TBR GOAL: The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

A. SUMMARY COURSE DESCRIPTION AND OBJECTIVES

1. Describe the course content and objectives.

Themes in Literature and Culture provides students the opportunity to trace a specific theme or idea through a number of literary texts that reflect different historical and cultural contexts.

Course Objectives:
1. Students will improve their ability to read, think, and write critically and analytically about a wide variety of texts.
2. Students will be able to identify basic structural and/or technical elements and strategies and will be able to discuss how those elements contribute to the overall effect of a literary work.
3. Students will gain a greater sense of the range and sorts of texts that are available to them as readers and, hopefully, of the sorts of texts that they most enjoy and wish to continue reading.
4. Students will gain a greater sense of the "conversations" between texts; that is, they will have a sense of the ways in which texts respond to earlier texts, develop ongoing cultural conversations about key issues, develop genres and style, etc.
5. Students will gain a greater sense of the ways in which texts function within culture(s), of the ways in which texts can be used to understand and gain insight into cultures/historical movements, and of the ways in which cultural context shapes both the production and reading of texts.
6. Students will develop a sense of themselves as readers; they will gain greater independence in their interpretations and become more aware of their own approaches, assumptions, and interpretive strategies. Conversely, they will become more aware of the range of possible reading strategies, encounter and test out new ways of working with texts, and increase their interpretive repertoires.

2. Describe and justify any special admission and prerequisite requirements for the course. NOTE: Only other General Studies courses can be used as prerequisites for any course proposed. Completion of developmental requirements may be required, and should be listed in this section.

English 1010 and English 1020
B. COURSE STRUCTURE

1. Outline of Course Topics. The outline should reflect a concise and sequential listing of the content and concepts to be addressed in the course.

   These topics function recursively and cumulatively. As students gain a broader base of knowledge, topics will be reviewed at a more sophisticated level.
   a. Characteristics that define genres.
   b. Literary terms and techniques.
   c. Strategies of reading and critical analysis.
   d. Ways in which texts express a particular author’s or culture’s values (cultural and historical contexts).
   e. Methods of appropriate comparison and contrast.
   f. Writing effectively about literature.

2. Student Activities. List the range of potential activities required of students (whether graded or not). Activities might include such things as readings, research or creative papers, class presentations, data collection, creative products, interviews, field experiences, etc.
   a. Class discussion
   b. On-line discussion or other web-enhanced activities
   c. Selected readings
   d. Analytical papers
   e. Class presentations
   f. Informal writing
   g. Quizzes and exams
   h. Creative projects
   i. Collaborative projects
   j. Portfolios

3. Evaluation Procedures. Describe the range of evaluation procedures (i.e. grading system) for student activities. All evaluation procedures in General Studies courses should be explicitly related to achievement of the contributions of the course to TBR General Education goals and outcomes.
   a. Approximately 70% of the final grade for each student will be based on writing assignments. These assignments will require students to synthesize their learning (often representing multiple learning outcomes) to produce an interpretation of the literature being analyzed.
   b. Approximately 30% of the final grade will be based on class discussion, any web-enhanced activities, and group projects that the instructor might integrate into a course. Again, each activity likely involves more than one learning outcome.
   c. Individual instructors will delineate on their syllabi the exact percentages of individual assignments.
C. CONTRIBUTION TO GENERAL EDUCATION LEARNING OUTCOMES

For the Humanities/Fine Arts Requirement, the proposed course must fulfill four or more of the six learning outcomes. Provide a detailed justification for how the course will fulfill each of the selected TBR learning outcomes.

☐ 1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

☒ 2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

The course will address the ways that a literary work communicates the values and circumstances of its culture and time. These methods include not only choice of subject matter, but how the subject matter is represented in language—the attitude taken toward the subject matter.

☐ 3. Explore global/cultural diversity.

☐ 4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.

The course will require students to compare and contrast works from different time periods and to see how particular themes develop into their current manifestations in contemporary life.

☒ 5. Recognize the ways in which both change and continuity have affected human history.

The course will trace the development of a specific idea or theme as it is variously represented in literary genres, by means of newly developed or revived literary techniques. Literary techniques often respond to dominant ideas of a time period, so students will have a chance to consider how and why the changes in literature reflect changes in the broader culture.

☒ 6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

Discussion and writing assignments require students to critically analyze texts by requiring them to pay attention to literature as a verbal construct which must be interpreted. Teachers will introduce to students methods of interpretation and key technical terms which students will need to master and use in discussion, writing assignments, and exams.
D. COURSE INTEGRITY

1. Estimate the number of sections and seats to be offered in the first academic year after approval (Fall, Spring, and Summer).

<table>
<thead>
<tr>
<th>Number of Sections</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>25</td>
</tr>
<tr>
<td>Spring</td>
<td>20</td>
</tr>
<tr>
<td>Summer</td>
<td>5</td>
</tr>
</tbody>
</table>

2. If this course will be required for department degree programs or is required for any other known major/minor degree programs on campus, estimate the number of seats that will be required for those students versus the number of seats available for other students attempting to fulfill General Studies requirements.

   *n/a*

3. Describe how the department plans to meet staffing needs, including projected use of temporary faculty and TAs.

   **Permanent faculty will teach every course section.**

4. Discuss methods of ensuring consistency in the content of the course (e.g., generic syllabus, common textbook, pool of activities from which specific ones can be selected at the discretion of the instructor). Describe how the department will ensure that new faculty understand the stated objectives.

   **Every instructor who wishes to teach this course must submit a proposal to the Lower Division English Committee that documents how the course will meet both departmental goals and the TBR learning outcomes.**

5. If the size of class sections will vary significantly, state the projected minimum and maximum enrollments for different sections and explain how the pedagogy and class activities will accommodate this variability while addressing TBR Learning Outcomes.

   **Maximum enrollment is 35 students per section. Summer session sections are limited to 25 due to the brevity of the term.**