

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only Number <u>LS-73</u> Action _____ Date _____
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UWUCC Use Only Number <u>39C</u> Action _____ Date _____
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I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Introduction to Literature (Humanities; Literature)  
DEPARTMENT English Department  
CONTACT PERSON Ronald Emerick

II. THIS COURSE IS BEING PROPOSED FOR:

- \_\_\_\_\_ Course Approval Only  
\_\_\_\_\_ Course Approval and Liberal Studies Approval  
xxx Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Ronald Emerick  
Department Curriculum Committee

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

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

J. L. Gray  
Department Chairperson  
[Signature]  
College Dean\*

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be implemented \_\_\_\_\_

Date to be published in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of proposal to this form.]

**CHECK LIST -- ENGLISH COMPOSITION**  
**(Learning Skills Area)**

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**Criteria which the First English Composition Course must meet:**

- \_\_\_\_\_ Seek to teach students to write effective, organized prose which communicates clearly and demonstrates awareness of audience, adequate development, unity, and coherence.
- \_\_\_\_\_ Seek to teach students to select discourse structures appropriate for subject, audience, and the students' own level of knowledge and competence.
- \_\_\_\_\_ Provide students with ample opportunities to develop their writing skills; in addition, students must have a minimum of 3500 words of their prose reviewed and evaluated by their instructor.
- \_\_\_\_\_ Require students to read a substantial work of fiction or non-fiction (including collections) as a source for ideas, discussion, and writing activity.
- \_\_\_\_\_ Schedule one hour of private out-of-class conferences to be held with each student.

**Criteria which the Second English Composition Course must meet:**

- \_\_\_\_\_ Be primarily a writing course which teaches composition skills.
- \_\_\_\_\_ Teach report and research writing skills, especially the ability to read and evaluate resource material and synthesize it into an appropriate form.
- \_\_\_\_\_ Emphasize general rather than discipline-specific research skills, although some instructors may choose to address topics generated by the students' major.
- \_\_\_\_\_ Teach students to use library sources to the extent required to accomplish the other goals of the course.
- \_\_\_\_\_ Provide students with ample opportunities to develop their writing skills; in addition, students must have a minimum of 3500 words of their prose reviewed and evaluated by their instructor.
- \_\_\_\_\_ Assign mainly non-fictional reading as a source for ideas, discussion, and writing activity.

## **CHECK LIST -- HUMANITIES: LITERATURE**

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### **Knowledge Area Criteria which the course must meet:**

- \_\_\_\_\_ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- \_\_\_\_\_ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- \_\_\_\_\_ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- \_\_\_\_\_ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### **Literature Criteria which the course must meet:**

- \_\_\_\_\_ Focus on important works of Western literature through an examination of its major genres (fiction, drama, and poetry), avoiding excessive emphasis on one author, genre, or nation's literature.
- \_\_\_\_\_ Include works from at least three different centuries (e.g. the 16th, 18th, and 20th) although treatment need not be chronological or sequential.
- \_\_\_\_\_ Include works by women and by minority writers.
- \_\_\_\_\_ Include an Anglo-American work.
- \_\_\_\_\_ Include a work in translation.
- \_\_\_\_\_ Include a contemporary work (i.e., 1945 to the present).

### **Additional Literature Criteria which the course should meet:**

- \_\_\_\_\_ Develop the student's ability to read independently and with careful attention to the text.
- \_\_\_\_\_ Enhance students' abilities to form and articulate their reactions to imaginative literature.
- \_\_\_\_\_ Foster the students' appreciation of literature.

C. Course Analysis Questionnaire Section A: Details of the Course

- A1 LS 103 replaces EN 201 as the introductory literature course required of all students. As the Title indicates, it becomes part of the Liberal Studies course list.
- A2 Requires no changes in existing courses.
- A3 The course remains as it was, a multiple-sections offering involving differing readings and approaches.
- A4 Nongermane.
- A5 Not dual-level.
- A6 Three credits only.
- A7 Practically everybody offers an introduction to literature course.
- A8 Nongermane.

Section B: Interdisciplinary Implications

- B1 Ordinarily one instructor, although for scheduling purposes it may be team taught at varying percentages per instructor.
- B2 No additional courses necessary.
- B3 No relationship with other departments.
- B4 Yes.

Section C: Implementation

- C1 Resources in terms of sufficient faculty are always short for this course, which is why the class size was increased to 45, thus reducing the composition element.
- C2 No
- C3 Offered continuously.
- C4 Varied from 25 to 30 in the regular semester and 8 to 11 in the summer sessions.
- C5 The National Council of Teachers of English recommends 25 in order to involve all students in discussion and provide them with opportunities for instructor reviewed writing. If the enrollment climbs above 25, neither of the above aims can be fully accomplished. The present unit of 45 precludes composition.
- C6 NCTE states as follows: "The National Council of Teachers of English recommends that 'no more than 20 students should be permitted in any writing class.'"
- C7 Liberal Studies requirement for all students.

Attachments to Part II, A. of the Liberal Studies Form.

(Please see "Course Objectives" of the attached syllabi)

To a certain extent (depending on what literature a particular section of the courses focuses upon) EN 103 can respond to most of the states goals in Part II of the Liberal Studies Form, with the possible exception of numerical & computing skills. Reading critically, as well as writing about literature, must for instance, increase literacy and involve synthesis, inquiry, and abstract logical thinking, while a concern with values is the very stuff of literature. To the extent that EN 103 is required to have a historical spread, the study of literature will increase historical consciousness, and additionally, since literature is an art, any consideration of how it functions must involve aesthetic modes of thinking. Finally, while instructors rarely assign research papers in EN 103, some of the writing in some of the sections may require a certain amount of library research.

Although we have not checked "Scientific inquiry" as one of the goals of the course, it may happen, once again, that certain sections of the course elect to read works by and/or about scientists, as the essays of Lewis Thomas for instance, or the novels of C. P. Snow or Aldous Huxley, thus providing some insight into how such investigation proceeds.

Responses to Part III of the Liberal Studies Form.

- A1 The English department has agreed upon a general syllabus for the course to which all sections must adhere.
- A2 The department has elected a Director of General Studies in English (Professor Ronald Emerick now holds that position) one of whose responsibilities is to maintain general equivalency between sections by ensuring that all instructors follow the guidelines established by the departmental syllabus.
- B. Our general syllabus requires that instructors include literature by women and minorities.
- C. Sample syllabi demonstrate this criterion.
- D. EN 103 differs from EN 210, Introduction to Literary Analysis, which our majors take instead of 103, in both approach and content. The majors course stresses formal literary criticism as a genre of literature in general and views the latter through that lens. Additionally, both the reading and writing required of majors is much more extensive.
- E. A proper and serious study of literature, whose focus is nothing more or less than life, ought to accomplish all of the goals listed here: indeed it would be hard to avoid them. If an instructor worked at it, he/she might be able to dodge "1" and "6" but it wouldn't be easy to do.

## APPENDIX A:

# Guidelines for the Workload of the College English Teacher

In an era of increasing public concern over the writing and reading ability of college students, it is especially important that the workload of English faculty members be reasonable enough to guarantee that every student receive the time and attention needed for genuine improvement. Faculty members must be given adequate time to fulfill their responsibility to their students, their departments, their institutions, their profession, the larger community, and to themselves. Without that time, they cannot teach effectively. Unless English teachers are given reasonable loads, students cannot make the progress the public demands.

Economic pressures and budgetary restrictions may tempt administrations to increase teaching loads. With this conflict in mind, the College Section of the National Council of Teachers of English endorses the following standards:

1. *English faculty members should never be assigned more than 12 hours a week of classroom teaching.* In fact, the teaching load should be less, to provide adequate time for reading and responding to students' writing; for holding individual conferences; for preparing to teach classes; and for research and professional growth.
2. *No more than 20 students should be permitted in any writing class.* Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement.
3. *Remedial or developmental sections should be limited to a maximum of 15 students.* It is essential to provide these students extra teaching if they are to acquire the reading and writing skills they need in college.
4. *No English faculty member should teach more than 60 writing students a term: if the students are developmental, the maximum should be 45.*
5. *No more than 25 students should be permitted in discussion courses in literature or language.* Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing. If lecture classes must be offered, teachers should be given adjusted time or assistance to hold conferences and respond to students' writing.

6. *Any faculty members assigned to reading or writing laboratories or to skills centers should have that assignment counted as part of the teaching load.* Identifying and addressing the individual needs of students is a demanding form of teaching.
7. *No full-time faculty member's load should be composed exclusively of sections of a single course.* (An exception might occur when a specific teacher, for professional reasons such as research or intensive experimentation, specifically requests such an assignment.) Even in colleges where the English program consists mainly of composition, course assignments should be varied. Repeating identical material for the third or fourth time the same day or semester after semester is unlikely to be either creative or responsive.
8. *No English faculty member should be required to prepare more than three different courses during a single term.* Even if the faculty member has taught the same course in previous years, the material must be reexamined in the context of current scholarship and the presentation adapted to the needs of each class.
9. *The time and responsibility required for administrative, professional, scholarly, and institutional activities should be considered in determining teaching loads and schedules for English faculty members.* These responsibilities cover a broad range, such as directing independent study, theses, and dissertations; advising students on academic programs; supervising student publications; developing new courses and materials; serving on college or departmental committees; publishing scholarly and creative work; refereeing and editing professional manuscripts and journals; or holding office in professional organizations.

The following list is an introduction to the richness and complexity of issues in the teaching of English.

### Selected Bibliography

- Beach, Richard, and Linda S. Bridwell, eds. *New Directions in Composition Research*. New York: Guilford, 1984.
- Cooper, Charles, ed. *Researching Responses to Literature and the Teaching of Literature*. Norwood, N.J.: Ablex, 1985.
- Cooper, Charles R., and Lee Odell, eds. *Evaluating Writing: Describing, Measuring, Judging*. Urbana, Ill.: NCTE, 1977.
- , eds. *Research on Composing: Points of Departure*. Urbana, Ill.: NCTE, 1978.
- Faigley, Lester, Roger D. Cherry, David A. Jolliffe, and Anna M. Skinner, eds. *Assessing Writers' Knowledge and Processes of Composing*. Norwood, N.J.: Ablex, 1985.
- Hairston, Maxine. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." *College Composition and Communication* 33 (1982): 76-88.
- Harris, Muriel, ed. *Tutoring Writing: A Sourcebook for Writing Labs*. Glenview, Ill.: Scott, Foresman, 1982.
- , ed. *Teaching One-to-One: The Writing Conference*. Urbana, Ill.: NCTE, 1986.
- Hillocks, George, Jr. *Research on Written Composition*. Urbana, Ill.: NCTE, 1986.

- Lindemann, Erika, ed. *Longman Bibliography of Composition and Rhetoric*. New York: Longman, 1987.
- McClelland, Ben W., and Timothy R. Donovan, eds. *Perspectives on Research and Scholarship in Composition*. New York: MLA, 1985.
- Moran, Michael G., and Ronald F. Lunsford. *Research in Composition and Rhetoric*. Westport, Conn.: Greenwood Press, 1984.
- Mosenthal, Peter, and Lynne Tamor, eds. *Research on Writing: Principles and Methods*. New York: Longman, 1983.
- Shaughnessy, Mina. *Errors and Expectations*. New York: Oxford, 1977.
- Tate, Gary, ed. *Teaching Composition: Twelve Bibliographic Essays*. Fort Worth: Texas Christian University Press, 1987.
- Troyka, Lynn Q. "Perspectives on Legacies and Literacy in the 1980s." *College Composition and Communication* 33 (1982): 252-62.
- Walvoord, Barbara E. Fassler. *Helping Students Write Well: A Guide for Teachers in All Disciplines*. 2nd ed. New York: MLA, 1982.
- White, Edward M. *Teaching and Assessing Writing*. San Francisco: Jossey-Bass, 1985.
- Witte, Stephen, and Lester Faigley. *Evaluating College Writing Programs*. Carbondale: Southern Illinois University Press, 1983.

College Section, NCTE, 1987

Lynn Quitman Troyka, Chair  
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in CE 49 (Sept. 1987), unpaginated.



Catalog Description

English 103 Introduction to Literature

3 credits

Prerequisite: English 101

Introduces students to literature of various periods through a careful analysis of poetry, fiction, and drama. Includes literature of various time periods, nationalities, and minorities.

Part III. Timetable

The new course EN 103 will replace the present EN 201 for the fall term 1989-90 for all students who have not taken the former.

Part IV. Description of Curriculum Change.

- A.
1. EN 103 Introduction to Literature -- 3 credits
  2. Prerequisite: EN 101
  3. Catalog description: Introduces students to literature of various periods through a careful analysis of poetry, fiction, and drama. Includes literature of various time periods, nationalities, and minorities.
- B. Course Syllabus. Since the various sections of EN 103 may adapt varying approaches and different readings in order to fulfill the Liberal Studies "Criteria for Courses in Literature," we have included here two sample syllabi for the course. The latter cannot, of course, indicate the full range of possibilities for LS 103, which is great, but they should suffice to give some idea of what can be done with the course. The amount the students write will largely be determined by class size, although the department has traditionally demanded from each student about 3600 words in a combination of formal papers, journals, and essay exams. (Please see C5).

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 103 Introduction to Literature

Prerequisite: EN 101

II. COURSE OBJECTIVES

1. To help students understand the ways that literature expands their awareness of themselves and of their relations to the world around them.
2. To help students read, interpret, and respond individually to imaginative literature more thoughtfully and meaningfully through an examination of the formal elements of literature.
3. To familiarize students with the literature of various periods, nationalities, and minorities.
4. To introduce students to the three major genres: fiction, poetry, drama.
5. To help students express their thinking about literature through class discussion, journal entries, and examinations.

III. REQUIRED TEXT

Abcarian, Richard, and Marvin Klotz. Literature: The Human Experience. 4th ed. New York: St. Martin's, 1986.

IV. EVALUATION

1. Unannounced weekly quizzes on assigned reading (cumulative scores will be curved, no make-ups) 25%
2. Mid-term exam (short answer and essay) 25%
3. Final exam (short answer and essay) 25%
4. Weekly journal entries responding to at least one reading each week (300-500 words) 25%
5. Attendance and class participation will resolve borderline grade disputes.

V. COURSE OUTLINE

Weeks 1,2,3 Innocence and Experience

Sophocles, Oedipus Rex; Hawthorne, "My Kinsman, Major Molineux"; Conrad, "The Secret Sharer"; Crane, "The Bride Comes to Yellow Sky"; Joyce, "Araby"; O'Connor, "Good Country People"; Bambara, "The Lesson"; poetry of Blake, Browning, Yeats, McGinley, and Sexton; Williams, The Glass Menagerie

Weeks 4,5,6,7 Conformity and Rebellion

Sophocles, Antigone; Melville, "Bartleby the Scrivener"; Kafka, "A Hunger Artist"; Wright, "The Man Who Lived Underground"; Jackson, "The Lottery"; Barthelme, "The Sandman"; Walker, "Everyday Use"; poetry of Dickinson, Robinson, Hughes, Cummings, Brooks, Giovanni, and Swenson; Ibsen, A Doll's House

Mid-term exam

Weeks 8,9,10 Love and Hate

Moliere, The Misanthrope; Lawrence, "The Horse Dealer's Daughter"; Toomer, "Theater"; Faulkner, "Dry September"; Moravia, "The Chase"; Lessing, "To Room Nineteen"; Mason, "Shiloh"; poetry by Shakespeare, Marvell, Hopkins, Millay, and Plath; Strindberg, The Stronger

Weeks 11,12,13,14 The Presence of Death

Bergman, The Seventh Seal; Tolstoy, "The Death of Ivan Ilych"; Bierce, "Occurrence at Owl Creek Bridge"; Porter, "The Jilting of Granny Weatherall"; Bontemps, "A Summer Tragedy"; Malamud, "Idiots First"; Mishima, "Patriotism"; poetry of Donne, Gray, Keats, Dickinson, Robinson, Frost, Jarrell, and Gordon; Allen Death Knocks

Final exam

COURSE SYLLABUS

I. CATALOG DESCRIPTION

LS 103

3 credits  
3 class hours

Prerequisite: EN 101

Focuses on the major genres as represented by significant works from different historical periods and various points of view. Includes literature by both men and women, and by diverse nationalities and minority groups. Designed to promote thoughtful reading and articulate response both through discussion and writing.

II. COURSE OBJECTIVES

1. To increase students' appreciation of literature per se and to encourage them to read further on their own.
2. To help students to develop a wider social, ethical, and historical frame of reference, in which to understand themselves as well as specific literary texts.
3. To increase students' capacity to reflect on the implications of literary texts and to articulate their responses both in discussion and writing.

III. COURSE OUTLINE

A. Fiction (six weeks/18 class hours)

1. Traditional or classic short fiction (one week/3 class hours)

Well known short stories including translated works by 19th century Europeans (e.g. Tolstoy, Flaubert or Maupassant), as well as titles from 19th century American literature (e.g. Melville or Hawthorne).

2. Contemporary short fiction (one week/3 class hours)

Recent works including fiction by women and minorities (e.g. Alice Walker, Margaret Atwood, Garcia Marquez).

3. The novel (four weeks/12 class hours)

At least two novels or more, depending on length, one either from 18th or 19th century, another from 20th century (e.g. novels by Fielding, Dostoyevsky or Charlotte Bronte), another from 20th century (e.g. Muriel Spark, Doris Lessing, Heinrich Boll)

B. Drama (four weeks/12 class hours)

1. Classical, neo-classical and/or traditional drama (two weeks/6 class hours)

Plays selected from the work of dramatists such as Sophocles, Euripedes, Shakespeare. Calderon de la Barca, Moliere, Goethe.

2. Modern and contemporary drama (two weeks/6 class hours)

Plays selected from the work of dramatists such as Ibsen, Shaw Pinter, Garcia Lorca, Tom Stoppard, Sam Shepard, Beth Henley, Samuel Beckett.

- C. Poetry (three weeks/9 class hours)

Selected poems from a relatively wide range including poetry from the 18th century or earlier, as well as the work of contemporary poets.

#### IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% Regular announced quizzes on reading and discussion. A small percentage of such grades will be dropped at the end of the semester to compensate for unavoidable absences as well as give students some chance to recover if they fall behind.

OR

Group activities and/or projects.

- 20% Midterm fiction exam, either all essay or a combination of short answer and essay.

- 20% Final essay exam synthesizing the semester's work.

OR

Combination short answer and essay final exam.

- 20% Short paper comparing two or more poems, or two or more plays, related by a common idea or theme.

- 20% Short paper analyzing some aspect of a novel, or of two or more works of short fiction.

#### V. REQUIRED TEXTS

See the attached list.

#### VI. SPECIAL RESOURCE REQUIREMENTS

#### VII. BIBLIOGRAPHY

LS 301

Required texts:

Various anthologies which introduce students to fiction, poetry, and drama are available. These anthologies may be supplemented with one or two paperback novels.

Among the suitable anthologies are the following:

Abcarian, Richard, and Marvin Klotz. Literature: The Human Experience. 4th ed. New York: St. Martin's, 1987.

Bain, Carl E., Jerome Beaty, and I. Paul Hunter. The Norton Introduction to Literature. 4th ed. New York: W. W. Norton, 1986. There is also a shorter fourth edition of the book.

Frye, Northrop, and others. The Practical Imagination. Rev. ed. Philadelphia: Harper & Row, 1987.

Heffernan, William A., Mark Johnston, and Frank Hodgins. Literature: Art and Artifact. San Diego and others: Harcourt Brace Jovanovich, 1987.

Hunt, Douglas. The Riverside Anthology of Literature. Boston: Houghton Mifflin, 1988.

Lecker, Robert, Jack David, and Peter O'Brien. Introduction to Literature. Philadelphia and others. Harper & Row, 1987.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

**If so, which General Education course(s)?** EN 201



**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	✓ _____	_____
2. Literacy--writing, reading, speaking, listening	✓ _____	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	✓ _____
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	✓ _____	_____
7. Aesthetic mode of thinking	✓ _____	_____
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	_____	✓ _____
<b>C. Understanding the Physical Nature of Human Beings</b>	_____	✓ _____
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	_____	✓ _____
2. Use of computing technology	_____	_____

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A.** If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B.** Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C.** Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

- D.** If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.