

## Core Curriculum Course Submission

### Criteria: Humanities

#### General Information

<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Paul Yoder	rpyoder@ualr.edu	(501)224-2398	2/19/14
<b>e. College/School</b>	<b>f. Department/Program</b>		
College of Arts, Letters, & Sciences	English		

#### Course Information

<b>a. Course ID (RHET 1312)</b>	<b>b. Current Title</b>
NGL 2337	World Literature

#### Catalog Description

study of selected texts reflecting various Western and non-Western literary heritages and traditions. Assigned works represent several national literatures, and at least one major text from each of four periods (antiquity, medieval, early modern, and the modern period) and from a minimum of three literary genres.

#### How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?

The English Department closely mentors all new faculty to insure consistency among sections of required courses. New faculty are given sample syllabi for the courses they will teach, including World Literature (English 2337), to use as a guide in crafting their own courses. Syllabi for World Literature are collected by the Chair and reviewed for consistency of learning objectives and assignments. Syllabi for World Literature are again reviewed by the departmental evaluation committee as part the annual faculty evaluation process, again with attention to consistency of learning objectives and assignments.

Educational Goals	Learning Outcomes Students will . . .	Learning Objectives At the end of the course students will be able to ...	Assignments	Explanation
<p>knowledge 2 – concepts, methodologies, and the Global Heritage of the Arts</p>	<p>1. understand foundational concepts and methods in a particular humanistic discipline;</p>	<p><b>Learning Objectives 2.1</b> analyze a literary text, with emphasis on form (poetry, fiction, drama), stylistic features (such as word choice, imagery, or characterization), and content (ideas; literary, historical, cultural traditions), connecting what they learned in this course and knowledge they have acquired from other areas.</p>	<p><b>Assignments 2.1</b> class readings, discussion, and weekly journals</p>	<p><b>Explanation 2.1</b> In addressing what the course readings “say,” the students also address “how” the readings say it. These are the most fundamental issues in learning to appreciate the artistic and cultural value of literature.</p>
	<p>2. understand cultural and historical contexts as they inform philosophical, literary, and other texts ;</p>	<p><b>Learning Objectives 2.2</b> analyze and interpret the historical and cultural context for a broad survey of literature from different times and different cultures in both western and non-western traditions.</p>	<p><b>Assignments 2.2</b> class readings, discussion, and weekly journals</p>	<p><b>Explanation 2.2</b> The syllabus includes a broad range of literature from around the world, and from several historical periods. Class discussion addresses both content and formal aspects of the writing, plus consideration of how cultural and historical context plays a role in generating a text’s meaning.</p>
Educational Goals	Learning Outcomes Students will . . .	Learning Objectives	Assignments	Explanation
<p>Skills 1 – Communication</p>	<p>1. read, analyze, and interpret philosophical, literary, and other texts, orally and in writing, using primary and secondary materials;</p>	<p><b>Learning Objectives 1.1</b> interpret and analyze, both orally and in writing, ideas, moral issues, and values reflected in literature.</p>	<p><b>Assignments 1.1</b> class readings, discussion, weekly journals, mid-term and final exam, research paper</p>	<p><b>Explanation 1.1</b> The mid-term and final exams allow the students the opportunity to summarize and synthesize ideas from class discussions. The final paper requires students to do outside research in order to connect the class activities to the larger critical community.</p>



Educational Goals	Learning Outcomes Students will . . .	Learning Objectives	Assignments	Explanation
skills 2 – Critical thinking	1. assess, analyze, and synthesize the views, theories, and beliefs presented in philosophical, literary, and other texts;	<b>Learning Objectives 2.1</b> analyze a text from within a cultural or literary context or from a variety of perspectives, comparing, contrasting those texts to each other, and synthesizing conclusions about them.	<b>Assignments 2.1</b> class readings, discussion, and weekly journals	<b>Explanation 2.1</b> In discussion students compare how some subjects, the role of women for example, are handled differently in texts from different cultures or time periods, drawing conclusions about what the subject reveals about both the cultural / historical context and the critical methodology.
	2. determine and gather relevant primary and secondary sources for the assessment, analysis, and synthesis of ideas presented in philosophical, literary, and other texts;	<b>Learning Objectives 2.2</b> write a well-developed essay, using secondary sources, and analyzing how one or more literary texts reflect the culture that produced them.	<b>Assignments 2.2</b> Research paper	<b>Explanation 2.2</b> Students develop and use these skills in order to complete the final paper, which requires the identification and inclusion of relevant information from outside sources.
	3. explore one’s own identity and values in relation to texts and their intellectual, aesthetic, and cultural contexts;	<b>Learning Objectives 2.3</b> analyze a text from within a cultural or literary context or from a variety of perspectives, comparing, contrasting those contexts and perspectives with their own.	<b>Assignments 2.3</b> class readings, discussion, and weekly journals	<b>Explanation 2.3</b> Discussions of literature begin with what the student thinks about the text. These considerations necessarily include comparisons of their own ideas with those represented in the text.
Educational Goals	Learning Outcomes Students will . . .	Learning Objectives	Assignments	Explanation
skills 3 – Information Technology	1. understand and use a range of past and current technologies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b> use word processing for written work; they will use email for their correspondence, and basic techniques of internet and library research to locate information.	<b>Assignments 3.1</b> weekly journals, research paper	<b>Explanation 3.1</b> The weekly journals are required to be posted on the class email listserv. The final paper requires research, which certainly depends on computer research skills. The papers themselves are commonly produced on computers.



	2. assess the reliability and relevance of information resources;	<b>Learning Objectives 3.2</b> identify, find, and use information appropriate for a discussion of literature.	<b>Assignments 3.2</b> research paper	<b>Explanation 3.2</b> The final paper requires the use of appropriate outside resources.
<b>Educational Goals</b>	<b>Learning Outcomes Students will . . .</b>	<b>Learning Objectives</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Ethical and Personal Responsibility</b>	1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> use appropriate documentation to acknowledge outside resources used in their writing.	<b>Assignments 1.1</b> class readings, discussion, weekly journals, research paper	<b>Explanation 1.1</b> We have explicit discussions of what constitutes plagiarism, and the guidelines for documentation. The weekly journals insure that students keep up with the class assignments, and that students recognize the input of their classmates.
	2. understand the ethical implications of philosophical, literary, or other texts and their interpretations;	<b>Learning Objectives 1.2</b> interpret and analyze, both orally and in writing, ideas, moral issues, and values reflected in literature.	<b>Assignments 1.2</b> class readings, discussion, weekly journals	<b>Explanation 1.2</b> Discussions of literature inevitably raise questions of motivation and the ethics of the actions and feelings of the characters.
<b>Educational Goals</b>	<b>Learning Outcomes Students will . . .</b>	<b>Learning Objectives</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. understand the use of a humanistic perspective in developing a sense of civic responsibility;	<b>Learning Objectives 2.1</b> analyze and interpret the relationship between the individual and society in a broad survey of literature from different times and different cultures in both western and non-western traditions.	<b>Assignments 2.1</b> class readings, discussion, weekly journals	<b>Explanation 2.1</b> Class discussions and journals encourage students to consider the relationship between the individual and his or her local community.

Educational Goals	Learning Outcomes Students will . . .	Learning Objectives	Assignments	Explanation
<b>alue 3-Global nd cultural nderstanding</b>	1. understand the importance of the experiences of a diverse range of people as expressed in philosophical, literary or other texts;	<b>Learning Objectives 3.1</b> analyze the ways in which ideas and values depicted in literary works from other times and cultures interact with or contrast with those of American culture or the culture of the students' countries of origin.	<b>Assignments 3.1</b> class readings, discussion, weekly journals	<b>Explanation 3.1</b> The broad range of readings emphasizes both the diversity and consistencies of the human experience. It implicitly and explicitly raises questions of how and why we are alike or different, and what difference that makes.
	2. respect diverse viewpoints about the meanings and values of human experiences.	<b>Learning Objectives 3.2</b> analyze the ways in which ideas and values depicted in literary works from other times and cultures interact with or contrast with those of American culture or the culture of the students' countries of origin.	<b>Assignments 3.2</b> class readings, discussion, weekly journals	<b>Explanation 3.2</b> Reading about different cultures and times, how ideas differ according to those cultures and times, helps students to understand the importance of ideas and values held by others.

**Additional Comments:** Both the Dean and Chair have been notified about this course.

Belenia Blewins-Kneel  
 Approved by Core Curriculum Committee

3-19-14  
 Date

[Signature]  
 Approved by Provost

3/20/2014  
 Date

[Signature]  
 Approved by Chancellor

3/31/14  
 Date