

**From:** Form Approvals <suuniversityregistrar@gmail.com>  
**Sent:** Thursday, March 14, 2019 11:43 AM  
**To:** UC CAP  
**Subject:** Curriculum Request for your review

REQUEST [#13](#) | RECIPIENT: 6 of 8 | NOV 13, 2018

## New and Existing Course Proposal

UCCAP- Please review this proposal for approval

You have been requested to review the following:

Requestor:	<a href="mailto:jbdavis@stetson.edu">jbdavis@stetson.edu</a>
Submitter Name:	Joel B Davis
Which program will house this course? :	Other
Is this a new course or a change to an existing course?:	New
Course title::	Shakespeare and the Analysis of Ideas
Course Prefix::	First Year Seminar (FSEM)
Grade Mode:	Standard (letter grades)
Units/Credits::	1 Unit
Course Type::	Seminar (must be selected if FSEM/JSEM)
Instructional Method::	DI-Discussion Intensive
Course Description (approximately 100 words). This will display in the catalog ::	Explores questions fundamental to the human condition in the West from the perspectives of some of Shakespeare's most challenging and uncomfortable plays. Some questions we may pursue include: What is love and how far may we go in pursuit of it? To what extent should we obey unjust authority? Who gets to decide what is just or good, and how? To what extent are evil means justified in the pursuit of the good? Goals: understand a question or a problem or a conflict from several different points of view, and be reasonably comfortable articulating such multiple points of view verbally and in writing. Expect lots of work.

Please list any prerequisites for this course::	none
Please list any co-requisites for this course if applicable::	none
Please list course restrictions here::	Other
If "Other" restriction is selected, please describe the restriction(s) here::	Whatever the restrictions are for FSEM.
Does this course require international travel?:	No
Please state the justification for this new course::	Students will work closely with faculty teaching this course, in order to explore a single topic. They will learn how to join an intellectual conversation at a significantly higher level than they have been accustomed to in high school. As First Year Seminar students, they will join an academic community of thinkers, learners and researchers who are committed to maintaining the rigors and rewards of a liberal arts education. Students will also will acquire the skills necessary for success in college and, therefore, life. The purpose of this FSEM, like that of all First Year Seminars is to help students understand the human condition and, as a result, to make it better.
Does this course have an equivalent in another department?:	FSEMS are taught by faculty in many departments, so yes. But FSEM is a program, not a department.
Does the subject matter of this course overlap with an existing course(s) in another department? Does the course potentially affect other departments in other way(s)? If yes : list courses, department chair and date of conversation. :	Does not affect other departments. There is overlap with ENGL 132B Shakespeare's Great Characters (chair: Lori Snook). But ENGL 132B uses Shakespeare and his plays as proxies for "native informants" on the culture and beliefs of Elizabethan London, and it explores those cultures and beliefs from an approximately emic perspective rather than an etic perspective. By contrast, the proposed FSEM takes an explicitly etic perspective, delineating ideas to be explored in current terms rather than Elizabethan ones. Students in the FSEM explore (at least putatively) universal questions problems rather than questions and problems native to the Elizabethan period in London. Another way to express this difference: the FSEM is explicitly presentist, whereas ENGL 132B is explicitly historicist.
Does course involve change to degree requirements (prerequisites, co-requisites, major or minor or other program and/or degree)? :	No
Does this course affect students in any other program or department outside of the college/school?:	Yes. It gives them another FSEM from which to choose.
List any new resources required::	None.
List any additional space, library materials and/or additional costs associated with this course::	None.

Describe the transition plan for current students and the plan to communicate this change to relevant stakeholders::

Not applicable.

Please list the learning outcomes of this course::

The following capacities will be cultivated in students:

- the ability to compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose
- the ability to use technology as appropriate
- \* . the ability to know when there is a need for information
- \* . the ability to locate, evaluate, and effectively and responsibly use that information for the task at hand
- the ability to speak in an understandable, organized, and audience-appropriate fashion to explain ideas, express feelings, or support a conclusion

Which designation are you seeking for this course?:

FSEM- First Year Seminar (includes WE)

1.1, Writing, Students can write effectively to a variety of audiences and for a variety of purposes.:

The three major writing assignments for the course have different goals. The first, "Dialogue," demands that students create a pastiche or even a parody using quoted material. It cultivates skills in cutting quoted material at the boundaries between syntactical units of the sentence. The second, "A Dramatic Moment," the exposition of a play based on a single still photograph and an associated line of dialogue, cultivates the ability to synthesize verbal and visual evidence for a general audience. The last, "Personal Reflection" is a reflection on what have been, for the student, the most difficult-to-understand aspects of Shakespeare's fictional worlds.

2.1, Information Literacy, Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.:

"Dialogue" requires students to find multiple reliable accounts of a contemporary issue and/or incident in journalistic media located through SU Library databases. MLA-style documentation is required, and the assignment specifically demands DOI and database identification in its documentation. "A Dramatic Moment" requires that students find production photographs promoting specific productions of Shakespeare plays, and that they cite the photographs following MLA requirements for online visual media

3.1, Speaking Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.:

The main end-of-semester assignment is a Scene Presentation. A group of 3-5 students stages, costumes, performs, and video-records their performance of a 2-3 minute scene from a play. When they present their scene to the class, the group must provide a prologue that places the scene, names some themes the video explores, and sets up audience expectations. They must also provide a commentary after the scene is screened for the class, which explains in detail the subtexts and questions the

presentation aimed to foreground. Finally, the group must answer questions from the audience. I provide a rubric for evaluating these presentations in advance. Once during the semester, a student is required to take the lead in framing discussion of one aspect of the play text we are analyzing. The requirements are clear: 1) choose an important passage and identify one 1-3 key terms, 2) pose one or two open-ended discussion questions, and 3) respond to other students' responses to these questions. \*\*\* N.B. That means there are two (2) graded oral presentation assignments required for the course, which meets one of the requirements for FSEMS.

4.1, Critical Thinking Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions.:

The writing assignments "Dialogue" and "A Dramatic Moment" both require that students identify topics, gather relevant data (both from primary sources—the texts of the plays—and secondary sources as mentioned above, and that they synthesize those data. The conclusions in "Dialogue" are appropriate for ludic social commentary; those for "A Dramatic Moment" are appropriate for academic inquiry. Data for Scene Presentations include not only the text but also costuming, setting, lighting, sound, and other performance choices made in the production of the video to be screened; conclusions are offered most explicitly in the commentary after the screening.

As part of the FSEM experience, the FSEM instructor will participate in the following activities: Engage in a 30-minute meeting with each student during the first few weeks of class Ensure that each student has had a private meeting after the first month of class Organize at least one out-of-class experience Engage in activities designed to create community in the classroom The FSEM instructor will build relationships with students in the FSEM course in the following way(s)::

I use doodle to schedule 1-1 appointments and will do so for this FSEM. As a class, we will attend no fewer than one Stetson University Theater production during the semester.

The following student services will be integrated in the FSEM: [Identify one or more]:

The Writing Center, and possibly a Writing Fellow (if that is feasible).

Describe how you intend to integrate student services in your FSEM::

I require students to use the Writing Center for each of the first two writing assignments, and I use SSC to ensure that students have in fact consulted the Writing Center.

Please go to the Writing Program website for additional information on Writing Enhanced courses. Your proposal will be sent to the Director of the Writing Program for approval. Referring explicitly to the goals of a WE course, explain how the course merits the WE designation::

The course is designed to heighten learning and professional communication by using high impact pedagogy—specifically writing assignments in a variety of lengths, sequences and types. Conference and revision are required of two writing assignments, namely "Dialogue" and "A Dramatic Moment." Many low-stakes assignments, which are also innovative, high-impact pedagogies, are typically done in class. As discussed above, "Dialogue" and "A Dramatic Moment" assignments both cultivate development of

	<p>information literacy. As discussed above, all three major, graded writing assignments for the course encourage development of written communication. As discussed above, all the writing assignments and the oral presentation assignments cultivate the development of critical thinking skills. As noted in the requirements for FSEM courses, FSEMs are NOT grounded in any single discipline</p>
Describe how this course serves to strengthen student written communication or what specific disciplinary writing features the course teaches::	<p>The “Dialogue” assignment partially reproduces the kind of writing Shakespeare himself would have been asked to do as a schoolboy: to argue on both sides of an issue. Students imagine a modern-day issue over which a current public figure seeks advice, and then they write a more-or-less Platonic dialogue in which two different characters from a play we have read offer advice. Students must use some of those characters’ own words, but they are required to put them in new contexts and to new uses. Students often take advantage of opportunities to satirize current events with this kind of assignment. The second writing assignment, “A Dramatic Moment,” is more straightforward literary interpretation with one twist: students choose a still production photograph associated with a scene, then zero in on a line or even a phrase. They then write a paper that explains the entire play in terms of the line and still photo in question (not just elements in the photo but also its composition, lighting, apparent depth, and so forth). *** N.B.: FSEMs are explicitly forbidden to teach in single disciplines. Therefore the final clause in 4.1. (no number so reference is vague at best) does not apply to this proposal.</p>
Describe how revision is incorporated into writing assignments; which writing projects will require revisions; and how feedback will be provided and by whom::	<p>Revision is incorporated most explicitly in the “Dialogue” and “A Dramatic Moment” assignments. Each includes a mandatory conference with me. “Dialogue” also includes a work log, which requires that the student account for each suggestion made in conference, whether and to what extent it was implemented in the revision, why, and with what results.</p>
Describe how students will be finding, evaluating, and incorporating outside source material into their written texts::	<p>Students are to rely, first, on databases subscribed to by the SU library. “Dialogue” requires students to find multiple reliable accounts of a contemporary issue and/or incident in journalistic media located through SU Library databases. MLA-style documentation is required, and the assignment specifically demands DOI and database identification in its documentation. “A Dramatic Moment” requires that students find production photographs promoting specific productions of Shakespeare plays, and that they cite the photographs following MLA requirements for online visual media.</p>

Describe how much students' written work will count toward the final grade::	It will count for more than 50%.
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College/School- Faculty with no affiliation chose the School/College that is most closely affiliated to your course.:	College of Arts and Sciences
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Will this course have a General Education designation?:	Yes
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Course Number (if unknown, use 1xx, 2xx, 3xx, 4xx, 5xx, or 6xx)::	100
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Note the following comment(s) from earlier recipients:

[fsem\\_dir@stetson.edu](mailto:fsem_dir@stetson.edu) [approved] and said "This is a great proposal. Dr. Davis addresses the LOs effectively and describes a highly analytical, yet engaging course design. This course will be a great addition to the FSEM program. "

[as\\_fac@stetson.edu](mailto:as_fac@stetson.edu) [approved] and said "The title should be: "Thinking With Shakespeare""

[ugec@stetson.edu](mailto:ugec@stetson.edu) [approved] and said "FSEM 100 Thinking with Shakespeare Course Description Shakespeare's plays often stand in for the traditional values of Western Civilization that we are supposed to recite, revere, and live by. But the same plays have been pressed into the service of Riot-Grrl feminism, post-colonial protest, and Marxist critique of Decadent Capitalism. What about them lends itself to such divergent and contradictory interpretations? How far we get toward answering questions like that depends on our conversations"

Approve

Decline

Comment

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