**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: World Studies through Literature in Translation, LG317**

**Home Department: Modern Languages and Literatures**

**Department Chair Name and Contact Information** (phone, email): Timothy Compton, x1107, tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Fall, Winter, Summer

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

LG317 is an examination of the art, culture, language, history and humanity of different areas of the world through their literature. At least two-thirds of the texts are translations into English of works originally written in other languages.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical Thinking*: One of the explicit course objectives of LG317 is to challenge students to think critically about what they are reading. Assignments call for critical observations on the part of the students, who must draw evidence from the works being studied, formulate conclusions based on that evidence and on their own insights, and articulate their argument.

*Perspectives on Society*: The course work in LG317 focuses on what close readings of texts can reveal about the social structures and issues facing various communities during a particular time period; it encourages students to trace the impact of those social structures and to analyze how modern society deals with similar issues.

C. Describe the target audience (level, student groups, etc.)

LG317 is an upper-division course taught in English. Students must have successfully completed EN211 or obtained instructor’s permission, but the course is open to students of any major.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

This course counts as an elective for the International Studies major and minor.

E. Provide any other information that may be relevant to the review of the course by GEC

This course is taught by multiple faculty members in the department; students may take the course more than once since the specific topic varies by faculty member.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to assess the information in course readings as they prepare textual evidence that they can use to support their point of view.  Overall Grading Weight: 40-60%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to formulate conclusions based on evidence drawn from the texts and on their own insights.  Overall Grading Weight: 40-60%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to articulate an argument that presents the conclusions students have formulated.  Overall Grading Weight: 40-60%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | Task type and frequency: Students will write one or more response papers, one or more argumentative papers, and/or one or more exams in which they examine a variety of social and ethical issues relevant to the communities in and for which the texts discussed in the course were produced.  Overall Grading Weight: 40-60%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |
| **Ethical Issues** | Addressing ethical issues in society | Task type and frequency: In the papers and/or exams, students will consider the impact of the social and ethical issues raised in their analysis.  Overall Grading Weight: 40-60%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |
| **Development and context of society** | Explore themes in the development of human society | Task type and frequency: Students will create a final project or presentation that explores the development of key themes studied in class as they relate to contemporary society, evaluating the influence of other traditions.  Overall Grading Weight: 15-25%  Expected Proficiency Rate: Since students from all disciplines take this course and many have not had much experience in analyzing the ways in which literature confronts social and ethical issues, we anticipate a success rate of 75%. |

**SAMPLE SYLLABUS**

LG317: French Fairy Tales

Summer 2014,

May 19-June 26

Dr. Tara Foster

tafoster@nmu.edu

**Course Description**

We all know some version of a number of fairy tales, perhaps from stories we read or heard from our parents in our childhood, through the mediation of animated films like those produced by Walt Disney Studios, or in modern adaptations like the recent novels of Gregory Maguire or the even more recent live-action films *Mirror, Mirror* and *Maleficent*. Fairy tales have become a part of our cultural currency; we have only to look at the frequent use of the phrase “a Cinderella story” to describe a rags-to-riches tale or the story of a triumphant underdog, particularly in a sporting event, or our immediate comprehension when someone mentions “the big bad wolf” to see the extent to which these narratives inform our everyday lives. But do we understand fairy tales today the same way that French readers and audiences of the 17th and 18th centuries did? Who wrote the classical tales, for whom, and why? In this course, we will explore the French fairy tale tradition and the function of those texts in society. We will engage in critical readings of the tales, going well beyond mere plot summary to analyze cultural and historical contexts, underlying themes, different variants of the same tale, and how our own experiences shape our interpretations. We will also read a number of modern adaptations of the classical fairy tales. In addition to primary texts read in translation, we will read texts from selected secondary sources that will help us articulate different ways of reading and making sense of fairy tales.

This course meets both Division 2 (Humanities) and upper-division liberal studies requirements.

**Learning Outcomes**

By the end of the course, students should be able to:

1) describe various aspects of the social, cultural, and historical context of classical fairy tales, as measured by the exam.

2) analyze particular themes and conventions of fairy tales, as measured by the exam and the formal paper.

3) produce a fairy-tale narrative that synthesizes elements of classical French fairy tales with contemporary culture and their own experiences, as measured by the final project.

**Required Texts**

1) Jack Zipes, ed., *The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm* (Norton Critical Editions), ISBN-10: 039397636X / ISBN-13: 978-0393976366, Norton, 2000. Readings from this book are noted GFTT in the course calendar.

2) All other texts are available on EduCat in PDF format and are noted PDF in the course calendar.

**Course Format**

This is an online course. You must have a computer and **reliable, constant access** to the internet. Be sure that you keep the course calendar and requirements in mind if you make any travel plans during this summer session. Our course will take place almost entirely on EduCat, so please familiarize yourself with the layout of this platform if you have not already been using it in your other classes at NMU. There is a discussion forum called “Technical Questions” on our EduCat page where you can ask your classmates about issues that you might encounter; it may be that someone else has had the same problem and knows how to fix it. You can also contact the CITE or the Help Desk on campus; check their web pages for hours and contact information. There is also an “Introductions” forum on our EduCat page; please post a little information about yourself there during the first week of class to introduce yourself to your classmates and to me!

**Coursework**

Remember that in the space of **only 6 weeks**, we must attempt to cover the same amount of material that would normally be covered during the 15 weeks of a regular semester. In a **4-credit**, **upper-division** literature course, there is obviously going to be a lot of material to read during a regular semester. Since each week of the summer semester is the equivalent of two and a half weeks of a regular semester, the course is necessarily intensive and fast-paced, and it is therefore **imperative** that you not get behind on the readings and other assignments! It is even more important in an online course since **you must discipline yourself** to stay on target. Finally, remember that if we were meeting in a traditional summer course setting, we would meet 4 days a week for over 2 hours each day (9 hours in the classroom), and you would be expected to put in a bare minimum of two hours of work outside the classroom for each hour inside the classroom (an additional 18 hours). In addition to the texts we will read, assignments will include:

*Syllabus Quiz* = 0 pts. (loss of 50 points to total course grade if not completed)

By the deadline listed in the course calendar below, you must read the syllabus and answer the questions about it in the “Assignments” section of our EduCat page.

*Post-Reading Questions* = 200 pts. (50 pts. x 4)

After you have read all of the texts assigned for a particular week and before the deadline listed in the course calendar below, you will answer the questions that I have posted in the “Assignments” section of our EduCat page. Both content (thoughtful responses of an adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores. Because our only form of communication in this course is written, you need to express yourself as clearly and as correctly as possible in all of your assignments.

*Discussion Forum Posts* = 100 pts. (20 pts. x 5)

After you have read all of the texts assigned for a particular week and before the deadline listed in the course calendar below, find the appropriate discussion forum on our EduCat page to submit your post. Each of your posts must be approximately 250 words in length and should consist of A) a quote from one or more of the texts that struck you as significant, interesting, or problematic and your commentary on it/them; B) a question that you have about one or more of the texts and your attempt to answer it; C) your analysis of some aspect of one or more of the texts (character development, social commentary, historical insight, use of metaphors and symbolism, etc.); or D) some combination of quotations, questions and analyses. Both content (thoughtful comments of an adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores.

*Response Posts* = 150 pts. (10 pts. x 3 x 5)

After your classmates have posted their comments in the discussion forum and before the deadline listed in the course calendar below, return to the forum and reply to the posts of three classmates. Each of your three responses is worth 10 points, and each response must be approximately 100 words in length. Both content (thoughtful comments of an adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores. Since the discussion forums take the place of in-class discussion, it is crucial that you give substantive feedback to your classmates.

*Reflection Paper* *#1* = 65 pts.

Before the deadline listed in the course calendar below, go to the “Assignments” section of our EduCat page to find the appropriate document. Open it and follow the directions. Be sure to follow the formatting guidelines posted on EduCat also; failure to follow all of the guidelines will result in a deduction of 6.5 points. Both content (thoughtful comments of an adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores.

*Reflection Paper #2* = 65 pts.

Before the deadline for the first draft listed in the course calendar below, go to the “Assignments” section of our EduCat page to find the appropriate document. Open it and follow the directions. Be sure to follow the formatting guidelines posted on EduCat; failure to follow all of the guidelines will result in a deduction of 6.5 points. Both content (thoughtful comments of an adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores.

*Paper* = 120 pts.

Long before the deadline listed in the course calendar below, go to the “Assignments” section of our EduCat page to find the appropriate document. Open it and follow the directions. I will return your drafts with my comments by e-mail so that you may revise them in time to submit the final draft by the deadline listed in the course calendar below. Be sure to follow the formatting guidelines posted on EduCat; failure to follow all of the guidelines will result in a deduction of 12 points. Both content (complex and explicit thesis statement, coherent paragraphs and transitions, effective argumentation and use of textual citations for support, and adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores.

*Exam* = 150 pts.

The exam will be (obviously because unavoidably) open notes, open book. Unlike the other course assignments, it will not be available one or more weeks in advance – see availability details in the course calendar below. At the appropriate time, you will find the exam under the “Assignments” rubric in EduCat. Open the document and follow the instructions.

☞Remember that you would spend over two hours taking this exam in the traditional classroom setting and that you would have had to review carefully all of the texts beforehand so as to be able to recall and discuss them in great detail. If you do not prepare for the exam in advance and are only skimming over the texts as you read them, not reading for detail, and not taking any notes, you will need many, many, many hours to complete the exam.

*Exam Question Suggestions* = 0 pts. (loss of 50 points to total course grade if not completed)

If you were putting the exam together, what questions would you ask the class? By the deadline listed in the course calendar below, go to the “Assignments” rubric in EduCat and submit one suggestion for a short-answer question and one suggestion for an essay question. You may end up seeing your question on the exam!

*Final Project* = 150 pts.

You will write your own adaptation of a fairy tale accompanied by an explanation of the changes that you made to a/the French version/s of the tale. Long before the deadline listed in the course calendar below, go to the “Assignments” section of our EduCat page to find the appropriate document. Open it and follow the directions. Be sure to follow the formatting guidelines posted on EduCat; failure to follow all of the guidelines will result in a deduction of 15 points. In addition to submitting your adaptation and annotation to me, you will also post your adaptation to our EduCat page so that your classmates can read your fairy tale. Both content (interesting and coherent storyline, explicit discussion of changes made to French version[s] in annotation, and adequate length) and form (correct grammar, spelling, and punctuation) will be taken into consideration in your scores.

*TOTAL* = 1000 pts.

***Grading Scale***

B+ = 870-899 C+ = 770-799 D+ = 670-699

A = 930-1000 B = 830-869 C = 730-769 D = 630-669

A- = 900-929 B- = 800-829 C- = 700-729 D- = 600-629

F = 0-599

***Deadlines and Pacing***

Although this is not a self-paced course, the assignment deadlines are generally scheduled at the end of the week so as to give students who are working during the week as much flexibility as possible. However, you may turn in assignments at any time up until the deadline. With the exception of the response posts (since you must wait until at least three of your classmates have submitted their posts), the final draft of the paper (since you must wait for my comments in order to make your revisions), and the exam (since it is only available during a specific window of time), you may turn in any assignment before, and in some cases long before, the deadline. This also means that you can work ahead on many of your assignments if you need to. Notice that the deadlines during the final week of the session are earlier than those of previous weeks since the session officially ends on June 26. Notice also that we have slightly different deadlines during week 5, and we have fewer assignments and different deadlines in the first week.

**Course Policies**

**No late work will be accepted**; EduCat is set up to reject late submissions. You will therefore earn a **0** on any late assignments. Although you will be allowed to post late to the discussion forums (you must post something before you can see anything posted by your classmates), you will not earn any credit for a late posting. The assignments **cannot be made up**, so be sure that you do all of your assignments by the due date and time listed in the course calendar!

Cheating is obvious, disrespectful, foolish, and unacceptable. All work that you submit must be your own, and you may not turn in work that you have done for any previous course. Using someone else’s words and presenting them as though they were your own words is plagiarism; it will not be tolerated under any circumstances. If it becomes clear that you have engaged in any form of academic dishonesty, you can expect to fail the course. I will follow the procedures in the student handbook: [http://www.nmu.edu/dso/node/62](http://webb.nmu.edu/dso/SiteSections/OurServices/HandbookSection1.shtml) If you have any questions, please get in touch with me.

You are responsible for all information and directions contained in this syllabus; in announcements, forums, assignments, and other documents posted on EduCat; and in any and all other communications from me.

**Course Calendar**

Assignments and due dates are not at all likely to change, but you will be notified of any alterations to the schedule.

*WEEK 1: History of and Approaches to the Fairy Tale*

Readings:

PDF: Einfeld, Chronology of fairy tale editions and authors

PDF: Zipes, “Spells of Enchantment”

PDF: Zipes, “The Rise of the French Fairy Tale and the Decline of France”

PDF: Propp, “Folklore and Literature,” “Morphology of the Folk Tale”

PDF: Bettelheim, “The Struggle for Meaning”

PDF: Lüthi, “The Fairy Tale Hero”

PDF: Rowe, “Feminism and Fairy Tales”

Homework and Other Assignments:

Introduce yourself on the “Introductions” forum

Syllabus Quiz due by 11pm on Friday 23 May

Reflection Paper #1 due by 11pm on Sunday 25 May

*WEEK 2: Neglected Children and Abusive Fathers/Husbands*

Readings:

GFTT: Perrault: *Little Thumbling* (pp. 704-11)

GFTT: Perrault: *Donkey-Skin* (pp. 38-46)

GFTT: Perrault: *Cinderella; or, The Glass Slipper* (pp. 449-54)

GFTT: d’Aulnoy: *Finette Cendron* (pp. 454-68)

PDF: d’Aulnoy: *The Green Serpent*

GFTT: Perrault: *Bluebeard* (pp. 732-6)

PDF: Yolen, “America’s Cinderella”

\**Note for all readings from GFTT*: Although I have not officially assigned them, you might find the

introductory pages before each fairy tale or group of fairy tales (for example, “Abandoned

Children” on pp. 699-700 for Perrault’s *Little Thumbling*) useful.

Homework and Other Assignments:

Discussion Forum Post due by 11pm on Thursday 29 May

Post-Reading Questions due by 11pm on Friday 30 May

Response Posts due by 11pm on Saturday 31 May

First Draft of Paper due by 11pm on Sunday 1 June

*WEEK 3: (Spinning) Wheels of Fortune and Undesirable Matches*

Readings:

GFTT: Lhéritier: *Ricdin-Ricdon* (pp. 588-625)

GFTT: Perrault: *The Master Cat; or, Puss in Boots* (pp. 397-402)

GFTT: Le Noble: *The Apprentice Magician* (pp. 353-9)

GFTT: Bernard: *Riquet with the Tuft* (pp. 717-22)

GFTT: Perrault: *Riquet with the Tuft* (pp. 722-7)

GFTT: Leprince de Beaumont: *Spirituel and Astre* (pp. 727-30)

PDF: Opie, “The Meaning of Enchantment”

Homework and Other Assignments:

Discussion Forum Post due by 11pm on Thursday 5 June

Post-Reading Questions due by 11pm on Friday 6 June

Response Posts due by 11pm on Saturday 7 June

Final Draft of Paper due by 11pm on Sunday 8 June

*WEEK 4: (More) Beastly Bridegrooms*

Readings:

GFTT: d’Aulnoy: *The Wild Boar* (pp. 57-81)

GFTT: Murat: *The Pig King* (pp. 82-96)

GFTT: Bignon: *Princess Zeineb and King Leopard* (pp. 800-5)

GFTT: Leprince de Beaumont: *Beauty and the Beast* (pp. 805-16)

PDF: Griswold, “*Beauty and the Beast*: Among the Critics”

Homework and Other Assignments:

Discussion Forum Post due by 11pm on Thursday 12 June

Post-Reading Questions due by 11pm on Friday 13 June

Response Posts due by 11pm on Saturday 14 June

Reflection Paper #2 due by 11pm on Sunday 15 June

*WEEK 5: Princesses in Towers and Naive Girls; Reactions to/Review of the Fairy Tales*

Readings:

GFTT: Perrault: *Sleeping Beauty* (pp. 688-96)

GFTT: La Force: *Persinette* (pp. 479-84)

GFTT: Lhéritier: *The Discreet Princess; or, The Adventures of Finette* (pp. 528-43)

PDF: Anonymous: *The Story of Grandmother*

GFTT: Perrault: *Little Red Riding Hood* (pp. 745-7)

PDF: Moore, “Fairy Tales Send the Wrong Message”

GFTT: Hannon, “*Corps cadavres*: Heroes and Heroines in the Tales of Perrault” (pp. 933-57)

Homework and Other Assignments:

Discussion Forum Post due by 11pm on Thursday 19 June

Exam Question Suggestions due by 11pm on Thursday 19 June

Response Posts due by 11pm on Friday 20 June

Exam available at 11:15pm on Friday 20 June and due by 11pm on Sunday 22 June

*WEEK 6: Modern Adaptations of Fairy Tales*

Readings:

PDF: Warner, “Fairy Tales Can Provide a Positive Social Vision”

PDF: Yolen, “Fairy Tales Are Cathartic”

PDF: Oates, “In Olden Times, When Wishing Was Having: Classic and Contemporary Fairy Tales”

PDF: Zipes, “Framing Little Red Riding Hood”

PDF: Daudet: *Romance of Red Riding Hood* (1862)

PDF: Marelle: *The True History of Little Golden-Hood* (1888)

PDF: France: *The Seven Wives of Bluebeard* (1909)

PDF: Cami: *Little Green Riding Hood* (1914)

PDF: Apollinaire: *Cinderella Continued, or the Rat and the Six Lizards* (1919)

PDF: Ungerer: *Little Red Riding Hood* (1974)

PDF: Dumas & Moissard: *Little Aqua Riding Hood* (1977)

PDF: Tournier: *Tom Thumb Runs Away* (1978)

Homework and Other Assignments:

Discussion Forum Post due by 11pm on Wednesday 25 June

Post-Reading Questions due by 11pm on Thursday 26 June

Response Posts due by 11pm on Friday 27 June

Final Project due by 2pm on Saturday 28 June