From:	Rebecca Lush
To:	Marshall Whittlesey
Cc:	Martha Stoddard-Holmes
Subject:	Re: LTWR 304
Date:	Thursday, October 02, 2014 6:08:02 PM

Dear Marshall,

Below you'll find the response to question #4 and the requested clarification about the sample assignment for #8.

Question #4:
As covered in question 3 above, fairy tales are not a standard part of traditional literary canons. Specialized theories about literary study of fairy tales will be new material for both majors and non-majors. The principles of close reading will be reviewed so that majors will receive reinforcement and non-majors will be introduced to this humanities specific methodology. As the focus in this course will be on fairy tale literary study, all students will complete secondary readings that model disciplinary specific approaches which will also introduce all students to new literary and cultural contexts for this specialized subject. Additionally, in order to take a CC course, all students, whether they are majors or not, must have completed a C-1 and C-2 course. The C1 or C2 requirement ensures that they have been introduced to the basic skills needed in literature courses and can further develop those skills along with the majors. In all CC classes close reading is specifically introduced and reinforced through hands-on class exercises so that students of all majors get practice with applying the skills they will be asked to demonstrated in their exams and papers.

Question #8:
This assignment requires students to analyze diverse cultural and historical contexts by close reading aesthetic features of a literary text. Close reading analysis will then enable the student to gather humanities-recognized "data" to then allow the student to consider how the aesthetic dimensions of the literary arts fosters ethically informed analysis by the literary critic. Students will contextualize the cultural work of a literary text within larger social constructs, such as different ways of conceiving of "embodiment." Through this assignment, students will apply humanities specific theoretical paradigms to explore diverse aspects of human experience by considering the material selected by literary artists in their construction of narratives.

Best,
Rebecca Lush and Martha Stoddard Holmes

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From: Marshall Whittlesey
Sent: Wednesday, September 17, 2014 2:35 AM
To: Rebecca Lush; Martha Stoddard-Holmes
Subject: RE: LTWR 304

Here they are...

-----Original Message-----
From: Rebecca Lush
Sent: Tuesday, September 16, 2014 2:51 PM

To: Marshall Whittlesey; Martha Stoddard-Holmes
Subject: RE: LTWR 304

Dear Marshall,

Thank you for getting back to us on LTWR 304. I am not able to access the upper division learning objectives via the link you sent below because I'm not a user with access to that community container. Could you let us know how we can find these so we can get our responses to you quickly?

Best,
Rebecca

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From: Marshall Whittlesey
Sent: Monday, September 15, 2014 7:09 PM
To: Martha Stoddard-Holmes; Rebecca Lush
Subject: LTWR 304

Martha, Rebecca,

I'm writing about LTWR 304 – you're both listed as originators. GEC took a somewhat brief look at the GE form the other day. A couple of things you should add: first, it looks like you didn't address question #4. Second, in #8, could you include some explanation of how you would say the assignment attached (or other assignments, if appropriate) achieve the upper division learning objectives? You can find the learning objectives for CC at

http://community.csusm.edu/pluginfile.php/97050/mod_resource/content/1/FINAL%20UD%20GELOs.pdf

(Let me know if you can't read that link.)

Thanks.

Marshall