



**CATALOG YEAR 2007-2008**

**(Please use separate form for each add/change)**

COLLEGE: \_\_\_\_\_ COAS \_\_\_\_\_

Current Catalog Page(s) Affected \_\_\_\_\_ 436-38 \_\_\_\_\_

**Course:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change   x   \_\_\_\_\_:  
(check all that apply) Number   x   Title   x   SCH \_\_\_\_\_ Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

**Program:** Add: \_\_\_\_\_ Change:   x   \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Please see attached Core Curriculum changes **in red** for pp. 436-38. We are adding English 2307 and Spanish 2307 (both courses entitled “Introduction to Creative Writing”) to the Core Curriculum Requirements options under Visual, Literary, and Performing Arts.

Justification: These creative writing courses are being added to expand student options in the realm of arts requirement. Depts. of Arts and Language & Literature have both approved.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:   Signature \_\_\_\_\_ Date \_\_\_\_\_

Chair \_\_\_\_\_  
Department Curriculum Committee

Chair \_\_\_\_\_

Department

Chair \_\_\_\_\_  
College Curriculum Committee

Dean \_\_\_\_\_

## AND OPTIONAL COURSE INFORMATION

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### CORE CURRICULUM REQUIREMENTS

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COMPONENT AREA	COURSE OPTIONS	SCH
Communication	ENGL <a href="#">1301</a> and <a href="#">1302</a>	6
	and one of the following: ENGL <a href="#">2311</a> , HUM <a href="#">2301</a> or SPCH <a href="#">1311</a> *	3
Mathematics	College Algebra and above	3
Natural Science	Courses with laboratories can be taken from: ASTR, BIOL, CHEM, ENSC,	8
	EPSC, GEOL or PHYS	
Humanities	ENGL <a href="#">2322</a> , <a href="#">2323</a> , <a href="#">2327</a> , <a href="#">2328</a> , <a href="#">2332</a> , or <a href="#">2333</a>	3
Visual, <b>Literary</b> and Performing Arts	Courses can be taken from: ARTS, COMM,** DANC, <b>ENGL,**</b> MUAP,	3
	MUEN, MUSI, <b>SPAN**</b> or THAR	
History	HIST <a href="#">1301</a> and <a href="#">1302</a>	6
Political Science	PSCI <a href="#">2305</a> and <a href="#">2306</a>	6
Social&Behavioral Science	Courses can be taken from:	

	ANTH, CRIJ, ECO, GENU, GEOG, GEOL, HIST, HUM, PHIL, PSCI, PSYC, SOCI, or URBS	3
Institutional Option	Any activity or wellness course	1
<b>TOTAL</b>		<b>42</b>

\*D.D. Hachar Honors students must select HUM [2310](#) unless their declared major specifies otherwise.

\*\*See eligible courses under these headings in the following section.

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### COURSE SELECTIONS TO FULFILL CORE OPTIONS

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(Other courses may be taken with approval of advisor.)

**NOTE: Some degree plans require specific courses for the Core Curriculum. See Suggested Four-Year Degree Plan and advisor.**

#### MATHEMATICS

MATH	1314	<a href="#">College Algebra</a>
MATH	1316	<a href="#">Plane Trigonometry</a>
MATH	1324	<a href="#">Business Mathematics I</a>
MATH	1325	<a href="#">Business Mathematics II</a>
MATH	1342	<a href="#">Introductory Statistics</a>
MATH	1348	<a href="#">Analytic Geometry</a>
MATH	2412	<a href="#">Pre-Calculus</a>
MATH	2413	<a href="#">Calculus I</a>
MATH	2414	<a href="#">Calculus II</a>
MATH	2415	<a href="#">Calculus III</a>

#### NATURAL SCIENCE

ASTR	1311/1111	<a href="#">Planetary Astronomy/Planetary Astronomy Laboratory</a>
ASTR	1312/1112	<a href="#">Stellar Astronomy/Stellar Astronomy Laboratory</a>
BIOL	1370/1170	<a href="#">Survey of Life Science/Survey of Life Science Laboratory</a>
BIOL	1470	<a href="#">Human Biology</a>
BIOL	2401	<a href="#">Anatomy and Physiology I</a>
BIOL	2402	<a href="#">Anatomy and Physiology II</a>
BIOL	1471	<a href="#">Natural History of South Texas</a>
BIOL	1406	<a href="#">General Biology I</a>

BIOL	1411	<a href="#">General Botony</a>
BIOL	1413	<a href="#">General Zoology</a>
CHEM	1370/1170	<a href="#">Survey of Chemistry/Survey of Chemistry Laboratory</a>
CHEM	1400	<a href="#">Chemistry in the Environment</a>
CHEM	1406	<a href="#">Chemistry for Health Sciences</a>
CHEM	1411	<a href="#">General Chemistry I</a>
CHEM	1412	<a href="#">General Chemistry II</a>
EPSC	1370/1170	<a href="#">Survey of Earth Science/Survey of Earth Science Laboratory</a>
EPSC	2401	<a href="#">Atmosphere Science</a>
GEOL	1303/1103	<a href="#">Introduction to Physical Geology</a>
GEOL	1305/1105	<a href="#">Environmental Geology</a>
PHYS	1301/1101	<a href="#">General Physics I/General Physics Laboratory</a>
PHYS	1302/1102	<a href="#">General Physics II/General Physics Laboratory</a>
PHYS	1370/1170	<a href="#">Survey of Physical Science/Survey of Physical Science Laboratory</a>
PHYS	2325/2125	<a href="#">University Physics I/University Physics Laboratory</a>
PHYS	2326/2126	<a href="#">University Physics II/University Physics Laboratory</a>

## VISUAL, **LITERARY** AND PERFORMING ARTS

ARTS	1301	<a href="#">History of Painting, Sculpture and Architecture</a>
ARTS	1303	<a href="#">Art History I</a>
ARTS	1304	<a href="#">Art History II</a>
ARTS	1311	<a href="#">Design I</a>
ARTS	1312	<a href="#">Design II</a>
ARTS	1316	<a href="#">Drawing I</a>
ARTS	1317	<a href="#">Drawing II</a>
ARTS	2316	<a href="#">Painting I</a>
ARTS	2317	Painting II
ARTS	2323	<a href="#">Life Drawing</a>
ARTS	2326	<a href="#">Sculpture I</a>
ARTS	2356	<a href="#">Photography I</a>
COMM	2331	<a href="#">Photography I: Intro to Visual Communication Skills and Tools</a>
DANC		Dance Fitness I - VIII
DANC		Ballet I - VIII
DANC		Jazz I - VIII
DANC		Ballet Folklórico I - VIII
DANC		Dance Performance I - VIII: Modern
DANC		Dance Performance I - VIII: Flamenco
MUAP		Bass I - VIII
<b>ENGL</b>	<b>2307</b>	<b><a href="#">Introduction to Creative Writing</a></b>
MUAP		Bassoon I - VIII
MUAP		Cello I - VIII
MUAP		Clarinet I - VIII

MUAP		Drum Set I - VIII
MUAP		Euphonium I - VIII
MUAP		Flute I - VIII
MUAP		French Horn I - VIII
MUAP		Guitar I - VIII
MUAP		Harp I - VIII
MUAP		Oboe I - VIII
MUAP		Organ I - VIII
MUAP		Percussion I - VIII
MUAP		Piano I - VIII
MUAP		Sane Drum I - VIII
MUAP		Saxaphone I - VIII
MUAP		Trombone I - VIII
MUAP		Tuba I - VIII
MUAP		Trumpet I - VIII
MUAP		Viola I - VIII
MUAP		Violin I - VIII
MUAP		Voice I - VIII
MUAP		Xylophone I - VIII
MUEN		Chorale I - VIII
MUEN		Band I - VIII
MUEN		Chamber Music I - VIII
MUEN		Mariachi I - VIII
MUEN		Guitar Ensemble I - VIII
MUEN		TAMIU Orchestra I - VIII
MUSI	1183	<a href="#">Piano Class I (non majors)</a>
MUSI	1184	<a href="#">Piano Class II (non majors)</a>
MUSI	1306	<a href="#">Music Appreciation</a>
MUSI	1307	<a href="#">Music Literature and Elements of Musical Style</a>
<b>SPAN</b>	<b>2307</b>	<b><a href="#">Introduction to Creative Writing</a></b>
THAR	1301	<a href="#">Stage Production</a>
THAR	1310	<a href="#">Performance</a>
THAR	2100	<a href="#">Theatre Practicum</a>
THAR	2300	<a href="#">World Theater</a>
THAR	2340	<a href="#">Play Analysis</a>

## **SOCIAL AND BEHAVIORAL SCIENCE**

ANTH	2302	<a href="#">Introduction to Archaeology</a>
ANTH	2346	<a href="#">Introduction to Anthropology</a>
CRIJ	1301	<a href="#">Introduction to Criminal Justice</a>
ECO	1301	<a href="#">Survey of Economics</a>
ECO	2301	<a href="#">Principles of Macroeconomics</a>
ECO	2302	<a href="#">Principles of Microeconomics</a>
GENU	1300	<a href="#">Theories and Applications of Learning</a>

GENU	1350	<a href="#"><u>Critical Thinking</u></a>
GEOG	1301	<a href="#"><u>Physical Geography</u></a>
GEOG	1303	<a href="#"><u>General World Geography</u></a>
GIS	2301	<a href="#"><u>Survey of Geographic Information</u></a>
HIST	1310	<a href="#"><u>Military History of the U.S.</u></a>
HIST	2321	<a href="#"><u>World Civilization to 1648</u></a>
HIST	2322	<a href="#"><u>World Civilization Since 1648</u></a>
HIST	2331	Latin America, Colonial Era
HIST	2332	Latin America, National Period
HUM	2301	<a href="#"><u>The Western Cultural Tradition</u></a>
PHIL	1301	<a href="#"><u>Introduction to Philosophy</u></a>
PHIL	2301	<a href="#"><u>Introduction to Logic</u></a>
PHIL	2306	<a href="#"><u>Ethics</u></a>
PSCI	2304	<a href="#"><u>Introduction to Political Science</u></a>
PSYC	2301	<a href="#"><u>Introduction to Psychology</u></a>
SOCI	1301	<a href="#"><u>Introduction to Sociology</u></a>
SOCI	1306	<a href="#"><u>Contemporary Social Problems and Social Policy</u></a>
SOCW	2361	<a href="#"><u>Introduction to Social Work</u></a>
URBS	2301	<a href="#"><u>Introduction to Urban Studies</u></a>

## **Proposal Requesting Adding ENGL/SPAN 2307 to the Visual and Performing Arts Core at Texas A&M International University**

ENGL 2307 and SPAN 2307 are Introductory Creative Writing courses. These courses typically include poetry, fiction and a third and possibly fourth genre chosen by the individual instructor. 2307 deepens students' appreciation for what artists do--make art within a cultural, historical and aesthetic context that is presented to an audience for thoughtful response, part of an on-going human enterprise.

The following is a report detailing how 2307 fulfills the objectives of this Core requirement. Sections in bold are reprints of statements from the Texas Higher Education Coordinating Boards' website outlining the Core's goals.

### **IV. HUMANITIES AND VISUAL AND PERFORMING ARTS**

**The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.**

ENGL/SPAN 2307 fulfills the following Exemplary Educational Objectives of the Humanities and Visual and Performing Arts Core(s):

#### **Exemplary Educational Objectives**

**1. To demonstrate awareness of the scope and variety of works in the arts and humanities., and 2. To understand those works as expressions of individual and human values within an historical and social context:**

Students read a variety of sample literary works in the genres studied. The historical and social contexts for these works are discussed in readings and in class and possibly through a reading response journal. The student is both studying efforts of the past as well as creating in the present. Sections that include Creative Nonfiction may include assignments exploring these historical and social contexts.

**3. To respond critically to works in the arts and humanities:**

Some critical analysis of readings occurs during class discussion or through a reading response journal, although it is not typically the focus of the course. Sections of 2307 that include Creative Nonfiction may include assignments reviewing or responding critically to works. Additionally, constructive peer review of classmates' work does often lead to critical analysis of the student work under discussion.



**4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist:**

Students engage in the creative process and creative problem-solving required of writing poems, stories, and a third or fourth literary genre. This is the primary focus of a Creative Writing course and allows students to understand the demands of an author. Assignments, in-class writing exercises, revision, and portfolio work take students through the steps of creating a literary work.

**5. To articulate an informed personal reaction to works in the arts and humanities:**  
See 1-3 above.

**6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts:**

ENGL/SPAN 2307 introduces students to the aesthetic principles guiding the literary genres covered. The readings and writing exercises in 2307 broaden students' views considerably concerning the history of the arts and its current diverse aesthetic landscape.

**7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences:**

Writing and reading completed in 2307 at Texas A&M International University frequently address border issues. In fact, student writing about border issues is an act of intercultural exchange, not just reading/reflecting about it, and the ENGL and SPAN sections of 2307 offer students the opportunity to address border issues in English, Spanish, and Spanglish.

**Additional Comments:**

ENGL/SPAN 2307 combines creative art-making with analysis of works of art and their contexts. As such, it fulfills both the Arts and Humanities Core objectives. It seems clear that integrative goals in the Core are more valuable than goals that separate and isolate epistemological categories in artificial ways to enhance comprehension. Complementarity and synthesis, through analysis as well as action in Creative Writing courses, is especially exemplary.

2307, as a multi-genre course, touches on visual and performance goals directly and indirectly depending on the genres taught. Some sections may include playwriting or screenplaywriting which clearly address performance issues. Some sections including Creative Nonfiction might include assignments reviewing or responding to visual art and/or performances. The teaching of poetry and fiction, the main staples of 2307, necessitates the teaching of reading work before an audience. Because of innovations in all the arts during the first part of the Twentieth Century, boundaries and distinctions between literary, visual, and performance arts have been broken down in Europe, the

U.S., and Latin America, especially in poetry. Numerous examples of performative or visual approaches to poetry exist as well as examples of poetry written about visual and performance art. Collaborative work and overlap among all the arts is more the norm presently than separation of the arts.

Having more students sign up for writing-intensive courses in the Core of their own volition and enjoying the fruits of their personal efforts at creative expression, talking about all this with fellow students, enhances the perceptions of the writing process among students in ways that the QEP recommends as well as dovetailing with the Writing Center's programming. Institutional uniqueness was one of the points of emphasis in curricular design on the Texas Higher Education Coordinating Boards' website that lists all the exemplary objectives and curricular principles. QEP-related aspects of Creative Writing and adding a bilingual writing option to the Core seem tailor-made for this sort of locally specific distinction in an institution's curricular profile.

There is wide variation in the way Texas Universities are defining these Cores. Creative Writing can be found under both Cores (Humanities and Visual and Performing Arts Cores) at other Texas Universities. Additionally, in national practice, Creative Writing is defined as a fine art, not as a humanities discipline. For instance, the standard degree in Creative Writing is the MFA, and writers, writing organizations, literary magazines and presses seek funding through the NEA, not the NEH. As the preponderance of the assignments in Creative Writing courses deal more with creating art in the present than analyzing past works, it only seems logical to place Creative Writing in the Arts Core rather than the Humanities. Since a bifurcation between the two seems necessary in a practical, course-distribution sense (although apparently not in the higher, synthesizing sense of exemplary objectives), and since the current iterations of the two categories seem to vary in application and practice across Texas, we would suggest that the State consider renaming the former category "Creative Arts" or "Fine Arts" rather than "Visual and Performing Arts," with criteria focusing on the actual creation of work by students, in the present (creative-reflective praxis). The "Humanities" category, in our opinion, should focus more on the analysis of past creations, whether in Literature-focused courses (regardless of language), Art History courses, Music History courses, Dance History courses, Aesthetics courses, and perhaps certain Philosophy and History courses (analytical-reflective praxis).