

Language, Philosophy, & Culture - ENGL - 2323

UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to ADD to Core

General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.
- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

Course Ownership

Department* UGRD English - Lower Division

Does the department chosen use a Department Curriculum Committee?* Yes No

Does the college of the department chosen use a College Curriculum Committee?* Yes No

Will the course be cross-listed with another area?* Yes No

If "Yes", please enter the cross-listed course information (Prefix Code Title)

Implementation

Academic Year to begin offering course:* 2015 2016 2017

- Term(s) Course will be TYPICALLY Offered:*
- Fall (including all sessions within term)
 - Spring (including Winter Mini all sessions within term)
 - Summer (including Summer Mini and all sessions within term)

Justification for adding/changing course

Justification(s) for Adding Course* To meet core curriculum requirements

Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below
- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.
- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.
- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.
- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.
- Click the appropriate course to select.
- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).
- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

Instructional Area/ Course Prefix* ENGL

Course Number* 2323

Long Course Title* Literature and Identity

Short Course Title Literature and Identity

Instruction Type and Student Contact Hours

Instruction Type* Lecture ONLY

Contact Hours

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.

Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.

Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

Lecture* 3

Lab* 0

Grade Options

Grade Option* Letter (A, B, C.....)

Course Repeatability

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?

CIP Code

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: <http://www.txhighereddata.org/Interactive/CIP/>

CIP Code must use this format:

##.####.## ##

digit digit period digit digit digit digit period digit digit space digit digit

CIP Code* 23.0101.00 01

Catalog Descriptions

Prerequisite(s):* ENGL 1304 or equivalent.

Corequisite(s)

Course Description* Literature and its relation to various aspects of identity.

Course Notes

Authorized Degree Program(s)

If this proposal is a change to an existing course (Core or non-Core), there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.

If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.
- Locate and select "Impact Report"
- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301
- Select the external system (catalog) to search for course dependencies.
- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.
- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

Impact Report *

Impact Report for ENGL 2323

TCCN Equivalent	ENGL 2304 - English Literature Since 1798
Programs	Asian American Studies Minor
	India Studies Minor
	Topics

Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

Component Area for which the course is being proposed (select one) **Language, Philosophy, & Culture**

List the student learning outcomes for the course*

* Through the study of Literature and Identity, students will write 3,000 words that demonstrate their ability to analyze how literature can represent individuals/groups/ cultures and their values, beliefs and ideas that affect the human experience, and create or modify their identity.

* Students will be able to identify, analyze, and discuss elements of various genres.

* Students will analyze cultural values and philosophies of characters and/or societies in given works to compare and contrast them with their own cultural beliefs and values in personal and social decision-making situations to create and understand both the characters' and the students' identity choices and formation.

* Students will learn and apply correct documentation and citation skills for writing about film and literature.

Competency areas addressed by the course* **Communication Skills**
Critical Thinking

Personal Responsibility**Social Responsibility**

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

**Critical Thinking,
if applicable**

In the attached assignment, students will write 3,000 words that demonstrate their ability to analyze various genres (fiction, poetry, drama, non-fiction) for aspects of cultural values, ideas, and beliefs that affect the creation and shaping of identity in the human experience.

**Communication
Skills, if
applicable**

Students will effectively communicate their ideas with their peers as demonstrated through written peer review, critical discussion of their work, oral presentations and the assignment listed above.

Empirical &

**Quantitative
Skills, if
applicable**

**Teamwork, if
applicable**

**Social
Responsibility, if
applicable**

Students will explore, and compare and contrast the social beliefs and values of the time and culture in the selected genres with those of contemporary beliefs and values and apply them to contemporary times. Please see attached assessment assignment.

**Personal
Responsibility, if
applicable**

Students will explore the personal responsibility taken by characters in the genres they reflect and compare and contrast it with how they would make similar or different choices based on their own contemporary cultures, values and beliefs. They will also be able to explain the changes in contemporary thinking that might have made a difference to the characters in the literature. Please see attached assessment assignment.

SyllabusSyllabus* Syllabus AttachedWill the syllabus vary across multiple section of the course?* Yes No

If yes, list the assignments that will be constant across sections

The attached assessment assignment will remain constant across sections.

Important information regarding Core course effectiveness evaluation:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Additional Information Regarding This Proposal

Comments:

Proposal Completed?

Scroll back to the top of this pane and click to right-directional triangle " " located

at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of English

Person Making Request: Dr. Paul Butler

Telephone: (713) 743-1758

Email: pbutler@Central.UH.edu

Dean's Signature: _____

Date: 5 September 2014

Course Number and Title: English 2323, Literature and Identity

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

* Through the study of Literature and Identity, students will write 3,000 words that demonstrate their ability to analyze how literature can represent individuals/groups/cultures and their values, beliefs and ideas that affect the human experience, and create or modify their identity.

* Students will be able to identify, analyze, and discuss elements of various genres.

* Students will analyze cultural values and philosophies of characters and/or societies in given works to compare and contrast them with their own cultural beliefs and values in personal and social decision-making situations to create and understand both the characters' and the students' identity choices and formation.

* Students will learn and apply correct documentation and citation skills for writing about film and literature.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write 3,000 words that demonstrate their ability to analyze various genres (fiction, poetry, drama, non-fiction) for aspects of cultural values, ideas, and beliefs that affect the creation and shaping of identity in the human experience.

Sample Assignment

Choose two or more stories that demonstrate cultural values, ideas, and beliefs that affect the growth and development of human identity. For example, consider any of the following areas: ethnicity, gender, disability, sexuality, and/or profession. You might consider how apartheid impacted the lives of individuals both of the ruling class and of the residents in the communities in South Africa in the play, *Master Harold and the Boys*. Write a 3-5 page essay that explains the cultural values, ideas, and beliefs of the time and apply them to the characters, plot and setting of the stories/genres. Respond to the story by comparing and contrasting how your personal/cultural values and beliefs are consistent with or different from those in the stories/genres. What choices would you make in similar situations today? Be sure to use correct citations for quotations and paraphrasing and documentation. Also consider what responsibility citizens and governments have in situations where those not in power are discriminated against through the laws of the country.

Communication Skills:

Students must effectively communicate their ideas with their peers as demonstrated through written peer review, critical discussion of their work, and oral presentations.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Students will explore, and compare and contrast the social beliefs and values of the time and culture in the selected genres with those of contemporary beliefs and values and apply them to contemporary times.

Personal Responsibility:

Students will explore the personal responsibility taken by characters in the genres they reflect and compare and contrast it with how they would make similar or different choices based on their own contemporary cultures, values and beliefs. They will also be able to explain the changes in contemporary thinking that might have made a difference to the characters in the literature.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The above essay assignment will be consistent across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

SAMPLE CORE SYLLABUS FOR
ENGLISH 2323
LITERATURE AND IDENTITY

Instructor Name:		Section Number:	XXXXX
Office Location:	XXXX	Meeting Time:	XXXXXX
Office Hours:	XXXXXXXX	Class Location:	XXXXXX
Office Phone:	713-743-XXXX	Email Address:	
Blackboard Site:	www.uh.edu/blackboard		

Prerequisite for the course: Engl 1304 or its equivalent

Course Goals and Methods:

English 2323 satisfies 3 hours of the U of H core curriculum requirement in Language, Philosophy & Culture. The catalog describes this Foundational Component Area as “Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.”

COURSE DESCRIPTION (Further individual class description)

This class investigates the various meanings associated with identity as seen in selected literary works. Instructors will determine the diversity of the content, offering selections that could focus on but are not limited to the following areas: ethnicity, gender, disability, sexuality, and/or profession. Students will examine their interpretation of identity in terms of themselves and others and learn to recognize overgeneralizations, stereotypes, biases, discrimination and other overt and/or subtle negative attitudes prevalent in history as well as in contemporary society and how these attitudes impact individuals as well as larger groups.

Core Objectives

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcomes INDIVIDUAL INSTRUCTOR WILL DETERMINE

Required Texts INDIVIDUAL INSTRUCTOR WILL DETERMINE

Course Requirements (based on individual instructor's preferences)

- Information about assignments
- Information about late work
- Information about attendance
- Information about religious holidays
- Information about Academic Honesty
- Other information instructor wants to include

For example, the instructor might include the following requirements:

- Using the textbook assigned to the class, read selected works
- Reading Responses
- Based on the time period being studied, students will investigate the attitudes of individuals of the identity in question and the attitudes of those who do not identify in that way
- Write a research paper
- Write 2 shorter papers (3-5 pages)
- Write a narrative discussing some element of one's own identity
- Discuss and or write about the personal and/or social responsibility experienced by characters and setting in reading selections and determine one's own response to the situations involved.

Academic Support Services

“In compliance with the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, the **Center for Students with DisABILITIES (CSD)** provides ‘reasonable and necessary’ testing accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities.” Students who want to know more about these services should consult the Student Handbook, or should contact CSD in Room 110 of the Justin Dart, Jr. Center for Students with DisABILITIES (building #568), 713-743-5400 (voice) or 713-749-1527 (TTY); www.uh.edu/csd.

Learning Support Services

For help on the mechanics of papers (grammar, punctuation, etc.), students should visit Learning Support Services now located in Cougar Village, room N 109.

The Writing Center

For help with developing ideas, thesis development, and so forth, students should visit the University of Houston Writing Center located in 210-217 Agnes Arnold Hall.

Grading INDIVIDUAL INSTRUCTOR WILL DETERMINE

English 2323 Assessment Assignment

The following essay requires that students will be accountable for all of the competencies listed above.

Sample Assignment

Choose two or more stories that demonstrate cultural values, ideas, and beliefs that affect the growth and development of human identity. Write a 3-5 page essay that explains the cultural values, ideas, and beliefs of the time and apply them to the characters, plot and setting of the stories. Respond to the story by comparing and contrasting how your personal/cultural values and beliefs are consistent with or different from those in the stories. What choices would you make in similar situations today? Be sure to use correct citations for quotations and paraphrasing and documentation.