Texas A&M University

Core Curriculum

*Initial Request for a Course Addition to the Fall 2014 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.

How does the proposed course specifically address the Foundational Component Area definition above?

English 232 is a survey of British writings (poetry, novels, drama, and non-fiction prose) from the late-eighteenth century to the present. The survey nature of the course will permit us to think about these writings in relation to significant literary themes and movements in the late-eighteenth, nineteenth, twentieth and twenty-first centuries, and to consider these texts in relation to the social and intellectual contexts in which they were written and in which they were first read. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities from the late 18th century to the present, and ultimately, help students develop an appreciation for what the study of literatures of different societies and eras can teach us about ourselves and our shared humanity.

**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.

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

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in British literature and its colonies from the late 18th century to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of British literary works in Britain and its colonies.

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

*Communication Skills (CS):* The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading. The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of British literary works in Britain and its colonies from the late 18th century to the present through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
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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):

*Social Responsibility (SR)*: The course will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped literary traditions in Britain and its colonies from the late 18 century to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

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

*Personal Responsibility (PR)*: 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. 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.

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