

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2015-16) production

DATE (CHANGE DATE EACH TIME REVISED): DEC. 3, 2014, 1/26/2015

PROGRAM AREA(S): ENGL COURSE NO: 337

Directions: All sections of this form must be completed. Use **YELLOWED** areas to enter data. All documents are stand-alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply]

- | | |
|---|---|
| <input type="checkbox"/> Course title | <input type="checkbox"/> Course Content |
| X Prefix/suffix | <input type="checkbox"/> Course Learning Outcomes |
| <input type="checkbox"/> Course number | <input type="checkbox"/> References |
| <input type="checkbox"/> Units | X GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | X Other – Cross-listing with ESRM |
| <input type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| <input type="checkbox"/> Catalog description | |
| <input type="checkbox"/> Mode of Instruction | |

Justification: Cross listing with ESRM codifies the collaboration that has long been in place with this course. The course uses concepts and methodologies shared with ESRM (including readings in environmental and conservation history, biogeography, and a field research component in spring semesters) and thus inclusion in Category D is justified. The course is currently included in the list of Upper Division Requirements in ESRM.

(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.):

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix ENGL Course# 337

Title Literature of the Environment Units (3)

3 hours lecture per week

☐ hours ☐ per week

x Prerequisites: Junior standing or consent of instructor

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

ENGL 337 Literature of the Environment (3)

Three hours lecture/discussion per week Involves the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs. Emphasis will be placed on writing in modes appropriate to the interdisciplinary field of Environmental Science and Resource Management.

General Education Categories: GenEd C2, D UDIGE

Grading Scheme (Select one below):

NEW

Prefix ENGL/ESRM Course# 337

Title Literature of the Environment Units (3)

3 hours lecture per week

☐ hours ☐ per week

x Prerequisites: Junior standing or consent of instructor

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

ENGL/ESRM 337 Literature of the Environment (3) Three hours lecture/discussion per week Involves the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs. Emphasis will be placed on writing in modes appropriate to the interdisciplinary field of Environmental Science and Resource Management.

General Education Categories: GenEd C2, D UDIGE

Grading Scheme (Select one below):

☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to units
 Total Completions
 Multiple Enrollment in Same Semester Y/N
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to units
 Total Completions
 Multiple Enrollment in Same Semester Y/N
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	<input type="text"/>
Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Online	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Online	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Course Attributes:

X General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- ☐ A-1 Oral Communication
☐ A-2 English Writing
☐ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- ☐ B-1 Physical Sciences
☐ B-2 Life Sciences – Biology
☐ B-3 Mathematics – Mathematics and Applications
☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- ☐ C-1 Art
☒ C-2 Literature Courses
☐ C-3a Language
☐ C-3b Multicultural

X D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

X UDIGE/INTD Interdisciplinary

X Meets University Writing Requirement (Graduation Writing Assessment Requirement)

X Meets University Language Requirement

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History
 Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

- . This is an upper-division interdisciplinary GE course, an elective for the English major, and a requirement for the ESRM major.
 - 1. The student will have read and analyzed a variety of points of view and styles of presentation on the subjects under study.
 - 2. The student will have formulated his or her own ideas on at least some parts of the whole “question” and have written substantive, thoughtful essays on those subjects.
 - 3. The student will be able to demonstrate writing skills in modes appropriate to the Humanities, Sciences, Business, and Social Sciences.

X Requirement for the Major/Minor

X Elective for the Major/Minor

☐ Free Elective

NEW

- . This is an upper-division interdisciplinary GE course, an elective for the English major, and a requirement for the ESRM major.
 - 1. The student will have read and analyzed a variety of points of view and styles of presentation on the subjects under study.
 - 2. The student will have formulated his or her own ideas on at least some parts of the whole “question” and have written substantive, thoughtful essays on those subjects.
 - 3. The student will be able to demonstrate writing skills in modes appropriate to the Humanities, Sciences, Business, and Social Sciences.

X Requirement for the Major/Minor

X Elective for the Major/Minor

☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee’s “Learning Outcomes” guideline for measurable outcomes that reflect elements of Bloom’s Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- Demonstrate the ability to read and analyze a variety of points of view and presentation on the subjects under study.
- Formulate his or her own ideas on at least some parts of the whole “question” and have written substantive, thoughtful essays on those subjects.
- Demonstrate writing skills appropriate to work in various disciplines

Upon completion of the course, the student will be able to:

NEW

- Demonstrate the ability to read and analyze a variety of points of view and presentation on the subjects under study.
- Formulate his or her own ideas on at least some parts of the whole “question” and have written substantive, thoughtful essays on those subjects.
- Demonstrate writing skills appropriate to work in various disciplines

By the end of the course, you should be comfortable asking questions and searching for answers concerning:

- relationships between environments and cultures
- relationships between environments and literary (as well as more broadly artistic) production
- basic ecological principles
- environmental and conservation history—the idea that environments change over time as do people’s perceptions of them.

This course should also help you develop your reading and

interpretive skills, increase your enjoyment and understanding of literature, landscapes, and natural processes, and help you to articulate, question, and refine your opinions, values, and beliefs.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

Nature Writing Place and Identity
and ecological theory
Blowing in environmental causes Modes of
writing in the disciplines

NEW

Environmental writing
Environmental and conservation history
Environmental ethics
Relationships between culture and nature
Urban environmental writing
The cultural history of the idea of wilderness
Religious approaches to environmental issues
Relationships between human memory and
ecological/geological time
Environmental justice

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: ENGL/ ESRM
- C. Program responsible for staffing: ENGL

9. References. [Provide 3-5 references]

OLD Cheryl Glotfelty, ed. The Ecocriticism Reader. University of Georgia Press, 1996 Edward Abbey, Desert Solitaire: A Season in the Wilderness. 1968.
the Natural World. Milkweed Editions, 2002. Carson, Rachel. Silent Spring.

A lison

NEW Bill McKibben, Ed. American Earth: Environmental Writing Since Thoreau. (And a really long E-Reserve list)

10. Tenure Track Faculty qualified to teach this course.

Brad Monsma, Sofia Samatar, Georgina Guzman, Sean Carswell

11. Requested Effective Date or First Semester offered: Fall 2015

12. New Resource Requested: Yes ☐ No ☒ X
If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
None
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
The usual
- C. Facility/Space/Transportation Needs:
Classrooom
- D. Lab Fee Requested: Yes ☐ No ☒ X (Refer to the Dean's Office for additional processing)
- E. Other. N/A

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒ X

If, YES attach a program update or program modification form for all programs affected.

Deadline for New Minors and Programs: **October 1, 2014.**

Deadline for Course Proposals and Modifications, and for Program Modifications: **October 15, 2014.**

Last day to submit forms to be considered during the current academic year: **April 1, 2015.**

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approved for Area D: Social Perspectives by 2014-2015 GE Committee:

Janet Rizzoli

Emily Saunders

*Geoffrey Buhl

*Catherine Burriss

*Robert Bleicher

*Virgil Adams

Rachel Danielson

*Dax Jacobson

Sarah Johnson

Rosa Rodriguez

Blake Büller

* Voting GE Members

Course: ENGL337 Literature of the Environment

Area: D Social Perspectives

Date Submitted: 12/3/2014 1:27:11 PM

Date Approved: 1/26/2015 6:35:31 PM

1. Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience
From the syllabus:

By the end of the course, you should be comfortable asking questions and searching for answers concerning:

- relationships between environments and cultures
- relationships between environments and literary (as well as more broadly artistic) production
- basic ecological principles
- environmental and conservation history—the idea that environments change over time as do people's perceptions of them.

2. Focus on how a social science discipline conceives and studies human existence

The course always includes scientific articles on phenology and the Japanese land use concept of satoyama in addition to extensive readings in environmental and conservation history.

3. Address issues using the methods commonly employed by a social science discipline

Each spring semester, students participate in an ongoing phenology research project that includes discussion of the research design and history (the use of Thoreau's journals to extend the phenological timeline in New England in relation to climate change). Students in the fall do the same readings and understand the study without being able to do the field work.

Approved for Area C2: Literature of the Environment by 2014-2015 GE Committee:

Janet Rizzoli

Emily Saunders

*Geoffrey Buhl

*Catherine Burriss

*Robert Bleicher

*Virgil Adams
Rachel Danielson
*Dax Jacobson
Sarah Johnson
Rosa Rodriguez
Blake Buller
*Voting GE Members

Course: ENGL337 Literature of the Environment

Area: C2 Literature

Date Submitted: 12/3/2014 1:22:09 PM

Date Approved: 1/26/2015 6:38:38 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance,drama, literature, and music.

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

4. Examine the interrelationship between the creative arts, the humanities, and self

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

5. Include an exposure to world cultures

One section of the syllabus includes an introduction of the Japanese concept of "satoyama" along with part of a translated Japanese environmental novel.

6. Involve the student with literary works

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

7. Promote students' ability to effectively analyze and respond to works of human imagination

Students evaluate, discuss, and write about poetry, fiction, and creative nonfiction.

8. Require substantive analytical/critical thinking

Each student is typically required to write two formal analytical papers.

Approval Sheet

Course: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date