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 350
3. Texas Common Course Number: NA

4. Complete course title: 20th CENTURY LITERATURE To WWII
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: 1-2

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: 70 67 61

   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.

12. Date

13. Submitted by: Apostoli, Vasilaki
   Instructor
   10/12/16

14. Department Head
   Date
   10/12/16

15. College Dean/Designee
   Date
   10/12/16

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?

Twentieth-Century Literature Pre-World War II: As a society, we develop collective versions of the past to cement our sense of culture and community. This course focuses on contemporary literature, works written before World War II. However, the focus of each book is a historical event or process that had lasting national or international effects. Our primary concern in the course will be to understand how history becomes cultural memory, how events of the past shape present communal identity. We will also consider the possibility that literature can unsettle the communal assumptions formed by cultural memory and give us new ideas about our own heritage. Exploring this wider question of memory and history, we will read a variety of genres including the novel, drama, and poetry. Additional we will watch and review some films relevant to the course content.

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, discussion, and writing about literature or film.

The evaluation of critical thinking skills will be based on written exams and the students' papers concerning literature, cultural memory, and history in contemporary literature. The evaluation of critical thinking skills will be based primarily on written work including essay exams. These assignments will enhance student's ability to synthesize historical material, evaluate and analyze literary and aesthetic representations, apply and test theories, and build original insights and arguments supported with specific evidence.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

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

The course enhances communication skills through guided small group discussion, in class oral presentations on assigned written or visual material, and writing about crucial issues in literature. Material for this course will include visual texts and representations such as films that the students will ask to analyze and interpret.

The evaluation of communication skills will be based on written exams and papers. Exams will be evaluated to measure whether students effectively communicate key concepts and retain and exercise new ideas by synthesizing aesthetic concepts and literary examples.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances social responsibility by providing students with an international understanding of how literature has shaped social responsibility through cultural memory and through its influence on the recording and perception of historic events of particular social import.

The evaluation of social responsibility will be based on the students’ papers, class discussion of literature’s engagement with the moral good, and essay exams that require engagement with social responsibility. Exams will be evaluated to measure whether students effectively address questions of social important including war, weapons development, espionage, medical care, or terrorism among other issues.

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

The course will enhance personal responsibility both through the students’ accountability for specific individual assignments, through understanding of intellectual property, and through discussion of personal responsibility in relation to history and cultural memory.

The evaluation of personal responsibility will be based on students’ papers, class discussion and essay exams. Assignments will be evaluated to measure whether students effectively communicate the processes of identification, narrative framing or presentation or the principles of intellectual property and personal engagement with historic responsibility.

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