Language, Philosophy, and Culture
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 204 / AFST 204

3. Texas Common Course Number:

4. Complete course title: Introduction to African American Literature

5. Semester credit hours: 03

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

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

9. Number of class sections per semester: 1-2

10. Number of students per semester: 35-150

11. Historic annual enrollment for the last three years: 50 58 28

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.

13. Submitted by:

[Signature]
Course Instructor 2-27-13

Date

14. Department Head

[Signature] 2-27-13

Date

15. College Dean/Designee

[Signature] 2-27-13

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.

Mar 03 2013
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Texas A&M University
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?

This course (ENGL 204) introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically, the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works “speak to” other works by other African American and “white” writers. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of African American writers from the late 18th century to the present, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs 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 of African American writers 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 African American literature from the 18th century to the present.

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 African-American literature 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.
Texas A&M University
Core Curriculum

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

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 the literary traditions of African-American writers 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.
Course title and number: ENGL/AFST 204.500 Introduction to African American Literature
Term: Fall 2011
Meeting times and location: M, W, F 9:10-10:00 am / 3XX LAAH
Instructor: Dr. Larry Oliver
Telephone: 979-574-5680
E-mail address: l-oliver@tamu.edu
Office hours: M 10-11, W 11-12, and by appt.
Office location: 3XX LAAH

Required texts:
- Norton Anthology of African American Literature – 2nd edition
  Ed. Henry Louis Gates, Jr., and Nellie McKay
  Toni Morrison, A Mercy (Random House, paperback)

ENGL 204: Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

Course description:
This course introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically (as is the textbook) the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works “speak to” other works by other African American and “white” writers.

Learning Outcomes and Objectives:

By the end of this course, students are expected to be able to:

1) Write an essay demonstrating a sound understanding of the major periods and themes of the African American literary tradition (e.g., quest for freedom, double consciousness, passing, black aesthetic).

2) Develop an appreciation of the rich diversity of themes, styles, and genres that form the African American literary tradition.

3) Explain and illustrate how African American texts are an integral part of and yet often challenge core themes, myths, and tropes of “mainstream” American literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in African American literature from the 18th century to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students understanding of how to ethically use sources to craft a persuasive argument.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

**Evaluation of Core Objectives**

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams 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 African American literature from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of African American literature from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: 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.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

**Course requirements:**

Unannounced quizzes on readings (5 x 4 points)  
Essay #1 (1,000-1,200 words)  
Essay #2  
For this essay students will be expected to correctly cite another person's work and use in text citations where appropriate.  
Out of class final exam (1,500-2,000 words)  

20 points  
25 points  
25 points  
30 points

All papers must be typed and delivered electronically by the deadline. You will write your three major essays out of class. I will provide questions for you to address. For the first and second essays, you may write on a topic of your own choosing, but you must clear the topic with me in advance. *My evaluation of your papers is based on both content and expression (clarity, organization, grammar and usage).* On the final out-of-class essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
**Grading scale:**  A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: <60

**For Attendance policy** see University Student Rules: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Attendance:** Discussing the reading assignments in class is a critical part of this course, so it is critical that you attend classes unless unable to do so. I will divide students into several discussion groups in order to stimulate class discussion and promote critical thinking.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

"An Aggie does not lie, cheat or steal or tolerate those who do."

**CLASS- BY- CLASS ASSIGNMENTS**

**THE LITERATURE OF SLAVERY AND FREEDOM**

**Week 1**
Introduction to course.
Lecture on slavery and slave narratives /Spirituals and Songs (8 ff): “Go Down, Moses,” “Swing Low, Sweet Chariot,” “Steal Away, Jesus.” CTS, CS.
Wheatley poems: “To the University of Cambridge” and “On Being Brought...” (219) and letters (225-266). CTS, CS.

**Week 2**
Douglass: *Narrative*, chaps. 1-7 (395-414). CTS, CS.
Douglass, *Narrative*, chap. 10 (421-40). CTS, CS.
*Narrative*, chap. 11 and Appendix (440-52). CTS, CS.

**Week 3**
Douglass, “What to the Slave...” (462-70) and Whitfield, “America” (484-87). CTS, CS.
Finish *Incidents* (293-315). CTS, CS.

**LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE**

**Week 4**
Lecture and film clips: *Birth of a Nation*. CTS, CS.
*Souls*, chap. 3 (699-708). CTS, CS.
Week 5
Soulx, chap. 13 (748-58) and “Afterthought” (765-66). CTS, CS.
Dunbar poems (909ff): “Worn Out,” “We Wear the Mask,” “Sympathy,” “Doublass.”
“Philcsophy” and letter “Fourth of July” (927-28). Second and third week CTS, CS.

Week 6
Writing workshop and take home essay instructions distributed. Part of the writing
shop will be devoted to teaching students how to ethically cite another’s person’s work
in building a persuasive argument. The class will provide concrete ways on how to
paraphrase and use in text citations. On the final take home exam students will be
asked to answer a question in which they will have to reflect upon how their knowledge
of literatures from previous historical periods and cultures that may be different from
their own has changed in light of the new information that they now possess. CTS, CS,
PR, SR.
Autobiography (822-83) CTS, CS. ESSAY #1 DUE.

HARLEM RENAISSANCE

Week 7
Lecture and film / Locke, “The New Negro” (984-88). CTS, CS
Hughes, “The Negro Artist and the Racial Mountain” (1311-14) and poems (1291 ff):
“Mulatto,” “Christ Is a Nigger.” CTS, CS.

Week 8
Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We
Must Die,” “America,” “The White House” / Toomer, from Cane: “Karintha.” CTS, CS.
Larsen, Quicksand (1086-1099). CTS, CS.

Week 9
Quicksand (1099-1120). CTS, CS.
Quicksand (1120-60). CTS, CS.
Finish Quicksand (1160-67). CTS, CS.

REALISM, NATURALISM, MODERNISM

Week 10
Hurston, “How It Feels to Be Colored Me” (1030-33). Wright, From Black Boy (1471-87)
Petry, “Like a Winding Sheet” (1497-1504) Brooks poems (1625ff): “kirchenette
building,” “the mother,” “The Children of the Poor” Take-home exam instructions
distributed. All CTS, CS.

Week 11
Baldwin, “Sonny’s Blues” (1728-49). CTS, CS.
Hansberry, Raisin in the Sun, Act I (1771-96). CTS, CS.
Raisin, Act II (1797-1820), Raisin, Act III (1820-30). CTS, CS.
Essay #2 due. For this essay students will be expected to correctly cite another person’s
work and use in text citations where appropriate. CTS, CS, PR.

BLACK ARTS ERA AND AFTER

Week 12
Baraka poems: “A Poem for Black Hearts” (1940-41) and “Black Art” (1943-44) /
Autobiography of Malcolm X (1864-76). CTS, CS.
Sanchez, "homecoming" and "for our lady" (1964-65) / Lorde, "A Litany for Survival" (1923-24). CTS, CS.
Marshall, "Reena" (2169-82) and Morrison, *A Mercy* (1-51) CTS, CS.

**Week 13**
*A Mercy* (119-37). CTS, CS.
*A Mercy* (137-67). CTS, CS.

**Week 14**
Finish *A Mercy*. Final out of class essay exam distributed. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. CTS, CS, SR.
Review.
Take home exam due. CTS, CS, SR.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number:  ENGL 204  /AFST 204

3. Texas Common Course Number:

4. Complete course title:  Introduction to African American Literature

5. Semester credit hours:  03

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

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ 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 fall and spring semester

9. Number of class sections per semester:  1 - 2

10. Number of students per semester:  35 - 150

11. Historic annual enrollment for the last three years:  50  58  28

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. Submitted by:

[Signature]

Course Instructor

Date  2-27-13

Approvals:

[Signature]

Department Head

Date  2-27-13

Date  4-28-13

College Dean/Designee

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 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?

This course (ENGL 204) introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically, the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works “speak to” other works by other African American and “white” writers. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of African American writers from the late 18th century to the present, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs 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 of African American writers 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 African American literature from the 18th century to the present.

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 African-American literature 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.
Texas A&M University

Core Curriculum

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

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 the literary traditions of African-American writers from the late 18th 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.
ENGL/AFST 204.500 Introduction to African American Literature
Fall 2011
M, W, F 9:10-10:00 am / 3XX LAAH
Dr. Larry Oliver
979-574-5680
l-oliver@tamu.edu
M 10-11, W 11-12, and by appt.
3XX LAAH

Required texts:
Norton Anthology of African American Literature – 2nd edition
Ed. Henry Louis Gates, Jr., and Nellie McKay
Toni Morrison, A Mercy (Random House, paperback)

ENGL 204: Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

Course description:
This course introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically (as is the textbook) the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works “speak to” other works by other African American and “white” writers.

Learning Outcomes and Objectives:
By the end of this course, students are expected to be able to:

1) Write an essay demonstrating a sound understanding of the major periods and themes of the African American literary tradition (e.g., quest for freedom, double consciousness, passing, black aesthetic).

2) Develop an appreciation of the rich diversity of themes, styles, and genres that form the African American literary tradition.

3) Explain and illustrate how African American texts are an integral part of and yet often challenge core themes, myths, and tropes of “mainstream” American literature.

Core Curriculum Objectives:
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in African American literature from the 18th century to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students understanding of how to ethically use sources to craft a persuasive argument.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include 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 African American literature from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of African American literature from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: 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.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Course requirements:
Unannounced quizzes on readings (5 x 4 points) 20 points
Essay #1 (1,000-1,200 words) 25 points
Essay #2 25 points
For this essay students will be expected to correctly cite another person’s work and use in text citations where appropriate.
Out of class final exam (1,500-2,000 words) 30 points

All papers must be typed and delivered electronically by the deadline. You will write your three major essays out of class. I will provide questions for you to address. For the first and second essays, you may write on a topic of your own choosing, but you must clear the topic with me in advance. My evaluation of your papers is based on both content and expression (clarity, organization, grammar and usage). On the final out of class essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Grading scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: <60

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Attendance: Discussing the reading assignments in class is a critical part of this course, so it is critical that you attend classes unless unable to do so. I will divide students into several discussion groups in order to stimulate class discussion and promote critical thinking.

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CLASS- BY-CLASS ASSIGNMENTS

Note: PLEASE BRING YOUR TEXT TO EACH CLASS

THE LITERATURE OF SLAVERY AND FREEDOM

Week 1
Introduction to course.
Lecture on slavery and slave narratives/Spirituals and Songs (8 ff): "Go Down, Moses," "Swing Low, Sweet Chariot," "Steal Away, Jesus." CTS, CS.
Wheatley poems: "To the University of Cambridge" and "On Being Brought..." (219) and letters (225-266). CTS, CS.

Week 2
Douglass, Narrative, chaps. 1-7 (395-414). CTS, CS.
Douglass, Narrative, chap. 10 (421-40). CTS, CS.
Narrative, chap. 11 and Appendix (440-52). CTS, CS.

Week 3
Douglass, "What to the Slave..." (462-70) and Whitfield, "America" (484-87) CTS, CS.
Jacobs, Incidents in the Life of a Slave Girl (280-93). CTS, CS.
Finish Incidents (293-315). CTS, CS.

LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE

Week 4
Lecture and film clips: Birth of a Nation . CTS, CS.
Souls, chap. 3 (699-708) . CTS, CS.
Week 5  
*Souls,* chap. 13 (748-58) and “Afterthought” (765-66). CTS, CS.  
Dunbar poems (909ff): “Worn Out,” “We Wear the Mask,” “Sympathy,” “Douglass.” “Philosophy” and letter “Fourth of July” (927-28). Second and third week CTS, CS.

Week 6  
Writing workshop and take home essay instructions distributed. Part of the writing shop will be devoted to teaching students how to ethically cite another’s person’s work in building a persuasive argument. The class will provide concrete ways on how to paraphrase and use in text citations. On the final take home exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. CTS, CS, PR, SR.  

HARLEM RENAISSANCE

Week 7  
Lecture and film / Locke, “The New Negro” (984-88). CTS, CS  

Week 8  
Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We Must Die,” “America,” “The White House” / Toomer, from *Cane:* “Karintha.” CTS, CS. Larsen, *Quicksand* (1086-1099). CTS, CS.

Week 9  
*Quicksand* (1099-1120). CTS, CS. *Quicksand* (1120-60). CTS, CS.  
Finish *Quicksand* (1160-67). CTS, CS.

REALISM, NATURALISM, MODERNISM

Week 10  
Hurston, “How It Feels to Be Colored Me” (1030-33]], Wright, From *Black Boy* (1471-87)  
Petty, “Like a Winding Sheet” (1497-1504) Brooks poems (1625ff): “kitchenette building,” “the mother,” “The Children of the Poor” Take-home exam instructions distributed. All CTS, CS.

Week 11  
Baldwin, “Sonny’s Blues” (1728-49). CTS, CS.  
Hansberry, *Raisin in the Sun,* Act I (1771-96). CTS, CS.  
*Raisin,* Act II (1797-1820), *Raisin,* Act III (1820-30). CTS, CS.  
Essay #2 due. For this essay students will be expected to correctly cite another person’s work and use in text citations where appropriate. CTS, CS, PR.

BLACK ARTS ERA AND AFTER

Week 12  
Sanchez, “homecoming” and “for our lady” (1964-65) / Lorded, “A Litany for Survival” (1923-24). CTS, CS.
Marshall, “Reena” (2169-82) and Morrison, A Mercy (1-51) CTS, CS.

Week 13
Morrison, A Mercy (51-119). CTS, CS.
A Mercy (119-37). CTS, CS.
A Mercy (137-67). CTS, CS.

Week 14
Finish A Mercy. Final out of class essay exam distributed. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. CTS, CS, SR.
Review.
Take home exam due. CTS, CS, SR.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 fall and spring semester

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: 30 136 90

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. Submitted by:
    Aposhlos Vorihalx                 2/15/2013
    Course Instructor

13. Approvals:
    Jane B. Warren                  2/18/13
    Department Head

14. College Dean/Designee

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 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?

The course [ENGL/MODL 22:] addresses the Foundational Component Area in the following ways:

This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely 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):

CTS: Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.

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

CS: Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from Greek Antiquity to 12 century that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
Texas A&M University

Core Curriculum

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

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

SR: Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

PR: 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 course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. 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.
ENGL/MODL 221-xxx: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAGH 3XX
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita.

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

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 world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

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.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on written work, exams, and class participation.

CS: The assessment of communication skills will be based on written assignments and class participation.

PR: The assessment 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.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

**Grading:** The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

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<td>60-69%</td>
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**Requirements:**

- For absentee policy see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers which will involve learning how to ethically cite sources in building a persuasive argument (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author’s use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, accurate citation of sources, and appropriate use of grammar/spelling/syntax.
- There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made up of short ans/
or long answer questions that cover reading and lecture material. Overall, the test will assess three core objectives: critical thinking, communication skills, and social responsibility. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required books (available in the University Bookstore):**
- Homer: *The Odyssey*
- Sophocles: *Philoctetes*
- Aeschylus: *The Persians*
- Aristophanes: *Lysistrata*
- Virgil: *The Aeneid*
- Dante: *The Inferno*
- Boccaccio: *The Decameron*

Additional required material:
- *Old Testament: Selections from Genesis* (Xerox)

**CALENDAR**

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
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| 1    | *The Odyssey* (read books 1-4). CTS, CS.  
      | *The Odyssey* (books 5, 9-15). CTS, CS. |
| 2    | *The Odyssey* (books 18-20). CTS, CS.  
      | *The Odyssey* (books 21-24). CTS, CS. |
      | *The Odyssey*. CTS, CS. |
| 3    | *Philoctetes* (read entire play). CTS, CS.  
      | *Philoctetes*. CTS, CS. |
Philoctetes. Part of this class will be devoted to teaching students how to ethically cite another person’s work. [First Paper Proposal Due]. CTS, CS, PR.

Week 4

The Persians (read entire play). CTS, CS.

The Persian. CTS, CS.

Week 5

Genesis (read 1:1, 1:2, 1:3). CTS, CS.

Genesis (read 1:4). CTS, CS.

Week 6

Lysistrata (read entire play) [First Paper Due]. CTS, CS. PR.

Lysistrata. CTS, CS.

Week 7

Lysistrata. CTS, CS.

MIDTERM EXAMINATION

Week 8

The Aeneid (read books 1-6). CTS, CS.

The Aeneid (read books 7-8, 12). CTS, CS.

Week 9

The Aeneid. CTS, CS.

The Aeneid Continued.

Week 10

The Inferno (read cantos I-VI, X-XIII). CTS, CS.

The Inferno (cantos XV, XVII, XIX, XXI) [Second Paper Proposal Due].

CTS, CS.

Week 11

The Inferno (cantos XXIII-XXVI, XXVII). CTS, CS.

The Inferno (cantos XXXI-XXXIV). CTS, CS.

Week 12

The Inferno. CTS, CS.

Thanksgiving Holiday

Week 13

The Decameron (read Preface and Introduction). CTS, CS.

The Decameron (read First Day/First Story--First Day Conclusion) [Second Paper Due]. CTS, CS, PR.

Week 14

The Decameron (read Second Day/Introduction-Second Day/Sixth Story).
The student will be asked to submit a reflection on how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. CTS, CS, SR.

**FINAL EXAMINATION.** CTS, CS.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL/MODL 222

3. Texas Common Course Number: 2333

4. Complete course title: World Literature

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 fall and spring semester & occasional summer terms

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 60 - 200

11. Historic annual enrollment for the last three years: 127 82 204

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] [Instructor]
    Date: 2/26/2013

14. Department Head: [Signature]
    Date: 2/26/13

15. College Dean/Designee: [Signature]
    Date: [Signature]

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 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?  

The course (ENGL/MODL 222) addresses the Foundational Component Area in the following ways. This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely 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):  

CTS: Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.  

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

CS: Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may
Texas A&M University

Core Curriculum

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

involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

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

SR: Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

PR: Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument. The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. 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.
ENGL/MODL 222-500 World Literature
Texas A&M University
Spring 2012
Lectures: MWF 9:10-10:00 am, (HEEC 2XX)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@amu.edu
Tel: 847-8550
Office: 2XX LAAH
Office Hours: MW 10:05-11:05 pm

ENGL/MODL 222 World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres.

Course Description
This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world.

Learning Outcomes
At the end of the semester the students will be able to do the following:

1. Students will be able to articulate key concepts and identify major authors and works in the literary tradition from the 17th century to the present.

2. Students will also be able to identify principal themes and ideas in world literature.

3. The course will also allow us to better understand other cultures and broaden our historical and intercultural experience.

Core Curriculum Objectives:

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 world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

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.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: 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.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment: in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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Requirements:

- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be ten pop (unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.
• There will also be a **midterm** (30%), and a **final examination** (50%) based on the readings and lectures. The midterm and final examinations will be made up of short and long answer questions that cover reading and lecture material. One of questions on the midterm will test the students’ ability to ethically cite sources in building a persuasive argument. The midterm will assess three core objectives: critical thinking, communication skills, and personal responsibility. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination. On the final exam students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

**Grading:** The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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**Book List**
Cervantes: *Don Quixote* (electronically reserved by the library)
Moliere: *Tartuffe*
Voltaire: *Candide*
Shelley: *Frankenstein*
Tolstoy: *The Death of Ivan Ilyich*
Camus: *The Plague*
Marquez: *Chronicle of a Death Foretold*
Achebe: *Things Fall Apart*
Borges: *The Garden of Forking Paths* (photocopy)
CALENDAR

Week 1
Introduction
Don Quixote (Read Chapters 1-10) CTS, CS.
Don Quixote (Chapters 11-13) CTS, CS.

Week 2
Don Quixote CTS, CS.
Tartuffe (Read entire play). CTS, CS.
Tartuffe CTS, CS

Week 3
Tartuffe CTS, CS.
Tartuffe CTS, CS.

Week 4
Candide (Read Chapters 1-20). CTS, CS.
Candide CTS, CS.
Candide (Chapters 21-30). CTS, CS.

Week 5
Candide CTS, CS.
Candide CTS, CS.
Candide. Part of this class will be devoted to teaching students how to ethically cite another person’s work. CTS, CS, PR.

Week 6
Frankenstein (Read Introduction-Chapter 11). CTS, CS.
Frankenstein CTS, CS.
Frankenstein (Chapters 12-16). CTS, CS.

Week 7
Frankenstein (Chapters 17-24). CTS, CS.
Frankenstein CTS, CS.
MIDTERM EXAMINATION. One of questions on the midterm will test the students’ ability to ethically cite sources in building a persuasive argument. CTS, CS, PR.

Week 8
The Death of Ivan Ilyich (Read entire story). CTS, CS.
The Death of Ivan Ilyich. CTS, CS.
The Death of Ivan Ilyich. CTS, CS.

Week 9
SPRING BREAK

Week 10
The Plague (Read Part I-II). CTS, CS.
The Plague CTS, CS.
The Plague (Part III-IV). CTS, CS.

Week 11
The Plague (Part V). CTS, CS.
The Plague CTS, CS.
The Plague CTS, CS.
Week 12  
*Things Fall Apart (Read Chapters 1-13).* CTS, CS.  
*Things Fall Apart (Chapters 13-25).* CTS, CS.  
*Things Fall Apart.* CTS, CS.

Week 13  
*Chronicle of a Death Foretold (Read Chapters 1-4).* CTS, CS.  
*Chronicle of a Death Foretold (Read Chapters 5).* CTS, CS.  
*Chronicle of a Death Foretold.* CTS, CS.

Week 14  
*The Garden of Forking Paths (Read entire story).* CTS, CS.  
*The Garden of Forking Paths.* CTS, CS.  
Conclusion.

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 227

3. Texas Common Course Number: 2327

4. Complete course title: American Literature: Beginnings to Civil War

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the course be offered? every fall and spring semester

9. Number of class sections per semester: 1-2

10. Number of students per semester: 100-200

11. Historic annual enrollment for the last three years:
    - 225
    - 160
    - 168

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. Submitted by:

    [Signature]

    Date: 2/26/13

    Course Instructor

13. Approvals:

    [Signature]

    Date: 2/26/13

    Department Head

14. [Signature]

    Date: 2/26/13

    College Dean/Designee

15. [Signature]

    Date: 2/26/13

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 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 227 begins with readings in Puritan settlement literature, moves on through the Age of Reason and early nationalism, and then focuses on the years 1830-1860, including such classic writers as Poe, Irving, Melville, Hawthorne, Emerson, Thoreau, and Whitman, plus less well known authors such as Harriet Jacobs and Rebecca Harding Davis. The course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from the Puritans to the pre-Civil period, and ultimately help student develop an appreciation for what the study of literatures of different groups 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 from the Puritans to the Pre-Civil period. 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 literary works from the Puritans to the Pre-Civil war period.

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 literary works from the Puritans to the Pre-Civil War period 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.
Texas A&M University

Core Curriculum

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

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 from the Puritans to the Pre-Civil war period. 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.
ENGLISH 227-501: AMERICAN LITERATURE: BEGINNINGS TO CIVIL WAR
SPRING 2011: CHEN 108, MWF 11:30-12:20

Instructor: Professor Dennis Berthold
Office & Hours: LAAH 3XX; MWF 10-11 and 3-4
Contact: 845-8317 (office); d-berthold@tamu.edu

Prerequisite: None

Catalog Course Description: ENGL 227 American Literature: The Beginnings to Civil War. Credit 3. Representative writers, genres and movements of the period.

Course Description: The course begins with readings in Puritan settlement literature, moves on through the Age of Reason and early nationalism, and then focuses on the years 1830-1860, including such classic writers as Poe, Irving, Melville, Hawthorne, Emerson, Thoreau, and Whitman, plus less well known authors such as Harriet Jacobs and Rebecca Harding Davis.

LEARNING OUTCOMES
☐ Identify major writers and works of the period.
☐ Place key texts and authors in their historical periods.
☐ Distinguish among key ideologies and values that shaped American identity.
☐ Use the internet critically to research important questions and solve problems.
☐ Recognize the continuing influence of early American literature on today’s culture.

Core Curriculum Objectives:

The course addresses the Foundational Component Area in the following four ways.

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary works in the early settlement period of the Puritans to the period leading up to the Civil War.

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.

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.

Social Responsibility (SR): The course will enhance social responsibility by providing students with a deeper understanding of how history and broader
social forces have shaped American literary traditions from the early settlement period of the Puritans to the period leading up to the Civil War.

Core Evaluation:

CTS: 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 American literary works from the early settlement period of the Puritans to the period leading up to the Civil War.

CS: 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 the richness of American literary works from the early settlement period of the Puritans to the period leading up to the Civil War 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.

SR: 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 literary traditions, including their own.

PR: 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.

Grading Scale
A=90-100
B=80-89
C=70-79
D=60-69
F=0-59

Readings: These are the core of the course, and you must read all the required assignments as scheduled. Note that all author introductions are required reading, too.
Examinations (70%): Exams will use a mix of objective and short answer questions to test your knowledge of both lectures and readings. The schedule and grade percentages are:

☐ Exam 1: Monday, February 21 (20%)
☐ Exam 2: Monday, April 4 (20%). On this exam, students will be asked a short question that tests their ability to ethically cite a source from another person's work in order to construct a persuasive argument.

☐ Comprehensive Final Exam TBA (30%). On the final students will be expected to answer a short question in which they will have to 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 literary traditions, including their own.

Exams are based on all class reading, discussion, lectures, and on-line materials, and each exam will incorporate some material from previous exams.

Reading Questions (10%; 1% for each of 10 postings): Starting on second week of class and continuing once a week the rest of the semester, I will open a discussion board on eLearning where you must post a question or observation about the week’s readings. I will read and respond briefly to all of them and use them to formulate team research questions and encourage class discussion. Once you have posted ten times you will be done with this requirement, but I encourage you to read the posts every week to prepare for your team research and review for exams.

Team Research (20%): Half of this grade will be assigned by your team members and half will be a team score that I determine based on the team’s work over the entire semester. I will post rubrics for both grades.

Attendance and Participation: Attendance and participation will be based on constant attendance and fidelity to reading and other assignments; quizzes; in-class assignments; contribution to discussion. All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Grading: I use a point system with each exam counting 100 points and 90% = A, 80% = B, and so forth. There will be 10 reading questions, and each one will count 1 point in your course average. Your team grade will also be a raw score totaling 20 points.

REQUIRED TEXT
American Literature, volume 1, ed. William E. Cain (Penguin Academics, 2004; ISBN 0-321-11623-2); please buy this exact edition. It is available at the TAMU Bookstore and online. It is our only text but will be supplemented by required online readings I will post on eLearning.
READING SCHEDULE
All page numbers refer to the Cain anthology. Note that all introductory material is assigned. I reserve the right to make minor changes and will let you know them in advance. Note the days when reading assignments are posted on eLearning too.

1: The Emergence of the American Self
Week 1 MWF: Puritan Influences


Smith & Pocahontas continued.

Week 2: MWF Remembering King Philip's War

Continue Rowlandson, A True History, 92-137. Bradstreet, poems, 84-91. Organize research teams. Team research.

Week 3: MWF Sacred and Secular Traditions


Team research.

Week 4: MWF Nature and the Enlightenment


Team research.

Week 5: MWF A New American Self
Emerson, 475-77; "Self-Reliance," 532-54.

Irving, 424-26; "Rip Van Winkle," 426-42.
Review for Exam 1.

2: A National Literature Arrives
Week 6: MWF History into Literature
Exam 1.


Hawthorne, "The Minister's Black Veil," 581-92. On this day, the instructor will also discuss concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. The student will be tested on this material on the next exam.

Week 7: MWF Conscious Craftsmanship: Poe and Hawthorne
"Early American Short Narratives." Read selections on eLearning.

Poe, 786-88; poetry, 788-93; "The Philosophy of Composition," 830-41.

Poe, eLearning: "How to Write a Blackwood Article" and "A Predicament."

Week 8: MWF The Psychology of Gothic


Team research and Poe and Hawthorne.

Spring Break

Week 9: MWF Gothicized Slavery

Jacobs, Incidents, 914-52.

Team research.

Week 10: MWF Radical Individualism


Team research.

3: Race, War, and Industry
Week 11: MWF Race, War and Industry
Exam 2 (includes some material from Exam 1)

Melville, 103-06; "Bartleby, the Scrivener," 1114-47.

Team research.

Week 12: MWF
Melville, "Benito Cereno," 1147-1204.

Melville, "Benito Cereno," 1205-1218.

Team research.

Week 13: MWF
Douglass, 1009-12, Narrative, 1022-51.

Douglass, Narrative, 1051-79; "Letter to His Former Master," 1095-1102.

5/2 Davis, "Life in the Iron Mills," 1323-57.

Week 14: MWF Whitman & the Poetry of War
Whitman, 1221-25; "Song of Myself," 1225-1278.


Team research. Review final.

COMPREHENSIVE FINAL EXAM: TBA. On the final students will be expected to answer a short question in which they will be asked to 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 literary traditions, including their own.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do."
For additional information please visit: www.tamu.edu/aggiehonor
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 228

3. Texas Common Course Number: 2328

4. Complete course title: American Literature: Civil War to Present

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 fall and spring semester

9. Number of class sections per semester: 2 - 5

10. Number of students per semester: 460 - 700

11. Historic annual enrollment for the last three years: 733, 576, 460

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. Submitted by: [Signature]

   Course Instructor

   Approvals:

   [Signature]

   Department Head

   [Signature]

   College Dean/Designee [Signature]

   2/25/2013 Date

   2/26/13 Date

   3/5/13 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 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 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism and help students develop an appreciation of what the study of literatures of different groups 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 of the Civil War 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 literary works from the Civil War to the present.

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 literary works from the Civil War 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.
Texas A&M University

Core Curriculum

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

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 from the Civil War 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.
English 228: American Literature Civil War to Present
TR 12:45-2:00 PM  Zach 102

Professor Bendixen
Office: XXX LAAH
Phone: 845-2773
Email: abendixen@tamu.edu

Office Hours: Tuesdays and Thursdays 2:10 – 3:30 pm, and by appointment.

American Literature: Civil War To Present. ENGL 228. Credit 3. Expressions of the American experience in realism, regionalism and naturalism; varieties of modernist and contemporary writing; the rise of ethnic literature and experimental literary forms; includes such writers as Dickinson, Twain, James, Crane, Frost, Eliot, Fitzgerald, Hemingway, Faulkner, O'Neill, Baldwin, and Rich.

Course Description and Goals: English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts.

Prerequisite: None.

LEARNING OUTCOMES

1. Students will learn about the major themes and techniques of a number of important writers from this period.

2. The course will foster an understanding and appreciation for the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism.

3. The course will improve the ability of each student to read, understand, and appreciate literary texts.

Core Curriculum Objectives:

The course addresses the Foundational Component Area in the following four ways.

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary works in American Literature from the Civil War to the present.
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.

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.

Social Responsibility (SR): The course will enhance social responsibility by providing students with a deeper understanding of how history and broader social forces have shaped American literary traditions from the Civil War to the present.

Core Evaluation:

CTS: 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 American literary works from the Civil War to the present.

CS: 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 the richness of American literary works from the Civil War 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.

SR: 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.

PR: 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.

Grading Scale
A=90-100
B=80-89
C=70-79
D=60-69
Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on your performance on three exams (80%) and a series of daily one-minute papers (20%). The three exams will be made up of objective and short answers. All three exams and scores will be added up for a maximum total of 160 which will divided into two for 80% of the grade. The exams will emphasize both the assigned reading and the material covered in class.

The daily one-minute paper consists of students writing a one sentence reflection about what they learned in class that day. The graduate assistant will give students a full point for submitting a thoughtful, daily one minute paper at the end of each class. Anyone who attends 20 classes and hands in a series of satisfactory writing assignments will receive full credit. In the daily one-minute papers students will be expected to 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.

On the first exam students will be asked a short question that tests their ability to ethically cite a source from another person’s work in order to construct a persuasive argument.

All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (www.tamu.edu/aggiehonor) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

The Americans with Disabilities Act (ADA) is a federal anti-discrimination stature that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Required Texts:
- Norton Anthology of American Literature (7th edition), Part II, Volumes C, D, E
- Hemingway, In Our Time (Scribner’s)
- Fitzgerald, The Great Gatsby (Scribner’s)
- Maxine Hong Kingston, The Woman Warrior

Reading Assignments: All page numbers below refer to the Norton Anthology of American Literature. You should have completed reading the assigned texts by the date noted below.

Week 1 T Introduction

Bierce, “An Occurrence at Owl’s Creek Bridge,” 360-366. Daily-one minute paper. (DMP)

Week 2 T  Mark Twain, *Adventures of Huckleberry Finn*, 108-294. DMP

TH  Twain continued.
Dunbar, “When Malindy Sings,” “An Antebellum Sermon,” “We Wear the Mask,” “Sympathy,” 1041-1044. DMP.

Week 3 T  James, “Daisy Miller,” 391-429. DMP.


Week 4 T  Chopin, *The Awakening*, 535-625. DMP.

TH  Chopin continued. DMP. On this day, the instructor will also discuss concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. The student will be tested on this material on the first exam.

Week 5 T  Sui Sin Far, “In the Land of the Free,” 880-886.
Du Bois, “The Forethought” and “Of Our Spiritual Strivings,” 894-901; Crane, “The Open Boat,” 1000-1016. DMP.

TH  London, “To Build a Fire,” 1057-1067; Wharton, “The Other Two,” 830-843. DMP.

Week 6 T  **First Exam (Realism and Naturalism)**


Week 7 T  Cather, *My Antonia*, 1214-1349 in volume D. DMP.

TH  Cather, *My Antonia*, 1214-1349 in volume D continued. DMP.

**March 15-19 Spring break**

    Cummings, “anyone lived in a pretty how town,”
    Moore, “Poetry,” pp. 1532-1533. DMP.

Week 9 T  Hemingway, *In Our Time*. DMP.

TH  Hemingway continued.
    Fitzgerald, “Winter Dreams,”
    Williams, “The Red Wheelbarrow,” 1469, and “This Is Just to Say,” 1472;
    Millay, “I being born a woman,” 1805. DMP.

Week 10 T  **Second exam (Modernism)**

    Cullen, poems, 2061-2065.
    Hughes, poems, 2027-2037. DMP.

Week 11 T  Miller, *Death of a Salesman*, 2327-2392 in volume E. DMP.

TH  Stevens, Poems on 1439-1455 in volume D: “The Snow Man,”
    “Disillusionment of Ten O’Clock,” “The Emperor of Ice Cream,” “Sunday Morning,”
    “Anecdote of the Jar,” “Idea of Order at Key West.” DMP.

Week 12 T  Ellison, selections from *Invisible Man*, 2298-2314.
    Malamud, “The Magic Barrel,” 2285-2297. DMP.

    Roethke, “The Waking” and “I Knew a Woman” on 2143-2145.
    Ginsburg, “Howl.” 2574-2583. DMP.

Week 13 T  Kingston, *The Woman Warrior*. DMP.

TH  Kingston, *The Woman Warrior* continued. DMP.

Week 14 T  LeGuin, Schroedinger’s Cat,” 2665-2670
    Carver, “Cathedral,” 2828-2838. DMP.

TH  Walker, “Everyday Use,” 3010-3016
    Anaya, “Dos,” 2807-2815. DMP.

**Final Exam (Modernism and Beyond covering material from)**TBA. The exams will emphasize both the assigned reading and the material covered in class.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: GERM 201

3. Texas Common Course Number: GERM 2311

4. Complete course title: Intermediate German I

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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? Fall and Spring semesters

9. Number of class sections per semester: F: 2 sections; S: 1 section

10. Number of students per semester: F: 60; S: 30

11. Historic annual enrollment for the last three years: 80 64 70

   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. Submitted by:
   - Course Instructor
   - Approvals:
   - Department Head
   - College Dean/Designee

   Date
   - March 6, 2013
   - 3/7/2013
   - 3/8/13

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
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.

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 (GERM 201) is a first-semester intermediate class in German language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos on key topics from the course material.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

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 students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary German history, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a video skit.

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

GERM 201 – Intermediate German I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
GERM 201 — Intermediate German I

Dr. Ashley Passmore  
office: ACAD 231  
office hours: MWF 8:00-9:00, or by appt.  
e-mail: apassmore@tamu.edu  
phone: 845-2124 (INTS main office)

MWF 12:40-1:30  
PETR 106

Course Description
This is an intermediate class that builds on students’ linguistic and cultural competence in German.

Learning Outcomes
Upon completion of the course students will be able to:
• demonstrate German-language skills at the B1 level of the Common European Framework of Reference for Languages;
• recognize distinctive viewpoints only available through knowledge of the foreign language and its cultures;
• compare their own culture through a deeper understanding of German history and culture;
• participate in multilingual communities at home and around the world.

Core Curriculum Objectives
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of German culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a video expounding on one of the topics addressed in the course.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Germany.

Prerequisite information
Students enrolled in this class must have passed GERM 102 with a grade "D" or higher. A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement test to determine the appropriate course for her/his level of ability.

Students can take the placement test at the Office of Data and Research Services (DARS), Room 1117 General Services Complex (phone: 845-0532).
Required texts
- *Berliner Platz 3 Neu*, Susan Kaufmann, et al. (Langenscheidt).
- *German Grammar: Spark Charts*, Lilian Friedberg (Spark Educational Publishing).
- medium-sized German-English/English-German dictionary (about 50,000 entries or more)

Optional text

Study tips
Make the commitment to build daily study time into your schedule. Spend at least 1 hour per day memorizing new vocabulary, reviewing old and new grammar material, preparing for class, completing homework assignments, and working on the long-term audio and video projects. Forming study groups is another way of improving your language skills. Moreover, it is fun to study in a group rather than sitting at your desk at home.

*IMPORTANT*
In order to advance to the next level of German, students must receive a course grade of "D" or better. This applies to all German courses from GERM 101 through GERM 202.

Grade distribution
- Attendance and participation 10%
- Homework 20%
- Tests 25%
- Audio recordings 10%
- Skit 15%
- Final exam 20%

Grading scale:
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Attendance and Participation (10%)
Course attendance is required. Students will be allowed to miss two classes unexcused. For every additional unexcused absence, one percent per absence will be deducted from the final grade. An authorized absence entitles students to complete missed assignments. Exams and assignments can be made up only after university approved absences. Please refer to University Rules (1.7) for University approved absences (http://student-rules.tamu.edu/rule07). Note especially the Student Attendance Rule 7.1.6. concerning absences due to injury or illness. If a health related absence is fewer than three days, a note from a medical provider confirming day and time of the visit is sufficient; it does not have to specify that the student cannot attend class. For absences of three and more days, the note of the medical provider must specify inability to attend. A note for any excused absence must be provided at the end of the second working day after the absence.

All electronic devices MUST be turned off during class and exam periods.
In order to be rewarded the full points for participation and attendance, students need to attend classes regularly and participate actively in class discussions.
Homework (20%)
Grammar and vocabulary exercises including their due dates will be assigned through eLearning. You will have four attempts to finish these assignments. Your best score will be recorded in the gradebook in eLearning. There will be no grace period for homework assignments. Please make sure that you finish all of your work on time. Late work will be accepted only if your absence is excused by the university. The same is true for group projects.

Audio recordings (10%)
In the course of the semester, students will listen to short phonetic and intonation exercises. After listening to these exercises, they will then record the sentences and phrases they had listened to with the help of Vocaroo. These exercises serve to improve students’ pronunciation and intonation. The grading rubrics for these assignments will be published on eLearning so that it is transparent what you will be graded for. Other audio recordings will need to be made with Voki. You will also find more information and more detailed instructions for these assignments on eLearning under Learning Modules and in the eLearning calendar (elearning.tamu.edu). There will be no grace period for these assignments, except in the case of university-excused absence. Please make sure that you finish all of your work on time.

Tests (25%)
Tests will cover vocabulary, grammar, and cultural topics from each chapter. Test dates are listed on the syllabus. You are allowed to use the Spark Chart for German Grammar and your own dictionary in the tests. Tests can be made up only in the case of a university-excused absence.

Skit (15%)
The skits will be due on April 25. For the skits, students will work in groups of three or four. The students need to work on the skits throughout the semester in order to produce a successful result. The skits will be a video with a length of two to four minutes. The skit will need to include a set of common phrases. The topics for the skits will be listed on eLearning under Learning Modules. The members of the group will need to participate in preparing the skit, i.e. developing ideas, writing the skit, and performing the skit. Each of the group members needs to have an equally weighted speech portion in the skit. The grading criteria for the skit will be published on eLearning. During the last three days in class the students will watch the skits and fill in a grading sheet and vote for their favorite skit. The best skit of each section (according to students' votes) will be used as example in the 201 sections next semester and will be published as students' work on the departmental website.

Final Exam (20%)
The final exam is a cumulative exam of German 201. Should you have a grade of 90% in every grading category (homework, audio recordings, attendance and participation, tests, and skit) then you may be excused from the final exam. Students who are excused from the final exam will receive written notification from the instructor; any student who does not receive a notification from the instructor must take the final exam.
German Movie Nights
You will have the chance to watch German films throughout the semester, which is an additional opportunity to listen to idiomatic German and learn more about German culture and the topics discussed in the movies. German movie nights will take place every Wednesday night at 7:00 pm at the EdMS (fourth floor of the library annex), and attendance is optional. However, ten points will be credited toward your homework by attending these movies. There will be a sign-in list at the beginning and end of each screening. You can only earn these points only by attending the movie nights (and remaining for the entire screening), not by watching the movies at home.

Movie schedule
1/23  Das Boot
1/30  Das Experiment
2/6  Sophie Scholl [The Final Days]
2/13  Lola rennt [Run Lola Run]
2/20  Alles auf Zucker [Go for Zucker]
2/27  Auf der anderen Seite [The Edge of Heaven]
3/6  Nirgendwo in Afrika [Nowhere in Africa]
3/20  Young Goethe in Love
3/27  Phanom Pain
4/10  The Forest for the Trees
4/17  My Führer
4/24  Comedian Harmonists

Auditing the class
If you do not want to take this class for credit, you are welcome to audit it. As an auditor you do not have to participate in the quizzes, exams, and other forms of tests regularly enrolled students have to take. The instructor is not obligated to grade your work. You will not receive any credit for this class. If you registered for this class by accident or because you did not know how to become an auditor, please drop the course and let me know that you will not take this course for credit.

Academic integrity
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (phone: 845-1637). For additional information, visit http://disability.tamu.edu.
Schedule
(subject to change; also note that additional homework assignments may be assigned at the
beginning or end of class. I might also email you the homework; therefore CHECK YOUR
TAMU-ACCOUNT!)

<table>
<thead>
<tr>
<th>Woche</th>
<th>Datum</th>
<th>Unterricht</th>
<th>Hausaufgaben</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14. Januar</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Januar</td>
<td>review of German 102 material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Januar</td>
<td>review of German 102 material</td>
<td></td>
</tr>
</tbody>
</table>
| 2     | 23. Januar | Kapitel 25
S. 11
Alt und Jung
Frau Schmieder - die Leihoma | Hauaufgabe S.11, Ü6 |
|       | 25. Januar | Kapitel 25
Grammatik
- Präpositionen mit Akkusativ
- direkte und indirekte Fragen | Audio recording 1: sich vorstellen |
| 3     | 28. Januar | Kapitel 26
S. 20-21
An der Rezeption
Ich habe ein Problem |                              |
|       | 30. Januar | Kapitel 26
S. 24-25
Ein Winterwochenende
Reiseland Deutschland |                              |
| 4     | 1. Februar | Kapitel 26
Grammatik
- n-Deklination
- Adjektivkomparation
- Deklination: Artikel +
Superlativ/Komparativ + Adjektivendung | Name members of the skit group |
|       | 4. Februar | Kapitel 27
S. 30-31
Gesunde Ernährung |                              |
|       | 6. Februar | Kapitel 27
S. 34-35
Essen gehen; im Restaurant |                              |
|       | 8. Februar | Kapitel 27
Grammatik
- Satzgefüge (Hauptsatz + Nebensatz) mit obwohl
- Infinitiv mit zu | Tell your instructor which chapter you will base your skit on. |
| 5     | 11. Februar | Prüfung 1
Kapitel 25-27 | eLearning assessments Kapitel 25, 26
und 27 fällig |
|       | 13. Februar | Kapitel 28
S. 46-47
Zwanzig Jahre |                              |
|       | 15. Februar | Kapitel 28
S. 50
Drei Meinungen zu Europa |                              |
| 6    | 18. Februar | Kapitel 28  
|      |             | Grammatik  
|      |             | - Präteritum und Perfekt  
|      |             | - Plusquamperfekt  
|      |             | - Satzgefüge mit **als** und **nachdem**  
|      | 20. Februar | Kapitel 29  
|      |             | S. 60-61  
|      |             | Eltern geld  
|      | 22. Februar | Kapitel 29  
|      |             | Grammatik  
|      |             | - zweigliedrige Konjunktionen  
|      |             | - Satzgefüge mit **während**, **bis** und **bevor**  
|      | 7  | 25. Februar | Kapitel 30  
|      |             | S. 66-67  
|      |             | Das Aufnahmegespräch  
|      |      | 27. Februar | Kapitel 30  
|      |             | S. 68-69  
|      |             | Gesundheitsberufe  
|      |      | 1. März | Kapitel 30  
|      |             | Grammatik  
|      |             | - Relativsätze  
|      | 8  | 4. März | Prüfung 2  
|      |             | Kapitel 28-30  
|      |      | 6. März | Kapitel 31  
|      |             | S. 86-87  
|      |             | Das Verkehrsmittel Nr. 1  
|      |      | 8. März | Kapitel 31  
|      |             | Grammatik  
|      |             | - Pronominaladverbien (**damit**, **dagegen**, **wogegen**, **womit**, etc.)  
|      |             | - Präpositionalsätze und Nebensätze  
|      |             | - Reflexivpronomen im Dativ und Akkusativ  
|      |             | - Satzgefüge mit **damit** - um ... zu  
|      |      | 9  | Skit Meeting  
|      |      | 20. März | Skit Meeting  
|      |      | 22. März | Skit Meeting  
|      | 10 | 25. März | Kapitel 32  
|      |             | S. 92-93  
|      |             | Verbraucher fragen – Experten antworten  
|      |      | 27. März | Kapitel 32  
|      |             | S. 94-95  
|      |             | Tipps zum Telefonieren  
|      | 11 | 1. April | Kapitel 32  
|      |             | Grammatik  
|      |             | - der Genitiv  
|      |             | - Wortstellung von Objekten  
|      |      | 3. April | Kapitel 33  
|      |             | S. 102-103  
|      |             | Spartipps: günstig, ökologisch und gesund  
|      |      | 5. April | Kapitel 33  
|      |             | S. 106-107  
|      |             | Kleingärten  

**eLearning assessments Kapitel 28, 29 und 30 um Mitte der Nacht fertig**

**Audio Recording 2 fällig.**
Partnerprojekt. Go to Learning Module: Audio Recordings and look up what to do.
Textbuch S. 78-79.
| 12 | 8. April | Kapitel 33  
Grammatik  
- Futur mit *werden*  
- Konjunktiv II von Verben und Modalverben |
| 10. April | Prüfung 3  
Kapitel 31-33 |
| 12. April | Kapitel 34  
S. 120-121  
Ein Interview mit Nikola Lainović |
| 13 | 15. April | Kapitel 34  
S. 122-123  
Wir sind Mutter und Tochter und Kolleginnen |
| 17. April | Kapitel 34  
Grammatik  
- Satzverbindungen mit  
  *deshalb/deswegen, trotzdem*  
- Kurzwörter |
| 19. April | Kapitel 35  
S. 130-131  
Arbeiten im Ausland |
| 14 | 22. April | Kapitel 35  
Grammatik  
- Satzgefüge mit *während* und *seit*  
- Zusammenfassung von  
  Satzverbindungen  
- Abkürzungen in Texten |
| 24. April | Kapitel 36  
Grammatik  
- *nicht brauchen + zu + Infinitiv*  
- Partizipien als Adjektive |
| 26. April | Skits |
| 29. April | Skits |
| 30. April (redefined Friday) | Skits |
| 6. Mai | Abschlussprüfung  
10.30 Uhr - 12.30 Uhr |

Audio Recording 3 fällig: Aussprache und Intonation. Go to Learning Module “Audio Recordings” and follow the instructions.
Texas A&M University

Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: GERM 202

3. Texas Common Course Number: GERM 2312

4. Complete course title: Intermediate German II

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - □ Communication
   - □ Mathematics
   - □ Life and Physical Sciences
   - □ Language, Philosophy and Culture
   - □ Creative Arts
   - □ American History
   - □ Government/Political Science
   - □ 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? Fall and Spring semesters

9. Number of class sections per semester: F: 1 section; S: 2 sections

10. Number of students per semester: F: 30; S: 60

11. Historic annual enrollment for the last three years: 54 70 79

   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. Submitted by:
   
   Course Instructor
   
   Approvals:
   
   Department Head
   
   College Dean/Designee

   Date
   
   March 6, 2013

   3/4/2013

   Date

   Date

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

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 (GERM 202) is a second-semester intermediate class in German language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: consumer society, professional life and training, and patterns of living and leisure gender. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the preparation of a group presentation on an important German cultural figure.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

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 students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative presentations are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary German history, technology and contemporary society, postwar generational perspectives, the influence of the media in contemporary society, and environmental issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the preparation of a group presentation.

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

GERM 202 – Intermediate German II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
GERMAN 202 – 501/502
Intermediate German II

Texas A&M University
Spring 2013
MWF 10:20-11:20 PM (501)
MWF 11:30-12:20 PM (502)
ACAD 130

Dr. Ashley Passmore
office: Academic 231
office hours: MW 2:30 – 4:00, or by appointment
e-mail: apassmore@tamu.edu

Course description
Development of students’ language skills and cultural awareness to a competency level at which one
would be able to live, work, and/or study in Germany (CEFR Level B1/B2).

Learning outcomes
Upon completion of the course students will be able to:
- demonstrate German-language skills at the B1/B2 level of the Common European Framework of
  Reference for Languages;
- recognize and communicate the main ideas of complex texts, oral communications, and audio-
  visual material on both concrete and abstract topics;
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers
  possible;
- produce clear, detailed text on a wide range of subjects;
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- describe socio-cultural issues in contemporary German life;
- compare their own culture through a deeper understanding of German culture;
- participate in multilingual communities at home and around the world.

Core Curriculum Objectives
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs
on multiple topics in the context of German culture. Group/class discussion, written work, and a
presentation analyzing an important cultural profile are all exercises in which students
demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions,
the production of written essays, and through collaborative work with a team in the preparation of a
presentation.

Social responsibility: The course enhances social responsibility by developing intercultural competence
through mastery of a foreign language, which allows students to understand the relationship between
the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with
contemporary social issues in Germany.

Prerequisite information
Students enrolled in this class must have passed GERM 201. A student enrolling for the first time in
a Texas A&M University foreign language course who has previously acquired knowledge of that
foreign language, whether acquired through high school study or cultural/family experience, and who
has not received college credit for that language must take a placement test to determine the
appropriate course for her/his level of ability. Students can take the placement test at the Office of
Measurement and Research Services (MARS), Room 1117 General Services Complex (phone: 845-
0532).
Required texts
• *Aspekte 1. Textbook 1 without DVD*, by Ute Koithan, et al. (Langenscheidt)
• *Aspekte 1. Workbook 1*, by Ute Koithan, et al. (Langenscheidt)

Study tips
Make the commitment to build daily study time into your schedule. Plan to spend at least 1 hour per day memorizing new vocabulary, reviewing old and new material, preparing for class, and completing homework assignments.

Academic integrity
"As Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Disabilities
The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (phone: 845-1637). For additional information, visit http://disability.tamu.edu.

*IMPORTANT*
In order to advance to the next level of German, students must receive a course grade of "D" or better. This applies to all German courses from GERM 101 through GERM 202.

Grading scale
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Grade distribution

- **Preparation, participation, and attendance (15%)**
Preparation for class and participation in class are essential for success in learning a foreign language. Preparation includes completion of any assigned reading, vocabulary study, and grammar review. Students earn participation points based on class preparation, contributions to class discussions, and involvement in group activities.

Students start with 16 participation points "in the bank," and will have their performance assessed weekly: satisfactory adds ½ point per week, outstanding adds 1; poor performance subtracts ½ point, unsatisfactory subtracts 1. The maximum to be accumulated in this way is 30 points (=10% of the course grade). On a standard grading scale, this translates to the following: A=30-27 points; B=26-24 points; C=23-21 points; D=20-18 points; F=17 or fewer points. Your weekly participation grade will be posted to eLearning.

Course attendance is required. **After the third unexcused absence, 5 percentage points will be deducted from the final participation grade for each additional unexcused absence.** Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1).
An authorized absence entitles you to complete assignments and make up quizzes, tests, or exams you may have missed. You must notify the instructor at least 48 hours before the absence except in the case of emergency. Quizzes, tests, exams, and assignments can be made up only after university-excused absences.

All cell phones, laptops, tablets and any other electronic devices must be turned off during class and exam periods. An exception is made for the LEO app.

- **Homework (20%)**
  Exercises from the *Arbeitsbuch, Lehrbuch*, and/or handouts will be assigned. Students must write out exercises from the *Arbeitsbuch* and *Lehrbuch* in their entirety. You may write in your book or separately (i.e., write the entire sentence even if the exercise is a fill-in-the-blank-test) on a separate piece of paper suitable to turn in to the instructor, except when noted. When you have finished, check your answers against the key on pp. 126-139 of the *Arbeitsbuch* where available and make corrections on your own paper with a pen/pencil of a different color. Homework will be checked for completion on Quiz days. See Lehrplan for details.

- **Quizzes (35%)**
  Quizzes will be given periodically, with an emphasis on vocabulary (Glossar) and grammar (at the end of each chapter). Quiz dates are listed on the syllabus.

- **Porträ (15%)**
  Together with 2 other partners, you will give a 10 Minute presentation portraying one of the people at the end of any chapter in *Aspekte*. You will be given more detailed information on this in-class assignment, which takes place in the final weeks of the semester.

- **Final Exam (15%)**
  The final exam will be comprehensive, focusing on grammar, vocabulary, and cultural knowledge. A student may be exempted from the final exam if her/his cumulative grade on the last day of classes is within the “A” range. The instructor will inform these students in writing confirming their exemption.

**German movie night**
You will have the chance to watch German films throughout the semester, which is an additional opportunity to listen to idiomatic German and learn more about German culture and the topics discussed in the movies.
German movie nights will take place every Wednesday night at 7:00 pm at the EdMS (fourth floor of the library annex), and they are not mandatory. However, ten points will be credited toward your homework by attending these movies. There will be a sign-in list at the beginning and end of each screening. You can only earn these points by attending the movie nights (and remaining for the entire screening), not by watching them at home.

**Movie schedule**
Please see cLearning for the schedule, starting in week 2 of the semester.
<table>
<thead>
<tr>
<th>Datum</th>
<th>Im Unterricht</th>
<th>Hausaufgabe</th>
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</thead>
<tbody>
<tr>
<td>Mo 14. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bücher kaufen!</td>
</tr>
<tr>
<td>Mi 16. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bringen Sie Ihre Bücher mit!</td>
</tr>
<tr>
<td>Fr 18. 1.</td>
<td>Einführung und Wiederholung</td>
<td>Bringen Sie Ihre Bücher mit!</td>
</tr>
<tr>
<td>Mo 21. 1.</td>
<td>MLK Tag KEIN UNTERRICHT</td>
<td>AB: S. 6 Ü1a; S. 7 Ü2ab Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 23. 1.</td>
<td>Kap. 1 - Leute heute: LB S. 8-9; S. 9 Ü. 2</td>
<td>S. 8 Ü1ab; S. 9 Ü2ab (1,2,3) Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td></td>
<td>schreiben; Partnerarbeit: LB S. 11 Ü 5</td>
<td></td>
</tr>
<tr>
<td>Mo 28. 1.</td>
<td>Kap. 1 - Helden im Alltag: LB 14-5</td>
<td>LB S. 16 Ü1a, b; Ü2a; S. 17 Ü3abc Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 30. 1.</td>
<td>Kap. 1 - Vom Glücksein, S. 18 und 19</td>
<td>AB S. 16 Ü4a Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 1. 2.</td>
<td>Grammatik und Vokabular Kapitel 1</td>
<td>Für das Quiz vorbereiten, Kapitel 1 Glossar S. 1-4; 5-6: Leute heute, Gelebte Träume, Helden im Alltag, und Vom Glücksein</td>
</tr>
<tr>
<td>Mo 4. 2.</td>
<td>Quiz 1 – Arbeitsbücher mitbringen!</td>
<td>AB S. 20-22 Ü1a lesen, Ü1b, Ü2a; Ü3, Ü4, Ü5, Ü6 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 6. 2.</td>
<td>Kap. 2 – Wohnwelten LB S. 23-6:</td>
<td>AB S. 24 Ü1, 2, 3, 4 Wörterliste vom Glossar lernen</td>
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<td></td>
<td>Baumhaus=Traumhaus aus S. 26-27</td>
<td></td>
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<tr>
<td>Fr 8. 2.</td>
<td>Kap. 2 – Eine Wohnung zum Wohlfühlen LB S. 30-1</td>
<td>AB S. 26-7 Ü1; S. 27 Ü3ab Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 11. 2.</td>
<td>Kap. 2 – Hotel Marna LB S. 32-4</td>
<td>Grammatik auf S. 37 lesen und Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 13. 2.</td>
<td>Grammatik und Vokabular Kap. 2</td>
<td></td>
</tr>
<tr>
<td>Mo 18. 2.</td>
<td>Kap. 3 – Fast Food, Slow Food, LB S. 44-5</td>
<td>AB: S. 36 Ü2ab; S. 37 Ü1ab; S. 38 Ü2a, Ü3 Wörterliste vom Glossar lernen</td>
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<td>Datum</td>
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<tr>
<td>Mi 20. 2.</td>
<td>Kap. 3 – Eine süße Versuchung LB S. 46-7</td>
<td>Grammatik auf S. 53 lesen und Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 22. 2.</td>
<td>Grammatik und Vokabular Kap. 3.</td>
<td>Für das Quiz vorbereiten; Glossar lernen</td>
</tr>
<tr>
<td>Mo 25. 2.</td>
<td><strong>Quiz 2:</strong> Arbeitsbücher mitbringen!</td>
<td>Arbeitsblatt ausfüllen und mitbringen: <a href="http://www.langenscheidt-education.com/_downloads/Aspekte1_K5_Einsteig1.pdf">http://www.langenscheidt-education.com/_downloads/Aspekte1_K5_Einsteig1.pdf</a></td>
</tr>
<tr>
<td>Mi 27. 2.</td>
<td>Arbeitsblatt diskutieren und einreichen. Film: Fußball, Fans, Leidenschaft</td>
<td><strong>Schreiben Sie LB S. 71, 9a,b,c und einreichen!</strong> AB S. 54-55 Ü1-5 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 1. 3.</td>
<td>Kap. 5 - Lebenslanges Lernen, LB S. 73; 74-5</td>
<td>AB S. 57 U2-5; S. 60 Ü1ab, Ü3-4b Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 4. 3.</td>
<td>Kap. 5 – Können kann man lernen, LB S. 78-9</td>
<td>LB S. 80 Ü1a und Ü3 lesen Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 6. 3.</td>
<td>Kap. 5 – Lernen und Behalten</td>
<td>Grammatik auf S. 53 lesen Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 8. 3.</td>
<td>Grammatik und Vokabular Kap. 5.</td>
<td>AB S. 78-9, Ü1-5; S. 80 Ü1ab Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td><strong>FRÜHLINGSPAUSE</strong></td>
<td><strong>KEIN UNTERRICHT</strong></td>
<td></td>
</tr>
<tr>
<td>Mo 18. 3.</td>
<td>Kap. 7 – Für immer und ewig: Lebensformen, LB S. 104-7</td>
<td>AB S. 80-81, Ü2abcd, S. 82 Ü4 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 20. 3.</td>
<td>Kap. 7 – Partnerglück im Internet, LB S. 108-9</td>
<td>AB S. 85-6 Ü1-5 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 25. 3.</td>
<td>Grammatik und Vokabular Kap. 7. <strong>Quiz 3</strong> Arbeitsbücher mitbringen</td>
<td>Für das Quiz vorbereiten; Glossar lernen (alles ausser Eine seltsame Geschichte)</td>
</tr>
<tr>
<td>Mi 27. 3.</td>
<td><strong>Quiz 3</strong> Arbeitsbücher mitbringen</td>
<td></td>
</tr>
<tr>
<td>Fr 29. 3.</td>
<td>Reading Day <strong>KEIN UNTERRICHT</strong></td>
<td>AB S. 90-91 Ü-6b; S. 92 Ü1ab, Ü3-4 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 1. 4.</td>
<td>Kap. 8 - Kaufen x3 und Dinge, die die Welt nicht braucht, LB S. 120-123</td>
<td>AB S. 96-7 Ü1-5 Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Datum</td>
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<td>Hausaufgabe</td>
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<tr>
<td>Mi 3. 4.</td>
<td>Kap. 8 – Die Reklamation LB S. 126-127</td>
<td>Wörterliste vom Glossar lernen, Grammatik auf LB S. 133 lesen</td>
</tr>
<tr>
<td>Fr 5. 4.</td>
<td>Grammatik Kap. 8 Film: Kaufen x3 LB S. 134-5</td>
<td>AB S. 114-5 Ü1-4; S. 116 Ü1ab; S. 118 Ü5ac Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 10. 4.</td>
<td>Kap. 10 – Tierisches Stadtleben, LB S. 156-7</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 15. 4.</td>
<td>Kap. 10 – Kostbares Nass LB 160-163</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 17. 4.</td>
<td>Grammatik und Vokabular Kap. 10</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Fr 19. 4.</td>
<td>Porträttag</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mo 22. 4.</td>
<td>Porträttag</td>
<td>Wörterliste vom Glossar lernen</td>
</tr>
<tr>
<td>Mi 24. 4.</td>
<td>Porträttag</td>
<td>Für das Quiz vorbereiten; Glossar lernen</td>
</tr>
<tr>
<td>Fr 26. 4.</td>
<td>Quiz 4: Kap 8 und 10 und Porträts – Bringen Sie Ihre Arbeitsbücher mit!</td>
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<tr>
<td>Mo 29. 4.</td>
<td>Exam Review und Schluss</td>
<td></td>
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</tbody>
</table>
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: PHIL 111  3. Texas Common Course Number: 2306

4. Complete course title: Contemporary Moral Issues

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes  X  No

8. How frequently will the class be offered? Every Fall and Spring Semester

9. Number of class sections per semester: 5

10. Number of students per semester: 165


   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. Submitted by:
   Name: [Signature]
   Course Instructor
   Date: 3-8-13
   Approvals:

13. Department Head
   Date: 3-10-13

14. College Dean/Designee
   Date: 6-10-13

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 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.

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?

PHIL 111 (Contemporary Moral Issues) includes study discussion and written argument about the nature of the person, justice, society, and animals; about the values that different people associate with each of these; about the beliefs about value and about the nature of these entities; about cultural factors that influence each debate and about the place of each in human society and personal life. The course explores a variety of ideas and demands that students come to understand, express, evaluate and develop different conceptions of the person as a moral being.

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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):

PHIL 111 develops critical thinking both in the effort to interpret the arguments and ideas of others and in the effort to build and defend the student’s own ideas. Strategies used to develop critical thinking include readings, class discussion, in class assignments, and written assignments. Evaluation will be based upon examinations and written assignments.

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

PHIL 111 develops communication in the interpretation of difficult texts, and the effort to understand and express ideas about morality. Reading, lecture, discussion, and writing assignments are strategies for this objective. Evaluation will be based upon examinations, graded in class assignments, and written assignments.

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

PHIL 111 develops social responsibility through an examination of pressing moral debates in society today, which include questions about one’s own and other societies, civil law, and international issues. Strategies used to develop social responsibility include readings, class discussion, lecture, and writing assignments. Evaluation will be based upon examinations, graded in class assignments, and written assignments.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Texas A&M University

Core Curriculum

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

PHIL 111 develops personal responsibility through a close examination of pressing moral issues that affect society today. Strategies used to develop personal responsibility include readings, class discussions, lecture, and writing assignments. Evaluation will be based upon examinations, graded in class assignments, and written assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Philosophy 111/200: Contemporary Moral Issues
Zachary 333A
TR 9:35-10:50
e-mail: lebuffe@philosophy.tamu.edu

Dr. Michael LeBuffe
Office Hours: MTR 2:30-4:30
Office: Bolton Hall 214B
862-6970

Course Objectives: This introductory course starts with a brief look at two of the most influential theories of value, Mill's utilitarianism and Kant's deontological theory of right action. These theories of value will help us in two ways. First, because most of the arguments that we shall read fall under utilitarian or Kantian traditions, they will help us to understand the rest of the course authors. Second, Mill and Kant provide theories of value under which we can begin to build a constructive moral debate. Notably, each theory gives an account of the moral value of particular actions under which moral reasons are equally available to all of us. Some of us may ultimately decide that we simply cannot productively discuss sensitive issues like abortion and capital punishment. On such a perspective, my beliefs about the good are based upon reasons or feelings that, in some cases, I simply cannot communicate to you. The point of this course, however, is to see what progress we can make in understanding the reasoning of others and in building moral views that others can understand and appreciate.

Texts:        Judith Boss (ed.), Analyzing Moral Issues
            Immanuel Kant, Grounding for the Metaphysics of Morals
            John Stuart Mill, Utilitarianism

Requirements:

2 Area Papers (25% each): The area papers will give students an opportunity to defend particular positions on given topics. They will be 3-4 pages in length. The quality of the argument, the expression of understanding of course texts, and the clarity of writing will be the basis of the paper grades. Only university approved excuses are acceptable for late papers. Papers turned in late without university approved excuses will be penalized a full letter grade for each day late.

Area Paper 1 due: 11/3
Area Paper 2 due: 12/6

10 in class exercises (2% each): Various exercises designed to promote discussion.

3 Exams (10% each): The exams will test students’ knowledge of course material, including facts about various issues that will be presented in class. Students will be responsible for knowing: 1. Course authors’ positions and arguments. 2. Facts about the issues presented in supplementary readings during the course. 3. All lecture material. Only university approved excuses are acceptable for missed exams.

Exam 1: 9/27
Exam 2: 10/27
Exam 3: 12/1
Assigned Reading:

Area One: Theories of Value
Week One (8/29-9/2): Introduction and Utilitarianism
Week Two (9/5-9/9): Utilitarianism
Week Three (9/12-9/16): Grounding for the Metaphysics of Morals

Area Two: Biomedical Ethics
Week Seven (10/10-10/14): Euthanasia, cont. Readings from Boss: Callahan, “Aid in Dying’; The Socia. Dimensions;” Hardwig, “Is there a duty to die?”

Area Three: Social Justice

Paper 2 Due 12/6
Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Students are responsible for knowing the Honor Code and the Honor Council Rules and Procedures. They may be found at http://www.tamu.edu/aggiehonor.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: PHIL 251

3. Texas Common Course Number: PHIL 1501

4. Complete course title: Introduction to Philosophy

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 Fall and Spring semester

9. Number of class sections per semester: 7

10. Number of students per semester: 215


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:
    - Course Instructor: [signature]
    - Date: 3/12/13

    - Approvals:
    - Department Head: [signature]
    - Date: 3/10/13

    - College Dean/Designee: [signature]
    - Date: 3/10/13

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 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.

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?

PHIL 251 (Introduction to Philosophy) includes study, discussion, and written argument concerning different accounts of the good life for human beings, theories of value, theories of knowledge and belief, theories of culture and society, theories of the beautiful, and the process of philosophical inquiry into these subjects. It meets every element of the foundational component area directly and by means of discussion and a variety of readings invites a deep, diverse, and closely examined study of each.

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):

PHIL 251 develops critical thinking both in the effort to interpret the arguments and ideas of others and in the effort to build and defend the student's own ideas. Strategies used to develop critical thinking include readings, class discussion, and written assignments. Evaluation will be based upon examinations and written assignments.

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

PHIL 251 develops communication in the interpretation of difficult texts, and the effort to understand and express philosophical ideas and arguments. Readings, lecture, discussion and writing assignments are strategies for this objective. Evaluation will be based upon exams reflecting the student's ability to understand ideas from written texts and from class discussion and upon essays in which students develop and present their ideas.

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

PHIL 251 develops social responsibility through the examination of the good life, which includes questions about the fundamental structure of society and its justification. Strategies used to develop social responsibility include readings, class discussion, and written assignments. Evaluation will be based upon examinations and written assignments.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Texas A&M University

Core Curriculum

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

PHIL 251 develops personal responsibility through the study of human will, the good life, and moral value. Strategies used to develop personal responsibility include readings, class discussion, and written assignments. Evaluation will based upon examinations and written assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Introduction to Philosophy  
Spring 2013  
11:10-12:25; YMCA 113  
Dr. Kristi Sweet

Contact Information:  
Office- YMCA 402C  
Phone- 845-2247  
Office Hours- T/Th 12:30-1:30 and by appointment  
Email- k-sweet@philosophy.tamu.edu

Course Description:  
This course will introduce students to a range of core philosophical issues, and engage with numerous important figures across the history of philosophy. We will read Plato, Aristotle, Epictetus, Descartes, Kant, and Nietzsche. The class will examine such topics as the good life, human knowing, human willing, the nature of reality, and moral goodness. Class time will be a mix of lecture and discussion, and students will be encouraged to investigate philosophical issues in depth through their reading and questions in class.

Course Objectives:  
Students should complete the course with knowledge of some key figures in the history of philosophy, and be able to demonstrate acquaintance with various approaches and frameworks for thinking about important aspects of human life. Students should also come away from the course with a sense of the different fields and guiding questions that make up the discipline of philosophy.

Course Requirements:  
To foster understanding of philosophical concepts and texts, students will be required to write two papers and complete a final examination. The first paper will be a take-home written exam, focusing on thinkers from the first part of the semester. The second paper will require the student to offer an in-depth comparison of two of the authors from the semester. Students are expected to come to class having read the assigned materials, and prepared to ask questions and engage in discussion about the text read.

Grading:  
Midterm Exam (Take-home) 30%  
Comparative Paper 40%  
Final Exam (Cumulative) 30%

Appointments and Correspondence:  
It is my goal to help you succeed in your academic endeavors, and I am therefore more than willing to meet with you outside of scheduled office hours to accommodate your schedule. To set up an appointment, you may stop by my office, call, or email. If you choose to email me (for any reason), I will expect that your email be professional and courteous in tone and structure, and I will do the same.
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements: Aggie Honor Code
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit: http://www.tamu.edu/aggiehonor/

Plagiarism and/or cheating in this class will not be accepted, and may result in failure of the course. This includes plagiarism that is unintentional or results from ignorance regarding proper citation practices. If you are unsure about what constitutes acceptable citation practices, please consult with the writing center or library resources on writing styles.
Course Assignments

These assignments are subject to change as the semester progresses. All changes will be announced in class, and it is your responsibility to take note of them when such announcements are made. All changes and updates will, however, be reflected on the syllabus posted online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>1/17</td>
<td>Plato, “Apology”</td>
<td>21-44</td>
</tr>
<tr>
<td>1/22</td>
<td>Plato, “Apology”</td>
<td>21-44</td>
</tr>
<tr>
<td>1/24</td>
<td>Plato, “Phaedo”</td>
<td>93-154</td>
</tr>
<tr>
<td>1/29</td>
<td>Plato, “Phaedo”</td>
<td>93-154</td>
</tr>
<tr>
<td>1/31</td>
<td>Plato, “Cave”</td>
<td>Handout</td>
</tr>
<tr>
<td>2/5</td>
<td>Plato, <em>Symposium</em> selections</td>
<td>Handout</td>
</tr>
<tr>
<td>2/7</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, Book I</td>
<td>1-18</td>
</tr>
<tr>
<td>2/12</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, Book I</td>
<td>1-18</td>
</tr>
<tr>
<td>2/26</td>
<td><em>Midterm Exam due; Cultural Introduction to the Library</em> (Meet in Library)</td>
<td></td>
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<tr>
<td>3/7</td>
<td>Lecture on Modernity</td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>Descartes, <em>Meditations</em>, “Meditation One” and “Meditation Two”</td>
<td>59-69</td>
</tr>
<tr>
<td>3/21</td>
<td>Descartes, <em>Meditations</em>, “Meditation Three”</td>
<td>69-81</td>
</tr>
<tr>
<td>3/26</td>
<td>Descartes, <em>Meditations</em>, “Meditation Six”</td>
<td>92-103</td>
</tr>
<tr>
<td>3/28</td>
<td>Kant, <em>Grounding</em>, “First Section”</td>
<td>7-14</td>
</tr>
<tr>
<td>4/2</td>
<td>Kant, <em>Grounding</em>, “Second Section”</td>
<td>30-42</td>
</tr>
<tr>
<td>4/4</td>
<td>Kant, <em>Grounding</em>, “Second Section” &amp; “Third Section”</td>
<td>44-50</td>
</tr>
<tr>
<td>4/9</td>
<td>Kant, “What is Enlightenment?”</td>
<td>Handout</td>
</tr>
<tr>
<td>Date</td>
<td>Reading and Notes</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Nietzsche, <em>Thus Spoke Zarathustra</em>, &quot;On the Teachers of Virtue&quot; through &quot;On Enjoying and Suffering the Passions;&quot; &amp; &quot;On the Thousand and One Goals&quot; through &quot;On the Way of the Creator&quot;</td>
<td></td>
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<tr>
<td>4/23</td>
<td>Nietzsche, con't.</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>Final paper due, exam prep</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: FREN 201

3. Texas Common Course Number: FREN 2311

4. Complete course title: INTERMEDIATE FRENCH I

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [X] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [X] Yes
   - [ ] No

8. How frequently will the course be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 3; S: 2

10. Number of students per semester: F: 90; S: 60

11. Historic annual enrollment for the last three years: 137 130 146

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. Submitted by:

   Course Instructor: ____________________________

   Date: March 7, 2013

   Approvals:

   Department Head: ____________________________

   Date: 3/18/2013

   College Dean/Designee: ________________________

   Date: 3/19/13

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 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.

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 (FREN 201) is a first-semester intermediate class in French language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: consumer and eating habits, living situations in France and the Francophone world, lifestyles of young people, and media and the internet in France. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through multimedia presentations on key topics from the course material.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

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 students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video or technology-enhanced skits) are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: consumer and eating habits, living situations, generational differences, media and the internet, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

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

FREN 201 – Intermediate French I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
DEPARTMENT OF INTERNATIONAL STUDIES

**********SPRING 2013 *** FRENCH 201: INTERMEDIATE FRENCH**********
Instructor: Dr. Sylvie Ragucci

Section: 502 Time and Place: MWF 12:40-1:30 HELD 120
Office: ACAD 201C E-mail: sragucci@tamu.edu

Office Hours: MWF 3-4pm and by appointment

Prerequisite: French 102 or equivalent credit by placement test or transfer.

REQUIRED TEXTS:
INTERACTION (8th edition): textbook and Ilrn passcard (on-line workbook)
Course code: ARMNM787
Supplemental readings are posted on elearning.

Recommended:

COURSE DESCRIPTION
In this third-semester language sequence, we will enhance all four skills in French: listening comprehension, reading, writing, and speaking. In addition, we will strive to develop further cultural and social awareness. Class will be conducted in French.

LEARNING OUTCOMES
Upon completion of the course students will be able to:
- communicate orally and in writing with Francophone speakers on uncomplicated matters related to the student’s personal experience;
- perform functions such as stating preferences, giving orders and directions, expressing intentions, describing daily routines, describing states and conditions, asking and answering questions, describing people and places, making comparisons, recounting and describing in the past;
- demonstrate social and cultural awareness and sensitivity with regard to diversity;
- employ critical thinking in interpreting and summarizing;
- practice lifelong learning via technology and improved linguistic understanding of foreign and native languages.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of French culture. Group/class discussion, written work, and interpreting and summarizing readings in a foreign language are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative oral presentations.
**Social responsibility:** The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the diverse perspectives of the culture they are studying.

**Personal responsibility:** The course enhances personal responsibility through engagement with contemporary social issues in France, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor

**GRADING**
The final course grade will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>30% (grammar, reading and questions, discussions/compositions)</td>
</tr>
<tr>
<td>3 exams</td>
<td>30%</td>
</tr>
<tr>
<td>Oral exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
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</table>

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

**PARTICIPATION**
- Participation, is of the utmost importance in the acquisition of a foreign language. Attending classes is imperative, and after 3 absences without University accepted excuses, each new unexcused absence will delete 5 points off the student's participation grade.

- The student's participation will be evaluated using the following criteria:
  A. (90-100) The student is very well prepared, always volunteers to answer questions or write on the blackboard, shows a genuine interest in the work, participates actively in the class activities, is not afraid to experiment with the language and be heard, and never uses English to communicate with his/her peers or the instructor in situations where French is called for.
  B. (80-89) the student is prepared, sometimes volunteers to answer, but participates moderately, is less vocal than an "A" student and more afraid to experiment. He or she almost never uses English.
  C. (70-79) The student is not always prepared, rarely volunteers to answer questions, participates only occasionally and/or occasionally uses English to communicate with his/her peers or the instructor in situations when he/she should have used French.
  D. (60-69) The student is rarely prepared, is very passive, very rarely volunteers to answer questions, rarely participates and/or relies mostly on English to express herself/himself.
  F. (59 and under) The student is never prepared, never volunteers to answer questions, is extremely passive and silent in class and/or relies on English to communicate.

**HOMEWORK** There is homework assigned in the on-line workbook listed in the syllabus. These assignments are due before class but late assignments for a chapter will be accepted until the test covering that particular chapter.

**EXAMS**
There are 3 written exams scheduled during the semester worth 10 percent each. The exams include listening, reading and writing portions. At the end of the semester there is an oral exam worth 10 percent. The professor will give you a list of subjects to study with your partner in preparation for the oral exam. There will be a final written exam worth 20 percent similar in structure to the written exams. Any scheduling changes will be announced in class and through email.
COMPOSITIONS/DISCUSSIONS
Students will post 4 paragraphs on 4 given topics in the discussion portion of the elearning site. These paragraphs will be available for viewing by other students in the class.

EXTRA CREDIT
- Students will have the possibility of watching French movies for an additional 3 points on their participation average per movie. Participation will be graded twice: mid-semester and end of semester. There will be 2 movies to count for the first half, two for the second. Students will have to watch movies within that half.
- Students will have the opportunity to do additional readings (3 available on elearning) and answer questions about them. Each reading will add 2 points to a student’s homework grade.

MAKE-UP POLICY
Tests which are missed due to an authorized absence can be made up and should be administered within a week of the student's return to class. Students who miss a scheduled exam or composition must contact the instructor within 24 hours and indicate their intention to arrange a make-up. Instructors will offer make-up exams only for authorized absences. If you need to review what constitutes an excused absence go to http://student-rules.tamu.edu/rule7.htm. Please note that for an absence of fewer than three days (section 7.1.6.2 of the Student Attendance Rules), the instructor will accept either (a) or (b), at student's choice.

a) Student may provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu <http://attendance.tamu.edu/>).

b) Student may provide confirmation of visit to a health care professional affirming date and time of visit.

******************************************************************************
A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.
******************************************************************************
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with disabilities, in room B-118 Cain Hall. The phone number is 845-1637.
******************************************************************************
REMEMBER: An Aggie does not lie, cheat, or steal, or tolerate those who do. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor/
Calendrier de travail

All dates are tentative. Changes will be announced in class

Jan 14

Intro. Reading p 2-3; Vocabulary p 4-5
Discussion 1: Je me présente on elearning.

Jan 16

Regular and irregular verbs in the present tense, p 6-8, 11-12
For 18th : WB 1-2-A; 1-2-B ;

Jan 18

Regular and irregular verbs in the present tense, p42-44 ; 59-61 ; 78-79 ; 126-129 ; reading p9
For 23rd : WB 2-2-D ; 4-2-B ; WB (activités orales) 2-1-3E (written)

Jan 23

Faire + infinitive, Near future p12
For 25th : WB 1-2-C ; WB (activités orales) 1-1A; 1-1B, 1-1C; 1-1D, 1-1E

Jan 25

future tense, reading p15
For 28th 10-2-B; 10-2-D

Jan 28

Nouns and articles p 16-21
For 30th: WB 1-2-E; 1-2-G; WB (activités orales) 1-1-F

Jan 30

Expression of quantity p 21-23 reading p24
For 1st : WB 1-2-F; WB (activités orales) 1-1-2

Feb 1

Voilà/Il y a p 27; Impérative p10
For 4th: WB 1-2-D; 2-2-G WB (activités orales) 1-1-K (written); 1-1-J (written)

Feb 4

readings and culture p30-33
For 4th: WB 1-2-3A; 1-2-3B; 1-2-3D

Feb 6

Review for 1st test

Feb 8

TEST 1
Discussion 2 : Mes achats on elearning

Feb 11

CHAPITRE 4
Reading p118-119, Vocabulary p122-123

Feb 13

Passé Composé avec avoir p134-136, reading p 125
For 14th: WB 4-2-A; WB (activités orales) 4-1-D; 4-1-E; 4-1-F

Feb 15

Passé Composé avec être p137-138, Reflexives and reciprocal verbs, reading p141, 146
Feb 18
Passé composé; reading p132-133.
For 19th: WB 4-2-B; 4-2-D; 4-2-F; 4-2-H

Feb 20
Reading p 152-154; Chapitre 5 vocabulary, p160-161
For 21st: WB (activités orales) 4-1-2; 4-1-J (written); 4-1-H (written)

Feb 22
Formation de l'imparfait p162-163, reading p170, 173-174
For 24th: WB 5-2-A; 5-2-B

Feb 25
Passé Composé/ Imparfait p164-166
For 26th: WB 5-2-C; 5-2-D; 5-2-E

Feb 27
Plus que parfait p172-172 reading p 181, p187
For 28th: WB 5-2-F; 5-2-G; WB (activités orales) 5-1-K

Mar 1
Temps du passé p175-178; reading p188-189
For 3rd: WB (activités orales) 5-1A; 5-1B; 5-1-C

Mar 4
Temps du passé, Dates p183-185
For 5th: WB (activités orales) 5-1-J (written); 5-1-L (written); 5-1-M (written)

Mar 6
review for 2nd test

Mar 8
TEST 2
Discussion 3: Ma communication avec les autres on elearning

SPRING BREAK

Mar 18
Cours 21 Chapitre 2
Reading p 38-39; vocab p 40-41
For 19th: WB 2-2-A; 2-2-B; 2-2-C

Mar 20
Basic questions p 50, review of question words.
For 21st: WB 2-2-E; 2-1A; 2-1B; 2-1C

Mar 22
Review of question words, questions in the past
For 24th: WB 4-2-E; WB (activités orales) 2-1-I (written), 2-1-H (written)

Mar 25
Negations p 45-48, reading p 49
For 26th: WB 2-2-F; 2-3H; (activités orales) 2-1-F (written); 2-1-G (written)

Mar 27
Negations in the past, reading p52-53
For 28th: WB: 4-1-K; WB (activités orales) 2-1-K (written); 2-1-A; 2-1-B; 2-1-C

**Mar 29**

**READING DAY**

**Apr 1**

Reading p58, idioms p63-64
For 2nd: WB 2-2-I, WB (activités orales) 2-1-L (written); 2-1-G (written)

**Apr 3**

Reading p65, depuis present and past tense p66
For 4th: WB 2-2-H, 2-2-J; WB (activités orales) 2-1-D

**Apr 5**

Reading p68-69
For 7th: WB 2-2-3A; 2-2-3B; 2-2-3D

**Apr 8**

**CHAPITRE 3**

Reading p74-75, Vocabulary p 76-77
For 9th: WB 3-2-A; 3-2-B; WB activités orales 3-1-H (written)

**Apr 10**

Descriptive adjectives and position 82-85, reading p81
For 11th: WB 3-2-C; WB (activités orales) 3-1-I (written), 3-1-J (written), 3-1-K (written)

**Apr 12**

Possessive and demonstrative adjectives p91-93, reading p96
For 14th: WB 3-2-G; 3-2-H; WB (activités orales) 3-1-E

**Apr 15**

formation of adverbs and position p97-98, Il est/ c’est p90, reading p105
For 16th: WB 3-2-D; 3-2-E; 3-2-F; 4-2-G

**Apr 17**

Comparative and superlative of adjectives p99
For 18th: WB 3-2-I, 3-2-K, WB (activités orales) 3-1-L (written)

**Apr 19**

Comparative and superlative of adverbs p102
For 21st: WB 3-2-J; 3-2-L; WB (activités orales) 3-1-F (written)

**Apr 22**

For 23rd: WB 3-2-3A; 3-2-3B; 3-2-3C; 3-2-3D

**Apr 24**

Review

**Apr 26**

**Test 3**

Discussion 4 Mes activités préférées on elearning

**Apr 29**

Cours 40 Examens oraux

**Apr 30**

Cours 41 Examens oraux

**Final: May 6th 10:30-12:30 in classroom**
1. This request is submitted by (department name): International Studies

2. Course prefix and number: FREN 202

3. Texas Common Course Number: FREN 2312

4. Complete course title: INTERMEDIATE FRENCH II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 Fall and Spring semester

9. Number of class sections per semester: F: 2; S: 3

10. Number of students per semester: F: 60; S: 90

11. Historic annual enrollment for the last three years: 132 114 131

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: D. K. Brinker
   
   Course Instructor
   
   Approvals: J. A. C.
   
   Department Head
   
   College Dean/Designee
   
   Date March 7, 2013
   
   Date
   
   Date 3/18/2013
   
   Date 3/19/13

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 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.

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 (FREN 202) is a second-semester intermediate class in French language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: cultural politics of the movies industry, technology of transportation in first and third world countries, education, contemporary history of France, work-life balance. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through multi media presentations on key topics from the course material.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

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 students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video or technology enhanced presentations) are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary French history, the relationship of French speakers from former colonies with the language and culture of the former colonialists, ecology and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

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

FREN 202 – Intermediate French II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. Students can interact with diverse populations from different parts of the globe;
2. Students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. Students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. Students gain an understanding of how cultural identity is expressed through different traditions and media;
5. Students gain a better understanding of contemporary global issues through interaction with global communities.
Intermediate French II French 202-200 and 503

Instructor: Dr. Françoise Vionnet-Bracher
E-mail: f-vionnet@tamu.edu
Phone 845-2124 (Department office)
Office: Academic 329D.
Office hours: Tuesday-Thursday 11:00-12:00, and by appointment (online or at the office)

Course sites:
http://elearning.tamu.edu (please go to http://itsinfo.tamu.edu/elearning-orientation/ if you are not familiar with it)
And http://lrn.heinle.com

Course description
In this fourth-semester language sequence, students will refine the skills acquired in the past 3 semesters. They will implement these tools with greater ease and begin to function at a higher linguistic level. This will be achieved through a review and expansion of grammatical knowledge and vocabulary, and practice of writing, reading, listening and speaking, with an awareness of the appropriate cultural context, and a constant use of the target language. In order to mimic language immersion, we will navigate the Web in French and use technology to enhance communication and collaboration and create a multi-faceted learning environment. Students are expected to be prepared and to participate actively. All exchanges will be conducted in French except for discussions of grammar and technical explanations.

Learning Objectives
Incoming students are at the lower end of the intermediate level on the ACTFL scale (American Council on the Teaching of Foreign Languages). Our goal is to give them the means to function at the higher end of the range. By the end of the semester, students are going to:
- Demonstrate effective communication in the target language orally and in writing, on uncomplicated daily topics, such as movies, travel, education, and vacation;
- Compose and edit a poem and a letter, and participate in discussions or chats in French about movies, arts or technology, education, and travels;
- Demonstrate critical thinking in analyzing, understanding, and editing more complex grammar structures at the paragraph level, including relative clauses and subjunctive clauses, hypotheses, and sentences with personal, demonstrative and possessive pronouns;
- Recognize, conjugate and use common verbs in the past, present, future, subjunctive, and conditional tenses;
- Prepare a multi-media project in French through collaborative work with peers;
- Practice lifelong learning by becoming independent learners with the help of technology and the internet.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of French culture. Group/class discussion, written work, and interpreting and summarizing readings in a foreign language are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of oral and written works, and through collaborative oral presentations.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the diverse perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in France, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor.

Prerequisite: French 201 or equivalent credit by placement test or transfer
Time commitment:

This is a hybrid course. Usually, we will be meeting twice a week face to face, and you’ll have to complete once a week an online session (online lessons are located in the e-Learning “Learning Modules” area) which will include communicative or creative activities. So, besides the two face-to-face weekly class meetings, you are expected to block out an appropriate amount of time for study and practice, in order to complete and submit your assignments. The weekly time commitment for this course will be equal to or greater than the time you would spend on a fully face to face course.

Textbook and workbook:


Attendance and Make-up Policy

Course attendance is required. Students will be allowed to miss two classes unexcused. For every additional unexcused absence, one percent of the final grade will be deducted. An authorized absence entitles students to complete missed assignments. Exams and assignments can be made up only after legitimate absences. Please refer to University Rules (I.7) for University approved absences.

For an absence of fewer than three days (section 7.1.6.2 of the Student Attendance Rules), the instructor will accept either (a) or (b), at student’s choice:

a) Student may provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b) Student may provide confirmation of visit to a health care professional affirming date and time of visit.

Participation

The student’s participation will be evaluated using the following criteria:

A. (90-100) The student is very well prepared and do her/his homework on time, always volunteers to answer questions or write on the blackboard, shows a genuine interest in the work, participates actively in the class and group activities, is not afraid to experiment with the language and be heard, very often explores and uses the tools, sites and cultural information offered on the online site outside of class. * has regular exchanges with an online language partner (Honors section), and never uses English to communicate with his peers or the instructor in situations where French is called for.

B. (80-89) the student is prepared, sometimes volunteers to answer, but participates moderately, is less vocal than an “A” student and more afraid to experiment. He or she often explores the tools and sites provided on the eLearning pages *and has occasional exchanges with a language partner (Honors section). He or she almost never uses English.

C. (70-79) The student is not always prepared, rarely volunteers to answer questions, participates only occasionally and/or occasionally uses English to communicate with his/her peers or the instructor in situations when he/she should have used French. He or she explores and uses the material offered on eLearning only from time to time.

D. (60-69) the student is rarely prepared, is very passive, very rarely volunteers to answer questions, rarely looks at the online material offered online, rarely participates and/or relies mostly on English to express herself/himself.

F. (59 and under) The student is never prepared, never volunteers to answer questions, never checked the material on the eLearning site, is extremely passive and silent in class and/or relies on English to communicate.
**Honors work: Language Exchange partners**

In order to receive an A in participation, Students in the Honors section will also have to obtain an online language partner by registering with Livemocha.com, Mylanguageexchange.com, or a similar site, and regularly communicate in French with their partner. They'll document their exchanges by copying and pasting them in the e-Learning discussion opened for that purpose. Students from the other section who would also participate and get a French speaking e-pal can get a bonus of up to 10% on their participation grade depending on the frequency and length of exchanges.

**Exams**

There are 3 major exams (including aural and written sections) scheduled during the semester, including the final exam. Each will be comprehensive; covering material studied up to that point, and will include audio comprehension, grammar, and writing. Two of the exams may be taking place in a computer lab to facilitate grading and feedback. These two exams are scheduled on a Friday, which means that there will not be online sessions on those weeks.

**Oral presentation and project**

This semester, you are going to research online some aspects of Francophone culture. First you'll choose to focus on a specific Francophone country, and then you'll have to find and present a piece of work exemplifying an aspect of that country (art, technology work, etc...). The next step will be to read and present an article about an event in that country. Forming teams with fellow students who have elected to present the same geographical area, you'll finally use, develop, and organize the material gathered together to prepare an audio-visual show for your end-of-semester audio visual project, with the goal of teaching your classmates and the instructor something interesting.

**Grade distribution.**

The final course grade will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>iLrn and elearning Homework and</td>
<td>15%</td>
</tr>
<tr>
<td>quizzes</td>
<td></td>
</tr>
<tr>
<td>Discussions work (chats, recordings,</td>
<td>30%</td>
</tr>
<tr>
<td>posts, writing)</td>
<td></td>
</tr>
<tr>
<td>Participation in class and online</td>
<td>10%</td>
</tr>
<tr>
<td>3 exams, including the final</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation project</td>
<td>10%</td>
</tr>
</tbody>
</table>

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with disabilities, in room B-118 Cain Hall. The phone number is 845-1637.

**Useful links:**
- Academic Calendar [http://admissions.tamu.edu/registrar/general/calendar.aspx](http://admissions.tamu.edu/registrar/general/calendar.aspx)
- For computing assistance, go to [http://hdc.tamu.edu/](http://hdc.tamu.edu/) or call (979) 845-8300
**The following schedule for coursework and testing is tentative and may be modified if circumstances require it. Any change however, will be announced in advance in class or through iLrn, elearning, or Neo email**

Calendrier de travail Interaction 8ème édition Français 202 cours hybride

<table>
<thead>
<tr>
<th>Chapitre 6</th>
<th>En cours</th>
<th>Devoirs : Exercices</th>
<th>Devoirs : Communication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chapitre 9</th>
<th>En cours</th>
<th>Devoirs : Communication</th>
</tr>
</thead>
</table>
| Pays de la Francophonie | 330. Un voyage, Discussion 2B  
(Chât audio on ilrn)  
11 février. Cours 12  
Structures I : infinitifs, prépositions p 318-320  
13 février. Cours 13  
discussion, poème de Prévert: les relatives dans le poème.  
Structures II : Prépositions et noms, adjectifs et prépositions  
15 février. Cours 14/online  
lesson 5. Pays et prépositions  
Discussion 2B : écrire un poème à la façon de Prévert.  
Chanson.  
20 février. Cours 16  
récapitulation. Version corrigée du poème à rendre.  
22 février : examen 1  
(salle de classe ou salle  
Academic 127) |
| --- | --- |
| Chapitre 7  
Interaction | 25 février. Cours 18 Culture contemporaine, Structures IA : les pronoms objets p 235-238  
27 février. Cours 19  
Vocabulaire. Structures IB.  
Place des pronoms doubles p 239-243  
1 er MARS. cours 20/online  
lesson 6. Discussion sur  
Google Translate  
4 mars. Cours 21 Structures II. Les pronoms disjoints.  
Lecture TBA  
6 mars. Cours 22 Structures IIIA. Les pronoms possessifs.  
L'héritage culturel p 245.  
8 MARS. cours 23/online  
lesson 7 : les pronoms démonstratifs. Un article (journaux en ligne) et son  
compte-rendu à enregistrer.  
 **iLrn Activity Manual**  
26 février 7-2CD, 7-1G  
28 février 7-1HI, 7-2A,  
3 mars 7-1ABCD, 7-1J  
5 mars 7-1-3ABC, 7-2G  
7 mars 7-2FH  
10 mars 7-2J  
 **eLearning assessments**  
Chapitre 7  
26 février exercice 1  
28 février exercices 2 et 3  
5 mars exercice 4  
7 mars exercice 5  
**Activités e-learning**  
« Discussions » Chapitre 7:  
A. 1er mars. Google translate (avec deux partenaires, discutez des résultats que vous obtenez après avoir « traduit » avec Google un des 3 articles en irançais proposés par le prof)  
B. 8 Mars. visite d'un site (journal) de nouvelles/  
informations sur Internet. Choisir un  
article à présenter pour le projet final: un  
evénement:. Résumer et enregistrer avec  
Vocaroo.com |
| Thème : Technologie, transports, innovations.  
Grammaire : Pronoms  
Internet : Dictionnaires en ligne  
Google Translate Journaux  | 13-15 mars : pas de cours  
**ilrn A.M**  
19 mars 8-1HJ  
**Activités e-learning**  
« Discussions » Chapitre 8 : Chat 2(22mars-1er avril), |
| Chapitre 8  
Structures I-III: formation et  |
| Thème : l'éducation | usage général du présent du subjonctif.  
20 mars. Cours 25  
Vocabulaire p 274-275.  
Culture contemporaine p 270-272. Le subjonctif après les expressions impersonnelles, p 292  
25 mars. Cours 27 Structures I-II : le passé du subjonctif et son emploi  
27 mars. Cours 28. Comment écrire une lettre officielle  
29 mars : congé  
1er avril. Cours 29 synthèse.  
3 avril Cours 30. Récapitulation  
5 avril : examen 2 (salle de classe ou Academic 127) | 21 mars 8-1ABD  
24 mars 8-1I, 8-2A  
26 mars 8-2B, 8-1-2  
31 mars 8-1-3BCDEF | Mon université et mes études |
|---|---|---|---|
| Chapitre 10 | Ilrn A.M  
9 avril 10-1-E  
11 avril 10-1AB, 10-2A  
12 avril online TEXTBOOK Structures II exercice 2  
14 avril 10-1-FH, 10-2-B  
16 avril 10-1-3ABCD  
18 avril 10-2H | Activités e-learning  
« Discussions » Chapitre 10  
A. Écrire une lettre d'opinion (April 10)  
B. travail de groupe (19 avril) discussion et préparation du projet audio-visuel + posting documents and sources. | |
| Interaction | eLearning assessments  
19 mars  
Exercice 1  
21 mars  
Exercices 2 et 3  
23 mars  
Exercice 4 | 8 avril Cours 32: chapitre 10. Structures I, le futur et le futur antérieur. Culture: chanson Le déserteur, Boris Vian  
10 avril Cours 33. Structures II. Usage des temps du futur  
Vocabulaire p 356-357.  
12 AVRIL : cours 34/online lesson 9 Le futur antérieur  
15 avril. Cours 35. Structures III. Conditionnel présent et passé, note culturelle  
19 AVRIL cours 37, en ligne ou en salle de classe. Discussion : Préparation de la présentation orale (discussion 5C)  
22-24 avril présentations audio-visuelles: un pays francophone.  
(26) 29-30 avril. Cours 41-42 : révisions pour l'examen final | |
| Thème : la chanson | Texte: Le Déserteur de Boris Vian  
Ecriture : Une lettre d'opinion | |
| Grammaire : futur, conditionnel, et hypothèses | Examen final | See Final Examination Schedule on Texas A&M web page,  
http://admissions.tamu.edu/registrar/General/FinalSchedule.aspx | |
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL/MODL 221  
   Texas Common Course Number: 2332

3. Complete course title: World Literature

4. Semester credit hours: 03 SCH

5. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

6. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

7. How frequently will the class be offered? every fall and spring semester

8. Number of class sections per semester: 1 - 2

9. Number of students per semester: 100

10. Historic annual enrollment for the last three years: 30 136 90

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:

   Apostolos Vialisakis  
   Date 02/12/2013

   Course Instructor

14. Department Head

   Date 2/13/2013

   Approvals:

15. College Dean/Designee

   Date 2/14/13

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 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?

The course (ENGL/ MODL 22:) addresses the Foundational Component Area in the following ways:
This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely 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):

CTS: Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.

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

CS: Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from Greek Antiquity to 12 century that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

SR: Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

PR: 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 course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. 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.
ENGL/MODL 221-xxx: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAH 3xx
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita.

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

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 world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

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.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on written work, exams, and class participation.

CS: The assessment of communication skills will be based on written assignments and class participation.

PR: The assessment 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.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-85%</td>
</tr>
<tr>
<td>C</td>
<td>70-75%</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Requirements:
- For absentee policy see: http://student-rules.tamu.edu/rule07
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers which will involve learning how to ethically cite sources in building a persuasive argument (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author’s use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, accurate citation of sources, and appropriate use of grammar/spelling/syntax.
- There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made up of short and/
or long answer questions that cover reading and lecture material. Overall, the test will assess three core objectives: critical thinking, communication skills, and social responsibility. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

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**Required books (available in the University Bookstore):**
Homer: *The Odyssey*
Sophocles: *Philoctetes*
Aeschylus: *The Persians*
Aristophanes: *Lysistrata*
Virgil: *The Aeneid*
Dante: *The Inferno*
Boccaccio: *The Decameron*

Additional required material:
*Old Testament: Selections from Genesis* (Xerox)

**CALENDAR**

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
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<tr>
<td></td>
<td><em>The Odyssey</em> (read books 1-4). CTS, CS.</td>
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<td><em>The Odyssey</em> (books 5, 9-15). CTS, CS.</td>
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<tr>
<td>Week 2</td>
<td><em>The Odyssey</em> (books 18-20). CTS, CS.</td>
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<td><em>The Odyssey</em> (books 21-24). CTS, CS.</td>
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<td><em>The Odyssey</em>. CTS, CS.</td>
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<tr>
<td>Week 3</td>
<td><em>Philoctetes</em> (read entire play). CTS, CS.</td>
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<td><em>Philoctetes</em>. CTS, CS.</td>
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Philoctetes. Part of this class will be devoted to teaching students how to ethically cite another person’s work. [First Paper Proposal Due]. CTS, CS, PR.

Week 4

The Persians (read entire play). CTS, CS.

The Persian. CTS, CS.

Week 5

Genesis (read 1:1, 1:2, 1:3). CTS, CS.

Genesis (read 1:4). CTS, CS.

Week 6

Lysistrata (read entire play) [First Paper Due]. CTS, CS. PR.

Lysistrata. CTS, CS.

Week 7

Lysistrata. CTS, CS.

MIDTERM EXAMINATION

Week 8

The Aeneid (read books 1-6). CTS, CS.

The Aeneid (read books 7-8, 12). CTS, CS.

Week 9

The Aeneid. CTS, CS.

The Aeneid Continued.

Week 10

The Inferno (read cantos I-VI, X-XIII). CTS, CS.

The Inferno (cantos XV, XVII, XIX, XXI) [Second Paper Proposal Due]. CTS, CS.

Week 11

The Inferno (cantos XXIII-XXVI, XXVII). CTS, CS.

The Inferno (cantos XXXI-XXXIV). CTS, CS.

Week 12

The Inferno. CTS, CS.

Thanksgiving Holiday

Week 13

The Decameron (read Preface and Introduction). CTS, CS.

The Decameron (read First Day/First Story--First Day Conclusion) [Second Paper Due]. CTS, CS, PR.

Week 14

The Decameron (read Second Day/Introduction-Second Day/Sixth Story).
The student will be asked to submit a reflection on how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. CTS, CS, SR.

**FINAL EXAMINATION.** CTS, CS.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: MODL/ENGL 222

3. Texas Common Course Number: 2333

4. Complete course title: World Literature

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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 fall and spring semester & occasional summer terms

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 60 - 200

11. Historic annual enrollment for the last three years: 127 82 204

   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. Submitted by:
    
    Course Instructor

    Approvals:

13. Date
    2/27/213

14. Department Head

    Date
    2/27/2013

15. College Dean/Designee

    Date
    3/08/13

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 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?

The course (ENGL/MODL 222) addresses the Foundational Component Area in the following four ways. This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely 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):

CTS: Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.

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

CS: Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may
Texas A&M University

Core Curriculum

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

involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

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

SR: Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

PR: Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument. The course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. 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.
ENGL/MODL 222-500 World Literature
Texas A&M University
Spring 2012
Lectures: MWF 9:00-10:00 am, (HEEC 2XX)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 2XX LAAH
Office Hours: MWF 10:05-11:05 pm

ENGL/MODL 222 World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres.

Course Description
This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world.

Learning Outcomes
At the end of the semester the students will be able to do the following:

1. Students will be able to articulate key concepts and identify major authors and works in the literary tradition from the 17th century to the present.

2. Students will also be able to identify principal themes and ideas in world literature.

3. The course will also allow us to better understand other cultures and broaden our historical and intercultural experience.

Core Curriculum Objectives:

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 world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

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.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include 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 literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: 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.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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<tr>
<th>Grade</th>
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<td>A</td>
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<td>C</td>
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<td>D</td>
<td>60-59%</td>
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Requirements:
- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be ten pop (unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.
• There will also be a **midterm** (30%), and a **final examination** (50%) based on the readings and lectures. The midterm and final examinations will be made up of short and long answer questions that cover reading and lecture material. One of questions on the midterm will test the students’ ability to ethically cite sources in building a persuasive argument. The midterm will assess three core objectives: critical thinking, communication skills, and personal responsibility. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination. On the final exam students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

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**Book List**
Cervantes: *Don Quixote* (electronically reserved by the library)
Moliere: *Tartuffe*
Voltaire: *Candide*
Shelley: *Frankenstein*
Tolstoy: *The Death of Ivan Ilyich*
Camus: *The Plague*
Marquez: *Chronicle of a Death Foretold*
Achebe: *Things Fall Apart*
Borges: *The Garden of Forking Paths* (photocopy)
CALENDAR

Week 1  Introduction  
\textit{Don Quixote} (Read Chapters 1-10)  CTS, CS.  
\textit{Don Quixote} (Chapters 11-13)  CTS, CS.

Week 2  \textit{Don Quixote} CTS, CS.  
\textit{Tartuffe} (Read entire play).  CTS, CS.  
\textit{Tartuffe} CTS, CS.

Week 3  \textit{Tartuffe} CTS, CS.  
\textit{Tartuffe}.  CTS, CS.

Week 4  \textit{Candide} (Read Chapters 1-20).  CTS, CS.  
\textit{Candide}.  CTS, CS.  
\textit{Candide} (Chapters 21-30).  CTS, CS.

Week 5  \textit{Candide}.  CTS, CS.  
\textit{Candide}.  CTS, CS  
\textit{Candide}.  Part of this class will be devoted to teaching students how to ethically cite another person’s work.  CTS, CS, PR.

Week 6  \textit{Frankenstein} (Read Introduction-Chapter 11).  CTS, CS.  
\textit{Frankenstein} CTS, CS.  
\textit{Frankenstein} (Chapters 12-16).  CTS, CS.

Week 7  \textit{Frankenstein} (Chapters 17-24).  CTS, CS.  
\textit{Frankenstein}.  CTS, CS.  
\textbf{MIDTERM EXAMINATION}. One of questions on the midterm will test the students’ ability to ethically cite sources in building a persuasive argument.  CTS, CS, PR.

Week 8  \textit{The Death of Ivan Ylyich} (Read entire story).  CTS, CS.  
\textit{The Death of Ivan Ylyich}.  CTS, CS.  
\textit{The Death of Ivan Ylyich}.  CTS, CS.

Week 9  \textbf{SPRING BREAK}

Week 10  \textit{The Plague} (Read Part I-II).  CTS, CS.  
\textit{The Plague}.  CTS, CS.  
\textit{The Plague} (Part III-IV).  CTS, CS.

Week 11  \textit{The Plague} (Part V).  CTS, CS.  
\textit{The Plague}.  CTS, CS.  
\textit{The Plague}.  CTS, CS.
Week 12  
*Things Fall Apart (Read Chapters 1-13).* CTS, CS.  
*Things Fall Apart (Chapters 13-25).* CTS, CS.  
*Things Fall Apart.* CTS, CS.

Week 13  
*Chronicle of a Death Foretold (Read Chapters 1-4).* CTS, CS.  
*Chronicle of a Death Foretold (Read Chapters 5).* CTS, CS.  
*Chronicle of a Death Foretold* CTS, CS.

Week 14  
*The Garden of Forking Paths (Read entire story).* CTS, CS.  
*The Garden of Forking Paths.* CTS, CS.  
Conclusion.

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.