

Request for Courses in the Core Curriculum

Originating Department or College: Humanities

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Course Number and Title: ENGL 2328: Survey of American Literature from the Civil War to the Present

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 (CLOs) addressed. See example below.

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 American Literature from the Civil War to the present;
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 Objectives (CCOs):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLOs # 1, 2, 3, 4, 5)
2. Communication Skills: includes effective development, interpretation and expression of ideas through written, oral and visual communication. (SLOs # 2, 3, 5)
3. Personal Responsibility: includes the ability to connect choices, actions and consequences to ethical decision-making. (SLOs # 2, 4, 5)
4. Social Responsibility: 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):

- | | |
|---|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political Science |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Oral Communication | |
| <input checked="" type="checkbox"/> Visual Communication | |
| <input type="checkbox"/> Empirical & Quantitative Skills | |

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 2328 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, can 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” can 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 motion picture *The Snows of Kilimanjaro* and compare it to the original text by Hemingway. 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, can 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 2328 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 assessment. The results of this assessment could 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) inevitably 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 could be catered to address one or more of these contextual factors, or mid-term and final exam questions could explicitly ask students to address how

the texts they studied “express or affect human experience.” To assess “personal responsibility,” the final essay assigned, or mid-term/final exam responses, could be submitted to the Core-Curriculum Assessment Committee.

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 2327 will understand how literature reflects the social struggle and moral conflict that individuals and groups in the United States face in their pursue of the “American Dream”. For example, an exam question, or, alternatively, an essay prompt, could be “How does literature reflect the struggle to achieve the American Dream as seen in Arthur Miller’s *Death of a Salesman*?” Exam/Essay questions and responses that deal with these very issues could be submitted for assessment to the Core Curriculum Assessment Committee.

Will the syllabus vary across multiple sections of the course? 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 final-exam. 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 Richard Wright’s “The Man Who Was Almost a Man” rather than Ralph Ellison’s *Invisible Man*, or vice versa, to approach the issue of race in twentieth-century America. This is deemed acceptable in the study of literature because the SLOs remain. 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.