

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

| | | |
|---|--|---------------------|
| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> | Contact Name: Virginia Carruthers | Phone: x6027 |
| DEPARTMENT / DIVISION: Communications Design | | |
| SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected): | | |
| 20/OTHER: Request certification of ENGL 351/ <i>Ancient Myth: Paradigms and Transformations</i> as a general education course (English and Communications Design) | | |
| PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Spring <input type="checkbox"/> Year: 2009 | | |

| | | | | |
|-------------------------------|-------------------------------------|---|-----------------------------------|---|
| Box 1: TYPE OF ACTION | ADD(NEW) <input type="checkbox"/> | DEACTIVATE <input type="checkbox"/> | MODIFY <input type="checkbox"/> | OTHER <input checked="" type="checkbox"/> |
| Box 2: LEVEL OF ACTION | Non-Credit <input type="checkbox"/> | Undergraduate <input checked="" type="checkbox"/> | Graduate <input type="checkbox"/> | OTHER <input type="checkbox"/> |

| Box 3: ACTION ITEM (check appropriate boxes) | DOCUMENTS REQUIRED (see box 4 below) | IMPACT REVIEWS (see box 5 on back) | APPROVAL SEQUENCE (see box 6 on back) |
|--|---|---------------------------------------|--|
| 1. Experimental Course ¹ | NOP | a, c, e | AC |
| 2. Course Title | NO | | ABCD |
| 3. Course Credits | NO | | ABCD |
| 4. Course Number | NO | | ABCD |
| 5. Course Level | NO | | ABCD |
| 6. Pre & Co-Requisite | NO | | ABCD |
| 7. Course Description | NOP | | ABCD |
| 8. New Course | NOP | | ABCDEF |
| 9. Deactivate a Course | NO | | ABCDEF |
| 10. Program Requirements | NO | b, c, d, e | ABCDEF |
| 11a. UG Specialization (24 credits or less) | NO | a, b, c, d, e | ABCDEF |
| 11b. Masters Specialization (12 credits or less) | NO | a, b, c, d, e | ABCDEF |
| 11c. Doctoral Specialization (18 credits or less) | NO | a, b, e | ABCDEF |
| 12. Closed Site Program | NOT | e | ABCDHIK |
| 13. Program Suspension ⁹ | NO,5 | a, e | ABCDEGIK |
| 14a. Certificate Program (ug/g) exclusively within existing degree program | NO | a, c, e | ABCDEFHIK |
| 14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits) | NOQR, 6 | a, c, e | ABCDEFHJL |
| 15. Off-Campus Delivery of Existing Program | NO, 4 | a, b, c, e | ABCDEFHIL |
| 16a. UG Concentration (exceeds 24 credit hours) | NO, 5 | a, c, d, e | ABCDEFHJL |
| 16b. Masters Concentration (exceeds 12 credit hours) | NO, 5 | a, c, d, e | ABCDEFHJL |
| 16c. Doctoral Concentration (exceeds 18 credit hours) | NO, 5 | a, c, d, e | ABCDEFHJL |
| 17. Program Title Change | NO, 5 | a, c, d, e | ABCDEFHJL |
| 18. Program Termination | NO, 10 | d, e | ABCDEFHIK |
| 19. New Degree Program | NOQR, 3,8 | a, c, d, e | ABCDEFHJL |
| X 20. Other | Varies | Varies | Varies |

| Box 4: DOCUMENTATION (check boxes of documents included) | | | |
|--|-------------------------------|------------------------------|----------|
| X | N. This Cover Sheet | Q. Full 5-page MHEC Proposal | T. Other |
| X | O. Summary Proposal | R. Financial Tables (MHEC) | |
| X | P. Course Definition Document | S. Contract | |

1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
2. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
3. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
4. One-page letter with description and rationale (MHEC requirement)
5. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
6. Learning objectives, assessment strategies; fit with UB strategic plan
7. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
8. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

| |
|---|
| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> |
| SHORT DESCRIPTION OF PROPOSAL: 20/OTHER: Request certification of ENGL 351/ <i>Ancient Myth: Paradigms and Transformations</i> as a general education course (English and Communications Design) |

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

| Box 5: IMPACT REVIEW | SIGNATURES (see procedures for authorized signers) | DATE |
|--|--|------|
| a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached | Director or designee: | |
| b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached | CIO or designee: | |
| c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached | Director or designee: | |
| d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached | Director or designee: | |
| e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached | Registrar or designee: | |

| Box 6: APPROVAL SEQUENCE | APPROVAL SIGNATURES | DATE |
|---|---|---------|
| A. Department / Division | Chair: <i>Jonath L SL</i> | 5/11/09 |
| B. Final faculty review body within each School | Chair: <i>[Signature]</i> | 5/14/09 |
| C. College Dean | Dean: <i>[Signature]</i> | 5/21/09 |
| D. Provost and Senior Vice President for Academic Affairs | Provost: <i>Marquesa Weber for Susan Jones</i> | 6-1-09 |
| E. Curriculum Review Committee (UFS subcommittee) | Chair: <i>Betsy S Jones</i> | 6-3-09 |
| F. University Faculty Senate (UFS option) | Chair: | |
| G. University Council (see # 11 above) | Chair: | |
| H. President | President: | |
| I. Board of Regents – notification only | | |
| J. Board of Regents – approval | | |
| K. MHEC – notification only | | |
| L. MHEC – approval | | |
| M. Middle States Association notification | Required only if the mission of the University is changed by the action | |

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

| | | |
|---|--|---------------------|
| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> | Contact Name: Virginia Carruthers | Phone: x6027 |
| DEPARTMENT / DIVISION: Communications Design | | |
| SHORT DESCRIPTION OF PROPOSAL: 20/OTHER: Request certification of ENGL 351/ <i>Ancient Myth: Paradigms and Transformations</i> as a general education course (English and Communications Design) | | |
| PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Summer Spring <input type="checkbox"/> Year: 2009 | | |

| | | |
|--|-------------------------------|-----------------|
| O-1: Briefly describe what is being requested: | | |
| Add existing course to list of courses that will satisfy the general education literature requirement. | | |
| For new courses or changes in existing courses (needed by Registrar) | | |
| OLD Title: | Course # / HEGIS Code: | Credits: |
| NEW Title: | Course # / HEGIS Code: | Credits: |

| |
|--|
| O-2: Set forth the rationale for the proposal: |
| This course has been taken over the years not only by English majors, but by a variety of students from across the university who need to fulfill the general-education literature requirement. It has been consistently taught in such a way as to make it an appropriate choice. |

TO: General Education Approval Committee
FROM: Jon Shorr
DATE: May 4, 2009
SUBJECT: REQUEST FOR GEN-ED APPROVAL FOR ENGL 351

ENGL 351/*Ancient Myth: Paradigms and Transformations* has been taken over the years not only by English majors, but by a variety of students from across the university who needed to fulfill the general-education literature requirement. It has been consistently taught in such a way as to make it an appropriate choice. We are requesting general education approval for this course.

Accompanying this memo are Curriculum Forms N,O, and P.

.....

The following are the approved learning outcomes for general education arts & humanities courses at the University of Baltimore. Below each one are the corresponding objectives of the proposed course.

Students will be able to define and apply terms and concepts used in the study of a given arts/humanities discipline.

- Explain the relationships between myth, epic, fantasy, folklore, and science fiction
- Relate knowledge of mythic story structures to their primary areas of academic and career interest

Students will be able to write analytically, using, when appropriate, research and documentation.

- Analyze the patterns of symbol, metaphor, and analogy underlying the narratives of myths

Students will be able to demonstrate critical thinking in their discussion of course-related content.

- Analyze the patterns of symbol, metaphor, and analogy underlying the narratives of myths.
- Relate knowledge of mythic story structures to their primary areas of academic and career interest

Students will be able to explain the distinctive ways in which ideas are communicated within a given art form.

- Explain the role of myth in religion, ritual, social dynamics, and moral reasoning
- Interpret the role of myths in their original cultures and their persistence in later societies
- Apply their interpretive skills to appropriations and reinterpretations of classical mythology in recent written and performance culture, including literary and popular fiction, film and television, and digital entertainment

Students will be able to discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

- Describe the chief mythological traditions of Europe, Asia, and the Middle East, including the most widely disseminated narratives and best-know mythic figures
- Interpret the role of myths in their original cultures and their persistence in later societies

Students will demonstrate their grasp of course material and its relationship to the learning outcomes stated above through short writing exercises, formal exams, and analytical essays, as well as through less formal class discussion. Students in some sections might also write research papers.

Approved

Ron Castanzo
Marguerite Weber
May 5, 2009

University of Baltimore

Document P: Required Format for Course Definition Document

1. **Date Prepared:** October 16, 2008
2. **Prepared by:** Virginia Carruthers, Director of Undergraduate English Programs
3. **Department:** English and Communications Design
4. **Course Number:** ENGL 351
5. **Course Title:** Ancient Myth: Paradigms and Transformations
6. **Credit Hours:** 3 credits
7. **Catalog Description:**

An introduction to classical mythology as well as other ancient literatures and mythographies along with their later adapters and interpreters.

8. **Prerequisites:** None
9. **Faculty qualified to teach course:** Daniel Page, Virginia Carruthers,
10. **Course Type/Component:** lecture
11. **Suggested Approximate Class Size:** 25
12. **Content Outline:**

Note: This is a representative/sample syllabus.

Introduction: The Nature of Myth (Week 1)

I. Greek Myth (Week2–4)

Aeschylus, *The Euminides*
T.S. Eliot, *The Family Reunion*
Homer, *The Odyssey*

II. Roman Myth (Weeks 5–7)

Virgil, *The Aeneid*
Ovid, *Metamorphoses*

T.S. Eliot, "Ulysses, Order and Myth"

III. Myth and Religion Weeks 8 & 9)

Job
Archibald Macleish, *J.B.*

IV. Norse Myth (Weeks 10 & 11)

The Prose Edda

V. Japanese Myth (Week 12 & 13)

Japanese No dramas

Wrap Up

11. Learning Goals:

Students who complete this course will be able to:

1. Describe the chief mythological traditions of Europe, Asia, and the Middle East, including the most widely disseminated narratives and best-know mythic figures
2. Explain the relationships between myth, epic, fantasy, folklore, and science fiction
3. Explain the role of myth in religion, ritual, social dynamics, and moral reasoning
4. Analyze the patterns of symbol, metaphor, and analogy underlying the narratives of myths
5. Interpret the role of myths in their original cultures and their persistence in later societies
6. Apply their interpretive skills to appropriations and reinterpretations of classical mythology in recent written and performance culture, including literary and popular fiction, film and television, and digital entertainment
7. Relate knowledge of mythic story structures to their primary areas of academic and career interest

12. Assessment Strategies:

Assessment instruments will typically include guided discussions, short writing exercises, and a term paper (for an on-line section) or a midterm, a final, and two analytical essays (for an in-person section).

13. Suggested Texts and Materials:

The Book of Job
Archibald Macleish, *J.B.*
Helen Morales, *Classical Mythology: A Very Short Introduction*
Robert A. Segal, *Myth: A Very Short Introduction*

Homer, *The Odyssey*
Aeschylus, *The Euminides*
T. S. Eliot, *The Family Reunion*
S. Sturluson and J.L. Byock, eds., *The Prose Edda: Norse Mythology*
Royall Tyler, ed., *Japanese No Drama*

Students will be able to

- Define and apply terms and concepts used in the study of a given arts/humanities discipline;
- Write analytically, using, when appropriate, research and documentation;
- Demonstrate critical thinking in their discussion of course-related content;
- Explain the distinctive ways in which ideas are communicated within a given art form;
- Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.