

ALS 101: TEXTS OVER TIME

In Workflow

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Approval Path

1. Wed, 06 Nov 2024 20:36:18 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
2. Thu, 14 Nov 2024 21:03:40 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 30 Oct 2024 22:03:53 GMT

Viewing: ALS 101 : Texts Over Time

Last edit: Thu, 14 Nov 2024 21:03:21 GMT

Changes proposed by: David Toise (101012115)

Contact(s):

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Catalog Title:

Texts Over Time

Class Schedule Title:

Texts Over Time

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

College of Arts & Letters

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE Only

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ALS - Arts and Letters

Catalog Number: (course number)

101

Course ID: (For administrative use only.)

202651

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Course meets the requirements for GE Area C2. Converting it to a GE Course will offer an additional course option and increase time to degree for CCE students needing GE courses. This course is only available through CCE for students in degree completion programs. The course will NOT be available to students matriculated stateside.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Drawing on selected texts from across at least two historical periods or cultural settings, students will refine their skills of textual appreciation and analysis with an eye toward enhanced understanding of the texts in their historical and cultural contexts.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Define various objective and subjective approaches to evaluating a "text"	Discussion forums and (informal) writing assignments.
2	Evaluate critically the function of texts within their cultural contexts	Discussion forums and essays; formal writing and review
3	Extract meaning when reading diverse texts	Final presentation and final paper.
4	Apply the content of this course to examine one's own cultural context and personal perspectives	Final presentation and final paper.

Attach a list of the required/recommended course readings and activities:

ALS 101 Syllabus Fall 2024-1.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BA in Arts and Letters

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Intellectual and practical skills
 Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ALS 101 Syllabus Fall 2024-1.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Course requires texts drawn from AT LEAST two historical periods or cultural settings.

Develops an understanding of and appreciation for the diversity of the human community.

See answer above. In addition, learning objectives include: "students will be able to critically evaluate the function of texts within their cultural contexts."

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Course learning objectives include: students will be able to--

--Explain various objective and subjective approaches to defining "text"

--Critically evaluate the function of texts within their cultural contexts

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Course learning objectives include: students will be able to--

--Critically evaluate the function of texts within their cultural contexts

--Demonstrate analytical reading skills, the ability simultaneously to extract and construct meaning when reading diverse texts

--Apply the content of this course to examine one's own cultural context and personal perspectives.

Compare and analyze various conceptions of humankind.

Course requires texts drawn from AT LEAST two historical periods or cultural settings.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The course requires students not only to examine a minimum of two different historical periods or cultural settings but also to critically evaluate the function of texts within those texts' cultural contexts.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity

- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

See sample syllabus: includes perspectives related to ethnicity, gender, and sexuality. Sample readings include the following:

"I Don't Trust You Anymore: Nina Simone, Culture, and Black Activism in the 1960s" by Ruth Feldstein. *The Journal of American History*, Mar. 2005, Vol. 91, No. 4. 1349-1379.

"Michael Jackson's Kingdom: Music, Race, and the Sound of the Mainstream" by T. Carlis Roberts. *Journal of Popular Music Studies*, Mar. 2011. Vol. 23, No. 1. 19-39.

"Remembering Selena, Re-Membering 'Latinidad'" by Deborah Paradez. *Theater Journal*, Mar. 2002. Vol. 54, No. 1. 63-84.

"Bob Dylan and Jimi Hendrix: Juxtaposition and Transformation 'All Along the Watchtower'" by Albin J. Zak III. *Journal of the American Musicological Society*, Vol. 57, No. 3 (2004). 599-644.

"Vocal Vulnerabilities: The New Masculinities of American Hip Hop" by Sarah Lappas. *Oxford Handbook of Hip Hop Studies*. Edited by Justin D. Burton and Jason Lee Oakes. Oxford University Press (2018).

"Gestural Refusals, Embodied Flights: Janelle Monáe's Vision of Black Queer Futurity" by Aleksandra Szaniawska. *Black Scholar*, Vol. 49, No. 4 (2019). 35-50.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Assessment strategies requires both a formal writing assignment and a final paper. Sample syllabus, aligned with assessment strategy, requires: 1,000 word short essay (formal academic writing) and 2,000 word final paper (formal academic writing).

Students meet with instructor to review draft of final essay (2,000) words then after this conference revise and resubmit final essay. (1,000 word essay is subject of peer review response and revision.)

Final essay is 20 percent of the final grade and is graded by a rubric based on the AAC&U writing rubric.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course is for students in CCE degree completion programs only; this course will NOT be available stateside for matriculated students.

Please attach any additional files not requested above:

ALS 101 Syllabus Fall 2024-1.pdf

Reviewer Comments:

Scott Perkins (scott.perkins) (Wed, 06 Nov 2024 19:50:29 GMT): The justification has a typo ("for through"). The format of the ELOs is incorrect—each ELO should begin with a verb that would follow the phrase, "Students will be able to." Curriculum Subcommittee will not like the verb "demonstrate." Consider these revisions to the ELOs: 1. Explain various objective and subjective approaches to defining "text"; 2. Evaluate critically the function of texts within their cultural contexts; 3. Extract and construct meaning when reading diverse texts; 4. Examine their own perspectives and cultural context through the lens of course content. The language of the ELOs in the Form A and syllabus is not identical. The assessments are very different between the two documents. There is insufficient information on the requirements necessary to earn each letter grade.

Jacqueline Irwin (irwin) (Wed, 06 Nov 2024 20:36:10 GMT): Melinda - Please see comments from Scott above and make these changes before moving forward. Thank you, Jacqueline, ALS Curriculum Chair

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