1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

    Date Submitted: 3/11/2013

1b. Department/Division: Modern &Classical Languages

1c. Contact Person

        Name: Leon Sachs

        Email: leon.sachs@uky.edu

        Phone: 257-1896

      Responsible Faculty ID (if different from Contact)

        Name:

        Email:

        Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   Yes

      Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: MCL 200

2c. Full Title: Global Literacy

2d. Transcript Title: Global Literacy

2e. Cross-listing:

2f. Meeting Patterns

      DISCUSSION: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

    If Yes: Maximum number of credit hours:

    If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an introduction to textual analysis from a global, transcultural perspective.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   No

   If No, explain: It will depend on staffing availability

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   Yes

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: It will be required for the MCL major.

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

NEW COURSE FORM

1. **General Information.**

a. Submitted by the College of: __A&S__   Today's Date: __07/24/12__

b. Department/Division: __MCLLC__

c. Contact person name: __Leon Sachs__   Email: __leon.sachs@uky.edu__   Phone: __257-1896__

d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1]: _____

2. **Designation and Description of Proposed Course.**

a. Prefix and Number: __MCL 200__

b. Full Title: __Global Literacy__

c. Transcript Title (if full title is more than 40 characters): __Global Literacy__

d. To be Cross-Listed[2] with (Prefix and Number): _____

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

   _____ Lecture   _____ Laboratory[1]   _____ Recitation   _____ Discussion   _____ Indep. Study

   _____ Clinical   _____ Colloquium   _____ Practicum   _____ Research   _____ Residency

   __3__ Seminar   _____ Studio   _____ Other – Please explain: _____

f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

g. Number of credits: __3__

h. Is this course repeatable for additional credit?   YES ☐   NO ☒

   If YES: Maximum number of credit hours: _____

   If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☐

i. Course Description for Bulletin: __An introduction to textual analysis from a global and transcultural perspective__

j. Prerequisites, if any: _____

k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

3. **Will this course be taught off campus?**   YES ☐   NO ☒

4. **Frequency of Course Offering.**

a. Course will be offered (check all that apply):   ☒ Fall   ☐ Spring   ☐ Summer

b. Will the course be offered every year?   YES ☒   NO ☐

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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NEW COURSE FORM

If NO, explain: _____

5. **Are facilities and personnel necessary for the proposed new course available?** YES ☒ NO ☐

If NO, explain: _____

6. **What enrollment (per section per semester) may reasonably be expected?** <u>30</u>

7. **Anticipated Student Demand.**

a. Will this course serve students primarily within the degree program? YES ☒ NO ☐

b. Will it be of interest to a significant number of students outside the degree pgm? YES ☒ NO ☐

If YES, explain: <u>Because the course addresses the question of "world literature," one of the most vibrant areas of literary and cultural studies, this course should have wide appeal.</u>

8. **Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☒ Relatively New – Now Being Widely Established

☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. Is this course part of a proposed new program? YES ☒ NO ☐

If YES, name the proposed new program: <u>New Major in MCL</u>

b. Will this course be a new requirement[5] for ANY program? YES ☒ NO ☐

If YES[5], list affected programs: <u>Major in MCL</u>

10. **Information to be Placed on Syllabus.**

a. Is the course 400G or 500? YES ☐ NO ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in *10.b.* You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

b. ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from *10.a* above) are attached.

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[5] In order to change a program, a program change form must also be submitted.

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NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: MCL 200

Proposal Contact Person Name: Leon Sachs   Phone: 257-1896   Email: leon.sachs@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
		/ /	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Course Review Form
Intellectual Inquiry in the Humanities

Course: MCL 200 "Global Literacy"

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☐ Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Short Essays, In-class and online discussions, Group Paper and Presentation

Brief Description:
Because of the polysemous nature of aesthetic artifacts, texts, in and of themselves, contain competing interpretations, and critical textual analysis requires that students identify such competing interpretations in a single work. Through in-class and online discussion and short expository essays, students will be required to promote and defend one particular interpretation over others. In other words, they will have to defend their "reading" against other possible readings. In the final group paper and presentation, students will be required to use secondary literature in order to situate their own interpretation of the work in question vis-à-vis the arguments of other critics and scholars.

☐ Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
Group Paper and Presentation

Brief Description:
Because this final project requires students to analyze and present a specific text as an example of "world literature," students will be investigating one of the most important categories of literary studies to emerge in the past decade. World literature calls into question and marks a departure from the category of "national literature" that has provided the disciplinary foundation for literary studies for over a century and continues to structure our departmental boundaries.

☐ Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:
Short Essays and Group Paper and Presentation

Brief Description:
Given the deliberately comparative nature of this course, every activity—indeed, almost every discussion—requires students to identify, reflect on and discuss the worldviews of different cultures and peoples. Since most of the primary readings and screenings in this course entail works that are self-consciously about competing and even conflicting worldviews, it will be impossible for students to avoid reflection on such matters in their short essays. Whether the student chooses to write about Varda,

1

Montaigne, Vercors, Shakespeare or Césaire, she will be forced to pursue this kind of cross-cultural inquiry. Moreover, since the final group paper and presentation require that students work on the very meaning of the concept of "world literature"—a literature defined in large part by its ability to traverse cultural boundaries, students will necessarily have to engage in a sustained way with the complexities of cross-cultural comparison.

☐ Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Group project and presentation and short essays

Brief Description:
Students will demonstrate disciplinary literacy in their work on the concept of "world literature" in the final group project (See response #2 above). Also, the first half of the course presents students with an overview of different literary and artistic genres. Each week, a different work typifies the particular characteristics of said genre. Their short expository essays thus require that they demonstrate an ability to assess genre, generic expectations and generic constraints as part of the process of interpretation.

☐ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Final group project and presentation

Brief Description:
The final group paper and presentation will require extensive library and online research which will be conducted in consultation with a reference librarian.

Information literacy component:
As evidenced from the "Group Paper and Presentation Breakdown" of grades on the syllabus, students will be required to provide an annotated bibliography for the project. They will also be required to work with a reference librarian at Young library to assist them in the location and assessment of ressources.

Reviewer's Comments:

2

General Education Course Approval Cover Sheet

Date of Submission 07 / 24 / 12

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	☐	Composition & Communications - II	☐
Inquiry – Humanities	☒	Quantitative Foundations	☐
Inquiry – Nat/Math/Phys Sci	☐	Statistical Inferential Reasoning	☐
Inquiry – Social Sciences	☐	U.S. Citizenship, Community, Diversity	☐
Composition & Communications - I	☐	Global Dynamics	☐

2. Provide Course and Department Information:

Department: MCLLC

Course Prefix and Number: MCL 200   Credit hours: 3

Course Title: Global Literacy

Expected # of Students per Calendar Yr: 30

Course Required for Majors in your Program (check one)? Yes ☒   No ☐

Prerequisite(s) for Course? no (MCL 100 recommended)

This request is for (check one)   A New Course ☒   An Existing Course ☐

Departmental Contact Information

Name: Leon Sachs   Email: leon.sachs@uky.edu

Office Address: POT 1033   Phone: 257-1896

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website http://www.uky.edu/gened/forms.html for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: _____

Dean: _____ Date: _____

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website http://www.uky.edu/gened

e

| Courses | Request Tracking |

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse... Upload File

	ID	Attachment
Delete	721	01 MCL Cover Sheet - Word Form.pdf.pdf
Delete	722	02 MCL 200 Course NEW Form (form + SRL).doc
Delete	723	03 Intellectual Inquiry Humanities Form MCL 200 Do

First 1 2 Last

Select saved project to retrieve...   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES   Today's Date: 3/11/2013

   b. * Department/Division: Modern & Classical Languages

   c.

      * Contact Person Name: Leon Sachs   Email: leon.sachs@uky.edu   Phone: 257-1896

      * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ⦿ Semester following approval OR ◯ Specific Term/Year [1]

   e.

      Should this course be a UK Core Course? ⦿ Yes ◯ No

      If YES, check the areas that apply:

      ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

      ☑ Inquiry - Humanities   ☐ Quantitative Foundations

      ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

      ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

      ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   ◯ Yes [4] ⦿ No

   b. * Prefix and Number: MCL 200

   c. * Full Title: Global Literacy

   d. Transcript Title (if full title is more than 40 characters): Global Literacy

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [3] for each meeting pattern type.

Lecture	Laboratory[1]	Recitation	3	Discussion
Indep. Study	Clinical	Colloquium		Practicum
Research	Residency	Seminar		Studio
Other	If Other, Please explain:			

   g. * Identify a grading system: ⦿ Letter (A, B, C, etc.) ◯ Pass/Fail

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ◯ Yes ⦿ No

   If YES: Maximum number of credit hours:

   If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. * Course Description for Bulletin:

This course is an introduction to textual analysis from a global, transcultural perspective.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ◉ No

   If YES, enter the off campus address:

4. Frequency of Course Offering.

   a. * Course will be offered (check all that apply):   ☐ Fall   ☑ Spring   ☐ Summer   ☐ Winter

   b. * Will the course be offered every year?   ○ Yes ◉ No

      If No, explain: It will depend on staffing availability

5. * Are facilities and personnel necessary for the proposed new course available?   ◉ Yes ○ No

   If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?   30

7. Anticipated Student Demand.

   a. * Will this course serve students primarily within the degree program?   ◉ Yes ○ No

   b. * Will it be of interest to a significant number of students outside the degree pgm?   ◉ Yes ○ No

      If YES, explain:

      The topic of "world literature" is a particularly vibrant topic in the humanities at the moment. It is
      challenging our idea of national language and literature departments. The course is also unique in that it will

8. * Check the category most applicable to this course:

   ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☑ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

   a. * Is this course part of a proposed new program?   ○ Yes ◉ No

      If YES, name the proposed new program:

   b. * Will this course be a new requirement [5] for ANY program?   ◉ Yes ○ No

      If YES [5], list affected programs::

      It will be required for the MCL major.

10. Information to be Placed on Syllabus.

    a. * Is the course 400G or 500?   ○ Yes ◉ No
       If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) ident
       additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

    b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl
       10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

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Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments