

ENGL/FNLG 121 Humanities Literature-CrsRvs-2017-10-30

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Foreign Languages 121 Humanities Literature-CrsRvs-2017-10-30

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- **If DUAL LISTED list BOTH courses in the page title**

Second Step: Click “**SAVE**” on bottom right

- **DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS**
- **Please be sure to remove the Brackets while renaming the page**

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	English/Foreign Languages	Contact Phone*	724-357-2267

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

catalog_desc_change

Category B:

course_revision
liberal-studies

*** Teacher Education: Please complete the Teacher**

Education section of this form (below)

*** Liberal Studies: Please complete the Liberal Studies**

section of this form (below)

*** Distance Education: Please complete the Distance**

Education section of this form (below)

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:*	The course objectives are being revised in response to 1) a faculty survey indicating that the language in the objectives should be clearer, more concise, and more student-centered 2) our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.
(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course objectives are being revised in response to 1) a faculty survey indicating that the language in the objectives should be clearer, more concise, and more student-centered 2) our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.</p>
(C) Implications of the change on the program, other programs and the Students:*	We expect positive effects on students, faculty, and the department as a result of these changes. In our revisions, we have emphasized the application of close reading. It is imperative that students have this skill when they leave this course; therefore, this skill needs to be explicitly mentioned in both the course description and objectives. We have eliminated the requirement that texts be chosen from multiple genres and historical periods. By eliminating these requirements, we hope to facilitate text selection that provides students with better opportunities for educationally and experientially rich encounters with significant literary texts. We have emphasized building connections to and from texts and the opportunity for critical inquiry that literature can provide.

Current Course Information*	
Category A	
(D) Current Prefix*	ENGL/FNLG
Proposed Prefix	
(E) Current Number*	121
Proposed Number	
(F) Current Course Title*	Humanities Literature
Proposed Course Title	
(G) Prerequisite(s)	ENGL101
Proposed Prerequisite(s)	
(H) Current Catalog Description	<p>ENGL 121: Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p> <p>FNLG 121: Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as ENGL 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p>

<p>Proposed Catalog Description</p>	<p>ENGL 121: An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students will investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from underrepresented communities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p> <p>FNLG 121: An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students will investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from underrepresented communities. Also offered as ENGL 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p>
<p><i>If changing Category A, no further action required.</i></p>	
<p>Category B (if no change, leave blank)</p>	
<p>(I) Repeatable Course</p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p>Proposed Repeatable Course</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Number of Credits</p>	<p>Class Hours per week:</p> <p>Lab Hours:</p> <p>Credits:</p>
<p>Proposed Number of Credits</p>	<p>Class Hours:Lab Hours:Credits:</p>
<p>(K) Current Course Student</p> <p>Learning Outcomes (SLOs)</p>	<p>Understand aesthetic and imaginative facets of human experience by being able to:</p> <ul style="list-style-type: none"> • discuss the purposes and functions of literature within society • recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities • appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations <p>Demonstrate critical and reflective thinking skills by being able to:</p> <ul style="list-style-type: none"> • articulate and effectively communicate how a text has become meaningful • formulate questions appropriate to the understanding of literary texts • develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches • understand literature as a reflection of or challenge to the culture and time in which it was produced

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Over the course of the semester, students will encounter significant literary texts, including those by women and people from underrepresented communities, to learn how to:

SLO #	Outcome	How outcome is assessed
1	apply methods of close reading to texts to investigate and analyze how literary meaning is constructed	In-class participation questions or online discussion posts, reading responses, or semester-long writing projects in which students are asked to analyze readings will measure how students apply close reading methods.
2	build connections between literary texts and personal, social, historical, and other contexts	In-class or online quizzes, in-class participation questions measured through free-writing or peer-evaluation, or essay exams in which students are asked to connect readings to other contexts will measure how students understand and build those connections.
3	recognize and explore the opportunities that literature provides for critical inquiry into values	Online or in-class discussion, reading responses, or semester-long writing projects in which students are asked to recognize, explore, and critique texts from various perspectives will measure student inquiry into various kinds of value systems depicted in literature.

(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Unit One: What is Humanities Literature?
Review Syllabus
Post to Introduction Discussion Topic
Read all links in Humanities Readings Folder (3 PDFs and one web link)
Submit Reading Response: Humanities
Discussions: "What is Humanities Literature"
Unit Two: Fiction
Read Introduction, Section 1 ("Reading Fiction"), Reading Response: The Canon
Critical Thinking Response : Close Reading
Read Section 2 ("Plot"), Section 3 ("Character")
Discussion Post "Fiction Thread"
Critical Thinking Response: Plot and Character
Read Section 4 ("Setting"), Section 5 ("Point of View")
Critical Thinking Response: Spark, Updike, and Updike
Section 6 ("Symbolism"), Section 7 ("Theme")
Reading Response: Setting
Section 8 ("Style, Tone, and Irony")
Critical Thinking Response: Carver, Minot, Moody
Reading Response: Symbolism
Discussion Response "Fiction Thread"
Read Section 11 ("Stories for Further Reading")
Reading Response: Favorite Stories
Unit Three: Poetry
Read Section 12 ("Reading Poetry")
Reading Response: Reading Poetry
Critical Thinking Response: Cummings, Collins, Oliver
Read Section 13 ("Word Choice, Word Order, and Tone")
Discussion Post "Poetry Thread"
Critical Thinking Response: Inez, Machan, Olds
Read Section 14 ("Images") and 15 ("Figures of Speech")
Reading Response: Poetry Should Ride the Bus
Critical Thinking Response: Whitman, Keats, Williams
Read Section 17 ("Sounds")
Critical Thinking Response: Hudgins, Wakefield

Read Section 19 (Poetic Forms) and 20 (Open Form)
Discussion Response Poetry Thread
Critical Thinking Response: Poetic Forms
Reading Response: Reading Poetry Redux
Unit Four: Drama/Film
Read Section 24 (Reading Drama)
Reading Response: Live TV
Critical Thinking Response: Ackerman, David
Read in Section 28 Naked Lunch and The Blizzard
Discussion Thread - Drama
Critical Thinking Response: Naked Lunch and The Blizzard
Read Doubt: A Parable
Critical Thinking Response: Doubt
Watch Doubt (the 2008 film, directed by Shanley)
Discussion Response - Drama
Reading Response: Doubt
Read The Playwright as Translator of Himself
Critical Thinking Response: Doubt in Translation
Unit Five: Independent Book Project
Work on Independent Reading Project
Book Project Brainstorming
Discussion: Independent Reading Project
Book Project Rough Draft Peer Review
Discussion: Independent Reading Response
Independent Reading Project Presentations

(N) Brief Course Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

UNIT 1 CLOSE-READING

Key concepts: Close-reading, course goals and policies

Close-reading haiku

Key concepts: Literary form, genre, haiku

Close-reading movies

Key concepts: Mise-en-scène, editing, film stock, camera angle.

UNIT 2 BUILDING CONNECTIONS TO HISTORY

Allegorizing history

Key concepts: History, historiography, allegory

Dramatizing history

Key concepts: Crisis, resolution, theatre, performance

Playing history

Key concepts: Game, mechanics, interactivity, types of spatial storytelling

UNIT 3 EXPLORING VALUES

Literature as philosophical form

Key concepts: Value, wabi, sabi

The politics of style

UNIT 4 THE VALUES OF MEDIUM

Public Text

Key concepts: Medium, public art, conceptual art, graffiti

Comics versus literature

UNIT 5: THE VALUE OF AMBIGUITY

Assembling the story, recognizing ourselves

Key concepts: Ambiguity, interface

Dramatizing trauma

Key concepts: Trauma

UNIT 6: THE VALUE OF LITERATURE

The significance of literature for life

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p><i>NOTE: you must check this box if the Course has previously been approved for Distance Education</i></p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	

Type of Proposal	See CBA, Art. 42.D.1 for Definition
Brief Course Outline	<p>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</p> <p>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</p> <p>direct faculty instruction, there should be a minimum of two hours of out of class student work.</p>

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)

Learning Skills:	
Knowledge Area:	literature

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

Learning Outcomes

(EUSLOs)

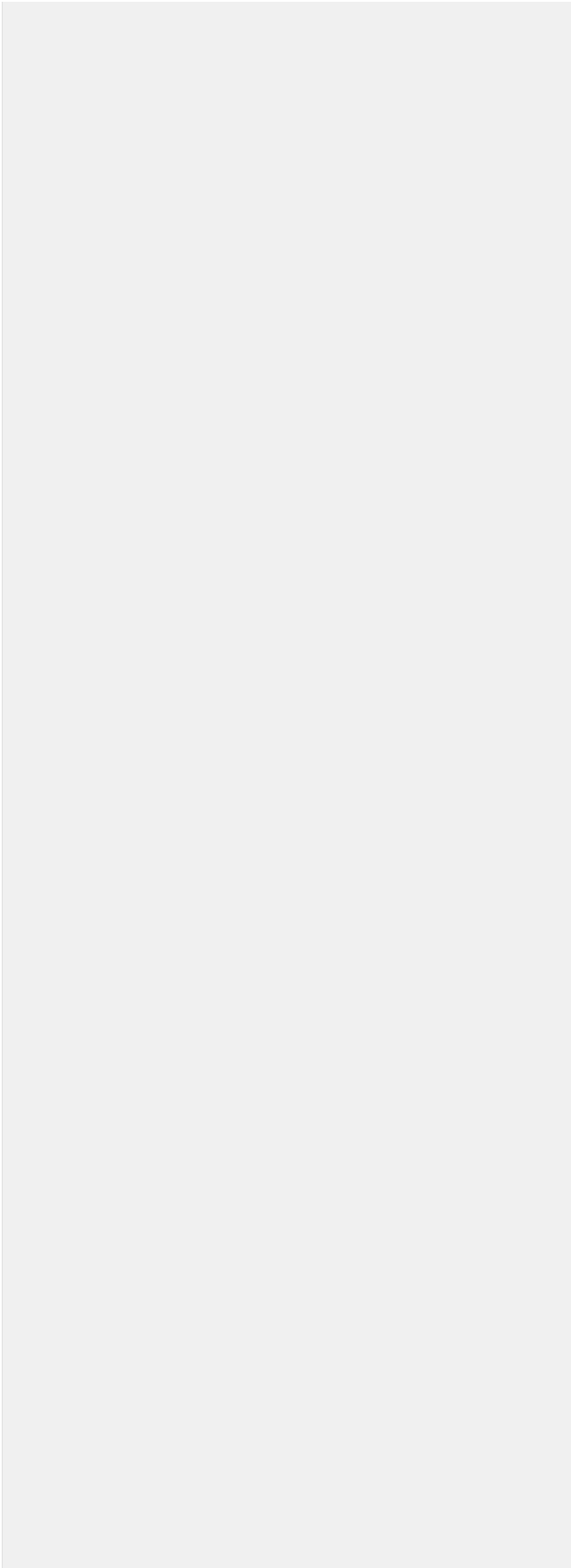
Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number

Map the Course Outcome to the

ESULO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">the ways of modeling the natural, social and technical worlds	
<ul style="list-style-type: none">The aesthetic facets of human experience	1, 2, 3
<ul style="list-style-type: none">the past and present from historical, philosophical and social perspectives	2
<ul style="list-style-type: none">the human imagination, expression and traditions of many cultures	
<ul style="list-style-type: none">the interrelationships within and across cultures & global communities	3
<ul style="list-style-type: none">the interrelationships within and across disciplines	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">effective oral and written communication abilities	



<ul style="list-style-type: none">• ease with textual, visual and electronically-mediated literacies	1
<ul style="list-style-type: none">• problem solving skills using a variety of methods and tools	
<ul style="list-style-type: none">• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
<ul style="list-style-type: none">• the ability to transform information into knowledge and knowledge into judgement and action	
<ul style="list-style-type: none">• the ability to work within complex systems and with diverse groups	
<ul style="list-style-type: none">• critical thinking skills including analysis, application and evaluation	1, 2, 3
<ul style="list-style-type: none">• reflective thinking and the ability to synthesize information and ideas	1, 3
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• intellectual honesty	
<ul style="list-style-type: none">• concern for social justice	
<ul style="list-style-type: none">• civic engagement	

	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	3
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	2, 3

How will each outcome be measured
(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

Course SLO #	Assessment Tool to be used to measure the outcome
1 Apply close reading methods to significant literary works to investigate and analyze how literary meaning is constructed.	In-class participation questions or online discussion posts, reading responses, or semester-long writing projects in which students are asked to analyze readings will measure how students apply close reading methods.
2 . Connect literary works to personal, social, historical, and other contexts.	In-class or online quizzes, in-class participation questions measured through free-writing or peer-evaluation, or essay exams in which students are asked to connect readings to other contexts will measure how students understand and build those connections.
3 Recognize and explore the opportunities that literature provides for critical reflection into values.	Online or in-class discussion, reading responses, or semester-long writing projects in which students are asked to recognize, explore, and critique texts from various perspectives will measure student inquiry into various kinds of value systems depicted in literature.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>The course outcomes are prefaced with the lead-in, "Over the course of the semester, students will encounter significant literary texts, including those by women and people from underrepresented communities." This provides a framework within which the instructor must choose diverse and inclusive texts.</p>
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>As a reading course, by nature the Humanities Literature course provides students with encounters with texts from a wide array of non-textbook readings, which range from traditional literary genres including poetry, fiction, creative prose, and drama to emerging contemporary genres.</p>

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p><i>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</i></p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="805 1339 1446 1388"> <thead> <tr> <th style="text-align: left;">File</th> <th style="text-align: right;">Modified ▲</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table>	File	Modified ▲	No files shared here yet.	
File	Modified ▲				
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				