



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 Garrelts, Languages and Literature
Contact Person's Name: Nathan Garrelts 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

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty	<i>Sandra Daltyna</i>	1-18-10	<input checked="" type="checkbox"/> Support 23-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Nathan Garrelts</i>	1-18-10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>Lulien</i>	2/16/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Matthew J. Pfeiffer</i>	2-16-10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee	NO VCC ACTION REQUIRED.		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>Donald A. ...</i>	2/20/10	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* 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)

VPAA
FEB 24 2010

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

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
---------------------------	------------------	-------------------------	------------------------------------

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

See Sample – Limit to Two Pages Please

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 <i>listen</i> 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).
- Jan 31: No class. Rich (326-334), "Two Songs" (165-166), "Living In Sin" (315-316), "Dialogue" (321), poems on 322-323.
- 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

- Mar 4: Williams, "The Dance" (238); Brooks, "We Real Cool" (audio), Hopkins, "God's Grandeur" (500), "Pied Beauty" (138).
- Mar 6: "External Form" (250-255, 265-268).

Spring Break

- Mar 18: "Language" (123-134).
- Mar 20: Semester Break

- Mar 25: "Metaphor & Simile" (157-167).
- Mar 27: "The Whole Text" (279-284); Auden, "Musee des Beaux Arts" (284 & audio); Plath, "Daddy" (413 & audio). PAPER 2 DUE.

- Apr 1: "The Way a Poem Looks" (271-277).
- 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 15: "Critical Contexts: Plath" (411-442).
- 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/HTMLS/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:** garreln1@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

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/HTMLS/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:** garreln1@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

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.

[Handwritten signature]
2/26/10

Comments:

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

Remove WIC
LITR 231
[Signature]
approved
2/9/10

Frederick R Heck/FSU
02/08/2010 01:02 PM

To Donald Flickinger/FSU@FERRIS, Nathan C
Garrelts/FSU@FERRIS
cc Jody Ollenquist/FSU@FERRIS
bcc
Subject LITR 231WIC removal

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 audios); Rosenberg, "Married Love" (20).
 Jan 31: No class. Rich (326-334), "Two Songs" (165-166), "Living In Sin" (315-316), "Dialogue" (321), poems on 322-323.

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: BYOFPLP "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

Mar 4: Williams, "The Dance" (238); Brooks, "We Real Cool" (audio), Hopkins, "God's Grandeur" (500), "Pied Beauty" (138).

Mar 6: "External Form" (250-255, 265-268).

Spring Break

Mar 18: "Language" (123-134).
Mar 20: Semester Break

Mar 25: "Metaphor & Simile" (157-167).
Mar 27: "The Whole Text" (279-284); Auden, "Musee des Beaux Arts" (284 & audio); Plath, "Daddy" (413 & audio). PAPER 2 DUE.

Apr 1: "The Way a Poem Looks" (271-277).
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 15: "Critical Contexts: Plath" (411-442).
Apr 17: PAPER 3 DUE

Apr 22: TBA
Apr 24: TBA

Apr 29: TBA
May 1: TBA

Exam Week: Final projects/Exam due