COMMON COURSE OUTLINE: Course discipline/number/title: ENGL 2230: Minnesota Writers

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing skills
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): Goal 1/Written and Oral Communication, Goal 2/Critical Thinking, Goal 6/Humanities - the Arts, Literature and Philosophy

In this course students will read and discuss the writings of Minnesota authors, chosen for inclusion based on three criteria: the writer was born and raised in Minnesota and/or the setting is Minnesota, and, if fiction, the characters are recognizable as “Minnesotan.” Students will begin the semester defining the term “Minnesotan.”

B. DATE LAST REVISED (Month, year): February, 2011

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Common concerns of Minnesota writers
2. Commonality and differences in plots, themes, humor, characters and styles of writing
3. Minnesota history via Minnesota literature
4. Characteristics of Minnesota literature as applied to various genre
5. Descriptions of unique Minnesota experience
6. The term “Minnesotan”

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Develop an appreciation for and an interest in Minnesota authors (Goal).
2. Consider the assigned selections as models for one’s own prose.
3. Illustrate associations between major and minor Minnesota writers.
4. Analyze and evaluate the ideas (content) and form in the assigned works.
5. Determine differences between Minnesota authors and those from other regions.

E. LEARNING OUTCOMES (MNTC):
Goal 1/Written and Oral Communication: Students will be able to:
1. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
2. Select appropriate communication choices for specific audiences.
3. Use authority, point-of-view, and individual voice and style in their writing and speaking.

Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/The Humanities-the Arts, Literature, and Philosophy: The student will be able to:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Quizzes
2. Tests
3. Short writing assignments
4. In-class essays
5. Out-of-class essays
F. METHODS FOR EVALUATION OF STUDENT LEARNING: Continued. . .
6. Presentations
7. Group projects
9. Online versions of all these methods

G. RCTC CORE OUTCOME(S) ADDRESSED:
- [ ] Communication
- [x] Critical Thinking
- [ ] Global Awareness/Diversity
- [ ] Civic Responsibility
- [ ] Personal/Professional Accountability
- [ ] Aesthetic Response

H. SPECIAL INFORMATION (if any): None