Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): ENGLISH

2. Course prefix and number: ENGL 207 3. Texas Common Course Number: NA

4. Complete course title: Human Thinking and Digital Culture 5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication  ☐ Creative Arts
☐ Mathematics  ☐ American History
☐ Life and Physical Sciences  ☐ Government/Political Science
☒ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☒ No

8. How frequently will the class be offered? Every year

9. Number of class sections per semester: one

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: Click here to enter text. Click here to enter text. Click here to enter text.

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]

Course Instructor

Date 10/12/16

14. Department Head

Date 10/13/16

15. College Dean/Designee

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2016 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. 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.

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 focuses on methods used in the Humanities (literature, language and culture) and Digital Humanities. It will introduce students to research, reading and critical thinking approaches, as well as digital methodologies and tools corresponding to a variety of human thinking. In that sense, the course will offer students with no experience an overview of digital research culture, and will address the relationship between more traditional forms or genres of storytelling and new media technologies. In addition, the course will explore the different ways that literature enhances our understanding of new media (and vice versa), and compel a deeper examination of the meaning of personal ethics and social responsibility.

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):

The course will enhance critical thinking skills through consistent reading and class discussion of key ideas that serve as the foundation for various contemporary literary and digital works.

The evaluation of critical thinking skills will be based on weekly assignments, class participation and will include evaluation of written work. Weekly assignments will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of contemporary literary works and digital media.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading including digital media, film, and other modes that enhance our understanding of visual culture.

The evaluation of communication skills will be based on class participation in discussions and on written assignments, and will include evaluation of written assignments. Students will demonstrate an understanding of the richness of contemporary writing through papers in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through classroom discussion in which students will learn how to express questions and thoughts about the subtleties
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

- The course will enhance social responsibility by providing students with a deeper understanding of how broader social forces and digital/social media have shaped current human experience.
- The evaluation of social responsibility will be based upon the assignments and papers which will require students to demonstrate how key insights from the course have helped broaden their understanding of the way differing experiences, cultures and philosophical outlooks shape the development of a literary and digital tradition, including their own.

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

The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question, and by exploring the ways in which personal responsibility has been redefined in our digital and social media saturated culture.

The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. In addition, weekly discussions will focus on the complex notion of personal responsibility in a world saturated by social media and digital communication.

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