LLC 2011-12

Development of online ENG 222: Literature and Gender

Summary:

The English Department proposes an online section of ENG 222 to enhance acces to the pool of literature classes that are available and to offer a course that augments the department/college's diversity offerings.

Description

Current OL literature offerings are small and include the 3 Introductory classes (ENG 104, 105, 106). The addition of the popular ENG 222 will provide students an online option for a transferable Arts & Letters course, while adding the course to those which support the online AAOT.

Online learning supports many of Lane's nontraditional students, many of whom live far from campus or have work/family schedules that make opportunities for distance learning idea and necessary. Because nearly all the teaching and learning in an online class occurs through writing and reading, students are continuously engaged in the craft of writing, reading, responding, revising and thinking critically about the issues in the course.

Students who are "quiet" or socially uneasy typically feel more comfortable sharing their ideas with their classmates and responding to the ideas of others in an online course than in a traditional one.

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.**

Putting ENG 222 online allows students to have modality options in their choice of literature; some students will benefit from the flexibility of the OL environment in their own lives/schedules.

OL ENG 222 meets the department's goal to make literature accessible to all students at Lane.

OL ENG 222 accomplishes the efficiencies of all OL courses, including the replacement of pen and paper with electronic means of communication.

Describe the resources needed:

70 CD hours to facilitate a summer work to revise the class, to be offered winter 2012.

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 outcomes of ENG 222 will be the same as those in the course description for the face 2 face version; they are measurable and met through the assessment of the quality of the writing projects in the course.

Department Priority:

5

Unit Resources:

ATC Support

Moodle-qualified instructors

Funding Request: Carl Perkins

Funding Request: Curriculum Development

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**

ENG 222: Literature and Gender (4)

Russell Shitabata would do the CD work

Course has been approved.

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)**

ENG 222: Literature and Gender (4)

This is a "conversion" of the course from traditional classroom to online; while instructional outcomes will be the same, the pedagogy will of necessity be different. Instructors will develop new quizzes, activities, ways of presenting information and ways of engaging and assessing students as required by the technology.

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

ENG 222: Literature and Gender (4)

Develop and put the course into Moodle summer 2011; offered winter 2012.

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

1. Provides enhanced access and instructional options for students taking literature classes

2. Provides online courses across the English and Writing curriculum to benefit all students

3. Enhances diversity goals through access to a different way to learn about gender and identity in relation to their manifestation in literature

4. Meets general education outcomes of critical thinking and effective communication.

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

ENG 222: Literature and Gender (4)

Faculty will benefit from extended conversations and professional development around the conversion of a traditional class to Moodle.

A number of faculty have facility with Moodle, so there is deep collegial support as well as ATC support.

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

ENG 222: Literature and Gender (4)

35 students

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.

ENG 222: Literature and Gender (4)

1. enhanced access to literature classes and to fulfilling Arts & Letters and online AAOT requirements

2. development of a deeper understanding about diversity issues: gender, gender roles, cultural variation of such roles, and the literary treatment/construction of gender

3. OL instruction helps de-center the classroom, redistributing facilitation roles electronically to all participants. Instructors learn quickly that lively, thought-provoking written discussions in OL courses often spin out of their own accord, fuelled by students' energy, developing computer literacy, and their growing facility with the written word.

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.

ENG 222: Literature and Gender (4)

This course has a strong diversity component, examining attitudes toward gender as portrayed in literature; students will investigate relationships among gender roles, the social construction of gender, and cultural variation/treatment of gender and gender roles in literature.

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.

ENG 222: Literature and Gender (4)

All OL classes participate in sustainability as electronic communication and OL modality replace copying, paper and pen.

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.

ENG 222: Literature and Gender (4)

Students will interact with Moodle's audio, video and web-based multi-media in this class as they engage in its activities and lessons. The course is more likely to fit a variety of learning styles and the life/family/work demands of Lane's many nontraditional students with its array of options.

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.

70

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee