

**COVER SHEET
FOR VOLUNTEER CORE COURSE APPROVAL**

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education committee.

Contact Information (please print or type):

Name: _____ Heather Hirschfeld _____
Department: _____ English _____
Email: _____ hhirschf@utk.edu _____
Phone: _____ 4-5401 _____

Course information:

Provide full catalog entry for the course including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

NOTES:

- *Courses in WC category **must** have the following prerequisite:*
(RE) Prerequisite(s): English 102, 132, 290, or 298 (*plus any others for this course*)
- *Courses in AOC category: We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, 240; CE 205; Phil 244)*
- Courses may apply for either OC or AOC but not both categories.

Catalog entry for course:

ENGL 206 - Introduction to Shakespeare
3 Credit Hours
An overview of Shakespeare's world and his work.
Satisfies General Education Requirement: (AH) (WC)
(RE) Prerequisite(s): 102, 118, 132, 290, or 298.

Frequency of Course Offering (e.g., fall only, spring only): **Fall and Spring**

Course Capacity per Semester (*per course & total if multiple sections*): **125 (5 sections of 25 students)**

Course format (e.g., lecture, discussion, lab): **lecture/discussion**

How is this class to be staffed (i.e., instructor, GTAs, graders etc.)? **This course is taught by professorial and lecturer faculty, and the occasional PhD GTA.**

**COVER SHEET
FOR VOLUNTEER CORE COURSE APPROVAL**

Please check all that apply:

	Areas in which this course is already approved	Applying for inclusion in these categories for General Education through the 2020-2021 catalog	Applying for inclusion in these categories for Volunteer Core (starting with the 2021-2022 catalog)
Written Communication (WC)	x	x	x
Verbal Communication (OC)			
Applied Oral Communication (AOC)		N/A	
Arts & Humanities (AH)	x	x	x
Applied Arts and Humanities (AAH)		N/A	
Natural Sciences (NS) – Lab			
Natural Sciences (NS) – Non-lab			
Quantitative Reasoning (QR)			
Social Sciences (SS)			
Global Citizenship-International (GCI)		N/A	
Global Citizenship-US (GCUS)		N/A	
Engaged Inquiries (EI)		N/A	
Cultures & Civilization (CC)			N/A

Please attach proposal forms and materials appropriate to the categories checked above.

ARTS & HUMANITIES (AH)

PROPOSAL FOR GENERAL EDUCATION AND/OR VOLUNTEER CORE COURSE APPROVAL

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education Committee.

Example form: For an example completed proposal form, see the [Vol Core AH website](#).

Course subject, number, suffix (S[ervice], R[esearch], N [internship]) and title:

ENGL 206 – Introduction to Shakespeare

NOTE: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

Please check yes or no on each line:

Yes No Course is currently approved as an AH course.

Yes No Applying for inclusion in AH for Gen Ed **through the 2020-2021 catalog**

Yes No Applying for inclusion in AH for Volunteer Core, which **starts with the 2021-2022 catalog**

Yes No This is a new course. (Approval for general education will be contingent on curricular approval.)

Contact Information (please print or type):

Name: Heather Hirschfeld

Department: English

Email: hhirschf@utk.edu

Phone: 4-5401

Arts and Humanities

“What does it mean to be human?” In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such works and their creators not only enriches students’ lives but also helps students understand their own and others’ answers to this enduring question.

Learning Outcomes

1. Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
2. Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
3. Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

ARTS & HUMANITIES (AH)

PROPOSAL FOR GENERAL EDUCATION AND/OR VOLUNTEER CORE COURSE APPROVAL

Answer all questions below with respect to the description and learning outcomes given above.

Questions:

- I. Answer both a and b for each learning outcome:
 - a. How does the course **meet each of the learning outcomes** for the appropriate category of the Volunteer Core requirement? **Note:** All Learning Outcomes must be met by every course.
 - b. Provide a short description of how this course will be assessed for the Volunteer Core outcomes. According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and results detailing how successful the students were in mastering each learning outcome. With that in mind, please be as specific as possible in your plan to measure each of the learning outcomes below.* (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](#).)

Outcome 1: Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.

- a. How does the course meet this learning outcome?

William Shakespeare's works occupy a central place in both Western and global literary traditions. This course introduces students to his works and his world. The class studies Shakespeare's dramatic and poetic language, his use of theatrical conventions, and the cultural environment of early modern England. Students read five to seven plays in a variety of genres, including comedy, history, and tragedy, supplemented by archival documents, critical readings, and viewings of stage and film productions. Analytical essays, exams, and short writing exercises enable students to engage closely with Shakespeare's texts and contexts.

- b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

Direct assessment will be coordinated by the English Department's Director of Undergraduate Studies. The assignment, in most cases a substantive critical essay, will ask students to produce analytical writing that explores the features and themes of Shakespeare's works.

2. Provide a description of how you will **obtain the sample of student work**.

Instructors teaching this multi-section course will score a random sample of 20% of the writing produced for one of the assignments in this course, most likely by collecting work from all students in at least 2 sections (50 students). The scoring will take place independently from grading. The Director of Undergraduate Studies will collect and analyze the results, prepare an action plan if needed, and submit assessment reports.

ARTS & HUMANITIES (AH)

PROPOSAL FOR GENERAL EDUCATION AND/OR VOLUNTEER CORE COURSE APPROVAL

Outcome 2: Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.

a. How does the course meet this learning outcome?

In both class discussion and written work, students learn to analyze Shakespeare's plays with reference to the social, political, and philosophical issues of his era and our own—including family relationships, gender, marriage, religious practice, law and justice, race and cultural difference, and models of identity and selfhood. Assignments that support this outcome may include an annotated bibliography that addresses a significant cultural issue in one of Shakespeare's plays, or an analysis of a recent film adaptation to explore the evolving meaning of his drama for contemporary audiences.

b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

Direct assessment will be coordinated by the English Department's Director of Undergraduate Studies. The assignment, in most cases a substantive critical essay, will ask students to produce analytical writing that explores the features and themes of Shakespeare's works.

2. Provide a description of how you will **obtain the sample of student work**.

Instructors teaching this multi-section course will score a random sample of 20% of the writing produced for one of the assignments in this course, most likely by collecting work from all students in at least 2 sections (50 students). The scoring will take place independently from grading. The Director of Undergraduate Studies will collect and analyze the results, prepare an action plan if needed, and submit assessment reports.

Outcome 3: Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

a. How does the course meet this learning outcome?

The common thread of all student work in English 206 is the patient, imaginative close reading and interpretation of Shakespeare's language. Both in guided class discussion and in frequent writing assignments, students learn to move from analyzing individual passages to identifying larger structural and thematic patterns and framing complex critical arguments about the plays. Students write at least one substantive literary analysis essay that requires them to demonstrate these skills.

b. What is the assessment plan* for this Volunteer Core outcome?

Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

ARTS & HUMANITIES (AH)

PROPOSAL FOR GENERAL EDUCATION AND/OR VOLUNTEER CORE COURSE APPROVAL

Direct assessment will be coordinated by the English Department's Director of Undergraduate Studies. The assignment, in most cases a substantive literary analysis essay, will ask students to produce analytical writing that explores the features and themes of Shakespeare's works.

- i. Provide a description of how you will **obtain the sample of student work**.

Instructors teaching this multi-section course will score a random sample of 20% of the writing produced for one of the assignments in this course, most likely by collecting work from all students in at least 2 sections (50 students). The scoring will take place independently from grading. The Director of Undergraduate Studies will collect and analyze the results, prepare an action plan if needed, and submit assessment reports.

- II. What process is used to monitor/oversee that each section of this course is meeting the learning outcomes if multiple sections are taught to ensure consistency semester to semester?

The expectations for AH courses including ENGL 206 will be communicated to instructors teaching the course both during the English Department's August teaching workshops and via email or individual meetings. Syllabi for all sections of 206 will be collected each semester by the Director of Undergraduate Studies and reviewed periodically to verify their adherence to the AH learning outcomes

Attachments:

Please attach:

- a representative **course syllabus** (including a clear indication that the course is a General Education and/or Volunteer Core course, and course objectives that include the General Education and/or Volunteer Core student learning outcomes)
- a sample of at least one **significant assignment** that demonstrates the critical interpretation of prominent works or accomplishments studied in the course.

*The answer to the assessment question should include:

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment**. If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.