

Guidelines for Courses Fulfilling ISU General Education

Outcome 4a – Humanities

English 1175/1115 Guidelines

English 1175 is an “introduction to the critical reading of various literary genres, with attention to interpretation and evaluation of representative texts” while English 1115 is an “introduction to literature through the study of one or more major themes that cross historical or cultural boundaries” (ISU Undergraduate Catalog). Both courses highlight major writers and major genres, and emphasize how literary artists contribute to understanding the human condition. In reality both courses can be thematically structured, but English 1175 is a broad introduction to literature, while English 1115 is inspired by a particular theme or topic which should be proposed to the chair as part of the regular schedule-making process.

Both courses should cover a wide generic, national / cultural, and temporal range: it is suggested that teachers incorporate works from at least three periods and three genres. Instructors should also incorporate works representing diverse cultural perspectives.

Additionally, as Objective 4a courses, both English 1110 and 1115 must achieve certain General Education objectives. The requirements specify that “upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies[:]

- Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline.
- Differentiate formal, conceptual, and technical elements specific to the discipline.
- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
- Interpret artistic and/or humanistic works through the creation of art, language, or performance.
- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

Instructors should design their courses to help students achieve these competencies. Teachers are encouraged to use a variety of assignments, both informal (in-class writing, journals, forums, quizzes, presentations, recitations, etc.) and formal (essays and/or exams). Instructors should have at least 2 formal assignments by which the above competencies can be demonstrated.

English 1126 Guidelines (Approved April 18, 2018)

English 1126 “examines the creative process, aesthetic principles and historical background of cinematic arts.” In addition to viewing and analyzing films, students study “critical works and theories” of film studies (ISU Undergraduate Catalog). The course highlights major periods and phases in the development of film and covers a wide generic, national / cultural, and temporal range. Instructors should incorporate works representing diverse cultural perspectives.

Additionally, as Objective 4a course, English 1126 must achieve certain General Education objectives. The requirements specify that “upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies[:]

- Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline.
- Differentiate formal, conceptual, and technical elements specific to the discipline.
- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
- Interpret artistic and/or humanistic works through the creation of art, language, or performance.
- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

Instructors should design their courses to help students achieve these competencies. Teachers are encouraged to use a variety of assignments, both informal (in-class writing, journals, forums, quizzes, presentations, recitations, etc.) and formal (essays and/or exams). Instructors should include at least 2 formal assignments by which the above competencies can be demonstrated.

Guidelines for ENGL 2257 and 2258

There are currently no specific guidelines for these courses, except that they should be designed to meet the requirements of ISU General Education Outcome 4.