



**Impact:** Increasing LANG 395 and LANG 396 to 4-hour courses will impact faculty and teaching licensure students, albeit minimally. Four additional instructional hours are needed annually to cover these courses, which amounts to a section of LANG 120 that our full-time faculty may not be able to offer. We regularly use adjuncts to cover LANG 120 courses (about 2-3 to cover 3-5 sections a semester), so one more section is not a major increase. In addition, Brian Graves, who will be the lead instructor for LANG 395, and Jessica Pisano, who will be the lead instructor for LANG 396, recognize the importance of these courses and are willing to adjust their other course offerings to accommodate the increase in hours. For example, they may be asked to teach a section of LANG 120 instead of another course to cover LANG 395 and LANG 396. Other faculty can teach these courses as well, e.g., Jessica Pisano for LANG 395 and Amanda Wray for LANG 396. Regardless, we believe that the benefits of increasing the credit hours outweigh concerns over faculty resources.

Students whose major concentration is English with teaching licensure will not see an increase in major requirements because we are eliminating the requirement that they take one course from LIT 328, 329, 346, 363, 364 or 369. However, students whose major concentration is creative writing with teaching licensure will see an increase in 4 hours to their major requirements because they already were exempted from taking one course from LIT 328, 329, 346, 363, 364 or 369. While this proposal increases requirements for what is already an intense major path, it still falls within the catalogue cap of 45 credit hours. In addition, it does not affect many students. Since Fall 2008, only 9 students have graduated in creative writing with teaching licensure.

**Rationale:** In the three years that we have offered LANG 395 and 396 as 2-credit courses, both faculty and students have found the time constraints to be severely limiting and inadequate to do justice to the students' own needs for the content and skills that pertain to each course. Furthermore, faculty in the Education department have raised concerns about English licensure students' lack of knowledge of grammar and preparation for writing instruction. Currently, English licensure students receive only 9 hours of English education-specific instruction: LANG 395 (Contemporary English Grammar - 2), LANG 396 (Teaching of Writing - 2), EDUC 313 (Adolescent Lit - 3), EDUC 432 (English and Language Arts Teaching Methods - 2). This proposal is an attempt to redress that deficiency.

Additionally, faculty from three departments (English, Languages & Literatures, and Education) agree that licensure students (in both English and world languages) need a robust introduction to some basic concepts in linguistics, both grammatical (e.g., morphology and syntax) and sociolinguistic (i.e., oriented to nonlinguistic factors that affect linguistic choices, especially the situations in which people use language). Attending to both can help future language teachers understand why neither prescriptive nor proscriptive approaches to grammar instruction are likely to work well--and even how such approaches can perpetuate white supremacy. Since both Brian Graves and Jessica Pisano have already been introducing sociolinguistic concepts as a framework for understanding contemporary English grammar, LANG 395 seems like a natural fit for this missing content. Faculty from both Education and Languages & Literatures concur that expanding LANG 395 to include this material and allow students more time to focus on their understanding of English grammar would greatly benefit licensure students, and therefore both English and Languages & Literatures plan to require LANG 395 for their licensure students.

One final consideration is the fact that LANG 396 has been taught as a service-learning designated course since its inception. It is imperative that licensure students have ample opportunities to apply English-specific pedagogy in middle- and high-school classrooms, and local school districts have expressed gratitude for these partnerships. Unfortunately, a 2-hour course allows little time for the sustained community engagement that would best serve our licensure students. An expansion to four hours would not only allow for increased instruction, but also more meaningful community engagement.

**3. Delete:** On page 144, the entry for **LANG 494:**

**494 Senior Seminar in Creative Writing (4)**

Students will work closely with a faculty mentor to develop a significant manuscript of poetry, fiction, creative non-fiction, several one act plays, or a full-length play, presenting a portion of this senior project to the public at the end of the semester. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. A research paper and formal public presentation are required. Prerequisites: declared concentration in creative writing or permission of instructor. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.

**Add:** On page 144, in place of deleted entry:

**494 Senior Seminar in Creative Writing (4)**

Students will work closely with the course instructor, a faculty advisor, and peers to develop a manuscript of poetry, fiction, creative nonfiction, or a one-act play; a series of writing assignments supplemental to the creative writing thesis (e.g., a project proposal, critical introduction, interview with a writer, and reflection paper); and a presentation of a portion of the thesis to the public at the end of the semester. Students will also expand their knowledge of the literary marketplace and writing within a larger literary community by attending readings, understanding the processes of submissions to literary journals, and learning about ways of sustaining a literary life. Prerequisites: LIT 240, LANG 260, the completion of three courses from LANG 361-366 (in at least two different genres), a declared concentration in creative writing, or permission of instructor. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.

**Impact:** The updated course description for LANG 494 reflects a new emphasis on professional development. Students will not only complete an undergraduate thesis but also learn about the literary marketplace and world. There will be no impact with regard to faculty scheduling or staffing. Changes to the prerequisites entail advising students to plan ahead so they can graduate on time.

**Rationale:** Working on changes to the literature requirements for seniors also led us to reexamine the capstone experience of creative writing majors. This new description more accurately reflects what takes place in the class as well as emphasizes the course's focus on other types of writing creative writers should be familiar with, e.g., a project proposal, critical introduction, interview with a writer, reflection paper, book reviews, submission cover letters, etc. Changes to the prerequisites ensure that students take the senior seminar after completing their creative writing workshop requirements. Students will enter 494 better prepared to complete their senior thesis, having a clearer sense of the genre they would like to write in, for example. These changes also end the problem of students enrolling in LANG 494 and a 300-level seminar in creative writing simultaneously, a conflict that often produces creative blocks in one course or, even worse, similar work being submitted in both courses.