LLC 2008-09 Initiative: English 260: Introduction to Women Writers (Online)

Summary:

This proposal takes a literature class that is already in the curriculum and moves it to an online format for wider distribution and easier access.

Description:

This course will introduce students to the richness and variety of literary works written by women over the course of several centuries. Issues that concern women writers, the impact of stories, and how class, race, and gender work to construct the stories we live by will be central to the course. Critical thinking will play a role as students consider fiction written by a range of women writers in a global context from the seventeenth century to the present day. The course will include an introduction to feminist literary theory and will introduce students to a variety of literary genres and styles, including the slave novel, sentimental, realistic, and postmodern fiction.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Learning Plan Goals

- Build capacity to teach curriculum addressing issues of race/class/gender/sexual orientation and other institutionalized systems of inequality.
- Curriculum enhancement.
- Provide more overall funding for staff development.

Student Affairs Plan Goals

- Create a Welcoming, Inclusive, and Responsive Environment.

- Develop and promote a seamless transition for students from Lane to four-year institutions of higher education, maximizing their chances for success and enhancing their personal, social, and academic growth.
- Enhance Recruitment Efforts.

College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
- 4.2 Responding to unit plans/council plans: Curriculum Development
- 5.2 Instructional Redesign: Leveraging Technology

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

The development of an online (OL) section of English 260 supports the broad and ongoing goal of the division to enhance student understanding of diversity.

The initiative is supportive of productivity/efficiency. This class has been cancelled repeatedly due to underenrollment (n=15-17), despite a core of students regularly registering for it. By putting the class OL, we can pull students from a larger audience and increase the opportunity for it to fill to capacity, i.e., 35 students, 3.0 FTE.

Describe the resources needed:

100 hours of CD support for development of an OL course.

Moodle will provide the LMS for the course and then the syllabus, quizzes, discussion questions, forums, exams, links to websites and lecture notes (among other resources) must be developed for online delivery.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The students will engage with a variety of works by women from several countries and cultural backgrounds. The students will examine specific literary forms, both traditional and non-traditional and be introduced to social and intellectual developments across several centuries. Students will understand the social, political, and cultural contexts within which women have written historically and presently; demonstrate and understanding of the ways in which women represent themselves in history; demonstrate ability to distinguish between connotation and denotation and demonstrate how the connotative language helps shape major points of a literary text (story, poem, play); and demonstrate the ability to use interpretive frameworks to investigate contextual meanings of literature.

These outcomes are measured through students' writing of critical essays, presentations, class discussions.

Department Priority:

4

Unit Resources:

Support for copying and Printing & Graphics, as needed. No monetary support available.

Carl Perkins Funding Request

Curriculum Development Funding Request

1. List the following information

- *Course Numbers (titles if not currently offered)*
- *Instructor Name(s) who will work on the curriculum development*
- *Whether each of the courses is in, or has been through, the curriculum approval process*

English 260: Introduction to women writers
Jennifer vonAmmon
The face-to-face class has been through the curriculum approval process; we anticipate taking this course, if funded, through the OL/Hybrid approval process.

2. List each course number (or title) and the materials to be created for each class

- *Instructional goals, objectives, syllabi and outlines*
- *Lab instruction packets*
- *Practice, quiz, presentation &/or demonstration materials*
- *Other (specify)*

English 260: Introduction to women writers

The syllabus for this class as currently taught is available in the LLC Division. A new syllabus would be developed to account for the change in modality and the different ways of accessing and using relevant materials.

Moodle pages developed for OL delivery, including: handouts, quizzes, exams, lecture notes, posting/discussion questions, forum, URLs to relevant sites, work with citation and library research, etc.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

English 260: Introduction to women writers
Begin Spring 2008, complete by September 2008 and submit for OL/Hybrid approval. This course could be taught either winter or spring term, 2009.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

English 260: Introduction to women writers
1. A deeper understanding of literature and its reflection of the human condition;
2. The ability to read and think critically;
3. Improved writing skills, i.e., the ability to write critical essays.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

English 260: Introduction to women writers
This course allows faculty to enhance their technical skills as they redesign a class to make it more widely accessible to a diverse group of students.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

English 260: Introduction to women writers

35 students/term would be served by this class. It is typically offered once every 2 years, but we anticipate that by putting it OL, we will reach more students and may offer it annually. If there is high demand, we could offer it more frequently.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

English 260: Introduction to women writers

We see the following advantages of adding an OL literature course to the English Department's offerings:

1. The classes will be more accessible to a wider variety of students;
2. The classes offer students a diverse way of seeing the world and their lives;
3. Students will develop the ability to read more critically and with more empathy and understanding of others;
4. Students' lives will be enriched by learning about a variety of cultures as well as addressing the intersection of race, class, sexuality and gender.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

English 260: Introduction to women writers

See # 7 above.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

English 260: Introduction to women writers

This course will be the first 200-level course that the English Department ahs offered OL. Providing the courses OL increases students' accessibility to upper division credit. It is conceivable that students from other institutions could take the 200-level OL literature classes to enhance the diversity of offerings they bring to the English major in four year institutions.

Sustainability goals will be met because students will have remote access to the course materials. Practically speaking, students and the college will reduce the cost of education by eliminating expenses related to vehicle gas consumption as well as electricity, heating/cooling in classrooms.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

English 260

As an OL course, this course will provide students an optimum experience in distributed learning as they engage with the OL modality and the opportunities for asynchronous learning that it entails.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- *100 hours maximum for new development.*
- *70 hours maximum for course revision*
- *50 hours for 3-4 credit conversion*
- *other (use if multiple courses addressed in one initiative*

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Question Not Answered

Explanation of effect of partial funding:

Question Not Answered

Technology Fee Funding Request