Request for Courses in the Core Curriculum

Originating Department or College: <u>Human</u>	ities
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Course Number and Title: _ENGL 2322: British Literature Through Neoclassicism_____

Please attach syllabus as a separate document. (If this is a new or substantially changed course, it will require University Curriculum Committee approval.)

List the student learning outcomes for the course (i.e., statements of what students will know and/or be able to do as a result of taking this course and include the Core-Curriculum Learning Objectives (CCLOs) addressed. See example below.

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

- 1. write reflectively about texts or ideas, connecting choices, actions, and consequences to ethical decision making;
- 2. know and apply several invention, drafting, revision, and editing strategies;
- 3. evaluate, thereby identify, appropriate sources;
- 4. incorporate appropriate sources effectively and ethically into their own texts;
- 5. compose texts that effectively employ the features of a given genre;
- 6. work collaboratively with others on team-oriented writing projects; and
- 7. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical and visual style, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research.)

Core-Curriculum Learning Objectives (CCLOs):

1. <u>Critical Thinking Skills</u>: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 3, 4, 5, 7)

2. Communication Skills: includes effective written, oral, and visual communication. (SLOs #1, 2, 3, 4, 5, 6, 7)

3. <u>Teamwork</u>: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #6)

4. <u>Personal Responsibility</u>: incudes the ability to connect choices, actions, and consequences to ethical decision making. (SLO #1, 6, 7)

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

- 1. identify major and minor works in the various periods by title and author;
- 2. analyze the cultural, social, and historical aspects of British Literature to 1800;
- 3. perform close readings of the various texts;
- 4. make connections between literary periods, writers, writings, and themes; and
- 5. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style and visual style, correct use of Standard American Academic English (SAAE), and appropriate and ethical use of primary and secondary sources.)

Core Curriculum Learning Objectives (CCLOs):

- 1. <u>Critical Thinking Skills</u>: includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLOs # 1, 2, 3, 4, 5)
- 2. <u>Communication Skills</u>: includes effective development, interpretation and expression of ideas through written, oral and visual communication. (SLOs # 2, 3, 5)

- 3. <u>Personal Responsibility</u>: includes the ability to connect choices, actions and consequences to ethical decisionmaking. (SLOs # 2, 4, 5)
- 4. <u>Social Responsibility</u>: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs # 1, 2, 4, 5)

Component Area for which the course is being proposed (check one):

CommunicationAmerican HistoryMathematicsGovernment/Political ScienceLanguage, Philosophy, & CultureSocial & Behavioral ScienceCreative ArtsComponent Area OptionLife & Physical SciencesComponent Area Option

Competency areas addressed by the course (refer to the appended chart for competencies that are required and

- optional in each component area): X Critical Thinking
 - **X** Communication Skills
 - **X** Written Communication
 - X Oral Communication
 - X Visual Communication
 - ____ Empirical & Quantitative Skills

___ Teamwork

- X_ Personal Responsibility
- X_Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assignments in your course must include evaluation of the relevant core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

ENGL 2322 has a number of opportunities for students to demonstrate their critical thinking skills. Students will be assigned three (3) essays that will ask them to analyze literary texts from cultural, social, and historical perspectives, and these assignments will include analysis of artwork or analysis of a performance (e.g., movie adaptation of some literary work). Student artifacts, especially the final essay assigned in the course, will be assessed using a rubric designed for WIN courses in English. The rubric domains of focus, organization/development, and research include the critical thinking aspects of "creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information." For assessment purposes, instructors will submit these rubric scores for core-curriculum assessment, or student essays can be assessed by a Core-Curriculum Assessment Committee using a rubric designed specifically for "critical thinking."

Communication Skills:

The same assignment submitted for "Critical Thinking" will be submitted for assessment of "Communication Skills" in the area of written and visual communication. The three (3) assigned essays will include students' ability to analyze artwork from a given time period or an analysis of a performance in relation to the original text. For example, students might analyze scenes from the 2007 motion picture *Beowulf* and compare it to the original text. Giving students the opportunity to examine how visual representations are often an altered version of the original allows them to make informed interpretations of their own, which should be grounded in the primary texts. Additionally, because students will be asked to analyze literary periods from cultural, social, and historical perspectives, this creates the opportunity for students to look at how visual artifacts can complement the study of written, literary works.

Student essays, especially the final essay assigned in the course, will be assessed using a rubric designed for WIN courses in English. The rubric domains of focus, organization/development, and research include the communication aspects for written and visual communication skills. For assessment purposes, instructors will submit these rubric scores

for core-curriculum assessment, or student essays can be assessed by a Core-Curriculum Assessment Committee using a rubric designed specifically for "communication skills."

For oral communication, ENGL 2322 students will be asked to work in groups and communicate their ideas about literature, perhaps answering specific questions posed by the instructor or perhaps developing their own set of questions, within a small-group setting. To assess their oral communication skills, students assess their peers using a peer-to-peer rubric for assessment. The results of this assessment will then be submitted for evaluation by the Core-Curriculum Assessment Committee.

Empirical & Quantitative Skills: N/A

Teamwork: N/A

Personal Responsibility:

The nature of literary study (particularly in survey courses that cover a lengthy span of time) inevitable allows for the discovery of "how ideas, values, beliefs, and other aspects of culture express and affect human experience" and invites "aesthetic and intellectual creation in order to understand the human condition across cultures" (Core Curriculum 2014 Quick Reference Guide 1). As instructors lead students through a systematic study of literature within and across periods, students will have the opportunity to see how ideas and beliefs shape, and are shaped by, the cultural, historical, and social milieu at the time the texts were generated. Essay topics will be catered to address one or more of these contextual factors. For example:

After the Norman Conquest of 1066, literature began to evolve from the Germanic epic Genre toward the French romance of chivalry genre. Examine the French influence on literature of this period, focusing on Marie de France's Lanval. How does this text show French values? How do these values compare to the Germanic influence on literature?

Mid-term and final exam questions will explicitly ask students to address how the texts they studied "express or affect human experience." For example:

Trace the "codes of conduct" in the British literary tradition to explain what the codes of conduct were and how they represent the social, historical, or cultural shifts in "Englishness."

To assess "personal responsibility" and "students' ability to connect choices, actions, and consequences to ethical decision-making," the final essay assigned, or mid-term/final exam responses, will ask students to consider how literary texts pose ethical issues that characters must resolve. For example:

How do the sixteenth century English explorers represent "otherness" in their travel logs? What ethical issues arise when they construct "others" the way they do?

Essays and select mid-term/final exam responses will be submitted to the Core-Curriculum Assessment Committee for assessment using the designed "Personal Responsibility" rubric.

Social Responsibility:

Literary study also lends itself well to the study of "social responsibility" and the "intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities." Students who successfully complete ENGL 2322 will understand how a nation and its people (i.e., England) struggled with a number of internal and external factors in its rise to power. For example, an exam question, or, alternatively, an essay prompt, will be "How did Queen Elizabeth reinforce the idea of "Englishness" as seen in her "Speech to the Troops at Tilbury" and her poem "On Monsieur's Departure"?" Exam/Essay questions and responses that deal with these very issues will be submitted for assessment to the Core Curriculum Assessment Committee using a rubric designed for "Social Responsibility.

Will the syllabus vary across multiple sections of the course? X Yes No

List the assignments that will be constant across the sections:

The assignments that will be constant across the sections will be three (3) assigned essays, a mid-term, and finalexam. Although all instructors will teach this course using the *Norton Anthology*, the content may vary from section to section because of the individual instructor's predilection for one text over another. For example, some instructors may choose to teach Christopher Marlowe's *Dr. Faustus* rather than William Shakespeare's *King Lear*, or vice versa. This is deemed acceptable in the study of literature because the SLOs remain the same. Moreover, these kinds of variations create flexibility in the curriculum to keep the course fresh from semester to semester as well as reducing the chances of academic dishonesty inherent in maintaining the same content semester after semester, especially with regard to examination questions.

Reviewed and approved by the Core-Curriculum Committee on February 22, 2013.