**IUPUI Form for Creation of a New Undergraduate Minor**

Date: March 30, 2020

School: School of Liberal Arts

Department: Interdisciplinary

Are there additional academic units involved in this minor? \_\_Yes \_X\_ No

If yes, list the academic units with contact people:

If yes, list any other units that will have approval co-responsibility:

|  |
| --- |
| **Minor Name, Description, and Implementation** |

Proposed name of minor: Storytelling Pathway Minor in Liberal Arts

\*Projected semester and year of implementation: Fall 2020

*\*This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Brief description (in 100 words or less):

The Pathway Minor is a 15-credit program of study intended to add depth to the learning experience within the general education core by integrating knowledge and praxis around themes of relevance to the students’ college and professional experiences from the perspectives of the humanities and the social sciences.

The Storytelling Pathway Minor in Liberal Arts is a 15-credit program of study that aims to give students experience in understanding storytelling from a variety of viewpoints, including their own; they will use the concepts and practices of storytelling as a way to understand culture and society, as well as the differing modes of sharing stories in and across different cultures. The ways that stories are made, told, shaped, and produced will factor into the learning experience for students in the minor.

|  |
| --- |
| **Future Employment Prospects** |

List possible careers for students with this minor:

This minor is intended to enrich and complement other programs of study that lead to careers such as:

Creative writer

Grant writer

Speechwriter

Journalist

Communications professional

Public Relations professional

Community organizer

It will also be beneficial as a complement to students pursuing degrees to become marketing and advertising professionals, anthropologists, educators, medical and health professionals, social workers, and religious/clergymembers.

**Impact on future graduate or professional training or employment:**

The ability to understand, control, and reference a narrative is crucial across disciplines and occupations. Students on this track will have advantages in future employment, graduate work, and other professional opportunities, along with the benefits that come from a deeper understanding of storytelling and its practices and processes. Understanding the layers of narrative will enable students to communicate ideas in a variety of formats to a variety of audiences, and will also enable them to decode the stories told by others. This will make students better critical thinkers, savvier negotiators, and more emphathetic citizens as they work toward the goals of their chosen professions and fields.

|  |
| --- |
| **Restrictions** |

Is the minor open to all majors for a baccalaureate degree? \_X\_Yes \_\_ No

If the minor is not open to all programs, please explain the limitation:

|  |
| --- |
| **Rationale** |

Rationale for minor:

*(include the program’s goals and objectives)*

As part of a well-rounded university education, the Liberal Arts play a vital role in students’ lives. Liberal Arts courses allow students to contextualize their experiences and how they fit in the world around them, and to empathize with the experiences of others, understanding those experiences as just as vital and necessary as their own. Storytelling is situated at the heart of Liberal Arts as the chief means of conveying what it means to be a human being in the world. The Pathway Minor in Storytelling delivers courses that concentrate on this subject matter, correlating with the IUPUI PLUS Learner Profiles of Innovator, Communicator, Problem Solver, and Community Contributor.

Learning Objectives:

* Understanding narrative structures, including different modes, terminologies, and the relationship between speaker and story. This correlates with the Problem Solver and Communicator categories of the Profiles.
* Differentiate between genres and linguistic modes to grasp usage and context. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
* Understanding cultural context and difference, and the larger structures that produce societal positions. This objective correlates with the Community Contributor category of the Profiles.
* Developing an awareness of visual literacy in reference to narrative, particularly as it relates to comics and graphic novels. This objective correlates with the Innovator and Communicator categories of the Profiles.
* Build a growing awareness of the theory and criticism of narrative, in order to decode the stories of others. This objective corrlates with the Problem Solver and Communicator categories of the Profiles.
* Consider narrative production at different skill levels, analyzing and engaging the form in a variety of modes and methods. This objective corresponds with the Innovator, Communicator, and Problem Solver categories of the Profiles.

Explain how the minor upholds IUPUI’s mission and vision:

The IUPUI School of Liberal Arts has a commitment to preparing students to live and work in an increasingly multicultural and diverse world, and stories are a foundation of the human experience and how we express ourselves. The School of Liberal Arts is home to departments and programs that offer wide-ranging faculty expertise in storytelling, across disciplines and genres. The interdisciplinary Storytelling Pathway Minor will enable students to gain the necessary knowledge and skills to use and understand storytelling in a varied set of careers and experiences. This corresponds with the IUPUI Strategic Plan (<https://strategicplan.iupui.edu/goals>) priorities for Promoting Undergraduate Learning and Student Success.

Describe how the minor enhances what the department or unit currently offers:

The Storytelling Pathway Minor enhances current SLA degrees such as English, Sociology, Communications, Religious Studies, Journalism, Medical Humanities, and Anthropology, among others, by providing a unique focus and concentration on the subject. Students interested in the practice and study of storytelling will find this minor a useful, foundational addition to their existing undergraduate work.

|  |
| --- |
| **Prerequisites and Required Courses** |

Total credits required for minor: 15

Are prerequisites required for minor? \_\_Yes \_X\_ No

If yes, list required prerequisites (with minimum grades required):

Required courses for the minor (with minimum grades required):

NOTE: See Appendix for the Pathways Minor in Liberal Arts Structural Framework Required courses for the minor (with minimum grades required): minimum grade of C. Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

* **Two foundational courses:** ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
* **Elective courses for the minor** (with minimum grades required): minimum grade of C Students will also complete elective courses including: • 9 additional credit hours of approved courses from the following categories (see approved courses below): • introductory Thematic Concentration, • intermediate Thematic Concentration and • advanced Engaged Learning Experience. NOTE: To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

Courses:

**Thematic Concentration: Gen Ed Courses with Introductory Learning Outcomes**

ENG L115 Literature for Today

ENG L204 Introduction to Fiction: Literature and the Arts

ENG W206 Introduction to Creative Writing

ENG W207 Introduction to Fiction Writing

ENG W208 Introduction to Poetry Writing

COMM M150 Mass Media and Contemporary Society

JOUR J110 Foundations of Journalism and Mass Communication

**Thematic Concentration (Integrator Courses): Upper-level course with Intermediate Learning Outcomes**

ENG W301 Writing Fiction  (Prerequisite: ENG-W206 or ENG-W207, each with a grade of C or higher.)

ENG W302 Screenwriting  (Prerequisite: Eng-W206 or W207 with a grade of C or higher.)

COMM R330 Communication Criticism (Prerequisite: COMM-G 100 or COMM-R 110 and reading placement of at least 80.)

REL R312 Prophets, Captives, and Converts: American Religious Lives

JOUR J315 Feature Writing (Prerequisite: JOUR-J 200 or permission of instructor.)

ANTH E404 Field Work in Ethnography/Research Methods in Cultural Anthropology

MHHS M410 Addiction Narratives

**Engaged Experience: Advanced Courses with Advanced Learning Outcomes**

COMM T431 Introduction to Playwriting (Experiential Learning)

ANTH E457 Ethnic Identity (Diversity Experience)

COMM M462 Television Aesthetics and Criticism (Prerequisite: COMM-M 150 or permission of instructor.) (Collaborative project)

MHHS M492/592 Narrative Medicine (Faculty-led Research)

MHHS M420/520 Culture of Mental Illness (Faculty-led Research)

**NOTES:**

1. Students may petition the director of the Pathway Minor program to have any 300-/400-level elective with a RISE designation and storytelling focus count toward their engaged experience. For example, a student may complete an internship, individual research project, service learning project, or study abroad with a storytelling focus.

2. Students may petition, either before or after taking a course, to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:

NEWM N202 Digital Storytelling

The petition will include:

• course number, title, instructor and term of instruction

• a copy of the syllabus

• statement of how the course meets specific Learning Outcomes of the minor

• completed assignments (if course is finished) that best demonstrate Learning Outcomes

3. Prior to teaching a course, faculty in the School of Liberal Arts may petition to have a course be counted toward the minor. They will include:

• course number, title and term of instruction

• a copy of the syllabus

• statement of how the course meets specific Learning Outcomes of the minor

• statement regarding commitment to participate in the faculty community of practice

Are all new courses needed for the program already approved? If not, have the new courses completed the remonstrance process?

All courses are already approved.

|  |
| --- |
| **Learning Outcomes, Experiences, and Assessment** |

List expected student learning outcomes for the minor:

Students enrolled in this track will work to understand the following concepts related to storytelling, including but not limited to the following:

1. Introductory-Level Thematic Outcomes (for the 100-level and 200-level General Education Courses)
2. **Understand** narrative structures, including different modes, terminologies, and the relationship between speaker and story. The study of who controls a narrative will help learners across disciplines and occupations.
3. **Analyze and closely read** various texts, learning to not only address questions from the texts, but also to raise new questions that demonstrate critical thinking. This correlates with the Problem Solver and Communicator categories of the Profiles.
4. **Differentiate** between genres and linguistic modes, to grasp usage and context. This objective correlates with the Problem Solver category of the Profiles.
5. **Communicate** ideas in a variety of formats to a variety of audiences. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
6. Intermediate-Level Thematic Outcomes (for the 300-level and 400-level Integrator Courses)
7. **Understand** cultural context and difference, and the larger structures that produce societal positions. This objective correlates with the Community Contributor category of the Profiles
8. **Situate** course content within a broader context and framework. This objective correlates with the Community Contributor category of the Profiles.
9. **Develop** an awareness of visual literacy in reference to narrative, particularly as it relates to comics and graphic novels. This objective correlates with the Innovator and Communicator categories of the Profiles.
10. **Learn** the conventions of these forms and genres, and move intelligently toward or away from those conventions as writers. This objective correlates with the Innovator and Communicator categories of the Profiles.
11. **Produce** analytical and reflective work related to this process. This objective correlates with the Innovator and Communicator categories of the Profiles.
12. Advanced Level Thematic Outcomes (for the 300-level and 400-level Engaged Experience courses)
13. **Build** a growing awareness of the theory and criticism of narrative, in order to decode the stories of others. This objective correlates with the Problem Solver category of the Profiles.
14. **Explain, analyze, evaluate, and apply** findings in creating response texts. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
15. **Consider** narrative production at different skill levels, analyzing and engaging the form in a variety of modes and methods. This objective corresponds with the Innovator category of the Profiles.
16. **Develop** observational, psychomotor, cognitive, and behavioral skills, among others, in the recording and production of stories. This objective corresponds with the Innovator, Communicator, and Problem Solver categories of the Profiles.
17. **Apply** understanding of storytelling to an engaged learning experience or project using a high-impact practice, making a contribution to broader public understanding. This objective correlates with the Problem Solver, Innovator, and Community Contributor categories of the Profiles.

How will learning be assessed?

Tracking of student enrollment, grades earned, and successful completion of the pathway minor will be overseen by the Office of the Dean of the School of Liberal Arts.

How will the effectiveness of the program as a whole be assessed and continuously improved?

A group of 3-5 faculty who teach courses for this Pathway minor will be convened regularly by the Office of the Dean of the School of Liberal Arts. At these meetings, faculty will review syllabi, assignments, and assessment in the Pathway minor; note any changes in relevant courses being offered in the School of Liberal Arts; and discuss student performance in the pathway. The group will then prepare a set of recommendations, to be presented to the Dean, regarding maintaining or modifying the structure and content of the Pathway minor.

Do any of the required courses carry RISE credit (optional)? If so, list them.

* ENG W301 Writing Fiction (Experiential)
* ANTH E404 Field Work in Ethnography/Research Methods in Cultural Anthropology (Service Learning)

|  |
| --- |
| **Faculty and Resources** |

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? If not, justify resource requirements.

Yes, the courses are already taught and apply to departments’ and programs’ baccalaureate degrees.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated).

The courses will be taught by existing faculty.

|  |
| --- |
| **Potential Negative Impact** |

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

This interdisciplinary minor includes existing courses from multiple departments and programs in the School of Liberal Arts. The minor is expected to improve enrollment, not negatively affect it.

Is there any duplication of existing courses or programs in other schools? If so, please describe.

The School of Informatics offers one course in Digital Storytelling (NEWM N202), which “explores the role of agency, interactivity, story structure, and narrative,” and also focuses on interactive and trans-media approaches.

The proposed Storytelling Pathway Minor in SLA is distinctly different in its offerings. The included Liberal Arts courses in the minor study the production of stories, and in some cases, actually produce stories; while some of these narratives may exist in multimodal form, emerging technologies and analysis of digital interactivities are not the primary focus. The breadth of SLA interdisciplinary courses listed in the minor allows for multiple lenses with which to read, analyze, understand, and write stories.

|  |
| --- |
| **Additional Comments and Information** |

Additional comments or information:

|  |
| --- |
| **Contact Information** |

Contact person for this minor: Sarah Layden

Contact person’s email: salayden@iupui.edu

Contact person’s phone number: 317-274-0089

**Appendix**

**Structure for Pathway Minors in Liberal Arts**

(Summary of approved document by Faculty Assembly, November 8, 2019)

**What is a Pathway Minor in Liberal Arts?** A Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience in the *general education core* by integrating knowledge around themes of relevance to the students’ college experience from the perspectives of the humanities and the social sciences. Pathway Minors are grounded in existing Liberal Arts general education courses, grouped together in meaningful categories. They add value to their education as majors in other schools while encouraging students to deepen their knowledge with upper-level course work, beyond general education.

**How does the program fit with campus priorities?** This curricular initiative aligns with the campus commitment to student learning and success by creating intentional curricular pathways that scaffold and integrate curricular and co-curricular experiences that promote deep engagement in learning.

**Why do we need to create Pathway Minors when we have regular Minors?**

Unlike existing minors in the School, which typically include advanced courses (200-400-level), Pathway Minors **target first-year students**. They are, in effect, introductory programs of study that lead students from general education to more advanced study of their topic of choice through a 300-level elective and the engaged experience course.

**What is the structure of the minor? What are the course requirements for Pathway Minors? (see also Appendix)**

Studentswill complete 15 credit hours of approved Pathways courses, including:

* two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
* 9 additional credit hours of approved courses from the following categories:

1) introductory Thematic Concentration,

2) intermediate Thematic Concentration and

3) advanced Engaged Learning Experience.

Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or above.

Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration course.

Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways module.

Students are required to take 3 credits from the approved list of Engaged Learning Experience courses, which will be 300- or 400-level and feature a high impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.).

**How do students demonstrate interest in Pathway Minors in ENG-W131 and COMM-R110?**

* completion of a minimum of two (2) online modules that introduce the Pathway minors’ themes. These modules will be managed by the director of the Pathway Minor program.
* completion of a signature assignment in foundation courses that explores a Pathway Minor theme (see Appendix B for description of the pilot assignment for ENG W131 and Appendix C for description of a sample signature assignment in COMM-R110).

**How will the program be administered?**

* Pathway Program Director.
* The dean will conduct an open search for the director position once two minors are approved at the campus level, possibly in late Spring 2020.

**Should faculty create Pathway Communities of Practice?**

* It is expected that faculty teaching approved theme courses will meet regularly to plan, develop, and assess learning outcomes.
* Create Canvas modules introducing a theme. These modules will be used in ENG W131/COMM R110 or in one of the thematic concentration courses.

**Curricular Structure**

|  |  |  |  |
| --- | --- | --- | --- |
| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Foundational curriculum (6 credits)** |
|  | Communicator |  | ENG W131 |
|  | Communicator |  | COMM R110 |
| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Thematic Concentration (6 credits)**Notes: * One course from general education list (100-level and up)
* Second course 300-level and up
* Ideally two different departments
 |
|  | Problem Solver/Innovator |  | (from gen ed list; 100-level and up) |
|  | Problem Solver/Innovator |  | (300-400-level) |
| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Engaged Experience (3 credits)**Notes:* 300-400-level
* High Impact Practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.)
 |
|  | Innovator/Community Contributor |  |  |

**Courses in the Pathway Minor in Storytelling**

**Thematic Concentration: Gen Ed Courses with Introductory Learning Outcomes**

**ENG L115 Literature for Today**

This course teaches prerequisite skills for subsequent English courses, and may be centered on literary themes more than generic reading demands. Students are expected to complete written assignments which may include individual essays or comprehensive portfolios. In addition to poetry, drama, and short fiction, the course also introduces the novel.

**ENG L204 Introduction to Fiction: Literature and the Arts**

In L204 students study the ways and means and meanings of narrative literature, concentrating on the short story and modern novel. The main goals of the course are: (1) to learn about various types of fiction, its techniques, themes, and the terminology we use to discuss it; (2) to develop analytical skills as readers of fiction; and (3) to better enjoy reading stories and novels by better understanding how they work and what they intend to communicate.  Some sections have a thematic focus: see IUPUI Schedule of Classes.

**ENG W206 Introduction to Creative Writing**

This course serves as a general introduction to the practice of creative writing, providing students with a broad understanding of the craft and style of creative writing genres. Students typically engage in a series of short writing exercises in which they deepening their understanding of such aspects of craft as image, voice, character, and story. Students draft full-length works in a range of creative writing genres including poetry, short fiction and creative nonfiction. Students also practice workshop protocols and strategies for revising their work for a comprehensive final portfolio. This course fulfills one of two gateway requirements for the English major track in creative writing when completed with a grade of C or better.

**ENG W207 Introduction to Fiction Writing**

An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussion of student work in progress, seminar study of classic and contemporary examples in the genre. This course fulfills one of two gateway requirements for the English major track in creative writing when completed with a grade of C or better.

**ENG W208 Introduction to Poetry Writing**

This dynamic workshop class introduces students to the fundamentals of the art of poetry: image, sound play, lineation, meter, rhyme, and more. Students read a range of contemporary poems, engage in constructive critique of their classmates’ work, and stretch what they can do through in-class writing exercises. This course fulfills one of two gateway requirements for the English major track in creative writing when completed with a grade of C or better.

**COMM M150 Mass Media and Contemporary Society**

A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village.

**JOUR J110 Foundations of Journalism and Mass Communication**

Survey of the institutions of journalism and mass communication, their philosophical foundations, history, processes, economic realities and effects.

**Thematic Concentration (Integrator Courses): Upper-level course with Intermediate Learning Outcomes**

**ENG W301 Writing Fiction** (Prerequisite: ENG-W206 or ENG-W207, each with a grade of C or higher.)

W301 is an intermediate workshop in fiction writing that provides students the opportunity to develop their craft as writers while deepening and broadening their knowledge of the nature, forms, and possibilities of fiction. Students should prepare to be active members of the class discussion, participating in group work, full-class workshops of their peers’ work, and leading our conversations about course readings and student writing.

**ENG W302 Screenwriting** (Prerequisite: Eng-W206 or W207 with a grade of C or higher.)

The goal of this course is to introduce the craft of screenwriting through practical exercises and in-class workshops. Students will be presented theory and guidelines on topics such as story ideation and design, story development, script formatting, scene design, dialogue and character, script revision, and script marketing. With instructor guidance and classmate feedback, students will craft a story and scenes for an original motion picture screenplay. This course will emphasize classic story design and a structured writing process as a reliable method of creating a marketable script. Story theory and screenwriting guidelines presented in this course are drawn from the works of noted screenwriting teachers and authors including David Trottier, Robert McKee, Syd Field, Linda Seger, Lew Hunter, and Linda Cowgill.

**COMM R330 Communication Criticism** (Prerequisite: COMM-G 100 or COMM-R 110 and reading placement of at least 80.)

Course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, music, political campaigns, art, and other modes of communication in contemporary culture.

**REL R312 Prophets, Captives, and Converts: American Religious Lives**

This course uses religious autobiography as a way to explore American religious history. We will read autobiographies from a wide range of Americans, both well known and relatively obscure. Autobiographies allow a unique and intimate view of religion in America. Through these texts we will explore such questions as the role of religion in colonial encounters of Europeans and Indians, the intersection of race and religion in the formation of American identities, the development of new religious traditions, and the forms and practices of religion in America.

**JOUR J315 Feature Writing** (Prerequisite: JOUR-J 200 or permission of instructor.)

Emphasis on developing story ideas, identifying sources, organizing materials, and planning and outlining the story. Techniques for capturing the reader's interest.

**ANTH E404 Field Work in Ethnography/Research Methods in Cultural Anthropology**

This course is intended to provide a basic guide to the use of ethnographic fieldwork methods, including participant-observation, semi-structured interviewing, among others, and to the conventions associated with collaborative fieldwork with community partners.

**MHHS M410 Addiction Narratives**

This course explores the ways in which, through literature, certain understandings of addiction are constructed, represented, and proliferated throughout our culture. The class will explore the ways in which the concept of addiction is represented in various cultural forms and in specific texts. Additionally, the course will look closely at the relationship between the idea of addiction and other categories such as gender, sexuality, normalcy, and creativity.

**Engaged Experience: Advanced Courses with Advanced Learning Outcomes**

**COMM T431 Introduction to Playwriting**

Introduction to playwriting theories, methodology, and skills; principles of dramatic structure; practice in writing, culminating in a one-act play manuscript; class evaluation and conferences. Credit not given for both T431 and IUB T453.

**ANTH E457 Ethnic Identity**

Course Description: How is ethnicity and nationalism constructed, by whom, and for what purposes? In this course, we will analyze how, in an ever globalizing world, ethnic groups negotiate their identities both at home and abroad. We will approach the study of ethnic and national identities from a variety of angles, looking at food and expressive culture and the politics and economics of identity association. As we draw on case studies throughout the world, we will analyze the process that is identity and the ways anthropologists approach the study of identity. Through case studies from Latin America to Southeast Asia, you will gain a better understanding of the commonalities and differences in how ethnic groups across the glob ecraft who they are and the costs involved.

**COMM M462 Television Aesthetics and Criticism** (Prerequisite: COMM-M 150 or permission of instructor.)

Aesthetic and critical approaches to modes of television expression. Aesthetics of picture composition, audiovisual relationships, visual narrative, and program content. Analysis of selected television criticism.

**MHHS M492/592 Narrative Medicine**

The goal of this course is for students to become more aware of the importance of stories in medicine through the practice of close reading, analysis and reflection. Students will become familiar with the Narrative Medicine literature and will engage with stories written by patients, practitioners and family members. We will examine case studies, fiction (novels, films, short stories), memoirs and poetry, for a deeper understanding of the relationship between narrative and identity, self and other, literature and medicine.

**MHHS M420/520 Culture of Mental Illness**

This course explores the ways in which certain understandings of mental illness are constructed, represented, and proliferated throughout our culture, by examining text and film. We will consider how we as individuals and as a society are affected by different representations of mental illness, and how this translates into everyday interaction with others.