Department of English  
College of Arts and Letters  
Summary Report Of the Global Learning Initiatives Committee  
Fall 2013 – Fall 2014  

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I. Objectives of the Proposal  
The Department of English seeks to implement the objectives stated in the Recommendations of the Global Learning Subcommittee of the Task Force on Global Education. Our proposal focuses on  
- Definition of Global Learning  
- Student Learning Outcomes  
- Curricular Opportunities for Global Learning  
- Co-Curricular Strategies for Implementation of Global Learning Outcomes  
- Assessment of Curricular and Co-Curricular GLI Student Learning Outcomes  
- English Department Faculty Involvement  

The proposal shows the commitment of the Department of English to global learning. It also highlights how the bachelor degree in English can deepen global competence through curricular and co-curricular experiences that emphasize global learning, diversity, and educational and environmental sustainability by providing students with substantive and multiple opportunities to achieve global competence.  

II. Definition of Global Learning  
The Department of English embraces its role in providing students with multiple opportunities to learn about, understand, and apply competencies associated with global engagement, diversity, and sustainability. The B.A. in English Degree Program emphasizes the importance of reading and analyzing a diverse range of literature and other texts with the purpose of: 1) understanding the cultural history of the English language in its global context; 2) creating rhetorically effective written texts for diverse audiences and diverse purposes, and 3) locating texts in relation to their historical, cultural, and global significance. We encourage students to participate in a learning community that fosters engagement in an increasingly diverse and global environment.
III. Global Learning Initiative: Student Learning Outcomes

The Department of English GLI Team was guided by the definitions for global learning developed by the Global Learning Subcommittee of the Task Force on Global Education and approved by the Faculty Senate. The GLI Team proposes to include the following learning outcome for global learning to the B.A. in English:

- **Students will learn to assess historical and contemporary research in Literature, Linguistics, Rhetoric, or Creative Writing in order to develop well-supported written assignments on significant issues related to global learning, diversity, and sustainable educational and environmental practices.**
  - **Global Learning:** Students will learn how to analyze, synthesize, and evaluate the interconnectedness and interdependence of the human experience on a global scale. Students will be able to critically analyze and successfully argue, through well-researched and well-supported papers or projects:
    - the historical impact of literary and creative work on global communication
    - the impact of historical and contemporary rhetorical strategies on global communication efforts
    - how language practices change and evolve over time and distance and for a variety of purposes
  - **Diversity:** Students will learn about and critically evaluate the history, nature, and consequences of diversity in both the social (e.g. ethnic, religious, cultural) world and the natural environment, and develop an understanding of how this diversity is affected by increasing global interaction. Students will be able to critically analyze and successfully argue, through well-researched and well-supported papers or projects:
    - the role of literature and language in shaping historical and contemporary perspectives on racial and ethnic diversity both in the US and globally
    - additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
    - the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
  - **Educational and Environmental Sustainability:** Students will acquire the skills and knowledge base to understand the importance of and options for sustainable educational and environmental practices in local, global, and historical terms. Students will also acquire an understanding of the range of ethical perspectives concerning the uses of natural resources and the impact of these perspectives on creating a sustainable relationship to the natural environment. Students will be able to critically
analyze and successfully argue, through well-researched and well-supported papers or projects:

- Historical and contemporary perspectives on the connection between global citizenship and sustainable practices
- the historical and contemporary role of literature and language in shaping environmental practices
- the role of personal responsibility for global and environmental issues.

IV. Curricular Opportunities for Global Learning

a. Existing Opportunities

Course offerings in the English BA degree already have many opportunities for students to engage in GLI outcomes. In this section, we outline the existing opportunities for classes in four different content areas: i) Applied Linguistics; ii) Literature; iii) Rhetoric and the Teaching of Writing; and iv) Creative Writing

**Applied Linguistics**: Currently the Applied Linguistics undergraduate course offerings address Global Learning Initiatives in 100, 200, 300 and 400 courses.

**ENG 121 (The Story of English)**: This course covers the history of the English language from pre-Old English through World Englishes. In this class, students are required to: 1) provide informed (and in some cases individual) definitions and examples of linguistic processes, structures and changes the English language; and 2) demonstrate how language varies according to technological, regional, social and historical factors. Through the use of film response papers, group projects and exams/quizzes, students address Global Learning & Diversity initiatives concerning:

- the social reasons for the advent and dissemination of literacy in English;
- how literature has affected the use of the English language in different countries
- how the spread of English has resulted in a form of language (sometimes) called “World English” that is used as a lingua franca
- how the global influences on English through different periods (Old English, Middle English; Early Modern English; Modern English); the different forms of English used in both native and non-native contexts; the role of English as it develops in colonial contexts (e.g., India, Ghana, Nigeria, South Africa)

**ENG 223 (Language in the U.S.)**: This course covers the differences in language use in the United States. The course teaches students are required to: 1) describe the sound, vocabulary, and grammar features of various dialects and registers of American English; 2) formulate hypotheses on the basis of observations appropriate for linguistics; 3) carry out tests of
ENG 308 (Introduction to Linguistics): This course describes and accounts for the differences and relationships among various sub-fields of linguistics, including phonetics, phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. Students are required to: 1) demonstrate control of basic analytical tools and linguistic techniques in the examination of linguistic data to identify and interpret linguistic patterns and state generalizations; 2) formulate hypotheses on the basis of observations appropriate for linguistics; 3) identify and explain the ways in which languages are similar; 4) account for the diversity of language experience and language use; 5) describe and evaluate critically the attitudes that people hold about their own language(s) and others’ languages, and the roles those attitudes play in education, cross cultural communication, and other settings; 6) describe the usefulness and relevance of linguistic knowledge to real-world experiences and career choices. Through the use of exams/quizzes, response papers, homework assignments, synthesis papers and in-class discussions, students address Global Learning & Diversity initiatives concerning:
   o major assumptions about language in addition to common misperceptions about particular languages, people who speak those languages, and language in general
   o linguistic universals that run across the human experience as well as aspects of language that demonstrate the diversity of the human experience. Specifically, this diversity:
     o emphasizes the universality of language, students explore the general characteristics and functions of language, the principles of language, and the systematic variation among languages and language users (from person to person, area to area, situation to situation, cultural group to cultural group)
     o emphasizes the diversity of human experience, students explore the differences between adult and child language, male and female language, standard and non-standard varieties of language, and monolingualism and multilingualism.
   o the ways in which languages reflect different cultural orientations and experiences

ENG 420C (World Englishes topic): This senior seminar course focuses on how different forms of English have developed around the world. In this course, students are required to: 1)
understand the general nature of language and language contact; 2) illustrate awareness of some of the world’s major language families and their members 3) understand the development and use of World English as a lingua franca; 4) consider the connection between language and culture; 5) consider language functions of communication and of identity; 6) reflect on the key arguments for and against the social recognition of non-standard varieties of English. Through the use of weekly readings lead by an assigned discussant, exams, a World English exchange partner and journal, article/film synthesis papers, and an original research project students address Global Learning & Diversity initiatives concerning:

- an understanding of language as a social phenomenon that promotes and reinforces certain types of social behavior
- the ability to describe the (socio) linguistic differences among the various versions of English used around the world
- an understanding of World Englishes from a language teaching perspective in order to better understand common pedagogical problems and concerns related to the English language teaching

**Rhetoric and Writing:** Currently the Rhetoric and Writing undergraduate course offerings address Global Learning Initiatives in 200, 300 and 400 courses.

**Eng 210: Principles in Rhetoric:** This course focuses on teaching students the art of effective written communication and is directed toward enabling students to meet the demands of any rhetorical situation. Issues addressed include individual agency, the role of community, textual materiality, heterogeneity, popular culture, and digital media. Students are asked to explore rhetorical situations in local and global contexts, addressing historical and contemporary topics. Students address global learning and diversity initiatives concerning:

- the interconnectedness and interdependence of the human experience on a global scale by looking at the impact of historical and contemporary rhetorical strategies on global communication efforts
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective

**Eng 305w: Writing in Disciplinary Communities:** This writing-intensive course assists with writing expectations and performances required in specific majors; all assignments, strategies, and theories attend to the specific genres and conventions of academic disciplines and departments. Students in this course are asked to demonstrate an understanding of the writing process by researching and analyzing written and visual texts, writing and revising, and presenting their work to a diverse audience; analyze the impact of rhetorical strategies (including written texts, visuals, and multimedia texts) on global communication efforts; recognize and apply disciplinary expectations to written documents; research and write about a particular disciplinary topic that addresses a significant issue related to global learning, diversity in education, and/or sustainable educational and environmental practices; adapt research and writing to diverse audiences and to electronic environments. Students address global learning and diversity initiatives concerning:

- rhetorical strategies on global communication efforts
- a significant issue related to global learning, diversity in education, and/or
sustainable educational and environmental practices

- adaptation of research and writing to diverse audiences and to electronic environments

Eng 310: Advanced Writing for Different Communities: This course addresses argumentative and stylistic features of language and literacy practices. Students Demonstrate familiarity with language and writing conventions in different discourse communities. Students in this course have to demonstrate an understanding of the definitions of intercultural literacy/communication; demonstrate an understanding of language, literacy, and writing conventions used by men and women from different ethnic, socio-economic, and political backgrounds and with different sexual orientations; demonstrate an understanding of the language, literacy, and writing conventions used for specific purposes and in specific situations by specific writers; and write critical analyses essays exploring key texts and key concepts about writing conventions used by U.S. ethnic minority groups. Students address global learning and diversity initiatives concerning:
  - key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
  - language practices used by men and women from different ethnic, socio-economic, and political backgrounds and with different sexual orientations

Eng 410: Seminar in Rhetoric: This course focuses on texts by individuals and groups whose voices are usually ignored, misrepresented, or suppressed. Students analyze these texts to discuss questions about gender, race, ethnicity, and language that might help them understand how our communication strategies change based on our audience, and how culture, race, age, class, and sexual preferences influence language use. Students address global learning and diversity initiatives concerning:
  - the interconnectedness and interdependence of the human experience on a global scale
  - the history, nature, and consequences of diversity in both the social (e.g. ethnic, religious, cultural) world and the natural environment, and develop an understanding of how this diversity is affected by increasing global interaction.

Literature: Currently the Literature undergraduate course offerings address Global Learning Initiatives in 200, 300 and 400 courses. A number of identical courses have different emphases/content when taught by different faculty. Rather than discount these courses because of variances, they’ve been included in the list and are marked with an asterisk.**

Eng 245: U.S. Multi-Ethnic Literature Survey: Surveys major authors, genres, and movements, including literature by African-American, Asian-American, Chicano/a, Latino/a, and Native American writers. From the surveyed syllabus: “This introductory course surveys multi-ethnic literature written in the United States from the formation of “America” to the present. In order to capture the diversity and complexity of these traditions in writing, we will read poetry,
autobiography, fiction, and drama by Asian American, African American, Chicano/a and Native American writers. Discussions will explore various ways that race, class, gender and ethnic identity are expressed in these texts, and consider each text, not in isolation, but in its proper aesthetic, historical and political context. We will survey the social conditions that have, at times, suppressed writing by racial and ethnic minorities and excluded these writers from the traditional literary canon. We will also challenge traditional conceptions of the category of “American Literature,” exploring the distinct contributions by multi-ethnic writers. “Course objectives include: “1) Discuss, in written form, the ideas, images, themes, motifs, techniques, and issues present in literature written by racial and ethnic minorities living in the United States from early “America” to the present; 2) Analyze the relation between representation, subjectivity, and empowerment for writers from different racial, ethnic, and class groups; 3) Place the literature of ethnic minorities into specific historical and political context.” Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

**Eng 247: Introduction to African American Literature:** An examination of African American Literature with emphasis on works that reflect major historical and literary eras and cultural trends. From the surveyed syllabi: “This course will offer an introduction and partial survey of African American Literature covering following literary periods: The Literature of Slavery and Freedom; The Literature of the Reconstruction to the New Negro Renaissance; Harlem Renaissance; Realism, Naturalism, Modernism; The Black Arts Era; and Literature Since 1975. We will also explore The Vernacular Tradition during the course of the semester.“ Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
• the global impact of literary and creative work

Eng 252: European Literature: Representative medieval and early modern literature with special attention to comedic and romance forms. “This course studies a few of the most intriguing and influential texts in the tradition of European fantasy writing, and it suggests how medieval and Renaissance literature emerges from its heritage in ancient Rome...This course’s linkage between fantasy and the emergence of literary fiction isn’t arbitrary or coincidental. Representing 1400 years of literary developments from the Roman era to the late Renaissance, our readings show the struggle of writers to establish the literary imagination as a power in its own right—a power distinct from the more respectable service to society that writing performs in the schoolbook, the treatise, or the sermon. Students address global learning and diversity initiatives concerning:
  • how language practices change and evolve over time and distance and for a variety of purposes
  • the global impact of literary and creative work

Eng 253: World Literature: Selected texts in world literature with an emphasis on problems of comparative literary and cultural study. One surveyed version of this course focused on “a number of works taken from a wide world of prose, poetry, and film recording how various cultures at various times have represented the microcosmos of their society...We shall emphasize how cultural and aesthetic patterns reflect class, racial, and gender paradigms.” Texts drawn from Egypt, England, Austria, Brazil, Japan, Algeria, USA, and Mexico. Among other course objectives: 1) “Broaden your knowledge of literatures from other cultures and linguistic traditions”; 2) “Invite an objective comparative analysis of U.S. family culture(s) and those of other cultures; and a consideration of changing gender roles. Students address global learning and diversity initiatives concerning:
  • the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
  • additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
  • the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
  • how language practices change and evolve over time and distance and for a variety of purposes
  • the global impact of literary and creative work

Eng 261: Introduction to Women Writers***: Representative novels, poetry, and plays by women writing in English studied in the context of new scholarship on women in language, literary theory, history, philosophy, and psychology. From one surveyed syllabus: “In this introductory course, students will read poetry, drama and fiction written in the 19th and 20th century by British and American women writers. Nearly half the readings in this course will
focus on texts by African-American, Native American, and other minority women. In order to better understand how gender, sexual identity, and the female body have been ‘constructed’ in the past and continue to shape American women’s sense of ‘self,’ we will read a variety of classic, ‘lost,’ and contemporary texts written in English by British, American, and Australian women. Class discussions will explore various ways that class, race, ethnic identity, and sexual orientation find expression in these texts, and will consider how gender prescriptions have changed in the last two centuries.” All eight of the learning objectives for this course connect to ethnic and gender diversity and global engagement. Learning objectives #3 and 5, in particular, meet GLI criteria: 3) “Illustrate some of the basic effects of the writer’s social and cultural context, including the effects of gender, race, class, ethnicity, and sexuality by giving examples from the assigned texts”; and, 5) “Demonstrate how gender and sexuality have been constructed differently in different times, places, and cultures by giving examples from women’s writing in English between 1850 and 2013.” Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

***Not all versions of this course fulfill a full-range of GLI criteria. Dr. Nancy Paxton’s clearly does. Questions raised below about handling differently focused courses.

Eng 266: World Cinema: an Introduction**: An introductory survey of the first one hundred years of cinema, including histories and texts from traditionally underrepresented areas such as Africa, the Middle East, Australasia, Asia, and Latin America. From one surveyed syllabus which uses the text, *The Oxford history of World Cinema*: “‘Hollywood’ is often the first thing that comes to mind when we think about cinema. While Hollywood is a significant part of film history, it is only part of the story. In this course, we will explore the global development of the first century of cinema including the role it played in Germany’s Weimar Republic and the “Agitprop” films during the Russian Revolution. We will also explore often-overlooked film d’art from cinematic movements in France and Spain. Through a combination of screenings, readings, lecture, and discussion, we will track technological, economic, aesthetic, and sociocultural aspects of cinema and its relationship to major art movements and the history of ideas. Students will learn how to analyze and think critically about cinema and place it in a global context of modern culture.” And, the following course objectives: “1) To analyze films within the context of modern culture; 2) To discuss and write about films on technical, historical, and cultural bases; 3) To identify major figures and movements in the history of
cinema; 4) To research and synthesize information on modern global cinema. “Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

***No syllabi from 2013-2014 were surveyed; changes in personnel likely mean that this course is currently even more globally diverse than when it was taught in 2012-2013, closer to that designed by Dr. Irene Matthews.

Eng 333: Chaucer: Poetry, language, and historical setting of Chaucer. From one iteration of the syllabus: Chaucer: The Canterbury Tales, the following course objectives related to global engagement and diversity: “1) To read, understand, and appreciate the Canterbury Tales in their original language; 2) To acquire a working knowledge of Chaucer’s Middle English: its grammar, syntax, and lexicon; 3) To place and view Chaucer’s Canterbury Tales in appropriate historical, literary, cultural, religious, and philosophical contexts; 4) To be able to discern the numerous genres contained in the Tales and to appreciate how Chaucer has adapted these genres to suit his political, philosophical, religious, aesthetic, and literary needs; 6) To understand the many ways in which Chaucer develops, or makes use of, particular themes and issues, among them the following: ‘earnest vs. game,’ the nature of storytelling, the relationship between tale and teller, irony, satire, appearance vs. reality, the nature and function of truth, the nature/function of deception, epistemic views and orientations, gender issues, law, medicine, science, marriage, religion, politics, the nature of good and evil, courtly (and other forms of) love, sex, class structure, orality vs. literacy, and so on; 7) To acquire a working vocabulary of Chaucer’s rhetorical, prosodic, and stylistic techniques.” Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work
Eng 341: American Fiction: American fiction, with particular attention to nineteenth and twentieth centuries. From the surveyed syllabus: "...we’re also going to read a few works which have at various times and for various reasons been widely disqualified from the canon of properly ‘literary’ novels. Some of these works are associated (by subject, or author, or purpose) with groups which been neglected or oppressed in American society (women, ethnic and racial groups, the working poor), and thus the question of how our criteria for evaluating novels might be connected to issues that we usually think of as ‘political’ will become one focus of our discussions.” And, from the course objectives: “Students will be able to critically assess (in writing and class discussion) the way in which novels reflect and work with ideologies of gender, class, race, and national identity.” Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective

Eng 345: Topics in U.S. Multi-Ethnic Literature: Topics include African-American, Asian-American, Chicano/a, Latino/a, and Native American literature. One surveyed syllabus develops the following focus: Survey of Contemporary U.S. Latino/a Literary Fiction and Autobiography: “This course will focus on U.S. Latino/a literature, exploring the way Latino/a writers and their characters move across and among communities and identities. Students will analyze selected literary works, investigating the various ways that culture, class, colonization, race, gender, ethnic identity, and sexuality are expressed in these texts.” Two course objectives note: 1) “Discuss, in written form, the ideas, images, themes, motifs, techniques, and issues present in literature written by U.S. Latino/a writers; and 2) Place U.S. Latino/a literature into specific historical and political context. Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work
Eng 351: Post-Colonial Literary Traditions: Readings in the literature and culture of the Third World. One syllabus focused on texts from three major areas of the “Two-Thirds World”—Latin America/The Caribbean, Australia, and Africa/the “Middle East . . . We’ll examine critically—through the paradigms of race and gender as well as political aesthetics—some theories of colonialism in conjunction with the colonialismp implications of an early paradigm of ‘adventurer’ literature.‘: Christopher Columbus’ voyage to the New World. Texts from Brazil, Antigua, Nigeria, Rhodesia, Egypt, Palestine, and Australia. Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

Eng 358: Ancient Literature: Representative forms of ancient literature with special attention to epic and tragedy. Course syllabus not available in department archive, but candidate for global engagement.

Eng 361: Special Topics in Women Writers***: Selected works from particular historical period, literary genre, or national tradition in context of new historical, cultural, and sociological research on women and current feminist linguistic, literary, and political theories. From one surveyed syllabus: “This course will focus on 20th- and 21st-century British women writers. In particular, we will look at literature from 1960-present. We will discuss these works in relation to their cultural context and in relationship to contemporary feminism. Among other issues, we will address the ways in which these authors engage with and revise familiar stories and histories, are stylistically innovative, and subvert cultural and literary expectations.” Students address global learning and diversity initiatives concerning:

- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

***Surveyed course focuses primarily on one nation and highlights diversity related to sexuality and gender. Questions raised below about handling differently focused courses.
Eng 431c: Seminar in British Literature***: Intensive study of selected topics in British literature. Not all versions of this seminar meet GLI objectives. In one iteration of the course, with a globally diverse reading list, includes the following course objectives: “1) Analyze basic social causes, consequences, and mechanisms of modern censorship of literature in the US and abroad, considering the roles of the writer/editor, censor, and reader; 2) Identify contemporary developments in U. S. that have reopened censorship debates; 3) Define relationships between US laws, censorship, and academic freedom; 4) Write an analytical assessment of one or more British or American literary works or films that have prompted calls for censorship due to sexual content, religious or political ideas. Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

***Not all versions of this course fulfill GLI criteria. Dr. Nancy Paxton’s clearly does. Questions raised below about future planning/special topics courses.

Eng 445c: Seminar in U.S. Multi-Ethnic Literature: Intensive study of selected topics in U.S. multi-ethnic literature. Surveys of syllabus for this course indicate engagement with the diversity and global engagement outcomes affiliated with the GLI. One iteration includes this description: “This seminar will examine Indigenous film from the Anglophone world. We will spend the bulk of the semester analyzing Native and Indigenous productions from U.S.-, Canadian-, Australian-, and New Zealand-based filmmakers and screenwriters. Where appropriate, we will also consider original source material (novels, memoirs, and short stories) and the adaptation process. An insistence on cultural specificity, historical accuracy, and context will ensure that students will develop a well-rounded look at a variety of traditions from specific tribal and/or cultural contexts. Particular emphasis will be placed on the necessary historical and cultural context required for a thorough understanding of Indigenous narrative productions.” Three course objectives note: “1) Students will be able to demonstrate familiarity with major themes and formal developments in Indigenous film; 2) Students will demonstrate a grasp of how theoretical orientations impact interpretation, and will be able to recognize and practice (in writing and class discussion) culturally and historically specific approaches to Indigenous film; 3) Students will understand significant periods and movements in the history of Indigenous film by looking at key figures and writings, with particular emphasis on the contemporary period.” Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic
diversity both in the US and globally from both a current and historical perspective

- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

Eng 451c: Seminar in Comparative Literature: Intensive study of selected topics in international literature. One recent version of this course focuses “on magical realist texts written by U.S. Latino/a and Latin American writers, exploring the way writers and their characters move across and among communities and worldviews. Students will read selected novels and explore the various ways that the politics of class, race, gender, ethnic identity, and sexuality find expression in these texts.” This course fulfills GLI outcomes in terms of global engagement and diversity. Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work

Eng 464: Literature of the Southwest: Intensive study of the historical, cultural, and artistic elements that characterize the literature of the Southwest. From one surveyed syllabus featuring an ethnically diverse list of required books: “This course examines contemporary writing from and about the U.S. southwest, with particular emphasis on two states, New Mexico and Arizona. Though most of our readings have been published in the last thirty-five years, we will implicitly trace the tradition of southwest writing and the stylistic, topical and formulaic legacies. We will consider a range of questions including: Is the southwest a geographic zone or a state of mind, a rich, diverse culture in its own right? With dense urban development and less populated (yet perhaps threatened) spaces with natural desert, plateau and mountain ecosystems, can the contemporary southwest still evoke a common aesthetic response? Who can speak for the southwest and in what ways are American Indian, Latino/a, and Euro-American perspectives in harmony or at odds? Are non-native-born inhabitants of
the southwest, southwestern writers? And finally, what role does southwest writing play in our nation’s public imaginary and within the ever-changing U.S. literary canon?” Course objectives include the following: “1) Acquiring an aesthetic understanding of regionalism, southwestern America in particular; 3) Expanding knowledge of U.S. literary traditions, specifically contemporary trends; 4) Understanding the role played by race, ethnicity, gender, religion and ideology in literature.” In addition to the GLI outcome of diversity, this course identifies the literary representation of the environment of the region as a key component of course content and analysis. Students address global learning and diversity initiatives concerning:

- the role of literature and language in shaping perspectives on racial and ethnic diversity both in the US and globally from both a current and historical perspective
- additional key dimensions of diversity such as gender, class, sexuality, religion, age, language and disability from both a current and historical perspective
- the role of ethnocentrism and Eurocentrism in literary and creative works, rhetorical approaches, and linguistic theories from both a current and historical perspective
- how language practices change and evolve over time and distance and for a variety of purposes
- the global impact of literary and creative work
- the role of literature and language in shaping environmental practices

On-going Opportunities and Questions Raised***:
- Integration of diverse content into course objectives and assessment; faculty have begun sharing diverse nature of their content related to diversity (race, gender, class, religion, sexuality) that may not be overtly highlighted in course descriptions, objectives, and assessments. Dr. Patricia Marchesi, for example, has provided examples of this to our GLI team in reference to Eng 241, Survey of British Literature to 1750, Eng 335, Shakespeare, and her sections of Eng 431c: Seminar in British Literature and Eng 461c: Seminar in Literary Genres.
- ***Questions raised: should topics courses be developed separately to highlight GLI components (since not all iterations integrate GLI components)? At the same time, shall we exclude certain courses from the GLI list because not all faculty include elements (readings/discussions/outcomes-objectives/assessments) identified with GLI outcomes?

Creative Writing: Currently the Creative Writing undergraduate course offerings address Global Learning Initiatives in the reading/discussion content of several surveyed 200 and 300 courses.

Eng 270: Introduction to Creative Writing: Fiction: Beginning course in short-story writing that emphasizes the composition and revision of student stories. One syllabus surveyed for this course (being taught in 2013 and 2014) includes a very diverse reading list, clearly delivering
on the diversity outcome in the GLI. Discussions opened about ways to integrate into course objectives and assessments.

Eng 271: Introduction to Creative Writing: Poetry: Beginning course in poetry writing that emphasizes the composition and revision of student poems. One syllabus surveyed for this course (being taught in 2013 and 2014) includes a very diverse reading list, clearly delivering on the diversity outcome in the GLI. In correspondence, one instructor notes, “In terms of diversity, my ENG 271 classes include a diverse range of poets in terms of race/ethnicity/indigenous tribe, language (e.g., Spanish and Navajo incorporated into English), gender, age, social/economic class, and sexual orientation. Student reading responses as well as class discussions have considered these issues alongside issues of poetic craft. Also, Skype visits by authors have included discussion of these issues (e.g. the poet Sherwin Bitsui reading poems in Navajo, and speaking for a minute to a Navajo student in their native tongue). It is my goal in all my classes to interrogate and complicate notions of "American" poetry.” Discussions opened about ways to integrate into course objectives and assessments.

Eng 370W: Intermediate Fiction Writing: Fiction writing in a workshop setting that focuses on the composition and revision of student stories. One syllabus surveyed for this course (being taught in 2013 and 2014) includes a very diverse reading list, clearly delivering on the diversity outcome in the GLI. Discussions opened about ways to integrate into course objectives and assessments.

On-going Discussions about Other Opportunities:

- Possible development of course objectives or assessments that key into diversity components of existing courses. Potential to highlight the way that subject position (religion, nationality, sexuality, gender, race, class) influence and shape the act of writing. This dialogue about diverse perspectives in writing programs and critical reception/reviews of books authored by women and people of color is on-going in the U.S. and internationally. [Given our diverse enrollments in the MFA and at NAU, generally, it would make sense to overtly shape/join this conversation through aspects of curricular development].
- Possible identification of courses that key into global engagement and how the tradition of writing has evolved and been shaped by different cultures over time.

b. Proposed Opportunities

Curricular mapping of the English department suggest that both Global Learning and Diversity are well-represented in many English course offerings; however, we currently do not have as many opportunities to address the Education and Environmental Sustainability outcome of the Global Learning Initiatives. Below, we identify some potential ways to include these opportunities in different areas of study in the English BA degree:
Applied linguistic courses
- including course material and activities which illustrate how:
  - English has been used to promote and deter sustainability efforts in colonial contexts
  - investigate the “language” of environmental sustainability with specific emphases on:
    - the connotations and historical development of the terms used to describe environmental sustainability (e.g., “environmental”), “sustainable,” “sustainability.”
  - language change, language death and language maintenance is related to sustainability both inside and outside of educational contexts
  - language policy is related to educational sustainability.

Rhetoric and Writing courses
- Continuing an increased focus on how the rhetoric of educational and environmental sustainability has changed from historical to contemporary texts
  - The impact of environmental literacy on gender
  - Sustainable rhetoric and public discourse
  - The language of sustainable development in local and global communities
  - The language of poverty, education, and green economy.

Literature courses
- Continuing an increased focus on the literary representations of land use/environmental sustainability have changed from historical to contemporary texts
- Emphasis on culture’s attitudes and policies regarding the environment and its influence on writers
- Emphasis on impact of imperialism and colonization on original peoples and its disruption of lifeways connected to the land (post-colonial literature and Native/Indigenous courses, in particular)
- Possible development of a senior seminar specifically focused on environmental literature/Nature writing separate from topics section of Eng 441c

Creative Writing courses (based on discussion with area coordinator and some instructors)
- Possible development of a senior seminar specifically focused on environmental writing/Nature writing/land

Finally, above and beyond these opportunities, the Department has started to include discussions on global learning outcomes into the redesign of the undergraduate and graduate curriculum.
V. Co-Curricular Strategies for Implementation of Global Learning Outcomes

The Department of English is committed to encouraging students to participate in co-curricular activities that increase their understanding of global learning.

- PIE Partners program: NAU’s PIE program helps non-native English speakers improve their academic language skills while living in the U.S. We encourage international students to learn about American culture and to make friends with other NAU students to provide opportunities for cultural exchanges.
- PEAKS presentations: The English department sponsors the PEAKS conference to encourage student research and presentations of current research. We recommend encouraging presentations that include global learning outcomes.
- Internships: The Department of English is exploring internship opportunities for our majors. We recommend that the department explore internships in line with the global learning initiative.
- Study Abroad: Several of our majors spend a semester or year abroad. We recommend that study abroad opportunities are advertised more fully through college and departmental venues.
- Language Study: The study of foreign languages is a major part of global learning. Language learning requires exposure to contextual information to create meaningful learning experiences for the student.

VI. Assessment of Curricular and Co-Curricular GLI Student Learning Outcomes

The Department of English GLI Team proposes to assess GLI student learning outcomes in conjunction with the overall assessment strategies used by the Department of English. To make sure that assessment of GLI learning outcomes is meaningful and useful—improves the curriculum, prompts further assessment questions, and celebrates student learning—we hope to use the initial assessment of GLI student learning outcomes to continuously refine and clarify what we want students to learn. To initiate the assessment process, we propose:

- Exit interviews or surveys to assess knowledge of global learning, diversity, and educational and environmental sustainability. These tools can also be used to assess which curricular and co-curricular activities students took advantage of (for example, specific coursework, talks, readings, study abroad, internships) in order to ascertain a broad exposure to GLI student learning outcomes.
- Existing or revised course assignments for capstone courses can be used to assess student achievement of GLI student learning outcomes in their coursework. The GLI team and the department faculty will need to establish criteria for assessing GLI learning outcomes (integrated rubric, stand-alone rubric)
- Student self-assessment of GLI learning in individual courses can be used to assess whether the GLI learning outcomes were achieved in different courses.
- Student self-assessment in conjunction with faculty assessment can be used for
co-curricular activities that require a presentation or talk (internships, for example).

The assessment measures will depend on departmental consensus and might be modified depending on faculty feedback. Once the department agrees, we will implement specific assessment measures and present the results to the department. After review of results, we will present a summary of the findings to majors in the department, and we will refine and revise courses on an as needed basis.

VII. English Department Faculty Involvement

The Department of English GLI Team has started to work with departmental faculty to consider integrating GLI outcomes into 100, 200, 300, and 400-level courses. Several of our faculty already fulfill the goals of GLI in existing courses; other faculty are excited to make meaningful adjustments to existing courses to better align them with GLI. We understand that no one course will fulfill all of the objectives of GLI, but we are confident that students will be exposed to all GLI learning outcomes by taking several courses that fulfill different aspects of the GLI goals.

We have begun to ask faculty to consider questions that will help them refine and clarify potential integration of GLI learning outcomes: Why do we write? Who is our audience? How does one's subject position (race, religion, gender, sexuality, ability, etc.) affect perspective? How do cultural epistemologies filter reality/influence selection of evidence, etc.? How have different epistemologies and theories evolved in world history? How are we today extending and complicating global traditions? How does our writing contribute to and sustain communities? How might our writing about land, place, environment, consumerism, etc. intervene/reshape ideologies?