## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

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## B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## Relevant Goals:

By the end of this course you should be able to:

1. Trace the historical development of a " radical" discourse in American culture and politics through the literary and cultural productions of influential minority women.
2. Analyze (in discussion and in written form) how these texts create meaning, argue, and push boundaries.
3. Research and study one strand in this " radical" discourse (a specific movement or cause) until you can write a smart research paper about it and produce your own creative text on the topic.

The quizzes reinforce and test students' mastery of central terms and concepts. The analytical papers and final project described in the syllabus require them to describe and evaluate the social positions and representations of race, gender, and ethnicity.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Relevant course goals:
Students will

1. Trace the historical development of a "radical" discourse in American culture and politics through the literary and cultural productions of influential minority women.
2. Analyze (in discussion and in written form) how these texts create meaning, argue, and push boundaries.

See syllabus for details on the assignments.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will examine writers from a diversity of racial and ethnic backgrounds and occupy multiple job descriptions (stand-up comic to anarchist nanny) who attacked authority and its entrenched racism, sexism, and classism head-on, using their wits and words and often their guns and knives. As detailed on the syllabus, students will examine the intersection of categories of race, gender, and ethnicity through vigorous class discussion, daily textual analyses, and their final project.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Relevant course goals and assignments:

1. Trace the historical development of a "radical" discourse in American culture and politics through the literary and cultural productions of influential minority women.
2. Analyze (in discussion and in written form) how these texts create meaning, argue, and push boundaries.
3. Research and study one strand in this "radical" discourse (a specific movement or cause) until you can write a smart research paper about it and produce your own creative text on the topic.

See syllabus for details on the assignments.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

> Course goals:
> 1. Trace the historical development of a "radical" discourse in American culture and politics through the literary and cultural productions of influential minority women.
> 2. Analyze (in discussion and in written form) how these texts create meaning, argue, and push boundaries.
> 3. Research and study one strand in this "radical" discourse (a specific movement or cause) until you can write a smart research paper about it and produce your own creative text on the topic.
> Daily textual analyses ask students to reflect on what some facet of the reading assignment "means, how it works aesthetically or rhetorically, and/or what implications it has for modern American literature/culture/politics and even your own experience."
> In their final project, students study a particular "radical" movement or cause and
> a. Analyze it in a 7-8 page paper. This paper should have a point (a thesis), and to support and explain that point, the paper should use both close readings of your chosen text(s) and research on the cause or movement the text(s) represents. Aim for at least 7-8 sources, some of which should be actual books. [Note: Page count does not include title page or works cited, illustrations, etc.]
> b. Write, paint, construct, or film, etc. your own creative text about this movement or cause. Present this creative text, along with some quick contextualizing talk about your research, at the end of the course.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

In textual analyses, students are to write 1-2 pages analyzing some aspect of the text or texts being covering that day: "You should pick out at least one specific passage or detail from a text to focus your analysis. Quote it. Then you can reflect on what it means, how it works aesthetically or rhetorically, and/or what implications it has for modern American literature/culture/politics and even your own experience."

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will appreciate how the categories of race, gender, and ethnicity influence the lived experience of others by examining the writings of authors from a diversity of racial and ethnic backgrounds who attacked authority and its entrenched racism, sexism, and classism head-on, using their wits and words and often their guns and knives. Their final project (detailed on syllabus) will have them engage in an in-depth study of one "radical" movement or cause.

## GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course all expected learning outcomes
(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.
A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.
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## B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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## GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History or Cultures.

## B. Specific Goals of Historical or Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

## GE Rationale: Foundations: Writing and Information Literacy ( $\mathbf{3}$ credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.
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## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.
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## B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

## B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes
(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

## B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. ( $50-700$ words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1 -credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. (50-1000 words)
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GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of

 natural scientific discoveries. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)$\qquad$

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)
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## GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical \& Quantitative Reasoning (or Data Analysis).

## B. Specific Goals for Mathematical \& Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)


[^0]:    Introduction to Literature, Race, Ethnicity, and Gender
    This course is designed to introduce students to the fundamental critical concepts they need to master current discourses on race, ethnicity, and gender, while being flexible enough to be taught in a variety of ways to tap the diverse expertise of instructors across all of OSU' s campuses. The course could focus either focus a historical moments or transcend periods to focus on a theme or a genre. The sample syllabus focuses on literature by and about radical women:

    Radical Women:
    Outlaws and outcasts, rebels and revolutionaries, anarchists and assassins. The writers you' re going to meet in this course hail from a diversity of racial and ethnic backgrounds and occupy multiple job descriptions (stand-up comic to anarchist nanny). But they all attacked authority and its entrenched racism, sexism, and classism head-on, using their wits and words and often their guns and knives. U. S. history is not always written by the so-called " victors." Sometimes the rebels have a powerful say, and, in this course, we' re going to uncover their stories and look at the U. S. through the bright eyes of radical women.

