**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 375/375Z: Diverse Traditions in American Literature

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711   
  
**Expected frequency of Offering of the course** (e.g. every semester, every fall): Once every year or every other year

**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

This is a variable content survey that explores the distinct literatures and historical contexts of U.S. minorities. Possible offerings include African American, Asian American, Arab American, Chicano/a, Latino American, Jewish American, etc.

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

EN 375/375Z requires students to read a literature (including, but not limited to, poetry, short stories, narratives, essays, novels, songs, etc.) from a U.S. minority culture. They analyze these texts from within culturally-specific perspectives, taking into account the homelands, cultures, and histories that influence and are influenced by the texts. Through these activities the students will fulfill the requirements of both Critical Thinking (analytical reading and writing) and Social Responsibility in a Diverse World (research, reading, and writing about diverse cultures and literatures).

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for EN 375/375Z. This course requires students to read short stories, nonfiction, and drama from authors with a specific U.S. minority culture (such as African American, Chicano/a, or Jewish American). Students will critically analyze texts from within tribally-specific perspectives, taking into account the cultures and histories that influence the texts. Students will compose several 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 with respect to literature of a specific U.S. Minority group (for example, Hip Hop and Spoken Word poetry in African-American culture).
* For the ***Evaluate*** learning outcome dimension, students will incorporate and explore multiple ideas about works from U.S. minority authors, examine literary genres and demonstrate knowledge of course texts.

**Social Responsibility in a Diverse World**

The major focus of EN 375/375Z is critical analysis of nonfiction, short stories, and drama written by Native American authors. To that end, students in EN 375/375Z 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 various 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 minority cultures in America.
* To address the ***Intercultural Engagement*** learning outcome dimension students will analyze and engage with literatures from within particular U.S. minority cultural perspectives including: spirituality, race, gender, etc. 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.)

This course satisfies the American literature requirement for the English major and Secondary English Education major; it also counts as an upper division elective for the English minor and as an American literature survey or period course for the Secondary English Education minor. It is also a Humanities (Division II) and an upper division option in the current Liberal Studies program. Consequently, its primary audience is upper-level students who wish to learn more about the life and literatures of U.S. minority cultures.

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

EN 375/375Z requires sophomore standing and passing “EN 211” with a grade of C or higher. It fulfilled the division II Liberal Studies requirement and attracts students from majors all over campus.

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

EN 375/375Z is a popular course that introduces students to perspectives of specific minority cultures in America. It enhances students’ understanding of literature, American history, the diversity of minority cultures, and the relationship among texts, culture, and histories.

**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 participate in course conversations about texts, create discussion questions, and/or produce oral presentations 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 375/375Z 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 thesis-driven essays or literary analyses/postings over the course of the semester. Each essay or analysis/posting will require students to read critically and analytically and produce a coherent, critical argument. *Integration* 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 375 is an upper division literature course. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students will construct essays/projects and/or exams by integrating theory with critical analysis and interpretation. Evaluation dimension is assessed via assignment-specific rubrics.  **Frequency:** at least once  **Overall Grading Weight**: 20-40%  **Expected Proficiency Weight:**. **Th**e criterion weight level for *proficient* is at 75% because EN 375/375Z is an upper division literature course |

**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 | **Task Type:** Students will analyze literature from culturally-specific contexts. Students will demonstrate their understanding of the connection between culture and literature through in-class or online assignments (such as presentations or discussions) or essays/exams that require students to analyze texts from culturally-specific perspectives, drawing on particular histories and cultures of minorities in the U.S.  **Frequency:** at least twice  **Overall Grading Weight:** 20%-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN 375/375Z is an upper division literature course |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task**: Students will write essays, give presentations, take exams, and/or participate in discussions that require them to investigate different cultural perspectives.  **Frequency:** at least twice  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN 375/375Z is an upper division literature course |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Task: Students will read and analyze U.S. minority literature with attention to particular histories and culturally relevant issues – including spirituality, gender, identity, race, and community relationships. This engagement will be reflected in course assignments such as presentations and essays.  **Frequency:** at least twice  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN 375/375Z is an upper division literature course  . |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Task: Through their careful study of literature, presentations, and paper assignment(s), students will be engaging with histories, political and belief systems, and representations of gender, sexuality, identity, etc.  **Frequency:** at least twice  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN 375/375Z is an upper division literature course |