of the course time will be spent on the link.	the approximate time dedicated to the linkage. At least ¾ of the time will be dedicated to the linkage. (It is difficult to separate literature from its historical context, and the travel portion of the course will focus on this link significantly.)
IC Goals	Describe for the proposed course
Students will develop an appreciation for the disciplines of the liberal arts through a greater understanding of their interdependence	the interdependence emphasized. The interdependence of the disciplines of English and History will be the focus of this course, examining literary texts and the historical context surrounding their appearance, as well as the after-effects of their publication.
IC Outcomes.	Describe for the proposed course teaching strategies that will be used and ways each of these outcomes will be assessed.
Students will	Anticipated teaching strategies include having the students read literary texts (short stories, poems, novels) and associated historical texts (newspaper accounts, critical essays), and to have them write brief essays and to discuss the connections and contrasts among the texts. In addition, I anticipate visiting authors' homes, libraries, and museums whose focus would relate to the literary concerns in the texts. Students will write responses to the readings, as well as to the visits, and they will each give an informative presentation on one site that we visit (which they will prepare ahead of time).
analyze common concepts, content, processes, and resources in two or three disciplines	
demonstrate understanding of the connections and contrasts between two or more disciplines	
analyze underlying assumptions in the disciplines being studied	

	<p>Students will keep a journal in which they analyze the connections they see and the underlying disciplinary assumptions being studied. Students may take brief learning checks (quizzes) on the readings to assess understanding of the material.</p>
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A Literary Tour of the U.S.

EN 2XX May 2016

Dr. Sonja Lynch

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Course Goals and Objectives:

The students will:

- assess the relationships between literature and the history, architecture, and culture of a particular region of the United States.
- discern the history of a particular region of the U.S. and the art, landscape, and architecture of those periods.
- evaluate their own culture and country and their perspectives on the world.
- Be inspired to travel and experience new things.

Required materials:

Personal items and luggage

Patience

Journal

A sense of humor

Some flexibility

An open mind

Copy of syllabus, itinerary and readings

A watch

Notes for Tour Guide assignment

Assignments:

Tour Guide

20%

Your task for this assignment is to link the reading with the location we're visiting. You should plan to speak for about 10 minutes total, but you can divide up those minutes as you lead us around the place, if you choose. You should make sure to have open-ended discussion questions about the readings (start with "how" or "why" to frame a question that has more than a "yes" or "no" answer). Your job is to spark discussion, so make sure you do so.

Blog Entries (2 each)

20%

The class blog is the public face of our course. Your two blog posts should sum up for friends, family, and others what we did that day, how our activities connect to American literary history, and what you're learning about US culture.

Journal

20%

The journal is your place to respond to and reflect upon the course material, the sites we visit, and your experiences. Expect to write in your journal almost every day. Each entry should be dated and indicate where you were when you wrote it. Some days you will be given specific questions to respond to connected to the day's itinerary or readings.

Otherwise, you should respond in some way to the following (focus on one of these; rotate through all of them before you answer a question you've answered before, with the exception of #1, which you can answer repeatedly):

1. How did today's sites make you think about relationship between literature and place?
2. What experiences did you have today that you wouldn't have had in Iowa?
3. How did today's sites make you think about all the sites we have visited so far?
4. What did you learn today about the lives of people who lived in the past? How does that affect how you think about the present day?
5. How have today's experiences made you think about being an American or being a global citizen?

Journals will be collected the last night.

Participation 20%

Cultural Immersion Activities 20%

Course Conduct and Attitude:

How you conduct yourself will impact your course grade. Whining, complaining, rolling your eyes, or uttering the following four words in this order, "But you told us..." will earn you an F.

As members of this course you will adhere to the following expectations:

- Be responsible adults.
- Look out for one another.
- Be on time for all departures and meetings as listed in the itinerary or told to you verbally by the professor.

- If you are not where you need to be when you need to be there, you will be left and must find your own way to the next destination and are responsible for any fees related to making your way there.
- All students must participate in all activities listed in the itinerary unless otherwise noted as optional.
- All students must inform professor of injuries and illnesses.
- Students will not publicly display hostility, disdain, or rudeness to others in the group.

The professor reserves the right to make changes to this itinerary as she sees fits or as needed. Students will be informed of all changes. Students are reminded that the professor has no control over broken down or delayed transportation, strikes, the exchange rate, the weather, or Acts of God.

Tentative Schedule:

Week One:

Readings:

Twain, *A Connecticut Yankee in King Arthur's Court*, assorted short stories

Hawthorne, "The Custom House" from *The Scarlet Letter*, other short stories

Emerson

Howells, "Editha"

Week Two:

Twain's House in Hartford, CT

Robert Frost's home in Derry, NH

Salem and Concord, Massachusetts: sites related to Hawthorne, Emerson, Thoreau, Alcott

Other sites in New England, north of Boston

Week Three:

Boston, MA: sites related to various authors and the early publishing industry

Historical sites, museums

Week Four:

Philadelphia: sites related to history and the publishing industry