**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*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: SN315: Introduction to Literary Study in Spanish**

**Home Department: Modern Languages and Literatures**

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

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

**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 is an introduction to the study of various genres of literature—short story, poetry, drama, essay, etc.—from Latin America and Spain.

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

**Component: Critical Thinking**—SN315 is an introduction to the study of literary works in Spanish. It is not a survey course. The point of the course—stated explicitly by the instructor—is to get the students engaged with the critical dialogue about literature. They learn to respond critically both to the works of literature themselves, as well as (at a level appropriate for undergraduates) to respond critically to critics’ analyses of those works of literature.

**Component: Human Expression—**Although, as stated, SN315 is not merely a “survey course,” it does serve as an introduction to various literary genres (or, put another way, forms of “human (literary) expression.” All three dimensions—acknowledging the role of the aesthetic, thinking innovatively about literary works, and acknowledging contradictory interpretations and understandings of those works—come into play in the course.

These two learning outcomes do, indeed, make up the majority of the course and the associated dimensions all tie in extremely closely to the course content.

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

Spanish majors and minors—and potential majors and minors—who have completed at least one advanced Spanish course (SN301 or SN302).

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

The course is a requirement of all Spanish majors and minors.

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

The course is conducted in Spanish.

**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 | Information (broadly defined) will be assessed through writing assignments (generally, three or more essays during the course of a semester) and/or examinations. These assignments will be worth around 40-60% of the course grade. It is to be hoped that nearly all students manage to assess the quality of information that they include in their papers. Some will probably fail to do so, however. At least 80% should be able to demonstrate success. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Again, writing assignments will require students to integrate reasoning (or, in rare cases, insight) with existing understanding. Three essays or so per semester, worth the aforementioned 40-60% of the grade. Here, the success rate may again dip below that 100% rate, depending upon the effort put forth by the students themselves. An 80% success rate seems highly probable. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | The ability to evaluate information, etc., will once again be assessed primarily through written assignments. However, tests and presentations may also come into play here. All of these activities should still hover in that 40-60% range of the total grade. We would hope that 80% (or more!) of the students would demonstrate the ability to evaluate information. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION 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 the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Students learn to recognize aesthetic principles present in literary works from a variety of places and times. Assessment of their comprehension will be via essay, test, or presentation. Weight: 40-60% of the overall course grade.  Expected Proficiency Rate: 80%  Rationale: Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | Students will create ideas and questions (hopefully creative ones) centering on the texts under analysis in class. They will then develop these creative ideas and questions in… essays, tests, or presentations. Worth… 40-60% of the overall grade.  Expected Proficiency Rate: 80%  Rationale: Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | On a daily basis, students—in their reading and in class discussions—will be exposed to the wide variety of potential “readings” of a text. They will incorporate a variety of critical perspectives and approaches into their written work, in particular the final paper. This paper is worth 20-30% of the final grade.  Expected Proficiency Rate: 80%  Rationale: Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |