

OCT 27 2009

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Request for Curriculum Council Action

TO: Zahia Drici, Associate Dean of Curriculum DATE SUBMITTED: /

(Please submit 14 double-sided copies of your proposal)

FROM: (Name) JOEL HAETNER (Department) COMPUTER SCIENCE / MELLON CTR.

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

Title	Number	Units
<input type="checkbox"/> New Course (No Gen Ed)	/	/
<input type="checkbox"/> New Course (Gen Ed)	/	/
<input type="checkbox"/> Gen Ed for Existing Course:		
_____	/	/
<input type="checkbox"/> Deletion	/	/
<input type="checkbox"/> Change title from	/	/
to	/	/
<input type="checkbox"/> Change number from	/	/
to	/	/
<input type="checkbox"/> May Term Course	/	/
<input type="checkbox"/> New Major/Minor		
<input type="checkbox"/> Revised Major/Minor		
<input checked="" type="checkbox"/> Other <u>New Gateway Symposium</u>	/	/

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

- Analysis of Values
- Gateway Colloquium
- Life Science Lab
- The Arts
- Intellectual Traditions
- Physical Science Issues
- Contemporary Social Institutions
- Literature
- Physical Science Lab
- Cultural and Historical Change
- Second Language
- Physical Education
- Formal Reasoning
- Life Science Issues
- Fitness

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

- Writing Intensive
- Global Diversity
- U.S. Diversity

3. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words, not counting (a) title; (b) prerequisites; (c) General Education category; and (d) when offered.

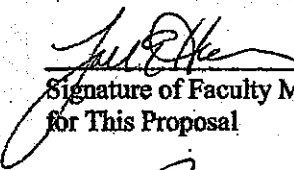
N/A

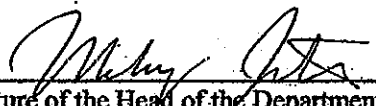
Over>

4. Please list any prerequisites: N/A
5. When will this course first be offered? FALL, 2010
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.
- |  |   |
|--|---|
| <input type="checkbox"/> Offered each semester                 | <input type="checkbox"/> Offered in alternate years, Spring   |
| <input type="checkbox"/> Offered each Fall Term                | <input type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each spring                   | <input checked="" type="checkbox"/> Offered annually          |
| <input type="checkbox"/> Offered each May Term                 | <input type="checkbox"/> Offered every third semester         |
| <input type="checkbox"/> Offered each semester and May Term    | <input type="checkbox"/> Offered as needed                    |
| <input type="checkbox"/> Offered occasionally                  | <input type="checkbox"/> Offered on request                   |
| <input type="checkbox"/> Offered in alternate years            | <input type="checkbox"/> Offered by arrangement               |
| <input type="checkbox"/> Offered in alternate years, Fall Term |   |
7. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)?  
 No.       Yes. In what way?

\_\_\_\_\_  
 Signature of the Head(s) of the Affected Department(s), School(s)  
 or Program(s)

8. **WRITTEN RATIONALES:** If this proposal presents a new course (whether for General Education credit or not), an existing course for which General Education credit is now being sought, a May Term course, or a new major, minor or concentration, please attach a written rationale, following the guidelines found in the *Curriculum Development Handbook*. Please note that CC cannot evaluate incomplete proposals, so to expedite consideration of your submission, you are encouraged to read and follow the guidelines carefully.
9. The Curriculum Council assumes that the faculty members of your department have seen and approved of this request. Please sign below if this assumption is correct:

  
 \_\_\_\_\_  
 Signature of Faculty Member Primarily Responsible  
 for This Proposal

  
 \_\_\_\_\_  
 Signature of the Head of the Department, School or  
 Program

## Gateway Proposal

Joel Haefner

### Title: **Get a Life: Life Narrative in Practice and Theory**

**Overview:** This Gateway Symposium will explore the field of life narrative, an interdisciplinary field which has burgeoned in the last two decades. Life narrative studies includes autobiography, memoir, diaries, blogs, letters, web pages, graphic novels, and other genres. The International Autobiography Association meeting draws over 400 scholars every two years from around the globe. I have presented papers at three of these conferences and currently have a paper under consideration at one of the scholarly journals dedicated to life narrative studies. Because the symposium will be focused on life narrative studies, and because the field encompasses such a wide range of media and genres, I would say this Gateway falls between being narrow or broad.

### **Tentative Reading List:**

Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. Minneapolis: U of Minnesota P, 2002. Print.

Edelstein, Jillian. *Truth and Lies: Stories from the Truth and Reconciliation Commission in South Africa*. New York: New Press, 2002. Print.

Menchu, Rigoberta. *I, Rigoberta Menchu: An Indian Woman in Guatemala*. New York: Verso, 2010. Print.

Montagu, Ashley. *The Elephant Man: A Study in Human Dignity*. Lafayette, LA: Acadian House Publishing, 2001. Print.

Riverbend. *Baghdad Burning: Girl Blog from Baghdad*. New York: Feminist P, 2005. Print.

Spiegelman, Art. *Maus I: A Survivor's Tale: My Father Bleeds History*. New York: Pantheon, 1985. Print.

Mairs, Nancy. *Plaintext: Essays*. Tucson, AZ: University of Arizona P, 1992.

Readings will be supplemented with scholarly articles available through Ames Library databases or electronic reserves.

### **Course Organization:**

I. Introduction: Blogs, diaries: Riverbend's blog from Baghdad; critical and theoretical definitions/overview from Smith and Watson

II. Authenticity and fraud: The controversy over Rigoberta Menchu

III. Trauma and life narrative: Edelstein, Spiegelman, Mairs

IV. Crossing genres: Montagu, with a viewing of the 1980 movie *The Elephant Man* with John Hurt and Anthony Hopkins.

### **Writing Assignments:**

All formal writing assignments will go through, minimally, a three-stage process, from invention/outline to rough draft to final draft. There will be two required visits to the Writing Center, peer review of each paper, and at least three whole class workshops of student drafts. *Formal papers* will dovetail approximately with the units outlined above.

The *first* paper will apply a theoretical approach outlined by Smith and Watson to Riverbend's blog.

In the *second* paper, students will be asked to take a position as to whether Rigoberta Menchu's

life narrative is “genuine” or “fraudulent” and consequently whether Menchu should be stripped of the 1992 Nobel Peace Prize.

The *third* paper is also a position paper, prompting students to decide the legal status of some of the life narratives in Unit 3, “Trauma and Life Narratives.”

The *fourth* paper is an interpretive paper. Student will read Montagu’s biography and view the related movie and discuss the interpretive differences between the two media.

The *fifth and last* paper is a collaborative research paper. Students will be asked to write a short (e.g., encyclopedic) biography of a local person and to write an introduction to this biography.

The assignment will be prefaced by discussions of introductions in the assigned texts for the course as well as visits to the IWU archives and the McLean County Historical Society.

Students will also be required to keep an “interior blog” during the semester. As a last task, students will be asked to write a short introduction to an edited version of their blog, and to post the blog in the IWU Digital Commons.

Other writing assignments will include discussion questions, three microessays, and some in-class writing.

**Other assignments:** There will also be two oral assignments. Teams of two students will be expected to lead class discussion once. Students will also be asked to orally present the biographies they write for the last formal writing assignment.

#### **Percentages of grade:**

Paper 1: 10%

Paper 2: 15%

Paper 3: 15%

Paper 4: 15%

Paper 5: 15%

Blog: 10%

Microessays: 6%

Peer review forms, discussion questions, in-class writing: 5%

Oral presentations: 9%

#### **Course Objectives and Gateway Goals/Criteria**

*Writing goals:* All papers will undergo a clearly delineated process, with ample feedback from instructor, peers, and tutors. Papers 1, 4, and 5 are structured for more academic rhetorical situations; assignments 2 and 3 give students practice in more popular forms of discourse. The second and third paper assignments also expect students to logically argue a position; the fourth paper assignment asks students to express and support an interpretive thesis. Microessays also demand that students summarize and evaluate arguments. While most of the earlier papers will expect secondary research, the final collaborative project in particular demands both primary and secondary research. Throughout the semester I expect to work closely with IWU librarians to strengthen students’ grasp of information literacy, and assignments are crafted to develop that skill set.

*Paper lengths:*

Formal papers: #1, 4 pp; #2-4, 6 pp; # 5, 8pp; total: 30

Microessays: 4 pp

Blog: 5 pp

In-class writing, peer review, discussion questions: 5 pp

Total: 44 pp

*Critical thinking:* Formal writing assignments, microessays, discussion questions, and class discussion are all aimed at enhancing students' ability to think independently, uncover inferences and assumptions, make logical connections between claims as they build an argument, investigate themes, topics and ideas, and recognize and join a scholarly and creative dialogue.

*Reading skills:* Although not a part of the written goals or objectives of the Gateway Symposium, developing students' reading skills is an integral part of my course. Those skills will be targeted in the opening weeks as we read and discuss the interpretive readings assigned. Students will be asked to turn in "active reading annotations" for several texts to develop those reading skills.

*Oral presentations:* Although oral discourse again is not part of the Gateway description, students in this class will be asked to make two "formal" oral presentations (outside of typical class discussion) with the objective of increasing their competency and confidence in orally presenting material.

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