

Marquette University Institutional Undergraduate Learning Outcomes

Upon graduation, students will be able to:

- Pursue the integration of knowledge into a comprehensive, transcendent vision of life
- Utilize critical thinking and reflection to effect positive change in themselves, others, and their communities
- Apply the knowledge and skills of an academic discipline, program, or profession to a career or graduate study
- Communicate in modes appropriate to various subjects and diverse audiences
- Exercise just, responsible, and competent leadership in professional, intellectual and societal contexts
- Act for social justice within the diverse global human family

Quick Facts About Programming for Intentional Pathways to Learning Outcomes

I. Manresa Project for Vocation Discernment

- Part of Lilly Endowment, Inc. funded network of 87 institutions engaged in programming for exploration of vocation. Dr. Susan Mountin, MU project director, <http://www.marquette.edu/manresa/index.shtml>
- **MU Goal:** help individuals discern how to use their personal gifts and talents to help meet the world's needs. *“Think of the Manresa Project as a starting point for identifying your potential. You are beginning a journey and each day you travel, every encounter with another person, every decision you make — big or small — form the road you're on.”*
- **Programming**
 - First-Year reading—to introduce incoming students to education for service
 - Curriculum development grants to redesign courses for vocation reflection
 - Faculty research grants
 - Student-Faculty-Staff reflection activities
 - Ministry opportunities

II. Shared Futures: Global Learning for Social Responsibility

- Part of AAC&U network of 16 institutions engaged in global education programming, Dr. David Buckholdt & Dr. Christine Krueger, co-directors
- **MU Goal:** to enhance multidisciplinary global education and research to prepare students and faculty for global service and leadership
- **Programming:**
 - Faculty learning communities and workshops for teaching and research
 - Curriculum development grants
 - New core and majors courses, linked courses, international service learning

III. Who Counts?: Math Across the Curriculum for Global Learning

- 3-year, \$631,000 FIPSE grant; Dr. Christine Krueger, program director
- **MU Goal:** to enable students to be life-long learners of quantitative reasoning to address the social problems they care about
- **Programming:**
 - Curriculum development grants for teams of STEM and non-STEM faculty to create quantitative reasoning assignments across the curriculum
 - Community partnerships for service learning projects with authentic applications of quantitative reasoning
 - Undergraduate research mentorship; student research conference
 - Interdisciplinary global missions handbook

English 055 Topics in Literature and Culture: “Global English Literatures”
Dr. Christine L. Krueger Fall 2007

Course Description: “Global English Literatures”

English has become a global language that disseminates an increasingly global “hybrid” culture. Not only are the cultural products of native speakers of English spread around the world, but textual artists who are not native speakers nevertheless produce novels, poems, screenplays, etc., in English in order to reach a wider readership, a more lucrative market, or a globally-dominant audience. The purpose of this course is to examine the history of this phenomenon and to assess its importance for those readers whose first language is English as well as for those who are non-native readers. Additionally, we will consider the significance of English literature evolving into a global—not merely national—cultural tradition.

Literature Core Course Learning Outcomes

When you have completed this course you will be able to:

- 1) Produce oral and written assessments of literary and cultural texts and/or performances using the language and concepts of the discipline of literary studies.
- 2) Articulate how literary and cultural texts can transform one’s understanding of self, others, and communities.
- 3) Apply the methodologies of literary criticism to representative works of literature.

Course-specific Objectives

When you have completed this course you will be able to:

- 1) Explain the history of the dissemination of the English language and its literature.
- 2) Identify the geographical, historical, and cultural contexts of the texts on our syllabus.
- 3) Interpret the texts on our syllabus in terms of their geographical, historical and cultural contexts.

Assessment of Student Learning—How you can demonstrate your skills

1) 3 Examinations (#1--15 pts.; #2—15 pts.; final—20 pts., total 50 pts.)

2) 2 Essays (15 pts. each, total 30 pts.)

1 Group research/oral presentation (15 pts.)

Class participation—submission of all worksheets and required postings; contributions to in-class discussions (5 pts.)

Extra credit exercise (5 pts.)

Guide to Course Activities and Course Goals
English 55: Global English Literatures
Dr. Christine Krueger
Fall 2007

This chart explains why you will be doing various activities in this course, what you should be getting out of those activities, how they are related to one another and build upon one another, and how fulfilling these activities enable you to achieve learning outcomes of the University Core of Common Studies. In addition to the literature and performing arts knowledge area learning outcomes listed on the syllabus, this course is designed to enable you to achieve an over-arching goal of the University Core: “to pursue the integration of knowledge into a comprehensive, transcendent vision of life.”

The course is structured to provide you with a series of opportunities to engage in a process of:

encountering content (reading, viewing, comprehending lectures, presentations, and speakers—all in terms of what you already know)

recognizing the significance of course content by discovering its implications for what you’re learning and what you already know

growing your capacity to interpret information by analyzing content and applying critical methods relevant to a range of representational techniques, including literature, film, photography, mathematical graphing, maps, history, and economics.

reflecting on the implications of new knowledge for your understanding of yourself and others, including those whose experiences and values are shaped by linguistic, cultural and historical circumstances different from your own.

re-integrating what you know into a progressively more comprehensive, detailed, complex system of understanding, beliefs and commitments so that you can better appreciate how your talents can serve the world’s needs (in other words, creating a habit of using knowledge to see beyond your previous experiences, personal circumstances, and historical context).

At each stage in the course, activities encourage you to re-visit what you’ve already learned and revise it in light of new knowledge. This is meant to encourage patience with complex ideas and problems, to allow you to improve upon earlier efforts, and to reward you for progress achieved.

Content	Recognition	Analysis/Application	Reflection	Re-Integration
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Macbeth Last King of Scotland Lectures	Read play View film Address study questions Participate in discussions	Complete Literary Analysis worksheet Q's 1 & 2 Participate in class discussions	Post preliminary responses to essay #1 questions on D2L site Discuss responses in class	Prepare for and write Exam #1 Draft and revise Essay # 1
“The White Man’s Burden” Lectures	Read poem Participate in discussions	Complete Literary Analysis worksheet Q 3 Participate in class discussions	Post preliminary responses to essay #1 questions on D2L site Discuss responses in class	Prepare for and write Exam #1
Kim Lectures “India Song” photo exhibit	Read novel Address study questions Visit Haggerty Exhibition	Graph GDP of India, Europe and Britain 1700-1900 from data on D2L Discuss in class	Post preliminary responses to essay #1 questions on D2L site Discuss responses in class	Prepare for and write Exam # 1 Draft and revise Essay # 1
Kite Runner Lectures Group Presentations Guest speaker	Read novel Post study questions Prepare questions for presenters Prepare questions for guest speaker	Prepare for and write Exam #1 Participate in class discussions Prepare Presentation (groups 1 & 2 only)	Prepare for write Exam #1 Post preliminary responses to essay #2 questions on D2L site Discuss responses in class Prepare Presentation (groups 1 & 2 only)	Prepare for and write Exam #1 Draft and revise Essay #2 Deliver presentation (groups 1 & 2 only) Write Extra credit

Content	Recognition	Analysis/Application	Reflection	Re-integration
Heart of Darkness Lectures	Read novel Address study questions	Prepare for and write Exam #2 Complete Irony worksheet Participate in class discussions	Prepare for and write Exam #2 Post preliminary responses to Essay #2 questions on D2L site Discuss responses in class	Prepare for and write Exam #2 Draft and revise Essay #2
Nervous Conditions Lectures Guest Speaker Presentations	Read novel Post study questions Prepare questions for guest speaker Prepare questions for presenters	Prepare for and write Exam #2 Complete map worksheet Participate in class discussions	Prepare for and write Exam #2 Draft essay #2	Prepare for and write Exam #2 Draft and revise Essay #2 Deliver presentations (groups 3 & 4 only)
The Good Earth Lectures Guest Speakers	Read novel Address study questions Prepare questions for guest speakers	Prepare for and write Final Exam Graph GDP of China (from data on D2L site) onto original graph of GDP for India, Europe & Britain, 1700-1900 Discuss in class	Prepare for and write Final Exam	Prepare for and write Final Exam
Hunger Lectures Group presentations Guest Speakers	Read novella Participate in discussion Prepare questions for presenters Prepare questions for speakers	Prepare for and write Final Exam Research the GDP of China from 1900-2000 and graph onto original graph Discuss in class	Prepare for and write Final Exam	Prepare for and write Final Exam