



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Multicultural Literature

Course Number: ENG 244

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An introduction to the literature of American minority cultures. Works by (but not limited to) Asian, African American, Native American, Hispanic, Jewish/Yiddish authors will be examined. Students learn the literary tools that aid in discovering and appreciating diverse themes within a contemporary context.

GENERAL EDUCATION DISTRIBUTION AREA: Humanities

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

- Apply the techniques of critical reading.
- Identify what classifies a work as *multicultural*.
- Describe the historical environment from which selected writings derived to enable a comprehensive understanding of the works.
- Discuss selected works through written analyses, essay examinations and oral presentations.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Apply the techniques of critical reading. (DQP 7)
- Identify what classifies a work as *multicultural*. (DQP 2)
- Describe the historical environment from which selected writings derived to enable a comprehensive understanding of the works. (DQP 7)
- Discuss selected works through written analyses, essay examinations and oral presentations. (DQP 10)



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Suggested Methods of Instruction:

Classroom lecture, student discussions, presentations and group work.

Suggested Methods of Assessment and Evaluation:

Attendance, participation, examinations, essays, individual evaluation of material used in group presentations.

Adopted Text at Time of Course Adoption/Revision:

Texts will vary, but should represent the work of a variety of American authors of varied ethnic background.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- WEEK 1 Syllabus review, introduction and summary of segments.
- WEEK 2 African American and slave literature.
- WEEK 3 African American and slave literature.
- WEEK 4 African American literature.
- WEEK 5 African American literature.
- WEEK 6 African American literature.
- WEEK 7 Native American poetry and prose.
- WEEK 8 Native American poetry and prose.
- WEEK 9 Asian American literature
- WEEK 10 Asian American literature
- WEEK 11 Chicano/ Chicana literature.
- WEEK 12 Chicano/ Chicana literature.
- WEEK 13 Chicano/ Chicana literature.
- WEEK 14 Yiddish American literature.
- WEEK 15 Indian literature
- WEEK 16 Indian literature

Part 1 & Part 2 approved by CRDAP on: 03 20 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

- Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
- Illustrates contemporary terminology used in the field.
- Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

- Describes how existing knowledge or practice is advanced, tested and revised
- Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
- Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
- Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
- Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

- Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

- Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

- Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
- Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

- Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
- Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

- Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
- Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
- Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012