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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) David Pistole & B. Gail Wilson	Email Address dpistole@iup.edu bgwilson@iup.edu
Proposing Department/Unit Liberal Studies	Phone 357-5715, 357-2612, 357-3210

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☐ Course Revision	☐ Course Number and/or Title Change	☐ Catalog Description Change
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate		
☐ This course is also proposed as a Liberal Studies Course.		☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.		
3. Program Proposals		
☐ New Degree Program	☐ Program Title Change	☒ Other
☐ New Minor Program	☐ New Track	Liberal Studies Criteria for Literature
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee	N/A	Date
Chair(s)		
LIBERAL STUDIES	Def H-Pistole	1/28/10
Department Chair(s)		
College Curriculum Committee Chair	N/A	
College Dean	Def H-Pistole	1/28/10
Director of Liberal Studies *	Def H-Pistole	1/28/10
Director of Honors College *		
Provost *	Seal of the University	2/15/10
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	Gail Schmitt	3/2/10

Received

JAN 28 2010

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Liberal Studies

Explanation of Revisions to Liberal Studies Information Packet

Criteria for Liberal Studies curriculum categories and courses are being added and/or revised to address the revisions made to the Liberal Studies curriculum, the revised Liberal Studies Curriculum Framework and the approved Expected Undergraduate Student Learning Outcomes approved by University Senate and the IUP Council of Trustees.

These criteria will be implemented along with the revised Liberal Studies curriculum framework in Fall 2011 for incoming first year students. Students enrolled at IUP prior to Fall 2011 will be transitioned out of the current program and curriculum exceptions will be made as needed to accommodate those students.

The criteria outlined in this document were developed in large part by subcommittees of university personnel who wrote guidelines for each category and were then later reviewed by departments and interested individuals. At the start of the fall 2009 semester, these criteria were posted on the Liberal Studies web site and open to campus-wide feedback. The Liberal Studies Committee has considered all the comments received and has completed a final edit of these criteria.

Included in this curriculum proposal are the criteria for Literature as approved by the Liberal Studies Committee. Evidence of solicitation of letters from affected department and those letters received are attached.

Literature

Students are required to complete three (3) credits from an approved menu of literature course options. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 35 students to allow an appropriate level of group-work and class interaction.

Literature Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Literature requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas
- ease with textual, visual and/or electronically-mediated literacies

As *Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Literature Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form
- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Individuals or departments proposing courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction
- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

Understand aesthetic and imaginative facets of human experience by being able to:

- 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

Demonstrate critical and reflective thinking skills by being able to:

- 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

Association of Departments of English. (Winter-Spring 2009). "*ADE Guidelines for Class Size and Workload for College and University Teachers of English*," Retrieved November 9, 2009 from www.ade.org/bulletin/frames_browse.htm

National Council of Teachers of English. (1999). "*NCTE Position on Class Size and Teacher Workload, Kindergarten to College*." Retrieved November 9, 2009 from: <http://www.ncte.org/about/policy/guidelines/107620.htm>

Subject: Fwd: LS Criteria for Literature
From: "Susan E Welsh" <sbwelsh@iup.edu>
Date: Sun, 06 Dec 2009 17:22:54 -0500
To: bgwilson@iup.edu

Dear Gail,

I have reviewed and shared with my department's chair the Liberal Studies Criteria for Literature. The Criteria are ready to forward to the UWUCC.

Best,

Dr. Susan Welsh
English Department
Director, Liberal Studies English courses
109C Leonard Hall
724-357-2261
sbwelsh@iup.edu

November 7, 2009

Dear Members of the Liberal Studies Committee:

We, members of the Department of Spanish, have compared the section on literature in the August 2009 draft of the Liberal Studies Criteria Document to the section on literature issued in November 2009. We note that the latest version of the section on literature has the following improvements.

1. The heading to the section includes a statement about recommended enrollment limits of 35, citing the National Council on Teachers of English, and the Association of Departments of English.
2. There is now a clear statement that the course content must enable students to achieve certain Expected Undergraduate Student Learning Outcomes, and that the course may identify additional objectives from the list of learning outcomes. (This statement addresses a question raised in the Spanish Department's Feedback, about how many secondary objectives had to be included.)
3. There is a new section of learning outcomes related to critical and reflective thinking skills (at the end of the literature section).

We also note that the November version of the literature document has these two changes, and we have some comments about those.

1. A required learning outcome has been added: "As Empowered Learners, students will demonstrate... ease with textual, visual, and/or electronically-mediated literacies". Our question is: how will students be expected to "demonstrate ease"?
2. The phrase "a focus on western or global literatures, or a mix of both" has been changed to "focus on literatures from around the world (western, global, or a mix of both)". This change does attempt to address a concern about the terms "western" and "non-western", expressed in the Spanish Department's feedback.

However, our concern is that setting the term “western” apart from “global” implies some redundancy and cultural hegemony. In other words, does not “global” literature include “western” literature?

The November 2009 version of the section on literature DOES NOT address this question raised by the Spanish Department’s feedback about the original literature section:

“As is stated in one of the required primary objectives for Responsible Learners, in what ways can students in literature courses measurably “demonstrate an understanding of themselves and a respect for the identities, histories, and cultures of others”?”

Although the Liberal Studies Criteria document is likely meant to stipulate learning outcomes rather than to explain how those outcomes can be measured, it is still of some concern that this particular outcome of “understanding and respect” may not be easily quantifiable. We feel that learning outcomes should lead directly to some kind of evaluation. One might imagine that in order to have students achieve this outcome, an instructor would have to direct students to say in what way or how much the course helped them to “understand themselves and respect ...others”. What if a student could not express such understanding or chose not to espouse this value of respect? It seems to me that, as is, this learning outcome is nebulously worded and somewhat morally demanding.

Could this particular outcome better be expressed in terms of demonstrating an ability to compare and contrast (salient aspects of) identities, histories, and cultures, and to evaluate the strengths and challenges of those identities, histories, and cultures? Such a learning outcome would then engage certain cognitive skills and leave it to students to set up the criteria on which they might evaluate literary texts and the societies from which they come. Furthermore, such a learning outcome would not expect students to demonstrate respect for identities, histories, and cultures without having evaluated them first.

Thank you very much for your consideration of our concerns.

Sincerely,

Marveta Ryan-Sams and Frank Brooks
(representatives of the Department of Spanish who prepared this feedback)

From: "B. Gail Wilson" <bgwilson@iup.edu>
Subject: LS Criteria for Literature
Date: Fri, 15 Jan 2010 13:25:55 -0500
To: Marveta Ryan-Sams <mmryan@iup.edu>
Cc: David Pistole <dpistole@iup.edu>

Marveta

I have asked Sue Welsh to help address your questions regarding the LS criteria for Literature. Attached are her responses to your questions and a document with some revised language in the Literature section. Also, I have included what the committee is proposing as introductory language to the Liberal Studies handbook that will permit proposers to address the Expected Undergraduate Student Learning Outcomes in a way that is appropriate to the course or discipline in question. We will be forwarding the revised criteria to the UWUCC on January 26. To include your comments, we will need to have your response by January 25.

Thanks... Gail



Open File

Attachment: Response to Literature.doc (48K)



Open File

Attachment: Literature.doc (61K)



Open File

Attachment: Introduction to Liberal Studies.doc (31K)



Open File

Attachment: Response to Literature 2.doc (41K)

(No further response was received following this email)