

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	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, Ethnic 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)

Comments

- Attached updated ELO form from Jenell *(by Bernth,Jennifer Hughes on 10/04/2021 12:25 PM)*

COURSE CHANGE REQUEST
4005 - Status: PENDING

Last Updated: Brown,Danielle Marie
10/20/2021

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
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/20/2021 11:58 AM	ASCCAO Approval



Urban Teaching and Learning

EDUTL 4005

Course Information

- **Course times and location:** [example: “Wednesdays, 11:10 a.m.-12:55 p.m. plus weekly Carmen interaction”]
- **Credit hours:** 3

Course Description

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, 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.

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

Themes: General

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 1.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 1.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Foundations: Race, Gender, and Ethnicity

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, race, and schooling have and continue to influence their experiences and opportunities.
- 2.2. Evaluate how race 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, Fees, and Technologies

Required Textbooks

Readings for this course available on CarmenCanvas each week

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.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

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, Race, 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

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.

See Course Schedule for due dates.

Descriptions of Major Course Assignments

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, Race, and Schooling

Description: This 2-3-page paper invites you to critically reflect on how issues of place, race 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
<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 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>	<p>Student takes into consideration more than three points of demographic and historical data on their school-community.</p> <p>Student thoroughly explains the impact of multiple intersecting social identities on schooling experiences.</p>	<p>Student takes into consideration three points of demographic and historical data on their school-community.</p> <p>Student explains the impact of multiple social identities on schooling experiences.</p>	<p>Student takes into consideration two points of demographic and historical data on their school-community.</p> <p>Student attempts to explain the impact of 1-2 social identities on schooling experiences.</p>	<p>Student does not consider various demographic and historical data.</p> <p>Student inadequately explains or does not explain the impact of social identities on schooling experiences.</p>

<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>Student draws on 3 course concepts/readings related to race, 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>Student draws on 2 course concepts/readings related to race, 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>Student draws on 1 course concepts/readings related to race, 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>Student attempts to draw on 1 course concepts/readings related to race, 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, race, and schooling have and continue to influence their experiences and opportunities.</p>	<p>Student critically reflects on how at 2 issues of place, race, and schooling have and continue to influence their experiences and opportunities.</p>	<p>Student reflects on how at 1 issue of place, race, and schooling has and continues to influence their experiences or opportunities.</p>	<p>Student does not reflect on how issues of place, race, 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-</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-</p>

attitudes, beliefs, or behaviors.	cultural text related to urban education.			cultural text related to urban education.
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 in-class or synchronous virtual sessions, engage in and contribute to class discussions and activities.

Academic integrity and collaboration: Example: 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.

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **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.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

Grading Scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Other Course Policies

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.

Discussion and Communication Guidelines

[Example: 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. A more conversational tone 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. I will provide specific guidance for discussions on controversial or personal topics.
- **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.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are

always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity.

Ohio State's Academic Integrity Policy

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](https://studentconduct.osu.edu) (studentconduct.osu.edu), 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:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting 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. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This course requires use of CarmenCanvas (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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

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 Race, 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.	Reading Notes & Extensions Assignment 2: Group Teaching #4

				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	
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).

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)