UUCC Core Curriculum (General Education) Course Review Form

UUCC Document number: ___________________ (provided by UUCC)

AUTHORIZATION SIGNATURES DECISION (select one) DATE: MM/DD/YY

Vice Chancellor or designee

Approve ☐ Disapprove ☐

Dean College of BILSA, EMS, LAE (select one)

Approve ☐ Disapprove ☐

Head, Proposing Unit (specify)

Approve ☐ Disapprove ☐

AFFECTED UNIT(S) SIGNATURE TITLE and UNIT DECISION (select one) DATE: MM/DD/YY

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Program (prefix) / Course Number / Title:

ENGLISH 3850: Contemporary Global Literature and Empire

Current Catalog Description:

A study of literature that addresses both the history and legacy of colonialism. The readings will focus on writing in English from non-European countries. Content and focus may vary in different semesters and may include writers from Africa (such as Chinua Achebe, Nuruddin Farah, or Wole Soyinka), India (such as Bharati Mukherjee, Arundhati Roy, or Salman Rushdie), the Caribbean (such as Jamaica Kincaid, V.S. Naipaul, or Derek Walcott), and Ireland (such as Brian Friel, Seamus Heaney, or Paul Muldoon).
Is this course cross-listed with another UW-Platteville course?  □ Yes  □ No
If yes, provide all other prefixes.  _______________________________ _________________________

Is this course required for any UW-Platteville major?  □ Yes  □ No
If yes, which one(s)?  ________________________________

Did this course meet any General Education requirements in the 2011–13 catalog?  □ Yes  □ No
If yes, which one(s)?  ________________________________

**General Education Category proposed for 2014 catalog**

**Competencies**
- □ Introduction to College Life  □ English Composition  □ Foreign Language
- □ Mathematics  □ Speech  □ Wellness/Physical Activity

**Liberal Arts**
- □ Ethnic Studies  □ Fine Arts  □ Gender Studies  □ Historical Perspective
- □ Humanities  □ International Education  □ Natural Sciences  □ Social Sciences
Give a brief justification (four to eight sentences) why the course belongs in each category selected. You may find it helpful to consult the bulleted objectives for each General Education category as listed in the 2011-2013 catalog. (See [http://www.uwplatt.edu/academics/catalogs/undergraduate/current/gened.html](http://www.uwplatt.edu/academics/catalogs/undergraduate/current/gened.html))

**Humanities**
Contemporary Global Literature and Empire asks students to understand literary texts as both aesthetic creations and cultural productions. As any with any literature course, it helps students develop reading strategies for literary analysis by focusing on formal elements like narrative structure and point of view. In addition to these formal considerations, students will also examine literary works in relation to their specific cultural and historical circumstances. This context will allow us to consider the widely divergent and sometimes conflicting ideas about individual and collective identity that these literary texts offer. As the semester progresses, the course also allows students to comparatively analyze imperial ideologies alongside strategies for resistance and subversion that underpin our readings. Thus, by examining literature as both a creative work and a cultural product, students will fulfill two primary aims in the humanities: they will better appreciate and understand creative texts, and they will increase their social awareness and ethical sensitivity.

**International Education**
In this course, students are exposed to literary works from a variety of locations and cultures with which they are generally unfamiliar (including Africa, the Caribbean, and Southeast Asia). These readings challenge students to engage with their social and cultural vantage points and to learn from their diverse perspectives. Through their engagement with the course, students will be better to understand how European imperialism has shaped (and continues to shape) world interactions and relationships among different countries and regions. In addition to more formal structures of power, our readings will also give students a basic grasp of how ideologies about race, gender, and nationality have been circulated.
If the course is to fulfill two General Education requirements, briefly explain (four to eight sentences) how it provides students with a sufficient knowledge of each area.

This course fits into the English program’s literature curriculum: that is, it’s a course that focuses on literary studies and as such, provides students with practice of the skills associated with this academic field (including close reading, thesis-driven analysis, etc.). These skill are measured through formal elements of the course, including out-of-class writing assignments and exams. Literary studies is one of the predominant disciplines associated with the humanities, so by developing skills within this field, students will be doing humanities-based critical thinking, reading, and writing. Yet while the structure and methods of the course fulfill the general education requirement of the humanities, the content addresses another—international education. The reading material comes from formerly colonized locations, with a particular focus on non-Western locations like Africa, Southeast Asia, and the Caribbean. Consequently, the course also focuses extensively on the historical and cultural context of international locations. International Studies is an interdisciplinary area of academic inquiry that includes literary studies.
The new General Education model uses a universal set of Student Learning Outcomes for all General Education courses. [SLOs are included below and are available to you at SHARED1 (S): WGroups:GenEdReview – a work group with universal access.] Please select four outcomes of the 24 that are listed and briefly discuss (1-3 sentences each) how the course addresses each of the chosen outcomes and how instructors will assess each outcome.

<table>
<thead>
<tr>
<th>Effective Communication Skills</th>
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<tr>
<td>1.3 <strong>Construct articulate explanations using the language of each discipline being studied.</strong></td>
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<td>This course will require approximately twenty pages of formal writing, and writing assignments will be constructed around the rhetorical strategies and principles of literary studies. The language of this discipline will be utilized in two different ways: first, students will move from micro-level analysis involving close reading and attention to detail within a small, contained unit of text. Having mastered these skills, students will then move to thesis-driven analysis (i.e. the type of professional writing employed by professional writers in the field), as opposed to evaluative or persuasive forms of argumentation. Secondly, students will learn to support their analysis with textual evidence from the literary work and a critical context built from published, peer-reviewed articles and works in literary studies.</td>
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<th>International awareness</th>
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<td>3.2 <strong>Demonstrate knowledge of the ideologies, cultures, places, political and economic systems that shape the world.</strong></td>
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<td>This course operates on the premise that literary works are not written in a cultural vacuum; rather, they are products of a particular time and place. As such, the course will provide students with knowledge of the historical and social context of each literary work studied. Moreover, the course itself focuses on imperialism as a global cultural and ideological system that shapes the dynamic among countries (particularly between Western and non-Western countries) and shows how these macro-level forces shape understandings of individual understandings of issues like race, gender, and nationality.</td>
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<td>3.6 <strong>Recognize the influence the students own culture, gender, racial identity, and experiences have on their own attitudes towards people different from themselves.</strong></td>
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<td>This course will require students to move beyond reading strategies of personal reaction and identification (i.e. how does this work relate to me and my experiences?) by carefully outlining the historical and cultural positions of each literary work. Indeed, one of the challenges of this course is for students to analyze literary works on their own terms, rather than through the students’ personal experiences or position. The course thus emphasizes perspective taking and empathy—that is, maintaining a clear self-other orientation while trying to understand another’s situated point-of-view and in particular, understanding their own personal attitudes as culturally constructed, rather than normative.</td>
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<td>4.3 <strong>Demonstrate knowledge of the multiple viewpoints regarding ethics, justice, and other questions of human meaning and value.</strong></td>
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<td>This course stresses perspective taking: indeed, one of the major tropes of this contemporary global literature is the multiplicity of perspectives. This reading list is constructed in a way to take into account the variety of viewpoints on social issues like ethics, justice, and identity, for an understanding of these issues is always situated within a specific cultural and historical context.</td>
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**Program (prefix) / Course Number / Title:** Math / 2450 / Pre-Calculus

**Current Catalog Description:**

Solving equations and inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric and inverse trigonometric functions, trigonometric identities and formulas, complex numbers, systems of equations, and conic sections. This course is equivalent to taking both Math 1530 (College Algebra) and Math 2530 (Trigonometry).

Is this course cross-listed with another UW-Platteville course? □ Yes □ No
If yes, provide all other prefixes.

Is this course required for any UW-Platteville major? □ Yes □ No
If yes, which one(s)?

Did this course meet any General Education requirements in the 2011–13 catalog? □ Yes □ No
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General Education Category proposed for 2014 catalog

Competencies

☐ Introduction to College Life  ☐ English Composition  ☐ Foreign Language
☐ Mathematics  ☐ Speech  ☐ Wellness/Physical Activity

Liberal Arts

☐ Ethnic Studies  ☐ Fine Arts  ☐ Gender Studies  ☐ Historical Perspective
☐ Humanities  ☐ International Education  ☐ Natural Sciences  ☐ Social Sciences

Give a brief justification (four to eight sentences) why the course belongs in each category selected. You may find it helpful to consult the bulleted objectives for each General Education category as listed in the 2011-2013 catalog. (See http://www.uwplatt.edu/academics/catalogs/undergraduate/current/gened.html)

In pre-calculus, the class is presented with many different types of mathematical problems, including graphical, symbolic, logical, and verbal. Students are taught various skills that are used to solve such problems. Part of problem-solving involves the recognition of the syntactical patterns of Algebra and the geometric patterns of Trigonometry, which is at the core of this course. For example, students need to understand the difference between an identity (e.g., \(2(x + 4) = 2x + 8\), true for all \(x\)) and an equation (e.g., \(3(x + 4) = 2x + 8\), only true for \(x = -4\)). Basic computational patterns, such as the binomial theorem and the division algorithm, are slowly turned into more complicated patterns as the semester progresses. Students must also use the algebraic rules correctly and need to understand mathematical inference (e.g., \((x + 1)(x - 3) = 0\) implies that \(x + 1 = 0\) or \(x - 3 = 0\), and so \(x = -1\) or \(x = 3\)). Inference is very difficult for math students to learn to use properly at this level, but this helps them to distinguish between valid and invalid reasoning.
If the course is to fulfill two General Education requirements, briefly explain (four to eight sentences) how it provides students with a sufficient knowledge of each area.

Not applicable.
The new General Education model uses a universal set of Student Learning Outcomes for all General Education courses. [SLOs are included below and are available to you at SHARED1 (S): WGroups:GenEdReview – a work group with universal access.] Please select four outcomes of the 24 that are listed and briefly discuss (1-3 sentences each) how the course addresses each of the chosen outcomes and how instructors will assess each outcome.

As in most math courses at this level, sections will contain 25–30 students. So, most instructors are limited to assessing student success in meeting the goals of the course by grading student homework and in-class, timed, exams. The homework assignments give the students practice in using the methods they are learning and also formative feedback from the grader, while the exams are summative, evaluating how much students have learned.

Homework gives the instructor a chance to authentically assess 1) students’ attempts at solving problems with more resources — technology, the textbook, the internet, other students than will be available for use on an in-class exam, and 2) their ease of communicating about the solution in much more detail than is expected on an exam due to the anxiety produced by the ticking clock.

- **1.1 Recognize mathematical patterns to solve problems** / Some scholars define mathematics as the science of patterns, patterns that are found throughout all of the content areas: number, geometry, algebra, data, and measurement. The realization that the same pattern can be found in different mathematical contexts is one of the windows through which ones peers into advanced mathematics. Nearly every question on every test will, to some degree, add to the assessment of contextual pattern recognition skills.

- **1.2 Demonstrate ability to work with numbers, space, and data** / Algebra is about numbers and Trigonometry deals with space and its measurement. Test questions assess students’ skill using computational (number crunching) rules, together with their understanding of the spatial realization in space (the graph) of a data transformation (the function). Students will be expected to create graphs and to interpret information that is presented visually in graphical form. Also, every application of Trigonometry is regarding the shape and/or size of a given spatial object. Abilities regarding trig applications are assessed by word problems on exams.

- **1.6 Read, write, listen, and speak at a basic level in a language other than English** / The language of Mathematics at this level is Algebra (and, yes it is a language: a system of acquiring and using a complex paradigm of communication that is specific to a particular audience). Students listen to this language during class lectures, read it in their textbook, and learn to write it so that it can be assessed in the work that they hand in for a grade. Success in a pre-calculus class is dependent on how well they learn to do this.

- **1.7 Demonstrate skills in problem-solving** / Everything that is graded pivots around students’ problem-solving skills, whether it involves them moving through a process in the manner that they have been taught, or something more substantial, including multi-step calculations and/or logical inferences. The students who learn these skills pass the class, and the ones who don’t, don’t. Most students in a UWP pre-calculus section will move into an EMS major, where their skills as a problem solver need to be continually improving. Other than questions regarding definitions, all test questions assess the students’ skills as mathematical problem solvers.