





<p><b>Proposed Catalog Description</b></p>	<p>ENGL 121: An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students will investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from underrepresented communities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p> <p>FNLG 121: An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students will investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from underrepresented communities. Also offered as ENGL 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.</p>
<p><b><i>If changing Category A, no further action required.</i></b></p>	
<p><b>Category B (if no change, leave blank)</b></p>	
<p><b>(I) Repeatable Course</b></p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>Proposed Repeatable Course</b></p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:</p> <p>Lab Hours:</p> <p>Credits:</p>
<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:Lab Hours:Credits:</p>
<p><b>(K) Current Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p>	<p>Understand aesthetic and imaginative facets of human experience by being able to:</p> <ul style="list-style-type: none"> <li>• discuss the purposes and functions of literature within society</li> <li>• recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities</li> <li>• appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations</li> </ul> <p>Demonstrate critical and reflective thinking skills by being able to:</p> <ul style="list-style-type: none"> <li>• articulate and effectively communicate how a text has become meaningful</li> <li>• formulate questions appropriate to the understanding of literary texts</li> <li>• develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches</li> <li>• understand literature as a reflection of or challenge to the culture and time in which it was produced</li> </ul>



Unit One: What is Humanities Literature?
Review Syllabus
Post to Introduction Discussion Topic
Read all links in Humanities Readings Folder (3 PDFs and one web link)
Submit Reading Response: Humanities
Discussions: "What is Humanities Literature"
Unit Two: Fiction
Read Introduction, Section 1 ("Reading Fiction"), Reading Response: The Canon
Critical Thinking Response : Close Reading
Read Section 2 ("Plot"), Section 3 ("Character")
Discussion Post "Fiction Thread"
Critical Thinking Response: Plot and Character
Read Section 4 ("Setting"), Section 5 ("Point of View")
Critical Thinking Response: Spark, Updike, and Updike
Section 6 ("Symbolism"), Section 7 ("Theme")
Reading Response: Setting
Section 8 ("Style, Tone, and Irony")
Critical Thinking Response: Carver, Minot, Moody
Reading Response: Symbolism
Discussion Response "Fiction Thread"
Read Section 11 ("Stories for Further Reading")
Reading Response: Favorite Stories
Unit Three: Poetry
Read Section 12 ("Reading Poetry")
Reading Response: Reading Poetry
Critical Thinking Response: Cummings, Collins, Oliver
Read Section 13 ("Word Choice, Word Order, and Tone")
Discussion Post "Poetry Thread"
Critical Thinking Response: Inez, Machan, Olds
Read Section 14 ("Images") and 15 ("Figures of Speech")
Reading Response: Poetry Should Ride the Bus
Critical Thinking Response: Whitman, Keats, Williams
Read Section 17 ("Sounds")
Critical Thinking Response: Hudgins, Wakefield

Read Section 19 (Poetic Forms) and 20 (Open Form)
Discussion Response Poetry Thread
Critical Thinking Response: Poetic Forms
Reading Response: Reading Poetry Redux
Unit Four: Drama/Film
Read Section 24 (Reading Drama)
Reading Response: Live TV
Critical Thinking Response: Ackerman, David
Read in Section 28 Naked Lunch and The Blizzard
Discussion Thread - Drama
Critical Thinking Response: Naked Lunch and The Blizzard
Read Doubt: A Parable
Critical Thinking Response: Doubt
Watch Doubt (the 2008 film, directed by Shanley)
Discussion Response - Drama
Reading Response: Doubt
Read The Playwright as Translator of Himself
Critical Thinking Response: Doubt in Translation
Unit Five: Independent Book Project
Work on Independent Reading Project
Book Project Brainstorming
Discussion: Independent Reading Project
Book Project Rough Draft Peer Review
Discussion: Independent Reading Response
Independent Reading Project Presentations

**(N) Brief Course Outline**

*(Give sufficient detail to communicate the content to faculty across campus.*

*It is not necessary to include specific readings, calendar or assignments)*

***As outlined by the federal definition of a "credit hour", the following should be a consideration***

***regarding student work - For every one hour of classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class student work.***

**UNIT 1 CLOSE-READING**

**Key concepts:** Close-reading, course goals and policies

**Close-reading haiku**

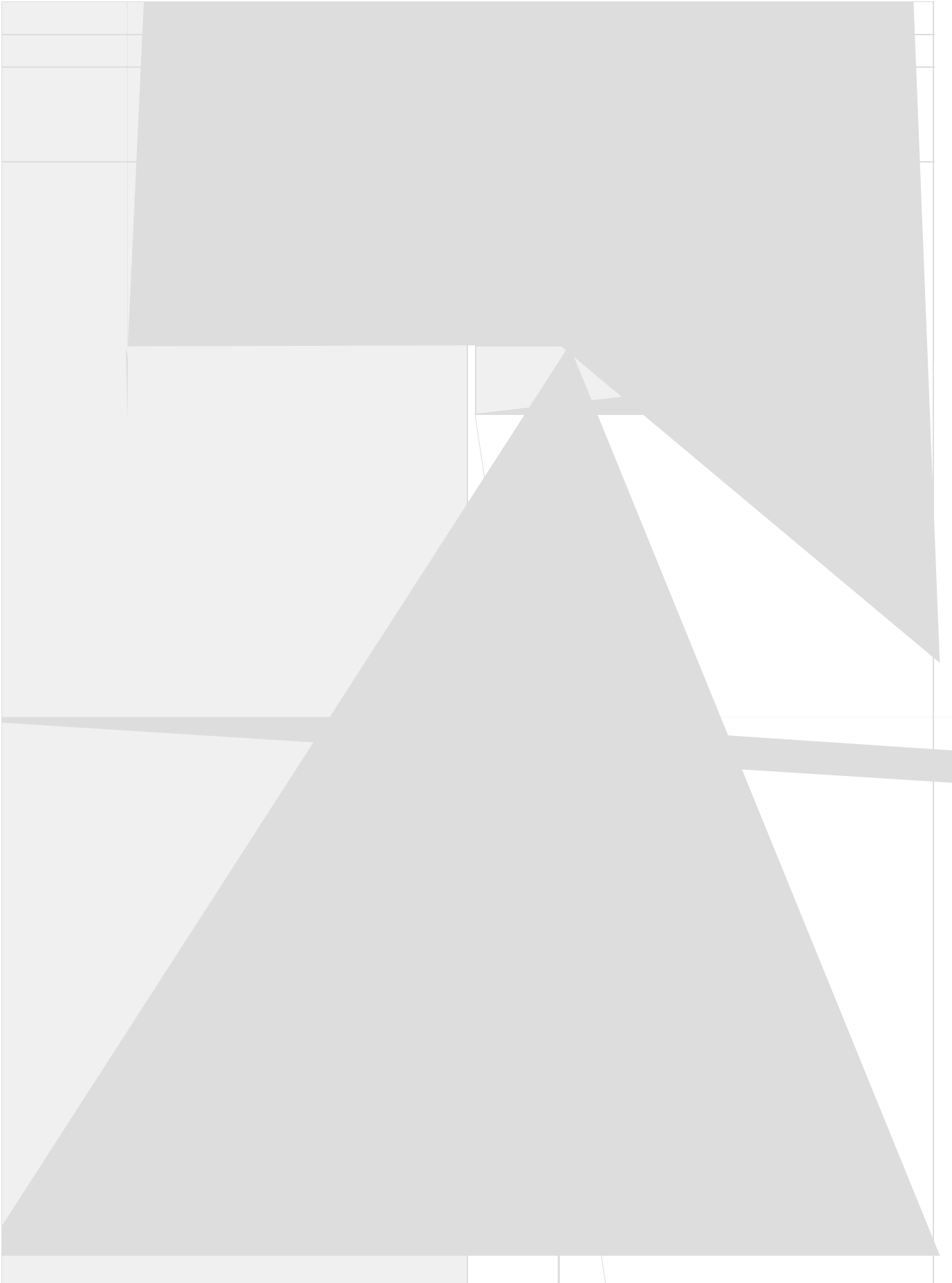
**Key concepts:** Literary form, genre, haiku

**Close-reading movies**

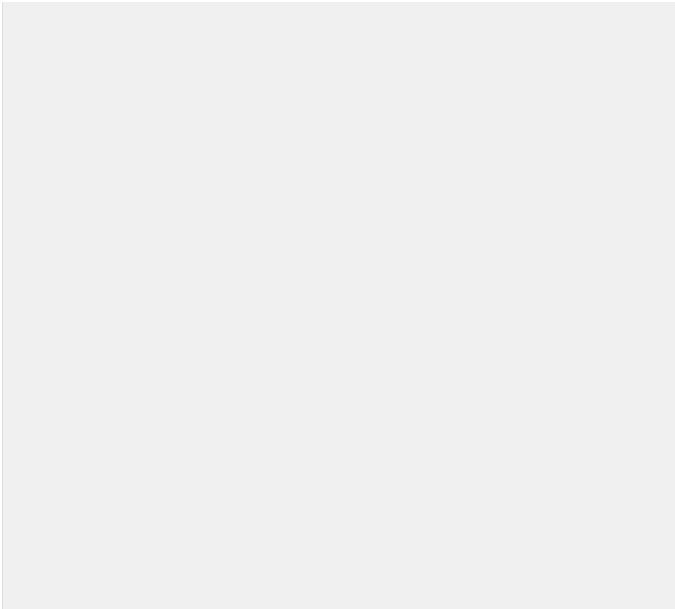










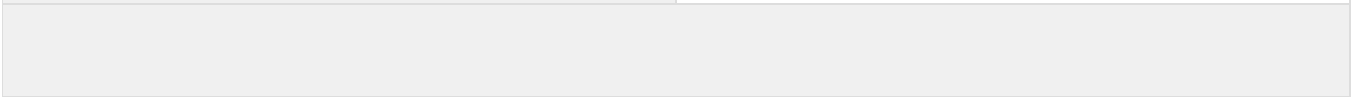


<ul style="list-style-type: none"> <li>an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	3
<ul style="list-style-type: none"> <li>an understanding of themselves and a respect for the identities, histories, and cultures of others</li> </ul>	2, 3

How will each outcome be measured  
 (note should mirror (L) Student Learning Outcomes\* (SLO) from the course proposal

***Narrative on how the course will address the Selected Category Content***

Course SLO #	Assessment Tool to be used to measure the outcome
1 Apply close reading methods to significant literary works to investigate and analyze how literary meaning is constructed.	In-class participatory methods



<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>The course outcomes are prefaced with the lead-in, "Over the course of the semester, students will encounter significant literary texts, including those by women and people from underrepresented communities." This provides a framework within which the instructor must choose diverse and inclusive texts.</p>
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>As a reading course, by nature the Humanities Literature course provides students with encounters with texts from a wide array of non-textbook readings, which range from traditional literary genres including poetry, fiction, creative prose, and drama to emerging contemporary genres.</p>

## Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</i></b></p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" data-bbox="805 1339 1446 1388"> <thead> <tr> <th style="text-align: left;">File</th> <th style="text-align: right;">Modified ▲</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table>	File	Modified ▲	No files shared here yet.	
File	Modified ▲				
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<p>Narrative Description of the Required Content</p>	<p><b><i>How the proposal relates to the Education Major</i></b></p>				