

**COPY**

Request for Curriculum Council Action

SEP 01 2011

TO: Zahia Dricl, Associate Dean of Curriculum

DATE SUBMITTED: 8/30/11

(Please submit 1 double-sided copy of your proposal)

FROM: (Name) KATHLEEN O'GORMAN (Department) English

Email address: KOGORMAN@IWU.EDU

1. Proposed Action (Please check all that apply):

TYPE	NUMBER	COURSE
<input type="checkbox"/> New Course (No Gen Ed)		
<input type="checkbox"/> New Course (Gen Ed)		
<input type="checkbox"/> Gen Ed for Existing Courses		
<input type="checkbox"/> Deletion		
<input type="checkbox"/> Change title from _____ to _____		
<input type="checkbox"/> Change number from _____ to _____		
<input type="checkbox"/> New Major/Minor		
<input type="checkbox"/> Revised Major/Minor		
<input checked="" type="checkbox"/> Other (please specify): <u>REVISION OF THE DEPARTMENT OF ENGLISH</u>		

2a. Please check the category, if any, for which you are requesting General Education unit credit:

<input type="checkbox"/> Analysis of Values	<input checked="" type="checkbox"/> Gateway Colloquium	<input type="checkbox"/> Life Science Lab	<input type="checkbox"/> Physical Science Lab
<input type="checkbox"/> The Arts	<input type="checkbox"/> Intellectual Traditions	<input type="checkbox"/> Physical Science Issues	
<input type="checkbox"/> Contemporary Social Institutions	<input type="checkbox"/> Literature	<input type="checkbox"/> Physical Science Lab	
<input type="checkbox"/> Cultural and Historical Change	<input type="checkbox"/> Physical Education		
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Life Science Issues		
<input type="checkbox"/> Writing Intensive	<input type="checkbox"/> Global Diversity		
<input type="checkbox"/> U.S. Diversity			

2b. Please check the flag(s), if any, you are seeking:

are applying?

Use the Gen Ed Student Survey  
(Go to <http://www.iwu.edu/melloncenter/support/intra/GeneralEducation.shtml> to find out if one is available)

Use a different tool/method (please explain)

W000

Please post here the proposed catalog course description. Course descriptions should be limited to no more

N/A

4. Please list any prerequisites: NONE

5. When will this course first be offered? FALL, 2011

6. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead.

- Offered each semester
- Offered each fall term
- Offered each spring
- Offered each May Term
- Offered each semester and May Term
- Offered in alternate years, Spring
- Offered in alternate years, May Term
- Offered annually
- Offered every third semester
- Offered as needed
- Offered in alternate years, Fall Term

7. Will this department be affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)?  
 No.  Yes. In what way?

8. WRITTEN RATIONALES: If this proposal presents a new course (whether for general education credit or not), an minor or concentration, please attach a written rationale following the guidelines found in the Curriculum

9. The Curriculum Council assumes that the faculty members of your department have seen and approved your request. Please sign below if this assumption is correct:

Kathleen O'Sorman  
Signature of Faculty Member Primarily Responsible for This Proposal

1.1 9.

W000  
Signature of the Head of the Department

Course Proposal: New Section of Gateway Colloquia

Kathleen O'Gorman

Course Description: Gateway 100: The Drama of It All

This section of Gateway will use drama as the basis for discussions of contemporary as well as

universal social concerns such as violence, identity, family, and social class, even as well

the twentieth or twenty-first century as well as texts in contemporary documentary theatre like

Arizona Project, by Anna Deaver Smith) to ground our discussions and to prompt critical

plays that will be in production during the semester at Illinois Wesleyan and at Illinois State

**Rationale:** While drama lends itself readily to the kinds of inquiry that Gateway Colloquia seek

to consider, this Colloquia use of the drama will allow us to broaden the range of topics and approaches the class can engage. So, for example, a study ofillian

Hollander's *The Children's Hour*, which concerns the social dynamics of a private girls' school

in 1934, might raise questions about social class and power as well as about family relationships;

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more refined critical thinking about the plays. Students usually offer different answers to the question of what the play is trying to do, elicit compassion, illustrate the extent to which people deceive themselves into thinking they're tolerant of others, indict a town and its citizens, demonstrate the independence of church and government in defining morally and legally acceptable behavior, etc. Then answers to the second question will obviously condition their answers to the third. In any case, students will have to formulate a claim about what the text is trying to do, support it with evidence, break into component parts ("How does it do so?"), argue for the claim, consider opposing claims (the analyses of the other students), and develop other texts. In that spirit, they will have to consider the audience (whether or not the reader will have seen the play or not, for example), formulate a thesis, synthesize material effectively and construct a compelling argument, anticipating the objections of others even as they strengthen their own voice in making their case. For each text, students will not only produce a response essay, which we will workshop in class, in consultation with the Writing Center, and/or in individual appointments with me. Each of these essays is worth 100 points. In addition to essays that will ask students to analyze the plays and argue for a position in relation to what they consider each one's most important concerns, they will write a brief introduction to one of the plays grounded in research on its history, properly acknowledged and documented. The introduction will specify that the piece is for a play, not a film, and students will write a letter about the experience of writing the introduction to a friend and another letter to a potential employer, using the experience as a basis for which they know to be hired for a job. That exercise, in turn, will be a model for students to use in their own writing. The assignment will also lead itself, their determination of the differences between reporting on a newspaper on an event and the transformation of that event into a work of art. The assignment will also lead to the 20-page report on students will be doing. In addition to the assignments listed above, students will also be required to learn proper protocols for documentation and crediting sources.

**Goal #1: Introduce students to the process of intellectual inquiry and develop students' critical thinking skills.** In distinguishing between what a particular play is about and what it is trying to do, students will develop their skills of observation and analysis, while their examination of the texts in terms of how the plays accomplish what they attempt will strengthen students' ability to synthesize and use evidence to support a claim. The research assignment will learn proper protocols for documentation and crediting sources.

**Goal #2: Develop students' ability to synthesize and use evidence to support a claim.** Once students have formulated their own individual responses to the question of what a play is trying to do and the

competing ideas at a different level. When we discuss the treatment of similar social issues by different playwrights, students will refine analytical skills as they consider how the same issues may be represented with different activities, events, or different characters, locations, or time periods. They will need to consider differing experiences that require different treatment in the plays we read and watch on stage.

**Goal # 3: Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision.** As the

while their research and writing of an introduction for one play and production in draft form and eight class sessions scheduled for revision workshops, and even the early course activities—class—will set the priorities from the start.

**Goal # 4: Engage students in learning activities that prepare them for academic life in the University:** Individual student's discernment of each play's purpose will promote independent thinking, while small group discussions to compare their findings with those of the other group members will encourage active listening and synthesizing of evidence. Grad discussions of the

**Assessment:** The course will use the assessment instrument developed by the Associate Deans of Curriculum in consultation with the Curriculum Council to be administered at the same time students complete the Course Evaluation forms.

