General Education Literary Representation Course Proposal Form (Program Goal 5, Area of Knowledge 1)

Course information

| Course number and title |  |
| --- | --- |
| Catalog description |  |

General education pathway minor course criteria

Please check to indicate that the course meets the following:

\_\_\_\_ Open to any UC student regardless of major (i.e., no registration restrictions)

\_\_\_\_ Has no prerequisites outside of general education requirements

\_\_\_\_ Meets one or two general education goals (note that separate forms must be submitted for each

goal)

\_\_\_\_ Courses may count toward both the general education pathway and themed pathways

\_\_\_\_ Liberal arts designation

Literary representation learning objectives

Check to indicate the course meets the following objectives and that faculty teaching will agree to the following:

\_\_\_\_\_ All sections of this course will address these goals and include them on the course syllabus

\_\_\_\_\_ Instructors teaching these courses agree to assess learning goals in consultation with the General Education Council, department chairs, faculty, and the Office of Institutional Effectiveness

Learning objectives:

* Students will demonstrate an understanding of literature in its time and culture.
* Students will articulate ideas about text with the use of close reading.

Rigor

A rigorous course or program is characterized by an intentional structure designed to promote student learning at appropriate, increasingly sophisticated levels. A rigorous course or program is a dynamic process whereby students are led deliberately through a sequence of increasingly extensive, complex, and sophisticated knowledge, skills, abilities, and attitudes.

Please briefly discuss the rigor of the proposed course.

|  |
| --- |

Coherence

A coherent, or aligned, course or program is structured so that the component parts work together to ensure that students achieve the desired learning outcomes. Activities within the course, or courses within the program, are designed to achieve the learning goals, and each goal has a corresponding activity, course, or set of activities or courses.

Please describe how the proposed course fits with the general education program and contributes to program-level goals.

|  |
| --- |

Syllabus

Please attach a syllabus that identifies the course as fulfilling this general education goal. Include the above course learning objectives on that syllabus.

Consultation and Approval

Have you consulted with relevant departments (including English)? \_\_\_\_\_\_\_\_\_\_

List departments and dates of consultation in the box(es) below.

|  |  |  |
| --- | --- | --- |

If a consulted department has reservations or concerns, please explain them in the box below.

|  |
| --- |

Approval of the General Education Council

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Director of General Education / date

Optional: Diversity, Equity, and Inclusion designation

If you would like this course to receive the DEI designation, please complete the application for this designation and return it along with a course syllabus to the General Education Council.

Diversity, Equity, and Inclusion courses help students meet the college’s third Institutional Learning Goal: “Students will actively engage antiracist and anti-bias practice toward an inclusive, diverse, and equitable community.”

General education DEI courses meet three objectives:

* Courses will have students investigate and reflect on their own identities and explicitly discuss how people with various identities have different experiences
* Courses will identify and evaluate barriers that exist that lead to inequitable outcomes
* Courses will challenge students to engage anti-racism or anti-bias by examining policies and practices that foster more inclusive institutions/society

Optional: Writing Intensive designation

\_\_\_\_ Please check here if this is an existing course that already has the writing intensive designation.

If you would like this course receive the WI designation, please follow the instructions from the Committee on Writing and submit the [coversheet](https://www.utica.edu/attachments/Curriculum_Committee-WI-Course-Coversheet-2022.doc) to that committee.

\_\_\_\_\_ Please check here to let the GEC know that you are submitting this course for writing intensive designation.