

**Core Curriculum
Course Proposal Cover Sheet**

Department: **English and Languages**

College: **Liberal and Fine Arts**

Department Head: **Jeanelle Barrett**

Course Prefix & Number: **ENGL 220**

Course Title: **The Backgrounds of Western Literature**

Course Description: A study of major works in translation which provide the foundation for the literary tradition of the modern Western world, emphasizing, but not limited to, the Ancient World, the Middle Ages, and the Renaissance.

Please select the THECB Foundational Component Area for which this course is being submitted. *(Please select only one)*

Language, Philosophy & Culture ([download forms](#))

Checklist:

Course Proposal Cover Sheet

Foundational Component Area Justification Form

Student Learning Outcome Alignment Form

LANGUAGE, PHILOSOPHY and CULTURE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Language, Philosophy and Culture (from THECB Chapter 4: 4.28)

- Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Social Responsibility and Personal Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Rationale for Inclusion in this Category:

Traditionally, a general education core in the university has been the vehicle through which students attain the liberal education that sets holders of the baccalaureate degree apart from individuals whose education was predicated on training for a job or career. **English 250 (Backgrounds of Western Literature)**, like all literature courses Tarleton offers at the sophomore level expands the scope of students' literary reading experience by exposing them to primary literary works by the greatest of creative minds and which are uniquely suited to "the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures." Additionally, and as another integral function in the students' liberal education, the course readings, discussion and assignments increase students' comprehension of literature by "focus[ing] on how ideas, values, beliefs and other aspects as a profound aesthetic expression of the human condition."

In response to lectures concerning the themes, literary devices, and narrative strategies in classical, medieval, and renaissance literature that model appropriate critical approaches to literary analysis,

feedback-based interaction that affords them the opportunity to present their ideas about the literary works in a critically viable manner in class discussions of content of relevant, published critical work related to particular works, themes, and/or literary movements appropriate to the class, ENGL 250 students think creatively, innovate, inquire, and analyze in addition to evaluating and synthesizing information.

ENGL 250 students' communication skills are enhanced and developed through feedback-based interaction that affords them the opportunity to communicate their ideas drawn from lectures concerning the themes, literary devices, and narrative strategies in classical, medieval, and renaissance literature — orally in class discussion and in writing in response to a critical essay and essay exam components that model appropriate argumentation style and content.

As an artistic representation of the human condition, literature has, throughout its history, provided insight into global and cultural conditions and situations. These conditions and situations, contextualized within the themes and strategies evident in classical, medieval, and renaissance literature, elevate the social awareness of ENGL 250 students.

As an academic course, ENGL 250's interface with students is constricted by time and circumscribed by curriculum and as such is limited in terms the scope of personal responsibility in an individual student it can address. ENGL 250 instructors do, however, provide instruction ancillary to the critical essay concerning the appropriateness of producing the document within a reasonable and assigned time frame, the necessity of ethical use of source material, including giving credit where credit is due through standard documentation practices

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Language, Philosophy and Culture

Course Prefix/Number: English 250

Course Title: Backgrounds of Western Literature

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s): Students will demonstrate creative thinking, innovation, inquiry, and analysis.

Learning Activities:

lectures concerning the themes, literary devices, and narrative strategies in classical, medieval, and renaissance literature that model appropriate critical approaches to literary analysis

feedback-based interaction with students that affords them the opportunity to present their ideas about the literary works in a critically viable manner in class

discussions of content of relevant, published critical work related to particular literary works, themes, and/or literary movements appropriate to the class

Means of Assessment:

ten embedded multiple choice questions in the final examination that require students to identify specific literary devices

a 4-6 page critical essay requiring standard, recognized research and documentation practices to create a discursive argument concerning a theme or narrative or poetic strategy in a literary work from classical, medieval, and renaissance literature and predicated on the analysis, evaluation, and synthesis of information

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students will demonstrate evaluation and synthesis of information.

Learning Activities:

lectures concerning the themes, literary devices, and narrative strategies in classical, medieval, and renaissance literature that model appropriate critical approaches to literary analysis

feedback-based interaction with students that affords them the opportunity to present their ideas about the literary works in a critically viable manner in class

discussions of content of relevant, published critical work related to particular works, themes, and/or literary movements appropriate to the class

Means of Assessment: a 4-6 page critical essay requiring standard, recognized research and documentation practices to create a discursive argument concerning a theme or narrative or poetic strategy in a work of classical, medieval, and renaissance literature and predicated on the analysis, evaluation, and synthesis of information

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.

Learning Activities:

lectures concerning the themes, literary devices, and narrative strategies in classical, medieval, and renaissance literature that model appropriate argumentation style and content

feedback-based interaction with students that affords them the opportunity to communicate their ideas about classical, medieval, and renaissance literature

Means of Assessment:

appropriate and effective communicative development of a comment regarding one or more of the works of classical, medieval, and renaissance literature covered in the class in the form of a response to an essay prompt as a component of the final examination

a 4-6 page critical essay requiring standard, recognized research and documentation practices to create a discursive argument concerning a theme or narrative strategy in a work of classical, medieval, and renaissance literature and predicated on the analysis, evaluation, and synthesis of information

participation in and substantive presentational contribution to a 10-minute group presentation concerning a thematic or structural element of a work of classical, medieval, and renaissance literature

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): Students will demonstrate intercultural competency, civic knowledge, ability to engage in effective regional, national, and global communication

Learning Activities: lectures concerning the impact of global and cultural conditions and situations on the themes and strategies evident in classical, medieval, and renaissance literature

Means of Assessment: appropriate and effective development of a comment regarding the impact of global and cultural conditions and situations on the themes and strategies evident in classical, medieval, and renaissance literature in one or more of the works covered in the class in the form of a response to an essay prompt as a component of the final examination

Core Objective: Personal Responsibility PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making

Course SLO(s): Students will demonstrate the ability to connect choices, actions and consequences to ethical decision making.

Learning Activities: instruction ancillary to the critical essay concerning the appropriateness of producing the document within a reasonable and assigned time frame, the necessity of ethical use of source material, including giving credit where credit is due through standard documentation practices

Means of Assessment: a 4-6 page critical essay completed within a reasonable and assigned time frame requiring ethical use of primary and secondary source material, giving credit where credit is due through the use of standard, recognized documentation practices

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature _____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)