UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

*** This change is not effective for registration or publication until this request has been reviewed by the Provost. ***

Change Effective for Term: Fall 2010
School/College: University of Michigan - Flint
Department: University of Michigan - Flint

Subject: HON  
Course Number: 155  
Check here for NO CHANGE: ☐

☐ INACTIVATE Course  ☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Great Books I
2. Credit Hours: (5)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s):   
5. GE Distribution: h

REQUESTED CHANGE

to:

  to: Total _____ -or- Variable _____ to _____
  to: Max of _____ credits -or- _____________
  to: FYE First Year Experience  CAP Capstone
      Humanities S Social Science
      GB Global Studies F Fine Arts
      HW Health & Well Being FQ Finance & Qnt Lit
      N Nat Science and/or NL Nat Sci Lab
      T Technology

6. CURRENT Course Description:
Study, discussion, and written critical analysis of works ranging from epic poems to political treatises. Subject matter may be scientific, historical, or philosophical works from the period of Classical Greece to the Middle Ages and the Renaissance. Two class periods per week devoted to writing in a variety of expository modes. Writing is related to works under discussion and includes a paper of some depth and complexity.

Completion of HON 155 and 156 fulfills the general education requirement in English composition.

7. NEW Course Description (as it should appear in the Catalog):

UM-FLINT RECEIVED

NOV 03 2009
College of Arts & Sciences
Dean's Office

REQUESTED BY:

[Signature]
Department Chair

[Signature]
Department Chair of Crosslist(s) or Prerequisite(s)

[Signature]
Dean

[Signature]
Dean of Crosslist(s) or Prerequisite(s)

REVIEWED BY:

[Signature]
Catalog Editor

[Signature]
Provost

[Signature]
Catalog Coordinator (Registrar’s Office)

1/Catalog/Course Change Request Form for GenEd Dist.doc Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

| Course Title: Great Books I: Re-Visions: Text, Performance, Film in Historical and Social Context |
| Department: Honors Program | Course Prefix: HON | Course Number: 155 |

| No. 1 | Reflect on One’s own Learning Process |
| **Narrative:** Students in this 5 credit, team-taught course will be introduced to university life and the academic culture in order to reflect on their own role in the education process, in the choosing of a major, and the understanding of the concept of a liberal education. Students are also instructed in how to become independent “self-advisors” with a thorough knowledge of the schools and departments and how they operate. In addition, while discussing how to read, write, and think critically about a series of texts, they are asked to think about those historical texts in relationship to themselves, their own lives, and the world around them. They are expected to reflect on their own role as self-educators, and think critically about the learning process itself in relation to how they study, do research, read, and write. |
| **Assessment tools:** Group discussion in response to open-ended questions, written responses to their readings, the development of a personal statement that reflects on their learning processes and the role they play in their ongoing education process. |

| No. 2 & 5 | Demonstrate facility with research methods, produce competent written work |
| **Narrative:** In this course, research and writing go hand in hand. The students engage in multiple research strategies, gathering information from a variety of sources including traditional library materials, film, the web in relation to the texts and themes under discussion. Students attend a performance in Stratford Canada, where they gather original research and information on a live performance, information that is not available in print or in any other form. As a result of these research processes, they are expected to produce carefully written essays that demonstrate an understanding of structural and well as stylistic aspects of academic writing. These essays are developed using a process approach, so that the students can reflect critically on their own writing process, while discussing the writing process of other students during peer editing and evaluation. |
| **Assessment tools:** written responses, essays that demonstrate writing competence and critical thinking. |

| No. 8 | Demonstrate knowledge of culture and the arts, social structure and process |
| **Narrative:** Students are introduced to the social, cultural and historical context of literary texts, demonstrating the interrelationship between the arts (literature and graphic art of a particular period) and it context. Social structure and social processes of the particular period and society are viewed in relation to the literary and artistic products of that time period and society. |
| **Assessment tools:** Essays, written response questions based on group discussion. |

| No. 10 | Use multiple perspectives and methodologies to analyze ...problems: |
| **Narrative:** This course introduces multiple disciplinary perspectives, viewing the texts and themes from historical, social, and literary points of view in order to show how areas of knowledge, practice, and creative work inform one another in a historical context. |
| **Assessment tools:** Essays, response questions based on group discussion. |

| No. 12 | Apply knowledge to complex issues in increasingly broad spheres of influence. |
| **Narrative:** Students engage in community service and report on that service with the view to becoming informed and self-reflective community contributors. Students investigate and write about critical issues involving gender, social and cultural issues both in their own world and beyond its boundaries. |
| **Assessment tools:** Written personal statement concerning service, essays dealing with broader social and cultural issues. |