

CIM Report Jan 31, 2020 4:38pm

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AAST 5903			Added
AAST 5913			Added
AGED 5493			Added
AIST 4323			Added
ARED 5003			Added
ARED 5013			Added
ARED 6003			Added
ARED 6013			Added
ARED 6033			Added
ARED 6043			Added
ARED 6053			Added
ARED 6063			Added
ARED 686V			Added
ARED 698V			Added
ARHS 5013			Added
ARTS 5783			Added
ASTR 5083			Added
ENGL 5093			Added
ENGL 5383			Added
ENGL 5453			Added
EXSC 391V			Added
GDES 490VH			Added
GEOS 1113	Proposed Effective Date	Summer 2018	Fall 2020
	Catalog Title	General Geology (ACTS Equivalency = GEOL 1114 Lecture)	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)
	Short Course Title	GENERAL GEOLOGY	PHYSICAL GEOLOGY
	Catalog Description	Survey of geological processes and products, and their relationships to landforms, natural resources, living environments and human beings. Lecture 3 hours per week. GEOS 1111L is recommended as a corequisite.	Survey of geological processes and products, and their relationships to landforms, natural resources, living environments and human beings.

	Justification	Updated typically offered field.	Uploaded General Education submission information.
	Is course a General Education Course?		<p>Second change is changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts.</p> <p>Also made GEOS 1111L the official coreq and not just "recommended" since this follows University/state minimum core policy.</p>
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.4
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. identify the fundamental concept(s) unifying a scientific discipline.</p> <p>b. apply the principles of scientific theory and technique.</p> <p>d. make evidence-based arguments to support conclusions.</p> <p>e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline.</p>

How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

The Physical Geology course (GEOS1113) and associated Physical Geology Laboratory course (GEOS1111L) offer students the opportunity to meet Goal 3 – Learning Outcome 3.4 incorporating the following Learning Indicators:

- a. identify the fundamental concept(s) unifying a scientific discipline
- b. apply the principles of scientific theory and technique
- d. make evidence-based arguments to support conclusions
- e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline

The lecture portion of the course covers all of the fundamentals of physical geology, focusing on the materials that make up the Earth's geosphere and the processes occurring within it. Processes such as the formation of crustal rocks, volcanism, seismic activity, and mountain building are discussed within the context of the theory of Plate Tectonics, which is the overarching theory that guides much of our understanding of the processes occurring within the outer part of the solid Earth. We discuss how the theory of plate tectonics was developed, including detailed discussions of the preceding hypothesis of Continental Drift and the Sea Floor Spreading hypothesis. These discussions cover the fundamental concepts of the scientific method from generating observation-based hypotheses to testing these hypotheses through experimentation and observation. We also cover processes occurring in Earth's atmosphere, hydrosphere, and cryosphere in such topics as streams, groundwater, and glaciers and discuss how these spheres interact with each other through these processes. Geology by its nature is an interdisciplinary science, integrating concepts and principles from the other sciences including physics, chemistry, and biology and many of our discussions in the lecture course involve how these basic principles are applied to real-world issues in our environment, such as how forces acting on materials on a hillslope affect the stability of the slope. In the lab component of the course (GEOS1111L), students work in small groups in "hands-on" activities. These activities include development of a protocol for identification and classification of unknown specimens of rocks and minerals and interpretation of topographic and geologic maps and cross-sections to identify and describe geological features.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The learning indicators are assessed through assignments and exams. 1) In the lecture portion of the course we use an online homework platform (currently Mastering Geology) to provide students with activities for each topic. These assignments frequently use short videos, often including observations from the field or from mapping platforms such as Google Earth to give the students opportunities to see real-world applications of the principles discussed in lecture. 2) In the lecture portion of the course several mid-term exams are given throughout the semester with a final exam given at the end. These exams consist of mostly multiple choice questions that come from all of the topics covered in the course. Many of these questions involve interpreting data given in a figure, such as a temperature/pressure diagram or a geologic map or cross-section. Questions range from broader topics such as the scientific method to more specific ones about a particular process or material. 3) In the lab portion of the course, students must complete weekly assignments in which they apply the basic principles they have learned to identify unknown specimens or to interpret the geological history or features of a given region. These skills are then tested in weekly quizzes and in two mid-term exams. The first exam focuses on identification and description of materials – rocks and minerals, while the second exam focuses on interpretation of figures, maps, and cross-sections.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Corequisite(s)		GEOS 1111L.
	Syllabus		PAAndersonGEOS_1113_Sec_2_Syllabus_Fall_2018.pdf
GEOS 5893		Added	
GEOS 1111M	Proposed Effective Date	Spring 2018	Fall 2020
	Catalog Title	Honors General Geology Laboratory	Honors Physical Geology Laboratory
	Short Course Title	HNRS GENERAL GEOLOGY LAB	HNRS PHYSICAL GEOLOGY LAB
	Justification	Updated typically offered field.	Changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts.
	Title/Description Change Type		Minor (stylistic/editorial) Change
GEOS 1113H	Proposed Effective Date	Summer 2018	Fall 2020
	Catalog Title	Honors General Geology	Honors Physical Geology
	Short Course Title	HNRS GENERAL GEOLOGY	HNRS PHYSICAL GEOLOGY

	Justification	Updated typically offered field.	Changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts.
	Title/Description Change Type		Minor (stylistic/editorial) Change
GNST 4973		Added	
GNST 5443		Added	
HDFS 2413	Proposed Effective Date	Spring 2018	Spring 2020
	Course Delivery Method	On campus	On campus Off campus
	Justification	Human Development and Family Sciences faculty voted to change the prefix for HESC courses to HDFS in order to more clearly identify Human Development and Family Sciences courses. This also brings HDFS in line with both the Apparel Merchandising and Product Development and Human Nutrition and Hospitality Innovation areas, who have also recently adopted unique prefixes. Finally, it helps minimize confusion in degree program undergraduate and graduate catalogs.	To accommodate growing student enrollment and better serve students' needs.
	Additional Notes	To be effective FALL 2017	To be effective Spring 2020.
	Reviewer Comments	watkinsv - Fri, 02 Sep 2016 15:31:53 GMT - Rollback: Rolling back per request of Nancy Simkins agriffin - Tue, 09 May 2017 21:16:42 GMT - Changed effective catalog to Spring 2018. Request did not complete the approval process in time to be effective for fall 2017.	agriffin - Sat, 09 Nov 2019 21:54:34 GMT - Entered General Education curriculum information.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	<p>To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p>		<p>a. articulate the key concepts, principles, and overarching themes to a social science discipline. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.</p>
	<p>How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.</p>		<p>Students learn family relationship concepts and research findings and how relationships develop and evolve over time from friendship to older adulthood, including multilevel ecological influences. They are exposed to multiple relationship theories, as well as theories of family stress, coping, and resilience.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>In-class activities/assignments challenge students to think critically about relational and communication claims, stereotypes, and patterns and to apply this new knowledge into their understanding of their family of origin, current relationships, and future family formation. Growth in these areas is measured via exams and in-class work.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Students learn about interpersonal communication and relationship dynamics from a global context. Through documentaries and peer discussions, they are exposed to multiple world-views about what constitutes 'family,' how families form, and what those relationships are like. When learning about effective interpersonal communication, students are exposed to diverse communication styles and meanings.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>They are able to reflect on these differences through in-class vignettes, case studies, and/or documentaries. Growth in students' diversity awareness and knowledge, as it pertains to romantic and family relationships, is assessed via exam questions.</p>

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</p> <p>b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.</p> <p>e. demonstrate problem-solving and change management skills for achieving social equity.</p>
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Students learn about the historical meaning of 'family' in the U.S., as well as how laws and public perceptions have shifted regarding diverse intimate relationships (e.g., marriage, cohabitation, singlehood, etc.). Through lecture, documentaries, reflections, and guest-speakers, students are exposed to the strengths, challenges, and unique problems individuals, couples, and families face based on gender, race/ethnicity, economic hardship, mental health, and violence. Students also learn about and are provided with specific educational programs, interventions, and resources to address these diverse needs and challenges.</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		<p>Students' knowledge and ability to apply this knowledge to real-world scenarios is assessed via exam and in-class work.</p>
	Off Campus Delivery		Online/Web-based
	Syllabus		HDFS 2413 Syllabus SP19.docx
HIST 2093	Proposed Effective Date	Fall 2019	Fall 2020
	University Core Category	University Core History/Government	University Core Social Science
	Justification	<p>It enriches our core curriculum, particularly through its interdisciplinary approach. Within the gen ed curriculum it may satisfy social science, humanities, and/or intercultural competency learning outcomes. The course will be of interest to students in AGRI and BIOL as well as other departments. History majors can take it as one of their core requirements, but not receive credit in the major for it. The faculty proposing it is working with a Philosophy faculty and an Animal Science faculty, to provide the needed interdisciplinary approach to the theme.</p>	<p>This course takes a global approach to animal history. It was mistakenly designated for US Hist/gov. It ought to be social sciences state core.</p>
	Additional Notes	<p>In the inclusion of this course in the core above, I could mark only one box, and I selected History/Government. But the course should appear in BOTH the History AND the Social Science core listings.</p>	
	Syllabus	Animals in World history syllabus.docx	

	Reviewer Comments		ac087 - Mon, 08 Jul 2019 19:49:34 GMT - changed effective date from fall 2019 to fall 2020, major changes must coincide with catalog publication cycle.
HIST 5553		Inactivated/Deleted	
HIST 5633		Inactivated/Deleted	
HIST 5853		Inactivated/Deleted	
HIST 5863		Inactivated/Deleted	
HIST 5903		Inactivated/Deleted	
HIST 5913		Inactivated/Deleted	
HIST 5923		Inactivated/Deleted	
HIST 5933		Inactivated/Deleted	
HIST 5953		Inactivated/Deleted	
HUMN 5083		Added	
INST 2813		Added	
ISYS 593V	allcodes	ISYS 5933	ISYS 593V
	Proposed Effective Date	Fall 2017	Summer 2020
	Course Number	5933	593V
	Credit Hours	3	1
	Can this course be repeated for degree credit?	No	Yes
	Prerequisite(s)	Graduate standing and MIS Director approval.	Department Consent, Graduate standing, and MIS Director approval.
	Justification	Admin update to typically offered and delivery method.	Changing the number of hours to variable is dependent upon the amount of exposure to Global IT/Analytics needed for a particular student (as per advisor). Some students will request 3 hours for a full course credit; while some may need 1 or 2 hours of classwork. Since this course is offered near the end of a student's study and in the summer, this will be much easier to administer.
	Course Code	ISYS 5933	ISYS 593V
	Is course a General Education Course?		No
	Maximum Credit Hours		3
	Total credits allowed		3
	Total completions		3
	Reviewer Comments		ac087 - Thu, 19 Sep 2019 13:25:10 GMT - Rollback: MIS director approval is not enforceable unless we place department consent on the course. Would you like us to place department consent at the catalog level? Also course unlikely to complete approval process by Spring 2020. Earliest implementation if it does not would be Summer 2020. agriffin - Mon, 02 Dec 2019 22:11:07 GMT - It is too late to be approved for spring 2020. Changed effective date to summer 2020.

MUAC 5421	Added		
MUHS 5943	Inactivated/Deleted		
NURS 5553	Inactivated/Deleted		
NURS 5563	Inactivated/Deleted		
NURS 6862	Added		
NURS 6882	Added		
PBHL 391V	Added		
PHED 391V	Added		
PLSC 5823	Added		
PLSC 593V	Inactivated/Deleted		
POSC 1003	allcodes	POSC 1002	POSC 1003
	Proposed Effective Date	Spring 2018	Fall 2020
	Course Number	1002	1003
	Component Type	Lecture	Lecture/Laboratory
	Credit Hours	2	3
	Catalog Title	Introduction to Careers in Poultry Science	Introduction to Poultry Science
	Short Course Title	INTRO TO POULTRY CAREERS	INTRO TO POULTRY SCIENCE
	Catalog Description	To introduce the student to the career opportunities in the poultry science industry.	To introduce the student to the career opportunities in the poultry science industry. Students will be introduced to biological sciences associated with poultry.
	Justification	Admin update to typically offered field.	POSC 1002 and POSC 1012 are combining because the course overlaps mid way through. It will be more feasible for the students to learn the information in one class versus being split over two semesters.
	Course Code	POSC 1002	POSC 1003
	Syllabus		POSC 1003 - Careers in Poultry Science final.docx
	Additional Notes		Syllabus has been revised to include learning outcomes for course.
	Reviewer Comments		ac087 - Fri, 12 Apr 2019 22:19:59 GMT - Rollback: Credit hour changes must coincide with catalog publication cycle. Course will not complete approval process in time for Fall 2019 implementation. First possible effective date is Fall 2020 ljrobert - Thu, 25 Apr 2019 13:10:44 GMT - Rollback: Syllabus needs to include: specific and measurable student learning outcomes and the University requires that the last exam for the course must be given during final exam week.
POSC 1012	Inactivated/Deleted		
PSYC 5173	Added		
RESM 391V	Added		
RUSS 5113	Added		

THTR 5151			Added
THTR 6111			Added
THTR 6121			Added
THTR 6132			Added
THTR 6142			Added
THTR 6323			Added
THTR 6333			Added
THTR 6346			Added
THTR 6351			Added
THTR 6414			Added
THTR 6423			Added
THTR 6432			Added
THTR 6441			Added
THTR 6471			Added
THTR 6513			Added
THTR 6611			Added
THTR 6711			Added
THTR 6721			Added
THTR 6731			Added
THTR 6741			Added
THTR 6811			Added
THTR 6821			Added
THTR 6913			Added
WLIT 1113	Proposed Effective Date	Fall 2017	Fall 2020
	Catalog Title	World Literature I (ACTS Equivalency = ENGL 2113)	World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)
	Short Course Title	WORLD LITERATURE I	WORLD LIT BEGINNINGS - 1650CE
	Justification	Admin update to typically offered and delivery method.	Uploaded General Education submission information. Changed name to signify to students that the courses are not a sequence.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.1

	<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
	<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
	<p>To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)</p>		<p>b. analyze texts and other created artifacts using theories and methods of the discipline. c. produce a reasonable short essay about the material introduced in the course. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.</p>

How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

WLIT I is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from antiquity to the Renaissance. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. Students are taught to analyze literary texts according to preferred methods in the discipline (LI 3.2 b) and write essays on the basis of that analysis (LI 3.2 c). Additionally, the exams and the required argumentative essay derived from research in archival sources ask students to synthesize information, actively making connections across the various phenomena informing the lived experience captured in the production and ideational constructs of the literary works considered (LI 3.2 e). The following writing assignments are indicative of the means by which the LOs 3.2 and 4.1 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)

writing assignments/essays

To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)

How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

- a. examine and interpret an intercultural experience from both one's own and another's worldview.
- d. identify and analyze significant global challenges and opportunities in the human and natural world.
- e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.

WLIT I is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from antiquity to the Renaissance. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. The very focus of the course is to examine the literary traditions of various cultural groups across distinct historical periods (please see syllabus provided), allowing students to examine their worldview relative to that of other traditions (LI 4.1 a), and in the process recognize and actively critique the social experiences that inform those traditions (LI 4.1 d). Finally, in-class discussions and exams questions prompt students to identify and analyze salient themes that speak to the interrelationships among multiple global cultures (LI 4.1 e.). The following writing assignments are indicative of the means by which the LOs 3.2 and 4.1 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		writing assignments/essays
	Syllabus		WLIT_1113_World_Literature_I_general_syllabus.pdf
	Reviewer Comments		arpope - Fri, 20 Sep 2019 19:09:40 GMT - Please note I have a typo. It should be CE not BCE. ac087 - Thu, 03 Oct 2019 17:56:37 GMT - corrected typo agriffin - Fri, 04 Oct 2019 19:33:30 GMT - Rollback: Please work with department faculty to have the learning outcomes expressed in the syllabus to be more closely aligned with the outcomes identified with the General Education curriculum.
WLIT 1123	Proposed Effective Date	Fall 2017	Fall 2020
	Catalog Title	World Literature II (ACTS Equivalency = ENGL 2123)	World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)
	Short Course Title	WORLD LITERATURE II	WORLD LIT 1650CE TO PRESENT
	Justification	Admin update to typically offered and delivery method.	Uploaded General Education submission information. Updated name to signify this is not a sequence.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		b. analyze texts and other created artifacts using theories and methods of the discipline. c. produce a reasonable short essay about the material introduced in the course. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.

How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

WLIT II is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from the Enlightenment to contemporary times. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. Students are taught to analyze literary texts according to preferred methods in the discipline (LI 3.2 b) and write essays on the basis of that analysis (LI 3.2 c). Additionally, the exams and the required argumentative essay derived from research in archival sources ask students to synthesize information, actively making connections across the various phenomena informing the lived experience captured in the production and ideational constructs of the literary works considered (LI 3.2 e). The following writing assignments are indicative of the means by which the LOs 3.2 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)

essays/writing assignments, exam

To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)

How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

- a. examine and interpret an intercultural experience from both one's own and another's worldview.
- d. identify and analyze significant global challenges and opportunities in the human and natural world.
- e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.

WLIT II is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from the Enlightenment to contemporary times. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. The very focus of the course is to examine the literary traditions of various cultural groups across distinct historical periods (please see syllabus provided), allowing students to examine their worldview relative to that of other traditions (LI 4.1 a), and in the process recognize and actively critique the social experiences that inform those traditions (LI 4.1 d). Finally, in-class discussions and exams questions prompt students to identify and analyze salient themes that speak to the interrelationships among multiple global cultures (LI 4.1 e.). The following writing assignments are indicative of the means by which the LO 4.1 is met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		exams, essays/writing assignments
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		WLIT_1123__World_Literature_II_general_syllabus.pdf
	Reviewer Comments		arpope - Fri, 20 Sep 2019 19:09:59 GMT - Please note I have a typo. It should be CE not BCE.
WLIT 5443		Added	