

A - New Course Proposal V. 7.2022 : Entry # 2561**DEAN Decision**

Approved

Date

01/26/2023

Is this course intracollegiate or intercollegiate?

Intracollegiate

GEC Decision

Approved

Date

02/17/2023

APIRC Decision

Approved

Date

03/08/2023

Begin Form**Today's Date**

01/26/2023

Your Name:

Holly Middleton

Your Email:hmiddlet@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Bryan Vescio

Email address of your Department Chairbvescio@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

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Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Fall 2023

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

DIS

Proposed Course Number

1101

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

Power Plays 1

Enter the catalog description of your proposed course

How can the arts respond to and speak truth to those in power? In this course, we will go back in time to Elizabethan England where offending those in power could result in punishment far more serious than being thrown in the Clink. Being exposed as a Catholic could get you tortured; speaking ill of the Queen could result in your head jammed on a London Bridge pike. Playwrights such as Marlowe and Shakespeare wrote about power for both the powerful and the common folk, occasionally raising the censors' eyebrows. We will explore the nature of power with an emphasis on play--what the International Shakespeare's Globe calls lively action. Through our play work, we will explore how the historical, political, and cultural moment of the Elizabethans can be put into conversation with our present time.

Choose your proposed course's number of credits from the list below

2

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Not repeatable for credit

Offering cycle for your proposed course:

A - New Course Proposal V. 7.2022 : Entry # 2561

Fall semester

Does your course have any prerequisites?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Intellectual Discovery

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

This proposal represents the first half of an already-approved 4-credit DIS 1000 course taught by a faculty member in English. It offers the same course content and outcomes but delivered as two 2-credit courses taken in fall and spring.

A "stretch" first-year seminar is currently offered at Texas A&M, and this model promises to meet the needs of some of our own students at high risk of receiving deficient grades their first year. A stretch DIS course supports students by offering more class time to practice the necessary scaffolding for college-level skills in reading, writing, and integrative learning. "Stretch" first-year writing courses were initiated and developed at Northern Arizona University and other programs have tested them in the intervening years, including here in the First-year Writing Program at HPU.

Please list all student learning outcomes for this course

- Intra & Interpersonal Skills #2: Foster a constructive team climate through polite communication, a positive and confident attitude, and helpfulness.

A - New Course Proposal V. 7.2022 : Entry # 2561

- Intra & Interpersonal Skills #4: Demonstrate emotional intelligence, a growth mindset, and resilience while addressing challenges and when facing new opportunities.
- Integrative Learning #1: Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience).
- Integrative Learning #2: Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems.

Please list any units or content areas that will be required for all sections of this course

n/a

Please list any assignments, tests, or other assessments that will be required for all sections of this course

n/a

Please list any readings or other materials that will be required for all sections of this course

n/a

Please list any course policies that will be required for all sections of this course

n/a

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

DIS 1101 is a 2-credit hour course that meets for 3 hours/week. This gives instructors more time to spend with students at risk of DFW grades and students are not expected to spend the usual 3 hours per seat hour outside of class on homework, as time management is one of their difficulties.

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

n/a

Sample Syllabus

- [DIS-1101-Power-Plays.docx.pdf](#)