

Proposal for *LITERARY AND INTELLECTUAL TRADITIONS*
A *Common Core Course* of the IUSB General Education Curriculum

NAME:

Last First Initial Department/Division

Course title: *Literary and Intellectual Traditions* –

First Semester to be offered:

How frequently?

Instructions: Enter the proposed thematic subtitle above. Attach a course description and syllabus. The syllabus will provide primary data regarding the suitability of the course as a version of Literary and Intellectual Traditions. Although the daily schedule of activities may not be essential to this review, an account of reading and writing assignments and other major assignments is necessary. The Literary and Intellectual Traditions Committee will approve the course as submitted or respond with suggestions for clarification.

Keeping in mind the requirement that Literary and Intellectual Traditions courses be writing intensive and discussion-based, briefly discuss ways in which the course meets the specific expectations listed below. Details of these expectations can be found at http://www.iusb.edu/~gened/GenEd_RepRec.pdf

1. What distinguishes T190/T390 from other courses is that it coheres around a central theme characteristic of the humanistic disciplines. Unlike survey courses, a Literary and Intellectual Traditions course should organize its content in terms of an ongoing thematic discussion. It examines the theme in its larger context through various disciplinary lenses, either historically or synchronically. Discuss how your course is organized around a central theme within a literary and/or intellectual tradition. How will course assignments engaging this theme help students to reflect upon several distinctive concerns of the humanistic disciplines?

2. A primary goal of the T190/T390 courses is to teach students to recognize the advantage of connecting knowledge arrived at through different disciplinary approaches. Students should explore a single theme using texts and other sources from several standard disciplines, such as history, philosophy, literature, art, and sociology. This exploration may make use of more than one disciplinary approach or method; but it is even more important for students to appreciate how knowledge gained from several disciplines contributes to effective thinking and scholarship in one particular discipline. In what ways is the course interdisciplinary? In other words, to which specific disciplines will students be introduced and how will they be used in concert to promote a greater understanding of your chosen theme?

3. Literary and Intellectual Traditions courses should address one or more ethical issues that arise from the course materials. Of course, the ethical dimensions of an issue can differ radically from one historical period, culture or even academic discipline to another, which necessitates that students receive some instruction in how to respond to them. What specific ethical issues will the course materials raise, and how will students learn to engage with them?

4. The general education curriculum includes seven courses in fundamental literacies which provide basic instruction in skills that students will be expected to develop throughout their academic careers. These literacies include the following: writing, critical thinking, oral communication, visual literacy, quantitative reasoning, information literacy, and computer literacy. Instructors of T190/T390 courses must provide explicit and ongoing instruction in one of these literacies. An instructor who chooses oral communication as the fundamental literacy, for example, might design a series of public speaking assignments in which certain speaking skills will be refined through repetition and revision. These courses are writing-intensive, which only means that frequent writing assignments are required, not that students will receive explicit and ongoing instruction in the development of writing skills. In order for writing to be the focus of fundamental literacy instruction, the instructor must provide feedback on writing assignments and require revision focused on the improvement of writing skills. What one or two fundamental literacy/literacies will the course address and how?

5. The course must make use of primary sources, such as documents, texts, artifacts, images, photographs, etc. They were either created during the period under study or by someone who participated in the events of the time. Discuss how students will have a direct engagement with primary texts or sources (at least one in 100-level courses, two or more in 300-level courses). How will the course help students distinguish primary from secondary sources, promote understanding of their original context, and encourage critical readings or interpretations?