Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following ways:

English 203 introduces students to communicating persuasively about literature, for the purpose of enhancing skills in academic and professional communication. Learning goals are, to consider the effects of messages, foster understanding, and improve skills necessary to communicate persuasively on issues raised and elaborated by literature from social, individual, and ethical perspectives. The course focuses on texts drawn from various historical periods while also representing a variety of literary genres (drama, novel, short story, poetry, autobiography, film). Students will work to develop the critical thinking skills that lead to persuasive communication that interprets literature and provides the richest possible evaluative reading and writing experience by completing assignments in writing, analytical reading, and presentations based on the principles of visual rhetoric as applied to literature and/or films. The course provides extensive study and practice in argumentation techniques, considering differing audiences as applied to writing about literature and involving a professional level of command in oral, aural, written and visual literacy skill.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

CTC: The course will enhance critical thinking skills through regular reading of literature, presentations on the reading (aural skill building), through class discussion (including multi-modal visual, oral, and Power Point presentations), and extensive writing.

The evaluation of critical thinking skills will be based on analytical inquiry as demonstrated in class discussion, written work synthesizing critical perspectives to interpret literature, standard exams, oral creative and innovative presentations, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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CS: The course promotes communication skills through small and large group discussion of major literary ideas, authors, periods, and social, individual and ethical issues central to course readings in literature and/or film (visual) and appropriate critical approaches; the course promotes communication skills through extensive, regular practice (formal assignments of argumentation about literature for multiple audiences), in persuasive forms of writing about literature. The evaluation of communication skills will be based on written work, exams, oral, aural and multimodal visual presentations, and/or oral participation during class discussions, individually and/or in teamed groups.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

T: The course enhances the ability to work in teams by providing students with structured opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks on literature. The evaluation of teamwork ability will be based on participation in structured collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal within audience-related environments.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

PR: The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question about literature; the course teaches personal responsibility by structured practice in teams and group discussion about literary ideas and issues. The evaluation of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing oral, aural, multi-modal presentations and/or written research essays.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.