Critical Thinking Designator Form

Title Abbreviation: Love and war in the Ancient World (CT)

Alpha Designator/Number: CL 210 **Contact Person:** Caroline A. Perkins

Please briefly explain (noting where materials are located in the syllabus) how your course meets the following criteria. Please consult the "Criteria for CT Courses" document.

COURSE CONTENT

Core Domain Focus: Oral, written and visual communication. The course is a theme-based (as opposed to genre-based) literature course that will introduce students to ancient texts with a view to developing students abilities to think, write and speak about these texts clearly and coherently. In addition to reading texts, students will examine the language of the Greeks and Romans, ancient and more modern visual representations of these texts, and cultural artifacts associated with these texts. Throughout the course, students will understand texts not only as the product of the human beings who created them, but also as artifacts relevant to readers today. This connection will allow students to see the similarities and differences between their own culture and others. Specifically, we will begin the course with discussion of language and its relationship to culture by using the language of love and war; and we will discuss the structure of Latin and Greek language. Within the course we will have an exercise on examining a work of art; an exercise on how culture influences literature.

Other Core Domains Addressed: 1) Multicultural and international thinking. Because we are looking at the products of other and older cultures, an inherent part of discussions and assignments will be the cultural awareness of our students. Through class discussion and specific written assignments we will ask students to understand that they are viewing another culture from the perspective of their own and we will ask them to examine their own cultural assumptions in light of texts from other cultures. 2) Scientific thinking. Empirical observations and the testing of hypotheses are at the core of any examination of literature. The form of the examination may be different and students write essays instead of lab reports, but the process is the same. We ask students to observe a text, formulate a hypothesis about the text and to test that hypothesis through further observation. Eventually that hypothesis becomes a thesis for an essay. 3) Aesthetic and artistic thinking. We will be asking students to observe and comment on works of art and cultural artifacts associated with the literature they are reading. To that end we will have an exercise and applications on how to observe works of art. 4) Social, ethical and historical thinking. Because we are examining love and war there will be opportunity to discuss human behaviors and interactions in these contexts from as variety of points of view. 5) Informational and technical literacy. We use a great deal of technology and rely heavily Blackboard to support our courses.

LEARNING OUTCOMES (all are described in our syllabus).

Reasoning: Through class discussion, formal debates, informal and formal writings, group work and other presentations students will learn how to establish an argument, present a counter argument and reason against the counter argument.

Cultural Judgment: Through class discussion, informal and formal writings, group work and other presentations students will understand the literary and cultural contexts of a text through understanding your own cultural contexts and how they affect your perception of the representations of another culture.

Representation: Through the reading of texts and the study of visual representations both from the Ancient world and later periods that are connected with these texts students will learn how to analyze and evaluate these representations both from the viewpoint of the culture that created them and from your own.

Reflection: Through an awareness of their learning process, for each major assignment and often at the end of class students will be asked to evaluate their learning process.

Information Literacy : through the acquisition of course material via the web and through communication with professors and each other students will acquire and/or hone their internet skills. We will train our students to these uses, and we will furthermore instruct and stress the importance of ethical use of electronic media and proper sourcing.

PEDAGOGICAL METHODS

Variety of methodologies: In class we will use active discussion based on the assignments for the day or week, in which students ask text-based or culture-based questions , respond to these questions and/or to questions posted on the web. Very often at the end of class we will ask students to write a brief synopsis and reflection of what they have learned in class and to formulate more questions based on that writing with which to begin the next day's discussion. We also will use group work in class to foster cooperative learning. One technique we use is to ask students to address one of four possible questions that have been posted in a prompt before class and then to divide students into groups based on which question they answered. They compare and synthesize individual responses into a whole which they then present to the class. Furthermore in class, we will ask students to apply to the text or an artistic representation, concepts they have learned that day. E.g. we define simile and then ask them to find similes in their text; or we discuss what to look for in a work of art and then ask students to apply what they've just learned to another work. Or we show how the Lain language can be used as a visual representation of the meaning of a text, and we ask them to find visuals in another text. Outside of class we will ask students to provide a variety of writing assignments that range from point/counterpoint journals, where students are required to argue both sides of an issue, to compositions in the style of the author we are reading that week, to formal essays and exams. In these assignments we will ask students to apply to their texts all of the concepts and methodologies that they are being taught in the course. Formal essays, for instance, should begin with the scientific methodology outlined in its critical thinking domain, and should then become a form of written communication that follows the structure for formal essays everywhere. Furthermore, in the case of formal essays, we will utilize WAC techniques of draft, peer review, instructor review, revision, and submission.

CLASSROOM ASSESSMENTS

Measurements of higher-order critical thinking skills and variety of assessments:

Diagnostic:

Class participation in the form of attendance, participation in discussion and formal debates; informal in class writing and prompts.

Summative:

A **midterm** and **final** will that assess student mastery and understanding of the course material. Both will consist of passage identification and short answer questions.

Passage identification consists of identifying the author, work, and context of a passage of text. Students will also discuss and reflect on relevant themes and importance to the work as a whole, as well as theme, tone, and imagery.

Short answer questions ask students to synthesize more broadly the knowledge, themes, symbolism, and imagery we have discussed in class. In these questions, students may link themes or images throughout works and they must reflect upon the works widely.

Formative:

Weekly prompts that students prepare before class (see schedule for details). Students will also write two short formal papers, and revise and expand one of those papers for the longer, final, formal, term paper.