

A - New Course Proposal V. 7.2022 : Entry # 2851**DEAN Decision**

Approved

Date

09/08/2023

Is this course intracollegiate or intercollegiate?

Intracollegiate

GEC Decision

Approved

Date

10/27/2023

APIRC Decision

Approved

Date

11/03/2023

Begin Form**Today's Date**

09/08/2023

Your Name:

Jessica Higgins

Your Email:jhiggins@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 certify that my department chair has seen and approved the new course that I am proposing.**

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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 2024

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

ITG

Proposed Course Number?

3000 needs number assigned

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Growing Up: The Coming of Age Narrative

Write the catalog description of your proposed course:**CATALOG DESCRIPTION**

Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

COURSE DESCRIPTION

The coming-of-age story focuses on the growth and development of young characters as they journey toward maturity and self-discovery; this foundational narrative is a universal story we can observe across literary traditions. In this class, we will use literary and film analysis to read and view texts that explore the coming-of-age narrative and its intersection with significant development concepts, like identity/personality, society and social structure/expectations, loss of innocence, otherness, and challenging truths or norms. As students sharpen their analytical skills by examining these texts, they will integrate their creative writing to reflect and craft their narratives about what it means to grow up. Through creative writing, students will learn the value and importance of high-impact storytelling and why it matters.

How many credit hours will this course be?

4

How will the course be graded?

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Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Every semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

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)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

FROM: Dr. Bryan Vescio, Chair of English
 TO: Dr. Kristina Bell, Chair of the General Education Council
 RE: Proposal for "Coming of Age" Class
 October 24, 2023

Jessica Higgins submitted a proposal for a course titled "Coming of Age," which is intended to fulfill the integrative learning requirement for the new general education program, and I've been asked to clarify how it meets the requirements for such courses. From the point of view of English, this course meets both the requirement that integrative courses "integrate knowledge and experience from at least two separate fields of study" and the requirement that they "integrate knowledge and experience from at least two separate epistemologies," which are listed on the Integrative Course Proposal Guide on the curriculum website. The fact that these criteria are listed separately from the one that requires courses to "integrate knowledge and experience from at least two separate departments" and that only one of these listed criteria must be met means that it is possible to integrate two separate fields of study or epistemologies within a single department, and that is what is proposed in this case. This course will examine coming of age narratives from both the

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perspective of how to construct them and the perspective of how to interpret or evaluate them, and those two perspectives constitute the two separate fields of study of creative writing and literary criticism, both of which are housed in the English Department. In the larger discipline of English, these are two very different fields of study, employing very different methodologies and pedagogies, and hence ways of knowing, one focused on craft and the other focused on cultural significance. Their differences are marked by their entirely different, non-overlapping venues of publication and academic conferences and their very different forms of training and credentialing. Someone who gets an MA degree in English has typically been trained in literary criticism, but never in creative writing. Someone who gets an MFA in Creative Writing similarly can get little or no training in literary criticism. It is possible to get a Ph.D. in both, but again, a Ph.D. in English Literature or English Language and Literature typically has almost no overlap with a Ph.D. in Creative Writing. Candidates who receive those two different degrees are not qualified for the same jobs. The proposed course will be team-taught by MaryEllen Martino, who has an MFA in Creative Writing, and Jessica Higgins, who has an MA in English. One is primarily trained in the craft of producing narratives, and the other is primarily trained in evaluating the cultural and social significance of narratives. While students are free to take either kind of class in the English major, they almost never encounter both within the same class. In fact, we only recently combined the separate majors of English Writing and English Literature into a single major because the former awkwardly tried to incorporate a third non-overlapping field of study, rhetoric and composition, and we simply don't have enough students for three majors. It is the view of the English Department that providing the opportunity to combine two of English's distinct fields of study in this new general education course will give students a unique opportunity not only to think more about how a pervasive and highly influential form of narrative shapes their lives and the lives of others, but also to shape their own such narratives and thereby to add their own voices to an important cultural conversation.

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

MaryEllen Martino, English, HBS

Does this course count towards a major or a minor?

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

Is this course part of an academic program?

- 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

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

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As a department, English is inherently interdisciplinary, as we draw from literary and film analysis, literary criticism and theory, rhetoric, and creative writing. Thus, proposing an Integrative course for the new HPU Lead General Education gives students an excellent opportunity to engage with the interdisciplinarity of literary and film analysis and creative writing. Therefore, this course is an excellent opportunity for students to sharpen their analytical reading, viewing, thinking, and writing skills with the creativity of self-expression and increased self-awareness and self-knowledge. These intellectual skills are of value in both the HPU Lead General Education and to the English department's mission.

List all student learning outcomes for this course.

Integrative Course Learning Outcomes

1. Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness). (Communication Skills #3)
2. Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (Intra and Interpersonal Skills #1)
3. Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (Intra and Interpersonal Skills #3)
4. 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 Skills #1)
5. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. (Integrative Skills #2)

English Department Learning Outcomes

1. Recognize how literary devices, conventions, forms, and genres influence meaning.
2. Compare literary knowledge to that of other intellectual endeavors, connecting literature to complex and enduring questions of aesthetics, ethics, self-knowledge, and cultural value.

List any units or content areas that will be required for all sections of this course.

Integrative Outcomes

1. Intentional Learning where students set goals and plan their education deliberately and purposefully.
2. High-Impact Practices where students participate in educational endeavors that demand considerable time and effort, facilitate learning outside of the classroom, and require meaningful interactions with faculty and other students.
3. Metacognition where students utilize the skill of self-awareness to reflect and learn from their experiences.

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

Team-based pedagogy

Creative writing and metacognitive writing prompts and writing instruction

Team-led discussion (flipped classroom)

Team Projects

Individual Projects

Creative writing exercises, prompts, and workshops

Team-led Discussion Summary and Memo

Film Analysis

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Final Exam Activity

List any readings or other materials that will be required for all sections of this course.

Readings could be subject to the instructor's discretion

List any course policies that will be required for all sections of this course.

N/A

If you would like to specify 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)

N/A

Sample Syllabus

- [ITG-Growing-Up_-The-Coming-of-Age-Narrative.docx](#)