

**New Undergraduate Program (Majors, Minors, Sequences) Proposal**  
**Illinois State University - University Curriculum Committee**

**Program Department** English

**Initiator** Kass Fleisher

**Phone** 438-3728

**Initiator Department** English

**Coauthor(s)** None

**Title of New Program** Creative Writing Studies Sequence **Proposed Starting Catalog Year** 2016-2018

**Submission Date** Tuesday, December 02, 2014

**Email** hkfleis@ilstu.edu

**Campus Address** 4240 English

**Version** 2

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**1. Proposed Action**

New Major

New Minor

✓ New Sequence

More than 50% of courses in this program are Distance Education

No Is this program an Integrated Bachelors/Master's degree program?

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**Sequence Major** English

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**2. Provide Undergraduate Catalog copy for new program.**

Creative Writing Studies Sequence:

— 43 hours total in English required, exclusive of ENG 101.

— 22 hours in English: ENG 100 with a grade of C or better, ENG 102, and ENG 300; 3 hours from ENG 284 or 286; 3 hours selected from language and linguistics courses ENG 241, 243, 245, 310, 311, 341, or 342; 6 hours selected from British Literature, American Literature, Global Literature, Children's Literature, or Women's Literature; 3 hours from ENG 206, 252, 260, 261, 265, 266, 267, 352, 360, 365, or a similar course in another department (consult advisor).

— 6 additional hours of English major electives at the 300 level.

— 12 total hours are required to complete this sequence, to include: 6 hours from ENG 247.01, 247.02, or 247.03 (genres may be repeated if content is different); 6 hours from ENG 347.01, 347.02, or 347.03 (genres may not be repeated).

— 3 hours from ENG 357.

Note: A student who meets the ENG 247 prerequisite by taking ENG 227 will require 46 hours to complete the sequence.

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**3. Provide a description for the proposed program.**

The creative writing studies sequence provides students the opportunity to develop their talents by beginning with Intermediate courses in their genre of choice, and two Advanced courses, one in the genre of their choice and one alternative genre to help them stretch a bit from their comfort zones. It also provides the opportunity to study their genre in scholarly terms; to study language/linguistics, the basis of their art form; to study literature from a diverse standpoint; and to conclude with a course that encourages discussion of how literary artists utilize literary theory and aesthetics.

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**4. Provide a rationale of proposed program.**

This proposed creative writing sequence provides for students a more linear sense of advancement in their writing apprenticeships; includes a chance for them to broaden their understanding of their genre of choice through both artistic and scholarly lenses; affords an opportunity to study language and linguistics, which enhances a students' understanding of their fundamental tools; encourages reading in literature generally;

and provides a discussion of literary theory as it contributes to the students' appreciation of their individual aesthetic choices. Too, the mission statement of our program includes the acceptance of dissensus, something endemic in our field (ranging from unflattering critiques to cultural difference), and so we require also a course in the area of literary diversity studies. Having a group of declared creative writing students will help us help them develop tools for building artistic community, skills necessary for any artist. In short, a logical sequence of courses that expands students' aesthetic and cultural literacies may better prepare writers to continue to develop after graduation.

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**5. Describe the expected effects of the proposed program on existing campus programs (if applicable).**

One effect of this new sequence will be to make discrete the creative writing sequence from the Writing Minor. The sequence gives students the opportunity to focus on this specific form of writing. The other elements of the Writing minor, technical writing and publishing, may be better understood as professional development, complementary to a creative writing course of study. Furthermore, offering a creative writing sequence that will be noted on transcripts, etc., may have a positive impact on departmental enrollment numbers, possibly offsetting the necessary restrictions we have put on the English Education program.

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**6. Provide a sample four year plan of study demonstrating that a student could realistically complete the program requirements in a specific number of semesters.**

Creative Writing Studies Suggested 4 year plan of study

First Semester Second Semester

English 101/101.10 (3) Communication 110 (3)

English 100 (3) British or American Literature course (3)

English 102 (1) Foreign Language 112\* (4)

Foreign Language 111\* (4) Natural Sciences (3)

Mathematics\*\* (4) Individuals and Civic Life, or US Traditions, or Social Sciences (3)

15 hrs 16 hrs

**Second Year**

First Semester Second Semester

English 284 or 286 (3) British or American Literature course (3)

English 227 (3) English 241, 243, or 245 (3)

Foreign Language 115\* (4) English 247.xx (3)

Natural Sciences (3) Humanities (3)

Individuals and Civic Life, or US Traditions, or Individuals and Civic Life, or US Traditions, or Social Sciences (3) Social Sciences (3)

16 hrs 15 hrs

**Third Year**

First Semester Second Semester

English 247.xx (3) English Major Elective (3)

English 347.xx Nonwestern/Diversity Literature (3)

Fine Arts or Science, Math, & Technology (3) Fine Arts or Science, Math, & Technology (3)

Humanities (3) Senior English Elective (3)

University Elective or minor course (3) University Elective or minor course (3)

15 hrs 15 hrs

**Fourth Year**

First Semester Second Semester

English Major Elective (3) English 300 (3)

English 357 (3) English 347 (3)

English 347 (3) Senior English Elective (3)  
University Elective or minor course (3) Senior Elective or minor course (3)  
Senior English Elective (3) Senior Elective or minor course (3)  
15 hrs 15 hrs

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**7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:**

None.

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**8. Anticipated funding needs and source of funds.**

None.

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**9. Does this program count for teacher education? No**

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**10. Is this an Interdisciplinary Studies program? No**

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**11. The following questions must be answered.**

- Yes Have you confirmed that Milner Library has sufficient resources for the proposed program?  
No Are more than 124 hours required to complete a degree with this major?  
No Beyond General Education, does the major require more than 62 semester hours?  
No Does this sequence (if in a major) require more than 55 semester hours of major courses?  
No Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major?  
No Is the proposed program intended to be longer than four years (as indicated by the plan of study)?  
N.A. Have letter(s) of concurrence from affected departments/schools been obtained?  
*A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.*

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**12. Routing and action summary for New Program: [Proposal Routing](#)**

**1. English Department Curriculum Committee Chair**

<i>Katherine Patterson (website)</i>	Katherine Patterson	12/2/2014 8:02:13 PM
Signature	Print	Date

**2. English Department Chair/School Director**

<i>Christopher De Santis (website)</i>	Christopher De Santis	12/2/2014 8:57:12 PM
Signature	Print	Date

**3. College of Arts & Science College Curriculum Committee Chair**

<i>Todd Stewart (website)</i>	Todd Stewart	2/4/2015 12:14:16 PM
Signature	Print	Date

**4. College of Arts & Science College Dean**

<i>Sally Parry (website)</i>	Sally Parry	2/4/2015 12:46:45 PM
Signature	Print	Date

**5. University Curriculum Committee Chair**

<i>Jonathan Rosenthal (website)</i>	Jonathan Rosenthal	3/6/2015 1:10:32 PM
Signature	Print	Date

All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate