

Initial and Signature Page

Initials: Division Chair _____ Registrar _____ Teacher Education Chair _____

Division:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____
Division Chair _____ Date _____

Reason(s) for disapproval: _____

Teacher Education Committee:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____
_____ TE vote not required _____ Teacher Education Chair _____ Date _____

Reason(s) for disapproval: _____

Curriculum Committee:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____
Curriculum Committee Chair _____ Date _____

Reason(s) for disapproval: _____

Faculty Association:

Record of vote: _____ Approve _____ Disapprove _____ Abstain _____
Faculty Association President _____ Date _____

Reason(s) for disapproval: _____

VPAA:

_____ Approve _____ Disapprove _____
VPAA _____ Date _____

Reason(s) for disapproval: _____

University President:

_____ Approve _____ Disapprove _____
University President _____ Date _____

Reason(s) for disapproval: _____

USAO Board of Regents:

_____ Approve _____ Disapprove _____
Chair, USAO Board of Regents _____ Date _____

Reason(s) for disapproval: _____

Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).¹
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.²
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.³
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

¹ A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

² It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

³ A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member _____

Date _____

Department: _____

Division: _____

Proposed Course #: _____

Proposed Course Title: _____

Has your program undergone a program review within the last 5 years? yes no

Append the following:

- A. Course description.
- B. Justification for the new course.
- C. Sample course syllabus.
- D. If this is a resubmission of a previous curriculum change, include a description of the changes that have been made to the proposal.

A. Description of New Course

Students in ENGL 3303 familiarize themselves with literature written for and marketed to audiences aged 16-22 by studying novels, short stories, poetry, graphic novels, film, television, and critical articles. Material engages diverse YAL topics including sex and gender, ethnic and cultural identities, race and class, war, friendship, coming of age, parent-child conflict, and other social and psychological themes. Course also includes exposure to and understanding of critical/theoretical and pedagogical approaches to YAL in secondary ELA classrooms.

Course Objectives

- To engage and critique a variety of young adult texts of diverse genres
- To understand and facilitate reading as part of the social, emotional, and intellectual experiences of students
- To recognize ways in which reading is constituted for young people by cultural norms of race, class, gender, and sexuality
- To examine how current literary theories inform the teaching of young adult literature
- To enter and contribute to critical and professional conversations in literature and pedagogy

B. Justification for New Course

English secondary certification faculty wish to require a course in Young Adult Literature to better meet standards for NCTE. Course ENGL 3302 “Literature for Young People” is taught by Education faculty and required for elementary and early childhood teacher candidates. Creating a dedicated course for YAL 1. Recognizes YAL as a specialized field of study in literature and pedagogy; 2. Allows the course to be 3 hours of credit instead of 2; and 3. Allows the secondary program to meet specific NCTE standards through a required course in YAL.

C. Sample Syllabus

Young Adult Literature, Summer 2019

Instructor

Dr. Shelley Rees
E-mail: srees@usao.edu
Phone: (405) 574-1244
Office hours: M-R 1-2:15 (Davis 222c)

Course Description

Students will familiarize themselves with literature written for and marketed to readers aged 16-22 by studying novels, short stories, poetry, graphic novels, and critical articles. We will read

and discuss diverse YAL topics including sex and gender, ethnic and cultural identities, race and class, war, friendship, coming of age, parent-child conflict, and other social and psychological themes. The course also includes exposure to and understanding of critical/theoretical and pedagogical approaches to YAL in secondary ELA classrooms.

Course Texts

The required course texts, available through the USAO bookstore (or alternate vendors), are:

Critical Approaches to Young Adult Literature, ISBN: 9781555705640

Persepolis, ISBN: 9780375714573

Swallow Me Whole, ISBN: 9781603090339

Fun Home, ISBN: 9780544709041

The Rest of Us Just Live Here, ISBN: 9780062403179

Girl Made of Stars, ISBN: 9781328778239

The Hate U Give, ISBN: 9780062498533

Poet X, ISBN: 9780062662804

Aristotle and Dante Discover the Secrets of the Universe, ISBN: 9781442408937

Strange the Dreamer, ISBN: 9780316341677

The Gentleman's Guide to Vice and Virtue, ISBN: 9780062382818

...Plus Stuff I Post on Canvas

Assessment

10% -- Class participation: These are the easiest points to get. Show up and contribute meaningfully during class.

45% -- Canvas Discussions and Assignments

45% -- Major Project, Choose from:

1. Literary Analysis Paper: 2-page proposal (due week 5) + 6-to-8-page final paper (due at final). This paper should follow the standards of literary scholarship, using theory and research to analyze a text from our syllabus *as a text*.

2. Pedagogical Analysis Paper: 2-page proposal (due week 5) + 6-to-8-page final paper (due at final). You will approach this paper as a teacher, not just a scholar, so the paper should include pedagogical rationale and analysis.

Course Objectives

- To engage and critique a variety of young adult texts of diverse genres
- To understand and facilitate reading as part of the social, emotional, and intellectual experiences of students
- To recognize ways in which reading is constituted for young people by cultural norms of race, class, gender, and sexuality
- To examine how current literary theories inform the teaching of young adult literature

- To enter and contribute to critical and professional conversations in literature and pedagogy

Calendar

Week 1	Introduction to class <i>Critical Approaches to Young Adult Literature</i> , Chapters 1, 2, and 7 Article on Canvas for annotation
Week 2	<i>The Hate U Give</i> ; article “I Swear Those Things are So Fresh”; <i>Critical Approaches to Young Adult Literature</i> , Chapters 3-4
Week 3	<i>Persepolis</i> ; articles “Unveiling <i>Persepolis</i> as Embodied Performance” and “Woolf and <i>Persepolis</i> ”
Week 4	<i>Fun Home</i> and <i>Swallow Me Whole</i> ; articles “Mental Illness in YAL” and “Using Graphic Novels,” and “Autographic Disclosures and Genealogies of Desire in Alison Bechdel’s <i>Fun Home</i> ”
Week 5	article “Drawing the Archive in <i>Fun Home</i> ” and <i>The Rest of Us Just Live Here</i>
Week 6	<i>Girl Made of Stars</i> ; <i>Critical Approaches to Young Adult Literature</i> , Chapters 5-6
Week 7	<i>Poet X</i> ; article on YAL in Freshman Literature classes
Week 8 Chapters 9-10	<i>Aristotle and Dante Discover the Secrets of the Universe</i> ; <i>Critical Approaches to Young Adult Literature</i> , Chapters 9-10
Week 9	<i>Strange the Dreamer</i>
Week 10	<i>The Gentleman’s Guide to Vice and Virtue</i>