

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE OCTOBER 26, 2005
 PROGRAM AREA ENGL

1. **Catalog Description of the Course.** *[Follow accepted catalog format.]*

Prefix ENGL Course# 110 Title THEMES IN MULTICULTURAL LITERATURE FOR NON-MAJORS Units (3)

3 hours per week

Prerequisites

Corequisites

Description Exploration of broad themes in literature across multiple genres and cultures, American and international. Repeatable by topic.

Gen Ed Categories C2, C3B
 Lab Fee Required
 Graded CR/NC Repeatable for up to 6 units
 A - Z Total Completions Allowed

2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	40	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____

3. **Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

The English program faculty are interested in offering a broadly appealing introductory literature course to non-majors to introduce students to the riches of literary study and attract new majors. Keeping with the University's mission, we've designed a variable themes course with a multicultural emphasis.

- Describe the connections between literature and cultural themes.
- Broaden their understandings of various cultural themes.
- Broaden their exposure to a variety of cultures and subcultures.
- Examine from various perspectives how literary representation and cultures interact.
- Reflect in written and oral form on the various aspects of the themes & cultures under study.
- Develop new ways of thinking about literature and cultures.
- Examine in comparative ways the formation of meanings in literary texts.
- Demonstrate their understandings in written and oral form.

4. **Is this a General Education Course** YES NO

If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
 - A-2 English Writing
 - A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
 - B-2 Life Sciences – Biology
 - B-3 Mathematics – Mathematics and Applications
 - B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

1. Introduction to elements of the theme in cultural contexts
2. Exploration of what the theme reveals about the culture that sustains it
3. Exploration of what the theme reveals about us
4. Exploration of how and why some themes are sustained by cultures while others are not
5. Comparison of how the same theme is manifested in various genre
6. Comparison of theme across cultures
7. Exploration of what "multicultural" means, in the context of the theme
8. Reflection on how study of the theme influences us

Does this course overlap a course offered in your academic program? YES NO
 If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO
 If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair of the other academic area is required on the consultation sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the consultation sheet below

Department responsible for staffing:

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- Clark & Clark, Retellings: a thematic literature anthology, McGraw Hill, 2004
- Guth & Rico, Discovering literature: stories, poems, plays, Prentice Hall, 2004
- Levine-Keating & Levy, Lives through literature: a thematic anthology, Prentice Hall, 2000
- Mack, Norton anthology of world masterpieces, Norton, 1992

8. List Faculty Qualified to Teach This Course.

Jacquelyn Kilpatrick, Renny Christopher, Joan Peters, Mary Adler, Julia Balen, Brad Mosma, Andrea Marzell, Christina Pages, Julie Barmazel

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO
If, YES attach a program modification form for all programs affected.

Bob Mayberry

Proposer of Course

9/13/2005

Date

Approvals

Program Chair

Date

GE Committee Chair

Date

Curriculum Committee Chair

Date

Dean

Date

GE CRITERIA APPROVAL FORM

Course Number and Title: ENGL 110--THEMES IN MULTICULTURAL LITERATURE FOR NON-MAJORS

Faculty member(s) proposing Course: Bob Mayberry

Indicate which of the following GE would be satisfied by this course by marking an "X" on the appropriate lines. Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input type="checkbox"/>	C1: Art
<input checked="" type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input checked="" type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

Since the heart and soul of this course is multicultural literature, it seems only appropriate it fulfill the C2 and C3b Gen Ed categories, especially since the criteria for those two categories are identical in every regard except the specific question about exposing students to other cultures included on the C3b form.

The following learning objectives show a direct tie to the criteria for the two GE categories. The attached GE Criteria Approval Forms include specific responses to each of the GE criteria.

(My apologies that each of those Criteria Approval Forms does not include the Course Number on top, but the form makes it impossible to add any text outside the designated boxes, nor is it possible to cut and paste the text from the form. This needs to be corrected on future forms.)

Learning Objectives

- Describe and understand the connections between literature and cultural themes.
- Broaden their understandings of various cultural themes.
- Broaden their exposure to a variety of cultures and subcultures.
- Examine from various perspectives how literary representation and cultures interact.
- Reflect in written and oral form on the various aspects of the themes & cultures under study.
- Develop new ways of thinking about literature and cultures.
- Examine in comparative ways the formation of meanings in literary texts.

- Demonstrate their understandings in written and oral form.

C3b-MULTICULTURAL **GE CRITERIA APPROVAL FORM**

Course Number and Title:

Faculty member(s) proposing Course:

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE category.

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students read, write and discuss a wide range of literary texts dealing with whatever theme is selected for that semester. Typically, they will begin by sharing their subjective responses to the text, then after hearing other subjective responses, begin to articulate a more collective, and hence objective, response to the piece.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Whatever theme is chosen, the focus will be on helping students develop more complex and informed responses, both affective and cognitive. Practice articulating, in writing or speech, those responses will facilitate their physical faculties as well.
- *Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music*
Since the course texts will be drawn from literary works, that's a given.
- *Examine the interrelationship between the creative arts, the humanities, and self*
The reflective assignments will explore those relationships.
- *Include an exposure to world cultures.*
The literary texts for the course will reflect the campus commitment to multicultural education.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must be linked to contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability and community.*
The advantage of having a common theme unite the course is that works from a variety of cultures addressing a similar topic can be compared to reveal both similarities and differences among the cultures studied. The intent of the course is to explore topics that have a long history in various world cultures, but continue to be issues we engage contemporarily, e.g., the literature of love.

C2-LITERATURE **GE CRITERIA APPROVAL FORM**

Course Number and Title:

Faculty member(s) proposing Course:

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE category.

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students read, write and discuss a wide range of literary texts dealing with whatever theme is selected for that semester. Typically, they will begin by sharing their subjective responses to the text, then after hearing other subjective responses, begin to articulate a more collective, and hence objective, response to the piece.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Whatever theme is chosen, the focus will be on helping students develop more complex and informed responses, both affective and cognitive. Practice articulating, in writing or speech, those responses will facilitate their physical faculties as well.

- *Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music*
Since the course texts will be drawn from literary works, that's a given.
- *Examine the interrelationship between the creative arts, the humanities, and self*
The reflective assignments will explore those relationships.
- *Include an exposure to world cultures.*
The literary texts for the course will reflect the campus commitment to multicultural education.
- *Involve the student with literary works*
The primary goal of the course is to engage readers with literary works.
- *Promote students' ability to effectively analyze and respond to works of human imagination*
Both writing assignments and discussions will provide students with opportunities to sharpen those skills.
- *Require substantive analytical/critical writing.*
Frequent written assignments requiring students to express and revise their responses to and understanding of the assigned literature guarantee that substantive analytic writing will be done.