

NEW COURSE PROPOSAL

College: **[Humanities]**

Department: **[NA]**

Note: Use this form to request a single course that can be offered independently of any other course, lab or activity.

1. Course information for Catalog Entry

Subject Abbreviation and Number: **[HUMA 696 A/B]**

Course Title: **[Directed Comprehensive Studies]**

Units: **[1]** units

Course Prerequisites: **[Admission to Candidacy] (if any)**

Course Corequisites: **[] (if any)**

Recommended Preparatory Courses: **[] (if any)**

2. Course Description for Printed Catalog: *Notes:* If grading is NC/CR only, please state in course description. If a course numbered less than 500 is available for graduate credit, please state "Available for graduate credit in the catalog description."

[HUMA 696A/B Directed Comprehensive Studies (1-1)

Prerequisite: Graduate standing, Admission to Candidacy. Credit/No Credit only. HUMA 696 A and B, prepares students to write their final comprehensive exams as well as to meet the writing requirements of the program. The comprehensive exam itself (HUMA 697) is completed during the semester in which students complete all of the requirements for the degree]

3. Date of Proposed Implementation: (Semester/Year): **[Fall] / [2017]** *Comments*

We are requesting an expedited to correct a course numbering issue, so that the issue may be resolved for the incoming Fall 2017 cohort.

4. Course Level

☐ Undergraduate Only

☒ Graduate Only

☐ Graduate/Undergraduate

5. Course Abbreviation "Short title" (maximum of 17 characters and spaces)

Short Title: **[C • O • M • P • • S • T • U • D • I • E • S • • • • •]**

6. Basis of Grading:

☒ Credit/No Credit Only

☐ Letter Grade Only

☐ CR/NC or Letter Grade

7. Number of times a course may be taken:

☒ May be taken for credit for a total of **[1]** times, or for a maximum of **[1]** units

☐ Multiple enrollments are allowed within a semester

8. C-Classification: (e.g., Lecture-discussion (C-4).)

[1] units @ **[C] [4]**

9. Replaces Current Experimental Course?

☐ YES ☒ NO

Replaces Course Number/Suffix: **[]**

Previously offered **[]** times.

10. Proposed Course Uses: *(Check all that apply)*

- ☒ Own Program: ☐ Major ☐ Minor ☐ Masters ☐ Credential ☐ Other
☐ Requirement or Elective in another Program
☐ General Elective
☐ General Education, Section []
☐ Meets GE Information Competence (IC) Requirement
☐ Meets GE Writing Intensive (WI) Requirement
☐ Community Service Learning (CS)
☐ Cross-listed with: *(List courses)* []

11. Justification for Request: *Course use in program, level, use in General Education, Credential, or other.*

Include information on overlap/duplication of courses within and outside of department or program. (Attach)

The new course 696 (A&B) is being proposed to correct an error in the numbering of courses in the MA in Humanities program. 696A and 696 B (offered as two 1-unit courses each) will replace two of the units that students were taking as HUMA 697 units in the program. Since 697 is reserved only for comprehensive exams, the first two units of the course, which have been taught as separate units all along (but were numbered incorrectly) will now become 696A and 696B and will prepare students for writing in the program as well as prepare to take their comprehensive exam. The accompanying course modification of 697 will convert it to a 1 unit course – to be taken in the semester they take their final comprehensive exams.

12. Estimate of Impact on Resources within the Department, for other Departments and the University. *(Attach)*

The course is in a self support program. No state funds will be used. The fees for the self support program will cover the cost of the course.

(See Resource List)

13. Course Outline and Syllabus *(Attach)* *Include methods of evaluation, suggested texts, and selected bibliography.* Describe the difference in expectations of graduates and undergraduates for all 400 level courses that are offered to both.

See below

14. Indicate which of the PROGRAM'S measurable Student Learning Outcomes are addressed in this course. *(Attach)*

See below

15. Assessment of COURSE objectives *(Attach)*

- A. Identify each of the course objectives and describe how the student performance will be assessed

(For numbers 14 and 15, see [Course Alignment Matrix and the Course Objectives Chart](#))

16. If this is a General Education course, indicate how the General Education Measurable Student Learning Outcomes (from the appropriate section) are addressed in this course. *(Attach)*

17. Methods of Assessment for Measurable Student Learning Outcomes *(Attach)*

Assessment Tools: Student achievement will be evaluated through the assignments—the paper revisions, the annotated bibliographies, the introduction, and the literature review will provide the core of students’ work. “Incidental” work—reflective responses to questions, critical evaluations of one another’s work, and participation in class discussions—will contribute to the assessment of students’ respective responses to the SLOs.

18. Record of Consultation: *(Normally all consultation should be with a department chair or program coordinator.) If more space is needed attach statement and supporting memoranda.*

Date:	Dept/College:	Department Chair/ Program Coordinator	Concur (Y/N)
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]

Consultation with the Oviatt Library is needed to ensure the availability of appropriate resources to support proposed course curriculum.

Collection Development Coordinator

Please send an email to: collection.development@csun.edu

Date

[4/28/2017]

19. Approvals:

Department Chair/Program Coordinator:	Sheena Malhotra	Date:	[4/27/2017]
College (Dean or Associate Dean):		Date:	[]
Educational Policies Committee:		Date:	[]
Graduate Studies Committee:		Date:	[]
Provost:		Date:	[]

13. Course Outline and Syllabus (*Attach*) Include methods of evaluation, suggested texts, and selected bibliography.

I. Course Outlines

Note: In working with the Preparatory Tasks and Questions, you should know that all discussions from and between class meetings can be continued on Moodle.

Course Objectives: Students in this Comprehensive/Culminating experience class will

- a. Practice and demonstrate reflective and critical analysis of their own work;
- b. Practice and Demonstrate the ability to use analytical frameworks for examining issues and posing questions;
- c. Practice and demonstrate scholarly exchanges with peers
- d. Practice and demonstrate appreciation of and facility with the programmatic student learning outcomes

Program Student Learning Outcomes:

Students who complete the program will:

1. Understand the origins and transformations of worldviews (“big ideas”) as they move through different social, historical, and cultural contexts.
2. Discover how ideas and values from the past inform our present expectations, practices, and policies, both explicitly and implicitly.
3. Analyze and develop the skills to “step out of” one’s worldview and question assumptions about self, society, and others.
4. Refine skills in critical thinking, reading, speaking, and writing across a variety of disciplines in the liberal arts.
5. Refine the skills of close, context-sensitive reading which makes visible the form, structure, and rhetorical function of texts and artifacts in a variety of genres and media.
6. Develop the skills to apply the theory and methodology appropriate to the liberal arts.

696A

Class meeting 1

Preparatory Questions (for written assignment) Please respond to each of the questions in writing, and be prepared to discuss them:

1. What do you consider the most significant lesson(s) that you have taken from each of the four classes you’ve completed?
2. What connections do you see across the four classes?
3. What topic(s) in particular, across courses, captured your interest?
4. Read the SLOs for the Program. Which of the first three have you addressed? How?
5. What aspect(s) of preparing your course assignments did you find most challenging—or frustrating? Why? What differences between the 500 and 600 level classes are you noticing?
6. Which papers from your 500 classes are you happiest with? Why?
7. Which readings from your classes affected your thinking most? How? Why?
8. Find and look at the two *Daedalus* journal issues: (Spring 2006 and Winter 2009). Read the introduction to each. What disciplines are represented? Why? What characterizes the “conversation” about the humanities represented in these introductions? What are the positions laid out? How are the individual essays that are introduced being framed?
9. Read the Preface and Chapter 1 of *The Craft of Research*, and prepare to discuss:
 - a. How they relate to your own work thus far

- b. How they inform your reading of research and essays of others, including those from the *Daedalus* journal assigned for class.

Plus, a conversation about “plagiarism,” not just in the context of utility, but as an idea (a set of ideas) embedded in a deep and complex context. Some preparatory questions to think about:

What is the origin of the term “plagiarism”? What is the history of its existence? What sort of commercial net has developed around plagiarism? What would happen to “Turnitin” if that system were to succeed in eradicating it? What might be some reasons for the tradition of citation?

Class meeting 2

Preparatory work:

A. Find and look at two of the resources on the handout attached here. The resources may include one of the non-print pieces (the blogs, video sites, or webpages). Prepare a short summary and response to share with other students

B. Questions to prepare:

1. What disciplines are represented in each?
2. Is there an overarching “ethos” to the site, blog, or video?
3. Select two of your four course papers. Read them over, carefully—as though you were evaluating them as a “stranger.” Annotate them in preparation for our class meeting.
4. Peruse the “Topics and Resources” pages here and begin considering themes.
5. Bring annotated and “clean” copies of each paper (two copies of two papers). This is a crucial piece of your preparation, as others’ work depends on your supplying copies of your own work.
6. Prepare an annotated bibliography for your HUMA 610 paper, or for another selected assignment from the course. Submit this annotated bibliography online a week before our class meeting
7. Read Chapter 2 of *The Craft of Research* in preparation for our reciprocal readings of the papers you’re bringing.

Discussion: Read and discuss fellow students’ thematic research. Exchange and read one another’s papers, making annotations, and preparing to discuss them.

Class Meeting 3

[Note the reading assignment in ‘C’ below; please give yourself time to complete it]

A. Conventions and Forms

Preparatory Tasks

Find information on the history of punctuation, and begin to answer these questions:

- Is punctuation language specific?
- What are usage sources for punctuation that are most trusted.
- Some argue that the paragraph is a fundamental type of punctuation. What can you discover about that claim and its support?

Please be familiar with the major methods of citation. Find out as much about their origin(s) or sources as possible. What are the common themes that connect the different methods? What are some of the major differences? To what extent are the differences reflective of the values of the respective scholarly communities?

Bring your findings to class for discussion.

- B. What major themes have you added to your list from HUMA 600 and 610? What connections were you able to forge between these two first courses in the 600 series?

- C. In preparation for discussion of themes and questions, read Part II (pp. 35-108) in *The Craft of Research*.

696B

Class meeting 1

Read Chapters 7, 8, and 9 in *The Craft of Research*.

- A. Prepare a new (with sources you hadn't discovered, or used, for example) annotated bibliography for two 500 level papers (thus, two annotated bibliographies) that respond to your own reflections and revisions and those of your evaluating partner. Include in your annotations what led you to the new sources, and what new insights (or lack thereof) they might provide.

What revisions to your thinking and your search for evidence (leading to new sources)

- B. **Read** and prepare to discuss at least two of the papers from the *Daedalus* journal issues.

Details:

Select an article that “resonates”—either because it connects to coursework you have done or it connects to your professional interests (the law, journalism, teaching, or another interest)—and list at least four connections you can see,...or, it connects to an intellectual passion that you have been nurturing—a nagging question, a compelling topic, or a pervasive concern.

Prepare to discuss if and where you can apply the descriptions and craftings of arguments as outlined in *The Craft of Research* to both the *Daedalus* pieces (what are they arguing and how do they do it?) and to your own papers. Using this as a support for your methods of reading for research or analysis should generally be helpful as well.

Class Meeting 2

Preparatory Reading: Martha Nussbaum, *Not for Profit*. Princeton University Press, 2010.

- You can access chapter one, here: <http://press.princeton.edu/titles/9112.html>
- And, you can access and read Nussbaum's commencement address (to undergraduates) at Colgate University, here: <http://blogs.colgate.edu/2010/05/s.html>

Preparatory Thinking

Scan the sets of questions, topics, issues and themes on this syllabus. Which, if any, are related to what you have treated thus far in your classes? Which are most interesting to you?

Pursue the two most interesting themes—see what the non-print media have to offer—and prepare to report on what you found, watched, read, or looked at. Your reporting should include an informed evaluation of the pieces from each of the thematic areas.

There should, by now, be some lights coming on with regard to connections between and among your classes, and between them and what scholars talk about in the humanities.

Other Preparatory tasks:

- Examine the syllabi for your HUMA 620 (Science and Magic) and 630 (Nation and Empire). You'll notice that the title of the first class implied an opposition. How have you come to

define these areas? What are the issues? With regard to HUMA 630, you might look as well at the Spring 2005 issue of *Daedalus*.

- Revisit the definition of “humanism” in the context of these two courses
- Bring assignments for both courses to class—both completed work and work in progress
- Prepare to develop and discuss a theme you may be beginning to see in the work you’re completing—one related to other work you have done, to interests you may have, or to media you use. We will discuss these in class—both in groups and as a class.
- Complete the reading of Part III in *The Craft of Research* (chapters 9, 10, and 11).
- Bring the completed project from HUMA 620 to class for workshopping and any thoughts for revision.

Class Meeting 3

Preparatory tasks

1. Extract the Student Learning Outcomes from your syllabi and from the program. What do you think motivated these particular outcomes (SLOs)? Where do you see them reflected in the curriculum you’re working through? In what ways has the work you have done begun to respond to them—to help you reach the goals they identify?
2. Select particular assignments that you feel have captured the intended objectives, and write a description of how these assignments and the work you did toward completion of them began to achieve these objectives.
3. To what extent are these humanistic objectives?
4. Prepare to justify your selection of a theme for the papers you have selected and redacted. In the last meeting of this session we will again discuss the themes you have selected, how you have modified it (if you have) and how the papers contribute to it.
5. Bring completed projects for HUMA 620 and 630 to class, in preparation for reading and revision (workshop)

14. Indicate which of the PROGRAM'S measurable Student Learning Outcomes are addressed in this course.

The Program SLOs comprise the following:

"Students who complete the MA in Humanities will:

1. Understand the origins and transformations of worldviews ("big ideas") as they move through different social, historical, and cultural contexts.
2. Discover how ideas and values from the past inform our present expectations, practices, and policies, both explicitly and implicitly.
3. Analyze and develop the skills to "step out of" one's worldview and question assumptions about self, society, and others.
4. Refine skills in critical thinking, reading, speaking, and writing across a variety of disciplines in the liberal arts.
5. Refine the skills of close, context-sensitive reading which makes visible the form, structure, and rhetorical function of texts and artifacts in a variety of genres and media.
6. Develop the skills to apply the theory and methodology appropriate to the liberal arts."

Outcomes (1)-(3) should frame "topics" for the culminating portfolio which prepares the students for the comprehensives. Students may select one of these and trace its development (along with theirs) throughout the coursework, including the reading, research, and writing that they have done for individual courses.

Outcomes (4)-(6) will be addressed throughout both one unit courses, as students immerse themselves in the process of preparing the culminating experience. Students will critique their own and one another's original papers, prepare annotated bibliographies (an activity which addresses both SLOs (5) and (6)), and revise the papers as new contexts for analysis present themselves in subsequent classes with widening horizons. The annotated bibliographies will connect sources originally collected for their papers to new resources that complement the work they'll have completed. Then, with the overarching theme (perhaps a claim about the origins and evolution of some particular connecting theme, an analysis of the effects of historical context—known or unknown—, or the distance one must go to "escape" the boundaries of particular worldviews or zeitgeists in order to see their workings more clearly, or how one bridges the scholarly conversations about a topic or theme and its treatment in the wider culture), students will prepare their own literature reviews, looking at the research of others recognizing and treating their chosen themes and topics. Ideally, drafts of these will be prepared for exchange and discussion in 696B.

15. Assssment of COURSE objectives

COURSE ALIGNMENT MATRIX

Directions: Assess the how well _____ (course) contributes to the program's student learning outcomes by rating each course objective for that course with an I, P or D.

I=introduced (basic level of proficiency is expected)

P=practiced (proficient/intermediate level of proficiency is expected)

D=demonstrated (highest level/most advanced level of proficiency is expected)

Course Objectives	Understand the origins and transformations of worldviews ("big ideas") as they move through different social, historical, and cultural contexts.	Discover how ideas and values from the past inform our present expectations, practices, and policies, both explicitly and implicitly.	Analyze and develop the skills to "step out of" one's worldview and question assumptions about self, society, and others.	S Refine skills in critical thinking, reading, speaking, and writing across a variety of disciplines in the liberal arts	Refine the skills of close, context-sensitive reading which makes visible the form, structure, and rhetorical function of texts and artifacts in a variety of genres and media.	Develop the skills to apply the theory and methodology appropriate to the liberal arts.
1. Practice and demonstrate reflective and critical analysis of their own work;	P, D	P, D	P,D	P,D	P,D	P,D

2. Practice and Demonstrate the ability to use analytical frameworks for examining issues and posing questions	P,D	P,D	P,D	P,D	P,D	P,D	
3. Practice and demonstrate scholarly exchanges with peers							
4. Practice and demonstrate appreciation of and facility with the programmatic student learning outcomes	P,D	P,D	P,D	P,D	P,D	P,D	
Course Objectives		Assessments of Student Performance					
Practice and demonstrate reflective and critical analysis of their own work;		Written reflections on selected papers from program courses; crafting of annotated bibliographies for sources complementing the papers					
Practice and Demonstrate the ability to use analytical frameworks for examining issues and posing questions		Development and written justification of unifying themes for selected papers,					
Practice and demonstrate scholarly exchanges with peers		Workshopping and peer critiquing of portfolios and final presentation and discussion of completed portfolios and essays					
Practice and demonstrate appreciation of and facility with the programmatic student learning outcomes		Overall performance during the meetings of 696A and 696B: quality of written work, discussion and participation					