

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Move the course to the new GE structure in a new category.

What is the rationale for the proposed change(s)?

The course has made minor revisions for the new GE in the category of Race, Gender and Ethnicity.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course would be added to the new GE category in the foundations level.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3005
Previous Value	4005
Course Title	Urban Teaching and Learning
Transcript Abbreviation	Urbn Teach & Learn
Course Description	This course introduces students to issues related to teaching and learning in urban school contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Field Experience
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 559.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.0101

Subsidy Level

General Studies Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Social Diversity in the United States; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)

[Individual and Groups; Social Diversity in the United States](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Develop an informed and nuanced understanding of the complexities of teaching in urban schools
- Understand the complex relationship between historical, social, political and economic factors and urban education

Content Topic List

- History of Urban Education
- Research on Urban Education
- Key issues in Urban Teaching

Sought Concurrence

No

Attachments

- GE_UrbanTeaching_Syllabus_0513.docx: Syllabus
(Syllabus. Owner: Wild,Tiffany Ann)
- GE_EDUTL4005_Foundations_Submission.pdf: ELO Form
(Other Supporting Documentation. Owner: Bernth,Jennifer Hughes)
- GE_UrbanTeaching_Syllabus_0121.docx: 3005 Syllabus
(Syllabus. Owner: Eze,Maura Chinaelotam)
- 0126_GE_EDUTL3005_Foundations_Submission.pdf: 3005 ELO Form
(Other Supporting Documentation. Owner: Eze,Maura Chinaelotam)

COURSE CHANGE REQUEST
3005 - Status: PENDING

Last Updated: Brown,Danielle Marie
01/28/2022

Comments

- Change in course number suggested by A&S GE review panel. *(by Eze,Maura Chinaelotam on 01/28/2022 01:27 PM)*
- See feedback email sent to department 11-23-21 RLS *(by Steele,Rachel Lea on 11/23/2021 03:29 PM)*
- Attached updated ELO form from Jenell *(by Bernth,Jennifer Hughes on 10/04/2021 12:25 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Eze,Maura Chinaelotam	05/18/2021 04:16 PM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	05/18/2021 04:17 PM	Unit Approval
Removed	Vankeerbergen,Bernadette Chantal	06/16/2021 01:51 PM	Ad-Hoc Approval
Revision Requested	Brown,Danielle Marie	06/16/2021 05:31 PM	College Approval
Submitted	Bernth,Jennifer Hughes	10/01/2021 09:21 AM	Submitted for Approval
Approved	Bernth,Jennifer Hughes	10/01/2021 09:22 AM	Unit Approval
Revision Requested	Brown,Danielle Marie	10/04/2021 09:27 AM	College Approval
Submitted	Bernth,Jennifer Hughes	10/04/2021 12:25 PM	Submitted for Approval
Approved	Bernth,Jennifer Hughes	10/04/2021 12:26 PM	Unit Approval
Approved	Brown,Danielle Marie	10/20/2021 11:58 AM	College Approval
Revision Requested	Steele,Rachel Lea	11/23/2021 03:29 PM	ASCCAO Approval
Submitted	Eze,Maura Chinaelotam	01/28/2022 01:28 PM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	01/28/2022 01:28 PM	Unit Approval
Approved	Brown,Danielle Marie	01/28/2022 01:34 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/28/2022 01:34 PM	ASCCAO Approval



EDUTL 3005 Urban Teaching and Learning

AU22, 3 CREDIT HOURS, U

Instructor:

Email: TBD

Phone: (if desired)

Office Hours: TBD

Course Information

Course times and location: TBD

Mode of delivery: [example: “Distance Learning” or “Hybrid” or “In-Person” use the label used for the schedule of classes via the registrar. See the [Registrar’s job aid on class labels](#) for clarification.]

Course Overview

Since the mid-nineteenth century, public schooling in the U.S. has been thought of as one of the most effective and viable routes to upward mobility. Although individuals from historically disadvantaged backgrounds have climbed the social ladder, schooling has tended to re-create broad racial, gender, and class inequalities. These patterns of social reproduction are particularly evident in “urban” settings, where people from across race, genders, class and cultural backgrounds live in close proximity and (re)create identities in relation to each other.

This course explores the links between urban schools and urban cities as a basis for understanding the meaning of educational equity in this historic moment. Together, we will explore the development of urban education through the social, historical, and political shaping of education policy in the United States. We’ll investigate how school leaders, teachers, parents, and young people negotiate inequities and struggle to create more just schools and neighborhoods. We will also critically examine prevailing approaches to reforming “urban” schools and explore potentially emancipatory alternatives, such as, grassroots, youth and community organizing approaches to education reform.

Relation to Other Courses

Prerequisites: N/A

Prerequisite Knowledge: Students do not need to have mastered any knowledge or skills before beginning this course. However, students are encouraged to begin engaging with the concepts of equity and diversity early and often in their college experiences, regardless of their fields of study.

Learning Outcomes

By the end of this course, students should be able to do the following successfully:

1. Explain the historical and complex formation of ‘urban’ inequities across cities and schools.
2. Explore the relationship between multiple factors (e.g., race, class, gender, sexuality, language, ability, immigration status, etc.) and teaching and learning in urban schools.
3. Critically analyze and evaluate how policies and practices manifest in urban districts and classrooms.

4. Evaluate how students and teachers reproduce and/or resist inequitable teaching and learning in urban schools.
5. Rewrite narratives of students and communities in urban areas and create a participatory, community-based response to inequities in urban education.

General Education Expected Learning Outcomes

As part of the Race, Ethnicity, and Gender category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Foundations: 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.

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. 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.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

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

- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes (1) by helping students explore the roles historically and socially constructed positions have played in the complex formation and maintenance of urban education and (2) by helping students reflect on how social categories, such as race, ethnicity, and gender, have impacted their lived experiences and the lived experiences of others. Specifically, students will:

- 1.1. Describe the history of urban education in the U.S. as it relates to socially constructed categories of identity, place, and schooling.
- 1.2. Describe how race, gender, and ethnicity function in relation to in/equitable schooling opportunities, paying particular attention to inequities in many "urban" schools.
- 1.3. Explore how intersectional social positionings compound oppressions or privileges.
- 1.4. Evaluate how concepts/readings in the course challenge and/or extend their notions of urban education.
- 2.1. Critically reflect on how issues of place, social identity, and schooling have and continue to influence their experiences and opportunities.
- 2.2. Evaluate how social identity and place shape perceptions of, attitudes toward, and practices within urban schools as well as practices that help reshape and/or reimagine educational experiences for youth in urban schools.

- 2.3. Analyze how socially constructed identities (such as race, gender, and ethnicity) influence perceptions, particularly those found in media and pop culture, and lived experiences of students in urban schools.

How This Course Works

Mode of delivery: In this course, we will have required sessions each week on [example: “Wednesdays from 10-11:50 a.m. in CL150”]. The remainder of your work will take place in Carmen throughout the week.

Pace of activities: This course is divided into **weekly modules** that are released either one week at a time or all at the same time, at the discretion of your instructor. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

- **Participating in in-person activities for attendance: once per week**

You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible*.

Course Materials

Required Textbooks

Readings for this course available on CarmenCanvas each week

Course Requirements/Evaluation

Grades

Assignment Category	Points
Weekly Reading Notes and Extensions	15 (1 point for each note, ½ point for each extension)
Assignment 1: Auto-Ethnography of Place, Social Identity, and Schooling	15
Assignment 2: Group Teaching and Text Selection	20
Assignment 3: Redaction Headlines Media Project	20
Assignment 4: Urban Education Reflection	15
Class Participation and Attendance	15
TOTAL	100

See below for assignment descriptions and due dates.

All students will schedule a one-on-one check in with the instructor near the midterm and final. During these meetings, the instructor and student will discuss the student's progress and assignment scores, and they will negotiate any adjustments needed.

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67–69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60–66.9: D
	80–82.9: B-	70–72.9: C-	Below 60: E

Assignment Descriptions

Reading Notes and Extensions

Description: Each week, students will post reading notes to a group discussion page or online discussion tool on CARMEN [e.g., **by Saturday at 11:59p**]. Use these notes to address all the assigned materials for that week. Notes should be between 200-350 words. Please use the following headings with bullet points under each:

- Four high points, interesting things, or new insights of learning for you
- Three short reflections on the insights
- Two discussion questions
- One way you can tangibly apply what you learned
- (Optional) One connection to another resource (videos, newspaper articles, podcasts, TED talks, picture collections, etc.)

You will be assigned to a different small group each week so that you can meet and engage with your peers. Respond to one of your group members' notes [e.g., **by 11:59p on Mondays**]. Responses should be 75+ words. You may respond to your peers' posts by:

- Extending their thinking
- Offering constructive critiques that may help them understand the materials from a different perspective
- Answering their discussion questions

Assignment 1: Auto-Ethnography of Place, Identity, and Schooling

Description: This 2-3-page paper invites you to critically reflect on how issues of place, identity, and schooling influenced your school experiences and opportunities today. The paper must include demographic and historical data on the particular school-community you attended. Also, the paper must draw from at least 2 of the class readings to analyze the in/equities of educational opportunity that you describe.

GE Rubric

Learning Outcomes	4- Exceeds	3- Meets	2- Emerging	1- Does Not Meet
2. Explore the relationship between multiple factors (e.g. race, class, gender, sexuality, language, ability, immigration status, etc.) and teaching and learning in urban schools. GE 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.	Student takes into consideration more than three points of demographic and historical data on their school-community. Student thoroughly explains the impact of multiple intersecting social identities on schooling experiences.	Student takes into consideration three points of demographic and historical data on their school-community. Student explains the impact of multiple social identities on schooling experiences.	Student takes into consideration two points of demographic and historical data on their school-community. Student attempts to explain the impact of 1-2 social identities on schooling experiences.	Student does not consider various demographic and historical data. Student inadequately explains or does not explain the impact of social identities on schooling experiences.
	Student draws on 3 course	Student draws on 2 course	Student draws on 1 course	Student attempts to draw on 1 course

<p>3. Critically analyze and evaluate how policies and practices manifest in urban districts and classrooms.</p> <p>GE 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.</p>	<p>concepts/readings related to social identity, place, and schooling.</p> <p>Student explains how each of these concepts/readings challenge or impact in/equities of educational experiences and opportunities.</p>	<p>concepts/readings related to social identity, place, and schooling.</p> <p>Student explains how at least one of these concepts/readings challenges or impacts in/equities of educational experiences and opportunities.</p>	<p>concepts/readings related to social identity, place, and schooling.</p> <p>Student explains how at least one of these concepts/readings challenges or impacts in/equities of educational experiences or opportunities.</p>	<p>concepts/readings related to social identity, place, and schooling.</p> <p>OR</p> <p>Student attempts to explain how at least one of these concepts/readings challenges or impacts in/equities of educational experiences or opportunities.</p>
<p>4. Evaluate how students and teachers reproduce and/or resist inequitable teaching and learning in urban schools.</p> <p>GE 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.</p>	<p>Student critically reflects on how at more than 2 issues of place, social identity, and schooling have and continue to influence their experiences and opportunities.</p>	<p>Student critically reflects on how at 2 issues of place, social identity, and schooling have and continue to influence their experiences and opportunities.</p>	<p>Student reflects on how at 1 issue of place, social identity, and schooling has and continues to influence their experiences or opportunities.</p>	<p>Student does not reflect on how issues of place, social identity, and schooling have and continue to influence their experiences and opportunities.</p>

Assignment 2: Group Teaching and Text Selection

Description: This assignment is intended to provide students with practical and collaborative lesson-planning and teaching experience. Beginning in Week Four, approximately an hour of each of our remaining sessions will include lessons taught by student groups. The teaching groups must (1) address themes directly related to the content of that week’s readings (one of which they will select), and (2) complete and submit a lesson plan utilizing a template from Carmen. Sign-ups for this assignment will take place during Week Two. The final (3) part of this assignment asks that teaching groups select one text related to the themes of the week and submit to the instructor via email the Monday prior to their scheduled teaching date. Texts may be “scholarly,” but also might not be, and “texts” is open to interpretation and dialogue with the course instructor.

**Groups must meet with the instructor twice: once to plan/discuss lesson, and once to reflect back on lesson after it has been taught.*

Assignment 3: Redaction Headlines Media Project

Description: Your third major assignment will be a mixed-media assignment combining new digital media practices and your critical insights. You will focus on school and youth narratives specific to one location— such as a city, region, or district. You will select and critically analyze your selected news article and/or pop-cultural text. You will then create your counter-redaction, which should work to rewrite deficit narratives of schools and youth and promote social justice in urban education. Then in a short paper (1.5-2 pages), elaborate on the specific issue at hand and your strategic reasons for how and why you redacted the headline. You will need to highlight the history of socially constructed positions

implicated in the article and the role media may play in the complex formation and maintenance of urban education.

Presentation Criteria:

5 minutes

Using any medium to present your work, presentations should include the following:

- A visual of your selection
- A critical analysis of your selection
- Your counter-redaction piece
- A discussion of how you believe your project contributes to the collective knowledge base of our course community and to social justice in urban education

GE Rubric

Learning Outcomes	4- Exceeds	3- Meets	2- Emerging	1- Does Not Meet
<p>1. Explain the historical and complex formation of 'urban' inequities across cities and schools.</p> <p>GE 1.2 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.</p>	<p>Identifies and describes 3 course concepts related to deficit narratives in urban education.</p> <p>Explains how each of these concepts challenge or impact deficit perceptions of various identities and communities.</p>	<p>Identifies and describes 3 course concepts related to deficit narratives in urban education.</p> <p>Explains how at least one of these concepts challenges or impacts deficit perceptions of various identities and communities.</p>	<p>Identifies and describes 3 course concepts related to deficit narratives in urban education.</p>	<p>Identifies and describes 1 course concepts related to deficit narratives in urban education.</p>
<p>2. Explore the relationship between multiple factors (e.g. race, class, gender, sexuality, language, ability, immigration status, etc.) and teaching and learning in urban schools.</p> <p>GE 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>	<p>Student thoroughly explains the impact of multiple intersecting social identities on schooling experiences and communities.</p>	<p>Student explains the impact of multiple intersecting social identities on schooling experiences and communities.</p>	<p>Student attempts to explain the impact of different social identities on schooling experiences and communities.</p>	<p>Student does not explain the impact of social identities on schooling experiences, identities and communities.</p>
<p>4. Evaluate how students and teachers reproduce and/or resist inequitable teaching and learning in urban schools.</p> <p>GE 2.2 Recognize how perceptions of difference shape one's own</p>	<p>Student effectively applies their advanced understanding of deficit narratives and intersecting social identities to a news article or pop-cultural text related to urban education.</p>	<p>Student applies their understanding of deficit narratives and intersecting social identities to a news article or pop-cultural text related to urban education.</p>	<p>Student attempts to apply their understanding of deficit narratives or intersecting social identities to a news article or pop-cultural text related to urban education.</p>	<p>Student does not apply or ineffectively applies their understanding of deficit narratives and intersecting social identities to a news article or pop-cultural text related to urban education.</p>

attitudes, beliefs, or behaviors.				
5. Rewrite narratives of students and communities in urban areas and create a participatory, community-based response to inequities in urban education. GE 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.	Counter-redaction piece demonstrates an advanced, complex understanding of structural and systemic inequities in urban education. AND Counter-redaction piece works toward social justice.	Counter-redaction piece demonstrates a detailed understanding of structural and systemic inequities in urban education. AND Counter-redaction piece works toward social justice.	Counter-redaction piece demonstrates a limited understanding of structural and systemic inequities in urban education. OR Counter-redaction piece attempts to advocate for social justice.	Counter-redaction piece demonstrates a very limited understanding of structural and systemic inequities in urban education. AND Counter-redaction piece does not advocate for social justice.

Assignment 4: Urban Education Reflection

Description: In a 4–5-page summative reflection, address the following questions: How have your notions of “urban” education been challenged and/or extended by this course? Based on what you have learned in this class this semester, what concrete actions will you take to foster equity (1) in your personal life; (2) as a student; and (3) as a professional. You can choose to broadly examine your learning in the course or focus on a specific topic. This paper requires you to focus on the theories and readings that were most influential to you and discuss how they impacted your thinking (and feelings perhaps) in relation to urban communities, schools, and youth. Although this paper invites a reflective tone, it should incorporate at least 3 readings from the course. You should also feel free to use any current events or media clips shown in class. Formal citations are required.

Participation

Description: During class, engage in and contribute to class discussions and activities.

Course Policies

Attendance and Participation Requirements:

Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

- **Participating in in-person activities for attendance (if course is offered in-person): once per week**
You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible*.
- **Participating in online activities: at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: optional**
Office hours, are optional. However, each student will need to meet with me individually at midterm and end of term.

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

See [Assignments Descriptions](#) for specific guidelines about each assignment. Policies for collaboration and academic integrity for this course:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research

sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

Technology necessary for this course:

- CarmenCanvas Discussion Board
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)
[OSU Advising](#)
[Dennis Learning Center](#)
[OSU Office of Research](#)

[EHE Advising](#)
[OSU Library](#)
[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)
[OSU Student Life](#)
[OSU Student Financial Aid](#)
[OSU Career Counseling and Support Services](#)
[EHE Office of Diversity, Inclusion, and Community Engagement](#)

[EHE Undergraduate Student Services](#)
[OSU Student Advocacy Center](#)
[EHE Career Services](#)
[OSU Office of Diversity and Inclusion](#)

Course Schedule

Course Schedule

This schedule is subject to change. Refer to the CarmenCanvas course for up-to-date due dates.

WEEK/ UNIT	DATE	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Introductions Community Building	1, 2, 4 GE 1.1, 1.2, 1.4, 2.1	The Syllabus	
2		A History of Inequity and Inequality in Education	1, 2, 3, 4 GE 1.3, 2.2	Kozol, J. (2005). Still separate, still unequal. <i>Harper's Magazine</i> , 9, 41-55. Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. <i>Educational Researcher</i> , 35(7), 3-12	Introduction Survey Reading Notes & Extensions
3		Privilege and Positionality	1, 3, 4 GE 1.3, 2.3	Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i> , 79(3), 409-427. Kohl, H. (1994). I won't learn from you. Confronting student resistance in our classrooms. <i>Teaching for Equity and Social Justice</i> , 134135.	Reading Notes & Extensions Assignment 1: Auto-Ethnography of Social Identity, Place, and Schooling
4		The Social Construction of Urban Education	1, 2, 3, 4, 5 GE 1.1, 1.2, 1.4	Love, B. (2019). <i>We want to do more than survive: Abolitionist Teaching and the Pursuit of Educational Freedom</i> . Beacon Press [Excerpts]	Reading Notes & Extensions
5		Race, Ethnicity, and Urban Education	1, 3, 4, 5 GE 2.1 2.2, 2.3	Johnson, L., Bryan, N. and Boutte, G. (2019). Show us the love: Revolutionary teaching in (un)critical times. <i>Urban Review</i> , 51(1), 46-64. Group 1 Text Section	Reading Notes & Extensions Assignment 2: Group Teaching #1
6		Ability and Urban Education	2, 3, 4, GE 2.1 2.2, 2.3	Hikida, M. (2019). Holding space for literate identity co-construction. <i>Journal of Literacy Research</i> , 50(2). 217-238. Group 2 Text Section	Reading Notes & Extensions Assignment 2: Group Teaching #2

7		Gender, Sexuality, and Urban Education	2, 3, 4, GE 2.1 2.2, 2.3	Blackburn, M. and McCready, L. (2009). Voices of queer youth in urban schools: Possibilities and limitations. <i>Theory into Practice</i> , 48(3), 222-230. Souto-Manning, M. and Lanza, A. (2019). Pedagogical third spaces: Inclusion and representation of LGBTQ communities in and through teaching as a matter of justice. <i>Theory into Practice</i> , 58(1), 39-50. Group 3 Text Section	Reading Notes & Extensions Assignment 2: Group Teaching #3
8		Discipline Policies and Urban Education	1, 2, 3, 4 GE 1.1, 2.1, 2.2, 2.3	Ladson-Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. <i>Race, Ethnicity, and Education</i> , 14(1), 7-15. Noguera, P. (2010). Schools, prisons, and social implications of punishment: Rethinking disciplinary practices. <i>Theory into Practice</i> , 42(3), 341-350. Group 4 Text Section	Reading Notes & Extensions Assignment 2: Group Teaching #4
9		Family, Community, and Urban Education	2, 3, 4, GE 2.1 2.2, 2.3	Rolón-Dow, R. (2005). Critical care: A color (full) analysis of care narratives in the schooling experiences of Puerto Rican girls. <i>American Educational Research Journal</i> , 42(1), 77-111 Group 5 Text Section	Reading Notes & Extensions Assignment 2: Group Teaching #5
10		Language, and Urban Education	2, 3, 4, GE 2.1 2.2, 2.3	Valenzuela, A. (2010). <i>Subtractive schooling: U.S.-Mexican youth and the politics of caring</i> . SUNY Press [Excerpts] Group 6 Text Section	Assignment 2: Group Teaching #6
11		Urban Education Panel	2, 3, 4 GE 1.1, 1.2, 1.3, 2.2,	TBA	
12		Youth Resistances to Inequities in Urban Education	4, 5 GE 2.1, 2.2, 2.3	Akom, A., Shah, A., Nakai, A., & Cruz, T. (2016). Youth Participatory Action Research (YPAR) 2.0: How technological innovation and digital organizing sparked a food revolution in East Oakland. <i>International Journal of Qualitative Studies in Education</i> , 29(10), 1287-1307 Stovall, D. O. (2016). <i>Born out of struggle: Critical race theory, school creation, and the politics of interruption</i> . Suny Press. [Excerpts]	Reading Notes & Extensions
13		Hope, Love, and Justice in Urban Education	4, 5 GE 2.1, 2.2, 2.3	Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Educational Review</i> , 79(2), 181-194. Warren, M. (2014). Transforming public education: the need for an educational justice movement. <i>New England Journal of Public Policy</i> , 26, 1-17.	Reading Notes & Extensions

14	Present projects	1, 3, 4, 5 GE 1.1, 1.2, 2.2, 2.3	Present outcomes from Assignment 3	Assignment 3: Redaction Headlines Media Project
15	Present projects	1, 3, 4, 5 GE 1.1, 1.2, 2.1, 2.2, 2.3	Present outcomes from Assignment 3	Assignment 4: Urban Education Reflection (due finals week)

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/lewis.40@osu or visit odi.osu.edu/ccampis

GE Foundation Courses

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.

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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.

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.

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

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.

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

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 (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.

Course Subject & Number: _____

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.

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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.

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)*

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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)