



# NORTHERN ARIZONA UNIVERSITY

**UCC/UGC/ECCC**

Proposal for New Course

**Please attach proposed Syllabus in approved university format.**

1. Course subject and number: HUMA 121 2. Units: 3  
**See upper and lower division undergraduate course definitions.**

3. College: Extended Campuses 4. Academic Unit: Personalized Learning

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- Explore a variety of texts seeking to answer the core questions: what do these works tell us about our humanity? And, how can these works make us better people?
- Explore the themes of meaning making, confronting meaninglessness, and the search for meaning.
- Engage in the practice of integrative humanities.
- Analyze, interpret, and evaluate seminal works related to the act of meaning-making.
- Develop critical reading and writing skills.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course is being created to support the transcription of NAU credit through the Personalized Learning program for the General Education Requirements. The content is demonstrated in the competency map

7. Effective **BEGINNING** of what term and year? Spring, 2013  
**See effective dates calendar.**

8. Long course title: The Act of Meaning-Making  
(max 100 characters including spaces)

9. Short course title: \_\_\_\_\_  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

In this course, you will read important works of literature dealing with the making of meaning, the confrontation of meaninglessness, and manners in which great thinkers have tried to rescue the

meaning of their lives in the face of meaninglessness. You will explore aesthetic and literary texts in order to gain insights on the act of meaning-making.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes  No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

This course does not duplicate content of existing courses, but is aligned to the learning outcomes from HUM 120.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes  No

If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade  Pass/Fail  Both

15. Co-convened with: n/a 14a. UGC approval date\*: n/a  
(For example: ESE 450 and ESE 550) See co-convening policy.

\*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: n/a  
(For example: ES 450 and DIS 450) See cross listing policy.

Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes  No

16a. If yes, maximum units allowed? \_\_\_\_\_

16b. If yes, may course be repeated for additional units in the same term? Yes  No

18 Prerequisites: N/A

If prerequisites, include the rationale for the prerequisites.

Pre-requisite content sequencing and verifications are completed through pre- and post- test and in conjunction with faculty mentors, and are integrated into the curriculum as demonstrated in the competency maps.

19. Co requisites: \_\_\_\_\_  
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes  No   
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Cori Gordon, Dora Donovan, and Jeannie Copley.

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation? Yes  No   
If yes, include a Liberal Studies proposal and syllabus with this proposal.

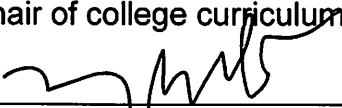
23. Is this course being proposed for Diversity designation? Yes  No   
If yes, include a Diversity proposal and syllabus with this proposal.

\_\_\_\_\_  
Reviewed by Curriculum Process Associate Date

**Approvals:**

\_\_\_\_\_  
Department Chair/ Unit Head (if appropriate) Date

\_\_\_\_\_  
Chair of college curriculum committee Date

  
\_\_\_\_\_  
Dean of college 12/13/12  
Date

**For Committee use only:**

*[Handwritten Signature]*

11-7-12

UCC/UGC/ECCC Approval

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No



**NORTHERN  
ARIZONA  
UNIVERSITY**

**Personalized Learning**

## **SYLLABUS**

### **The Act of Meaning-Making (HUMA 121)**

#### **I. Course Description:**

In this course, you will read important works of literature dealing with the making of meaning, the confrontation of meaninglessness, and manners in which great thinkers have tried to rescue the meaning of their lives in the face of meaninglessness. You will explore aesthetic and literary texts in order to gain insights on the act of meaning-making.

#### **II. Student Learning Outcomes:**

At the successful completion of the lessons associated with this course, students will be able to:

- Explore a variety of texts seeking to answer the core questions: what do these works tell us about our humanity? And, how can these works make us better people?
- Explore the themes of meaning making, confronting meaninglessness, and the search for meaning.
- Engage in the practice of integrative humanities.
- Analyze, interpret, and evaluate seminal works related to the act of meaning-making.
- Develop critical reading and writing skills