

English 2200 HU/DV Introduction to Literature—Signature Assignment Fall 2019

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As you may remember, all WSU General Education (GE) courses aim at introducing students to academic disciplines through important Big Questions (BQ). At the same time, GE courses also introduce students to underlying foundational knowledge and intellectual tools that run through all academic areas and are part of the ongoing preparation to address real world problems. To build on this combination of general and disciplinary knowledge, GE courses are designed to culminate in a so-called Signature Assignment (SA), which, at its core, is intended to provide you with the opportunity to integrate and apply the knowledge you have gained in our class by addressing the Big Question at the center of our class: what is the principal value of reading and speaking, thinking and writing, about “literature” in a culture of mass consumption and information overload? If knowledge of books had once enjoyed enormous cultural authority (as recent as with the generation of your parents and grandparents), today it is often seen as a cottage industry overshadowed by other forms of expression and artistic consumption, ranging from film, TV, to rap and hip-hop music, among others.

Put differently, if the General Education Learning Outcomes (GELOS) listed on our syllabus may, esp. at the beginning of our class, not make a whole lot of sense to you, our ongoing work in the class room, and then your signature project, will allow you to connect the dots of the Big Question we have been identifying in our discussions. Connecting and applying in meaningful ways what you have learned (GELO 4); thinking through the implications of your social responsibility to yourself and others (GELO 3); using your critical thinking as an

curricular design Clarity in specifying your readers will help you to frame the very basis of your argument and observations.

(b) Range You are welcome to take a sweeping look at all the readings in our class (and, within reason, beyond) including our more formal readings ~~class~~ discussions. Engaging and absorbing ~~some~~ of the ideas we shared and refined in our conversations is a sign of your intellectual growth and maturation. Be broad and wide ~~in~~ engaging in your thinking without losing sight of the very core of the Big Question itself.

(c) Open-endedness and intellectual rigor. Please note that this question is fundamentally open-ended, depending for a “successful” answer only on the precision ~~and~~ clarity of your reasoning. At the same time, please note as well that—as with all Big Questions—is not as easy as it may sound. In order to come to terms ~~with~~ it, you should have a good command of the texts at hand and, furthermore, awareness of your aesthetic, thematic, generic, and media preferences. To say that you dislike “Soliloquy of the Spanish Cloister” because of Brown ne<3 ()-10 2n(us5[3L)-10 beo ttn0 (aG)(S)-4 (ol4 (s)-21 (yp)-2 (t)-2