**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*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:** EN 317: Native American Short Stories, Nonfiction, and Drama

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Robert Whalen (faculty chair), x2678, rwhalen@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Once a year (1-2 sections)

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

*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

This course examines nonfiction, short stories, and drama written by Native American authors. Students approach these texts through careful close-reading as well as through historical, social, and cultural contexts.

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

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for EN 317. This course requires students to read short stories, nonfiction, and drama from a range of Indigenous authors. Students will critically analyze texts from within tribally-specific perspectives, taking into account the homelands, cultures, and histories that influence the texts. Students will compose several multi-draft written, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to recognize key literary elements in short stories, nonfiction, and drama and generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate knowledge of genre and context.
* For the ***Evaluate*** learning outcome dimension, students will incorporate and explore multiple ideas about Western and Indigenous literary genres and demonstrate knowledge of course texts.

**Social Responsibility in a Diverse World**

The major focus of EN 317 is critical analysis of nonfiction, short stories, and drama written by Native American authors. To that end, students in EN 317 will examine texts through careful close-reading and historical, social, and cultural contexts, engaging in textual and multimodal essays/projects that require that they synthesize and integrate knowledge of genre and context.

* In order to satisfy the ***Knowledge of Cultural Worldview Frameworks*** learning outcome dimension, students will recognize key literary elements in short stories, nonfiction, and drama and integrate that knowledge through a minimum of three, written/oral/multimodal projects (argumentation, analysis, and research).
* To address the ***Intercultural Awareness*** learning outcome dimension, students will learn to find, evaluate, and integrate primary and secondary information in a minimum of one major assignment (research). They will trace specific themes through the genre and examine how authors explore particular subjects and meanings in different ways and analyze how authors complicate understandings of what Native American Literature looks like.
* To address the ***Intercultural Engagement*** learning outcome dimension students will analyze and engage with literatures from within particular tribal worldviews, including: spirituality, scientific knowledge, land ethics, and community relationships. This engagement will be reflected in artifacts such as researched presentations, analytical essays, and class discussion.
* To satisfy the ***Ethical Issue Recognition*** learning outcome dimension, students will analyze how particular historical and cultural contexts surrounding a text impact how we understand the text. Students will demonstrate knowledge through artifacts such as reading quizzes, short essays, discussions prompts, performance, exam, etc.

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

Target Audience: This course satisfies major and minor requirements for the English and Native American Studies; it also satisfies the World Cultures graduation requirement. Consequently, its primary audience is upper-level students who wish to learn more about the life and literatures of Indigenous American cultures.

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

EN 317 requires sophomore standing and passing “EN 211” with a grade of C or higher. It fulfilled the division II Liberal Studies requirement and the World Cultures requirement and attracts students from majors all over campus. The majority of the students who take EN 317 (perhaps 70-80%) are not English majors.

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

EN 317 is a popular course that introduces students to a variety of worldviews and perspectives. It enhances students’ understanding of literature, American history, the diversity of Indigenous cultures, and the relationship among texts, culture, land, and history.

**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:*** Students will be required to recognize key literary elements in short stories, nonfiction, and drama and generate and support assertions by creating multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**. *Evidence* dimension is assessed via assignment-specific rubrics.  **Frequency:** at least twice  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 317 is an upper division literature course. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Students will produce 1-3 thesis-driven essays over the course of the semester. Each essay will require students to read critically and analytically and produce a coherent, critical argument.  **Overall Grading Weight:** 20-40%  We expect a 75% proficiency rate. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Students will produce a final assignment (for example, a seminar paper or a cumulative final exam). In this final assignment, students will draw from their work of the semester, identify key ideas and concepts, and synthesize what they have learned.  **Overall Grading Weight:** 20-40%  We expect a 75% proficiency rate. |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD 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** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Students will analyze texts in historic and tribally-specific contexts. Students will demonstrate their understanding of the connections between culture and literature through artifacts. For example: in-class assignments (group work, presentations, discussions) and/or multiple analytical essays that require students to analyze literature in historic and tribally-specific perspectives.  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 317 is an upper division literature course. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Students will be studying literature within multiple, distinct Indigenous communities. Students will examine short stories, nonfiction, and drama with an eye to both Western and Indigenous writing and storytelling conventions. Students will demonstrate their awareness through integration of insights from texts and experiences through reflection. For example: in-class response papers, longer analytic essays, and/or exams.  **Overall Grading Weight:** 20-40%  We expect a 75% proficiency rate. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Students will read and analyze literatures from within particular tribal worldviews – including spirituality, scientific knowledge, land ethics, and community relationships. This engagement will be reflected in artifacts such as researched presentations and analytical essays.  **Overall Grading Weight:** 20-40%  We expect a 75% proficiency rate. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Students will be engaging with ethical issue recognition in the following manner: analysis of spiritual belief systems, Indigenous scientific knowledge, land ethics, and world views. The artifacts that demonstrate successful recognition of the above items include: researched presentations and analytical paper assignment(s). Assessment will be ongoing throughout the course.  **Overall Grading Weight:** 20-40%  We expect a 75% proficiency rate. |