

Western Civilization I (HWC 204) Curriculum Guidelines

Course Description

A program of study emphasizing reading and discussion of some of the influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world. Western Civilization I includes readings from the ancient, medieval, and early modern periods.

Learning Outcomes

By the end of Western Civilization I students should be able to analyze and evaluate ideas, arguments, and points of view presented in primary texts; recognize literary conventions in texts of various genres; identify and describe important figures, events, ideas, and trends in the history of Western civilization; present an analysis of primary texts in a formal essay; and discuss, debate, and critically analyze a range of ideas and points of view in a group setting.

HWC 204 Western Civilization I fulfills Goal 1.1 (Critical Thinking), Goal 2.1 (Written Communication) and Goal 4.2 (Global Culture and Diversity). More information on the Core Curriculum's Learning Outcomes can be found at <http://catalog.ku.edu/core/>.

Course Themes

You should address several of the following themes over the course of the semester

1. The Good Life
2. Work and Economic Life
3. The Citizen and the State
4. Knowledge and Education
5. Intimacy and Social Life
6. Nature and the Supernatural
7. Morality and Self-realization

General Criteria

1. Instructors must meet the criteria for the designated learning outcomes of the KU Core.
2. Instructors should balance the conventional historical periods (ancient, medieval, renaissance/reformation) across the semester.
3. Texts
 - a. should total approximately 500-800 pages from between five and eight primary texts over the entire semester
 - b. should cover at least four different genres. Examples include sacred texts, poetry, novels, political treatises, philosophical texts, scientific texts, religious or theological texts, and social or cultural commentaries. Non-traditional "texts" such as films, paintings and other visual media may also be considered providing that they do not comprise more than 10% of the overall assignments.
 - c. must include the agreed upon text for writing instruction: : Richard Bullock and Michal Brody, *The Little Seagull Handbook*, 2nd ed. (NY: W. W. Norton & Company, 2014)
 - d. may include optional secondary or supplemental texts that must not exceed one quarter of the required reading pages
 - e. Instructors should consult the Master Reading List when selecting texts for their course. Full-time faculty/instructors and GTAs teaching independent sections may

petition the Western Civilization Working Group to add titles to the Master Reading List. Proposals should include all relevant publication information about the text to be considered (author, title, publisher, year, price, ISBN, etc.) as well as a one-paragraph justification for adding the text. Proposed texts should serve the mission of the course as described in the course description, should fit within the historical timeframe for 204, and fall into one of the approved genres/types.

4. Total grades should be based on writing assignments, exams, and discussions/class activities. Instructors must assign at least three different kinds of writing, which may include reflective essays, analytical essays, imaginative essays, journal writing, in-class writing, and long and short exam essays. Writing assignments must constitute at least 61% of the grade and may include written parts of exam essays, papers, in-class writing assignments, etc. **One major writing assignment must incorporate a draft process with feedback for revision.**
5. Students must complete the Academic Integrity Quiz by the end of the first week of class
6. The Western Civilization Working Group approves the syllabus when a GTA is the primary instructor.

Syllabus Criteria

1. Course Description: Same for each section. Copy and paste the course description and learning outcomes above to the beginning of your syllabus.
2. Course Topics: specific to each instructor.
3. Grades: Same for each section. All sections must follow the +/- grade system.
 - a. Grading Scale (based on %): 100-93=A; 92-90=A-; 89-87=B+; 86-83=B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; 59-0=F (.5-.9 rounded up and .1-.4 down)
4. Written work must comprise 60-75% of the final grade
5. Attendance: specific to each instructor. (If used, students must physically sign in with their full name each class)
6. Late Work Policy: specific to each instructor.
7. Evaluation: specific to each instructor. Each syllabus should include a weighted grade breakdown of all assignments over the course of the semester
8. Required Texts for the course
9. Office Hours: minimum of three hours per week

Writing Assignment Guidelines for 2.1 Courses

Courses should include writing assignments within the following three dimensions:

Dimension 1: Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.

Assignments that fulfill this dimension include, but are not limited to, end of semester papers, final exam essay questions, and final papers in lieu of exams. The grading rubric should evaluate students on thesis, critical analysis, organization, supporting evidence, and mechanics.

Dimension 2: Demonstrate rhetorical flexibility within and beyond academic writing.

The course must include informal writing assignments throughout the semester.

Assignments cannot be pass/fail, but the rubric may be more relaxed than that of formal essays.

Dimension 3: Revise and improve their own writing

The course must include at least one writing assignment that goes through the draft process. Students should receive instructor/peer feedback on their first draft and incorporate comments within their final draft. The same rubric should be used on both the rough draft and the final draft. The grading rubric should evaluate students on thesis, critical analysis, organization, supporting evidence, and mechanics.

Assessment Criteria

KU Core Goal 1.1

Instructors should select an assignment they will use to assess student achievement of KU Core Goal 1.1 and must include the following as the first two rows of the rubric for that assignment.

Students must submit this designated assignment via Blackboard and instructors must grade it through Blackboard using an online rubric.

	Exceeds Expectations (A)	Expected (B)	Satisfactory (C)	Unacceptable (D)	Absent (F)
Evidence (Selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Lack of source information
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion not connected to information discussed; failure to develop related outcomes (consequences and implications).

KU Core Goal 2.1

Instructors should select an assignment they will use to assess student achievement of KU Core Goal 2.1 (different than that used to assess 1.1) and must include the following as the first two rows of the rubric for that assignment. ***Students must submit this designated assignment via Blackboard and instructors must grade it through Blackboard using an online rubric.***

	Exceeds Expectations (A)	Expected (B)	Satisfactory (C)	Unacceptable (D)	Absent (F)
Organization and Format	Demonstrates organization within paragraphs and within the overall document that significantly enhances the content, helping to clarify the message. Document format clearly meets (or improves/exceeds) genre conventions and audience expectations.	Demonstrates organization within paragraphs and within the overall document that enhances the content, helping to clarify the message. Document format meets genre conventions and audience expectations.	Demonstrates organization within paragraphs and within the overall document that adequately supports the content; revised organization could strengthen the message. Document format generally meets genre conventions and audience expectations.	Demonstrates a lack of organization within paragraphs and/or within the overall document that diminishes the impact of the content; revised organization could strengthen the message. Document format may fail to meet genre conventions and audience expectations.	Incomprehensible due to lack of organizational structure. Document lacks necessary genre conventions.
Control of Style, Syntax, and Mechanics	Uses graceful language that skillfully and economically communicates meaning to readers with clarity and fluency and is virtually error free.	Uses straightforward language that conveys meaning to readers. The language in the document has few errors in syntax and mechanics.	Uses language that generally conveys meaning to readers. Errors in syntax and mechanics occasionally interfere with meaning.	Uses language that does not consistently meet the standards of genre and audience. Errors in syntax and mechanics interfere with meaning.	Use of language fails to meet the standards of the genre and audience. Incomprehensible due to severe errors in syntax and mechanics

KU Core Goal 4.2

Instructors should select an assignment they will use to assess student achievement of KU Core Goal 4.2 (different than that used to assess 1.1 and 2.1) and must include the following as the first row of the rubric for that assignment. ***Students must submit this designated assignment via Blackboard and instructors must grade it through Blackboard using an online rubric.***

	Exceeds Expectations (A)	Expected (B)	Satisfactory (C)	Unacceptable (D)	Absent (F)
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an Individual, from a onesided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Fails to express own attitudes and beliefs.
Knowledge of Cultural/Worldview Frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Fails to demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.