

**II.A.5**

**General Education Coursework and Its Support of the Program’s Competencies.**

**Standards:**

The program strategically chooses general education coursework or activities that strengthen or support the program’s competencies.

Guideline:

- a) Provide a list of General Education courses used in the program, and explain how those courses support learning and program-level competencies.

**Judgment**

Meets Assumed Practices    Assumed Practices Not Met    Not Applicable

**Program Self-Study Narrative**

English Program Competencies	Required General Education Courses in the English Program						
	Upon completion of this course, successful students will						
	Gen Ed WC	Gen Ed AA	Gen Ed AA	Gen Ed CA	Gen Ed CV	Gen Ed WY	Gen Ed WY
In the course of attaining an English A.A. degree at LCCC, students will practice critical thinking and achieve proficiency through	<b>ENGL 1010: Composition I</b>	<b>HUMN 1010: Introductory to Humanities</b>	<b>HUMN 1020: Introductory Humanities II</b>	<b>PHIL 1000: Introduction to Philosophy</b>	<b>CO/M 2010: Public Speaking</b>	<b>HIST 1211: U.S. to 1865</b>	<b>HIST 1221: U.S. from 1865</b>
Conducting college-level research to apply in written texts that adhere to standard ethical practices  Developing college-level reading skills, including annotation, comprehension, vocabulary identification, fluency, and synthesis	Conduct college-level research and apply in writing assignments				Utilize proper information literacy research, evaluation, and citation methods		
Applying clear and concise writing skills for a variety of purposes and audiences that may	Apply knowledge of audience, purpose, and genre in writing assignments  Write				Develop written, verbal, and digital messages with proper thesis and supporting evidence through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences  Analyze audience to determine most effective way to adapt message to the target audience, purpose, and communicative context/channel		

<p>include expository writing, literary analysis, and creative writing through production of multiple drafts</p>	<p>expository essays with logically organized claims and evidence</p> <p>Apply standard conventions of English grammar and MLA formatting</p>				<p>(written, verbal, and digital)</p> <p>Structure content by using proper organization and outline formats for purpose and communicative context/channel (written, verbal, and digital)</p> <p>Compose relevant message with appropriate use of language and stylistic conventions based on chosen communication channel (written, verbal, and digital)</p>		
<p>Analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view</p>		<p>Demonstrate a working knowledge of the basic vocabulary, major milestones, and general history of Western humanities</p>	<p>Demonstrate a working knowledge of the basic vocabulary, major milestones, and general history of Western humanities</p>	<p>Demonstrate a working knowledge of the basic vocabulary and fundamental disciplines of philosophy</p> <p>Employ listening and logic skills to grasp the basic arguments of major philosophical theories</p> <p>Analyze Western intellectual heritage for its</p>		<p>Analyze America's development prior to colonization and the colonial period in terms of social, economic, political and ethnic change</p> <p>Analyze the conditions that led up to the American Revolution and the accompanying changes in American culture, demographics, and institutions that establish the American political system</p> <p>Analyze the major political, social</p>	<p>Analyze the major changes in the United States at the conclusion of the Civil War and leading up to the turn of the 20<sup>th</sup> century, with attention to racial changes, western expansion, urban and industrial expansion, and global imperialism</p> <p>Explain the major economic, constitutional, political, and social developments in the United States in the 20<sup>th</sup> century</p> <p>Analyze American responses to social changes, economic crises, and military involvement</p> <p>Explain the broad-based civil rights movement in the United</p>

				similarities and difference with other world traditions		social, military, and racial components in the development of the Early Republic  Explain the emerging issues that led to the Civil War	the United States  Analyze the contemporary status of minority groups  Analyze the major issues confronting the American people as the 21 <sup>st</sup> century progresses, specifically in relation to social, economic, military, and political challenges
Describing the chief characteristics of literary movements or periods and demonstrating how a particular work of literature exemplifies or deviates from the general characteristics of that movement or period  Identifying and evaluating a text's aesthetic qualities		Employ visual, aural, and logical skills to express personal reaction to the Western arts  Express deeper insights into the Western cultures by analyzing their cultural artifacts, including arts, music, architecture OR the visual, literary, and performing arts and humanities through making connections between contemporary life and previous times	Employ visual, aural, and logical skills to express personal reaction to the Western arts  Express deeper insights into Western cultures through making connections between contemporary life and previous times				

The English program has both general education required courses as well as general education electives that complement the English major:

Required

- ENGL 1010: Composition I
- HUMN 1010: Introductory Humanities I
- HUMN 1020: Introductory Humanities II
- CO/M 2010: Public Speaking
- HIST 1211 OR 1221: U.S. to 1865 / U.S. from 1965
- PHIL 1000: Introduction to Philosophy
- MATH 1000 or 14000 or higher
- STEM course

## Elective

2000-level Literature course

Two (2) Arts and Humanities elective courses

One of the key elements of an English degree, as indicated by the program competency "analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view," is the ability to understand the context in which a literary work is shaped. Many of the courses the English department chose to require to fulfill general education requirements (Humanities, Philosophy, and History) provide students with the broad set of background knowledge against which to analyze and evaluate the literature they read in English courses. One example of this would be the study of Greek and Roman mythology in HUMN 1010 which is so prevalent in both British and American literature.

Another key skill English majors possess is aesthetic in nature: identifying characteristics that make a text fit a certain genre and evaluating the aesthetic qualities of a text. Humanities courses complement competencies in English because they include similar critical analysis of other art forms. When students practice skills across multiple courses, their proficiency increases, and they are better able to see the interdisciplinary nature of learning, which is especially important in the arts and humanities. Students in upper level literature courses seek to understand and describe how aspects of symmetry and design take form in a text which is supported by similar understanding of how these same aspects take form in architecture, dance, theater, music, or art. This cross disciplinary focus is important because it prepares students to be successful in any range of fields or degrees after getting an English AA degree.

Two other important competencies in English are in research and writing. ENGL 1010 and CO/M 2010 are important general education requirements because in these courses, students learn the foundational skills that they will build upon in upper-level courses. Just as it is important that students practice aesthetic analysis across multiple disciplines, communication skills are also best developed in multiple modalities; in that way, English composition and public speaking, both of which teach students to analyze purpose, audience, and appropriate delivery of a message, work in tandem to provide students with the vital rhetorical knowledge and practice that they will need in English major courses. In the attached MCORs for English 1010 and English 2020, you can see how one of the course competencies for English 1010 is to "conduct college-level research and apply in writing assignments" and "apply standardized conventions of English grammar and MLA formatting" will directly support students ability to "write analytical essay about literature" and "utilize MLA style". Students are routinely asked to write analytical essays about literature in English 2020 and other courses using research methods taught in English 1010. Students must also use documentation and formatting skills that they learned in English 1010 in 2000+ English courses.

In addition to the courses that the English department requires to fulfill general education requirements, we also ask that students choose one 2000-level literature elective and two other Arts and Humanities courses. The reason for this requirement is mirrored by the reasons above: English majors need a breadth of knowledge in history, politics, culture, and gender studies to be able to analyze the context of a text; furthermore, English majors need to understand the interrelated nature of the arts (literature, art, music, theater, etc.) in order to conceptualize the qualities that exemplify a genre or period in literature. Additional course work across the Arts and Humanities helps LCCC English majors develop both these vital skills.

## Internal Review Comments (Jan - Mid-March)

kbender: The programs method of mapping course competencies across multiple general education courses to a specific program level learning competency is an effective method to demonstration of the standard and guideline in this section. This model along with the supporting narrative should be shared and this section should be considered as a best practice.

bwilson: no comment

hmorrow: no comments

MThompson: No comment for this section

smason: Reviewed

## Sources



































 [AECL 1000 MCOR SP15 +](#)

 [ANTH 1100 MCOR FA14 +](#)

 [ASTR 1050 MCOR FA14 +](#)

 [BIOL 1003 MCOR SU14 +](#)

 [BIOL 1010 MCOR SU14 +](#)

-  CHEM 1000 MCOR FA14 +
-  CHEM 1020 MCOR FA14 +
-  CHEM 1030 MCOR FA14 +
-  COM 2010 MCOR SP15 +
-  COSC 1200 MCOR SP15 +
-  GEOG 1010 MCOR FA14 +
-  GEOG 1040 MCOR FA14
-  GEOG 1050 MCOR SP15 +
-  GEOG 1100 MCOR SP15 +
-  GEOG 1220 MCOR SP15 +
-  GEOL 1035 MCOR SP 16
-  GEOL 1100 MCOR SP15 +
-  GEOL 1200 MCOR SP15 +
-  HIST 1211 MCOR SU14 +
-  HIST 1221 MCOR SU14 +
-  HUMN 1010 MCOR FA14 +
-  HUMN 1020 MCOR FA14 +
-  MATH 1000 MCOR SP15 +
-  MATH 1010 MCOR SP15 +
-  MATH 1380 MCOR SP15 +
-  MATH 1390 MCOR SP15 +
-  MATH 1400 MCOR SP15 +
-  MATH 1401 MCOR SP16
-  MATH 1450 MCOR SP15 +
-  MATH 2200 MCOR SP15 +
-  MATH 2350 MCOR SP15 +
-  MATH 2355 MCOR SP15 +
-  MICR 2240 MCOR SP16
-  MUSC 1023 MCOR SP15 +
-  PHYS 1050 MCOR SU14 +
-  PHYS 1090 MCOR FA14 +
-  PHYS 1110 MCOR FA14 +
-  PHYS 1310 MCOR FA14 +
-  PHYS 1320 MCOR FA14 +

 PHIS 1520 MCOR FA14 +

 PSYC 2000 MCOR SP15 +

 STAT 2010 MCOR FA14 +

 STAT 2050 MCOR FA14 +

 STAT 2060 MCOR SU14 +

 STAT 2070 MCOR FA14 +

 ZOO 2010 MCOR FA14 +

 ZOO 2015 MCOR SP15 +

 ZOO 2020 MCOR FA14 +

 ZOO 2025 MCOR SP15 +