**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*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 (Note: We submitted a course proposal change to CUP; the wording below reflects that change.):**

EN 250 Introduction to Gender and Sexuality in Literature 4 cr.

**Home Department:** English Department (Proposal drafted by Rachel May, andWendy Farkas)

**Department Chair Name and Contact Information** (phone, email): Lynn Domina ([ldomina@nmu.edu](mailto:ldomina@nmu.edu)) ext. 2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every winter.

**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 (Note: We submitted a course proposal change to CUP; the wording below reflects that change.)**

#### EN 250 Introduction to Gender and Sexuality, in Literature 4 cr.

**Offered:** On demand

**Prerequisite:** EN 111 with a grade of "C" or better, HON 101, or EN 109 with a grade of "B" or better.

The study of the role and significance of gender and sexuality in literature, including feminist and gender studies approaches.  The genres and periods covered by this class will vary.

See Appendix A for Sample Course Syllabus for EN 250.

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

***Critical Thinking***

Critical thinking is foundational to all of the reading, composing, collaborating, discussing, and creating that students engage in for EN 250. Students will critically analyze and synthesize course texts, by applying various theoretical lenses.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to apply multiple theoretical lenses while reading class texts (texts being defined as images, films, and written works), with special attention given to:
* the multiple definitions of sex, gender, and sexuality;
* the social construction of gender;
* the intersectionality of gender, race, class, and other social categories;
* the diversity of women’s identities and experiences; and,
* the politics of gender.

Additionally, students will both generate and support the assertions they develop based upon their

analysis of the texts in various course assignments.

* For the ***Integration*** learning outcome dimension, students will synthesize and integrate knowledge of various images of women in relation to their own lived experiences, within the context of interrupting or perpetuating oppressive ideologies. This will be reflected in a variety of course assignments.
* For the ***Evaluate*** learning outcome dimension, students will determine, employing various theoretical lenses, i.e., feminist, historical, social justice theories, how images of women have been used to oppress or counter oppressive ideologies. This will be reflected in a variety of course assignments.

**Integrative Thinking**

The major focus of EN 250 involves analyzing how historically, images of women have either perpetuated or interrupted inequity and the oppression of women, while also drawing connections to contemporary images of women as related to various social issues, with a focus on the intersectionality of race, class, disability etc.

* In order to satisfy the ***Connections to Experience*** *OR* ***Connections to Discipline*** learning outcome dimensions, students will EITHER “Connect academic knowledge to experience,” OR “Make connections across disciplines.” In doing so, students will identify key societal and cultural elements among selected course texts and then integrate that knowledge through at least two short papers, making connections between contemporary culture and course texts, within the context of their own lived experiences. This will be reflected in a variety of course assignments..
* To address the ***Transfer*** learning outcome dimension, students will learn to “Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.” In doing so, students will analyze, evaluate, synthesize, and integrate what they have learned about how images of women have been used to perpetuate or counter oppression, and then apply that knowledge in a variety of course assignments within the context of various contemporary social issues.
* To address the ***Integrated Communication*** learning outcome dimension, students will “Communicate complex concepts by choosing appropriate content and form.” In doing so, students will analyze how women are currently being depicted in various images as they relate to a particular social issue, and once they decide on a particular audience for their public service announcement, they must choose the most effective form to deliver their message to their target audience.

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

Any NMU student having passed EN 111 with a grade of "C" or better, HON 101, or EN 109 with a grade of "B" or better.

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

Successful completion of EN 250 will allow Honors students to fulfill the “Integrative Thinking” component of NMU’s General Education Program.

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

This course will be an excellent choice for students wanting to broaden their understanding about how images of women can serve to empower or oppress women’s voices and rights. The course provides extensive scaffolding for students to improve their reading comprehension, research skills, understanding of social issues, cultural studies, gender students and, most importantly, encourages them to become informed citizens, strategic readers, and talented composers.

**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:*** Students will apply multiple theoretical lenses while reading class texts (texts being defined as images, films, and written works), with special attention given to:  \*the multiple definitions of sex, gender, and sexuality;  \*the social construction of gender;  \*the intersectionality of gender, race, class, and other social categories;  \*the diversity of women’s identities and experiences; and,  \*the politics and gender.  Additionally, students will both generate and support the assertions they develop based upon their analysis of the texts in the form of **reader responses, journal entries, exam questions, and/or essays.**  ***Frequency*:** At least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | ***Task Type:*** Students will synthesize and integrate knowledge of various images of women in relation to their own lived experiences, within the context of, for example, interrupting or perpetuating oppressive ideologies. This will be reflected in students’ **reader responses, journal entries, exam questions, and/or essays.**  ***Frequency:*** At least two  ***Overall Grading Weight:*** 15%  ***Expected Proficiency Weight:*** The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | ***Task Type:*** Students will determine, employing various theoretical lenses, i.e., feminist, historical, social justice theories, how images of women have been used to, for example, oppress or counter oppressive ideologies. This will be reflected in students’ **leadership of a class discussion** (assignment rubric will be aligned to general education rubric), **reader responses, journal entries, exam questions, and/or essays.**  ***Frequency:*** At least once  ***Overall Grading Weight*:** 15%  ***Expected Proficiency Weight:*** The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |

**INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE 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 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** |
| **Connections to Experience**  *OR* | Connects academic knowledge to experiences | ***Task Type:*** students will identify key societal and cultural elements among selected course texts and then integrate that knowledge through at least two short papers, making connections between contemporary culture and course texts, within the context of their own lived experiences. This will be reflected in students’ **reader responses, journal entries, exam questions, and/or essays.**  ***Frequency*:** At least twice  ***Overall Grading Weight*:** 15%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |
| **Connections to Discipline** | Makes connections across disciplines |  |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | ***Task Type:*** Students will analyze, evaluate, synthesize, and integrate what they have learned about how gender and literature have been used to for example, perpetuate or counter oppression, and then apply that knowledge in creating a **researched meme** or similar project **and/or essays**.  ***Frequency*:** Once  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | ***Task Type:*** Students will analyze a particular aspect of a course learning outcomes **(their choice)** in context of course readings and then **choose the most effective form (film, image, multimedia, written work) to deliver their message to target audience.** Students will have chosen and evaluated which media represents their message rhetorically.  ***Frequency***: At least once  ***Expected Grading Weight***: 20%  ***Expected Proficiency Weight***: The criterion weight level for *proficient* is at 70% because EN 250 is a first or second year course, and as such draws upon students who may have a wide range of reading comprehension and writing skills. |

**Appendix A**

**Syllabus EN 250**

Introduction to Gender and Sexuality in Literature

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**photo by Marie Hoeg & Bolette Berg**

Welcome to EN 250, Introduction to Gender and Sexuality in Literature. In this literature course, we'll adventure into the world together, using our texts to more deeply and critically engage with our local and global communities as we travel into the landscape and spaces around us. Together, we'll visit the Superior Lake-side and waterfalls that are part of the system water protectors in North Dakota are working to safeguard; visit the Women's Center in Marquette; have a meal at a local farm; tour the DeVos Museum's exhibits; take a virtual tour of the Underground Railroad of the 1850s and 60s; and visit the Regional History Museum and NMU archives to study artifacts and objects from our local history. We'll make these visits in tandem with our viewing of several films and readings by authors Chimamanda Ngozi Adichie, Gloria Anzaldua, Ana Menendez, Margaret Atwood, Leslie Marmon Silko, and many others. We’ll discuss a range of literary periods and their historical contexts while reading work by women who come from different social, cultural, ethnic, and racial backgrounds. We’ll practice close readings of each text and will look at the stories, novels, essays, and poems, as art forms. We’ll also view contemporary TV shows, films, and news stories, in order to make connections between what’s happening in the world today and the issues that come up re: race, class, gender, sexuality, place, nation, ethnicity, etc., in the books we’re reading.

Most of our class time will be spent out in the world and talking in small groups or as a class. You’ll respond to the readings in a series of reading journals posted to EduCat, prepare a group presentation, and write two short papers and a longer final paper. We’ll work hard and have a lot of fun as we talk and learn about these stories, our communities, and the world.

**Course Objectives/Student Learning Outcomes:**

* Apply multiple theoretical lenses while reading class texts (texts being defined as images, films, and written works): feminist, historical, social justice etc., with special attention given to:
  + the multiple definitions of sex, gender, and sexuality;
  + the social construction of gender;
  + the intersectionality of gender, race, class, and other social categories;
  + the diversity of women’s identities and experiences; and,
  + the politics and economics of gender. d
* Collaborate dialogically to socially construct knowledge about diverse women, their identities, and how they have been historically positioned through image; drawing connections to contemporary images and positionality and counter-imaging
* Create an original imaginative or analytical work inspired by our engagement with course texts.

**Required Texts:**

*Purple Hibiscus*, Chimamanda Ngozi Adichie

*Borderlands*, Gloria Anzaldua

*In Cuba, I was a German Shepherd*, Ana Menendez

*The Handmaid's Tale*, Margaret Atwood

*Ceremony*, Leslie Marmon Silko

* You’ll also be asked to download and print readings from EduCat, and I’ll have a series of handouts for you throughout the semester as well.
* Please get a binder/notebook that’s dedicated to this class and can hold all handouts and notes in one place.

**Requirements:**

*Thoughtful reading and writing, along with active participation in class discussions, are essentials of the course.* In this class, you will be required to:

* Complete all reading and writing assignments on the due dates (and, if you miss a class, come to the next class prepared).
* Write a series of reading responses, posted to EduCat.
* Write two short papers (3-4 pages) on the connections between contemporary culture & our reading, and a final paper (5-7 pages) that looks at a thematic or stylistic element in several stories/poems/essays that we’ve read this semester.
* Present, in small groups, on one of our authors, or on a topic (a story, author, theme, movement, etc.) for discussion.
* Behind the Meme Project: Create a researched meme to combat one of the social issues women face in contemporary society, an issue that has been perpetuated and exacerbated through various images of women by oppressive forces.
* Public Service Announcement: Students will choose a social issue as it relates to images of women, and then choose an effective form (image, film, written work, multimedia) to create a positive, empowering, image of diverse, contemporary women.

**Attendance Policy:**

We’ll be taking excursions during class time, but the two longer excursions will have to be arranged outside of class and are voluntary.

Class participation is crucial in this course. Please remember that you are responsible for keeping up with all reading, writing, and assignments, and that in order to get full credit, assignments must be turned in on time and thoroughly, thoughtfully completed. Because I want everyone to keep up with the progression of the course and to be accountable to members of the learning community, I cannot accept any late homework unless we’ve made previous arrangements. If you foresee an absence in the future, I’m happy to make arrangements for you to turn in your work beforehand.

**Class Environment:**

You’re now a member of a community of writers & thinkers who rely on one another for feedback and a vibrant semester-long exchange of ideas and work. Much of our time will be spent in small group or class discussions. It’s especially important in a class like this that we listen to one another and respond with respect. Please give others’ writing and ideas thoughtful responses. Any instances of hate speech will not be tolerated.

**Paper Format:**

For written assignments uploaded as Word docs, please be sure to number your pages and put your name on the top of each page before submitting. On page one, write your:

Name

Course #

Date

Assignment

All papers must double-spaced, in Times New Roman or an equivalently-sized font, with 1-inch margins all around. If necessary, use MLA format with parenthetical citations.

**Late Work:**

You will need to turn in all of your assignments by class time on the date posted on the Schedule. A general schedule is pasted below; you’ll be given detailed unit schedules as the semester progresses.

Again, because this course is reliant on our progress through it together as a learning community, I cannot accept any late homework assignments. Turning in the final paper late will result in a loss of 5 points per day (95 to 90, etc.).

**Office Hours:**

Please get in touch during my office hours—to discuss the reading, your writing, your progress in class, your thoughts on a particular author/theme/etc., or just to say hello. If you’d like to meet with me but can’t make it during my hours, send me an email so we can schedule a time that works for you.

**Disability Services:**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700 or [disserv@nmu.edu](mailto:disserv@nmu.edu)). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Academic Honesty:**

I assume that this will not be an issue in our class. Please remember that all submitted written work must be your own; if you consult other sources (websites, class readings, articles or books from the library, articles available through databases), these sources must be properly documented. All students are responsible for familiarizing themselves with the university’s policy on Academic Honesty and should know that any act of plagiarism will result in an F for the course, and can result in further action by the university. Plagiarism includes:

* using someone else’s work or language as your own,
* failing to cite sources that you consulted in your research,
* using for this class an assignment you’ve already done for another class.

You are responsible for knowing this policy and avoiding plagiarism. If at any time during the semester, you have questions about how to document sources, please ask.

**Grading:**

* Reader responses: 15%
* Course activities: discussion leader and collaborative endeavors: 15%
* Two short papers: 20% (10% each)
* Craft paper: 10%
* Behind the meme: 20%
* Public Service Announcement: 20%