

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

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

Include in Historical or Cultural Studies Foundation of new GE.

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

Please see the attached GE form for an explanation of how this course meets the foundation's goals and ELOs.

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)?

We anticipate no programmatic implications of this change.

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	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2120
Course Title	Asian Philosophies
Transcript Abbreviation	Asian Philosophies
Course Description	A survey including at least three of the following philosophical systems of Asia: Hinduism, Buddhism, Jainism, Zoroastrianism, Taoism, and Confucianism.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Historical and Cultural Studies

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

Previous Value

General Education course:

Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes

- Identify and articulate core themes from Asian philosophical traditions across history, how they relate to each other, and how they relate to parallel ideas in Western philosophical traditions.
- Engage in thoughtful and respectful discussions with peers from different cultural backgrounds.

Content Topic List

- The history and doctrines of at least three of: Hinduism, Buddhism, Jainism, Zoroastrianism, Daoism, and Confucianism
- The Self
- The Individual and the Group
- Reality and our Knowledge of It

Sought Concurrence

No

Previous Value

Attachments

- 2120 sample syllabus for HistCult Foundation.pdf: Sample Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 2120 ge-foundations-submission to Historical and Cultural Studies.pdf: GE Form for Cultural Studies Foundation
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- Philosophy Undergraduate Curriculum Map as of 4.14.2023.pdf: Philosophy UG Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

COURSE CHANGE REQUEST
2120 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/25/2023

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	04/14/2023 04:36 PM	Submitted for Approval
Approved	Lin, Eden	04/15/2023 05:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/25/2023 03:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/25/2023 03:24 PM	ASCCAO Approval

Philosophy 2120- Asian Philosophies

Tu/Th 11:10 AM – 12:30 PM
Hagerty Hall 180

Contact Information & Office Hours

Steven Brown Instructor 337F University Hall brown.2703@osu.edu	Shao-An Hsu Grader 337E University Hall hsu.763@osu.edu	Inchul Yum Grader 337E University Hall yum.19@osu.edu
Tue/Thu 1:00p to 2:00p and by appointment	Tue/Thu 1:30 to 2:30 Grad Lounge (UH337E)	Wed/Fri 1:00 to 2:00 Gluck Library (UH314)
Abazari to Macatangay	Mahesh to Satija	Sattele to Zhu

About This Class

This class will explore the main philosophical traditions that underlie the cultures of India, China, Japan, and a number of other countries in south and east Asia. Specifically, we will work toward understanding some of the essential texts from Hinduism, Buddhism, Confucianism, Daoism, and others as time permits. However, we will not be approaching these texts merely for their historical value. We will be engaging them as potential sources of wisdom and insight into the nature of the world around us and our place within it.

Online Access

In accordance with current OSU policies, this class will be taught in-person. Attendance over Zoom counts as an absence which can be explained at the end of the semester.

That being said, we recognize that people will occasionally be unable to attend in-person lectures for various reasons. If you are ill, you are strongly encouraged to stay home and participate in the live lectures using Zoom. Reasons unrelated to illness will be considered on a case-by-case basis. The teaching associates will be monitoring remote participants and will let me know if anyone has questions or comments during the lecture.

Zoom Links

- [Main Lecture Meetings](#)

Live Class Notes

In order to maintain a dynamic classroom atmosphere while allowing easy access to the notes, I will use a shared Google Doc as a virtual chalkboard. This document will update in real-time, so those who must participate remotely should be able to keep up without difficulty.

- [Virtual Chalkboard Document](#)

Daily Schedule

- First Attendance and Logistical Check-In
- Minute of Mindfulness
- Lecture/Discussion
- Second Attendance

Grading Scheme

This course utilizes an unusual grading scheme that is based primarily (though not completely) on the completion of assignments. It should be possible for you to get the grade you want without completing all the assignments. Each student is responsible for determining their best path through the course based on how much work they'd like to complete to get their desired grade. Some examples of how this might work are included at the end of this section.

Attendance and Participation – up to 20 Points

- In-person attendance and participation are critical for academic success. We will be taking attendance at the beginning and end of every class. Lively classroom discussion and participation in office hours will also be taken into account.
- Since each person's life circumstances are a bit different, there is no simple formula for calculating the points you'll receive for attendance and participation. At the end of the semester, you'll be asked to grade your own performance and to explain your justification for that grade.
- We will compare your self-assessment with the attendance data and our memories of your participation to determine if your self-assigned grade is appropriate and adjust it as necessary.
 - About 3 absences should be accepted without penalty, and beyond that you should provide some kind of an explanation. If you don't have a good explanation, you should deduct about 5 points for each additional absence.
 - Zoom attendance counts as an absence unless you had some legitimate reason for needing to attend in that way (sickness, important travel, etc). Please provide an explanation for your decisions to attend over Zoom. If you don't have a good explanation, you should deduct about 3 points for each time you chose to attend over Zoom rather than coming to class.
 - If you were a regular participant in class discussion that should count in your favor. Give yourself 6 additional points for very regular participation, 4 for semi-regular participation, and 2 for infrequent participation.
 - Guidelines:
- Remember that we will be comparing your self-assessment against our attendance data in TopHat and Zoom. Significant discrepancies between your suggested grade and that data will result in your receiving substantially fewer points for this portion of your grade.

First Impressions Note – 5 Points

- By the end of the first week, you will be invited to write a brief (200 to 500 word) statement of your current impressions about Asian religious/philosophical traditions.

- This note will primarily be used as a point of comparison at the end of the semester, so take it seriously, but don't worry about getting things right.

Reading Reflections – up to 24 Points (2 each, 12x)

- We're planning to assign 12 readings. These are generally less than 20 pages long, sometimes significantly less. However, they are primary sources that can take significant time to read and process.
- For each assigned article, you may complete a reading reflection. Reflections can take several different forms, and you are encouraged to try out all the different forms throughout the semester:
 - **Summarize:** Briefly summarize something interesting about the reading
 - **Question:** Formulate a question about something that you'd like to discuss further
 - **Objection:** Quote selection that you find problematic and explain your concern
- **Do not attempt to complete all three tasks.** Just pick one.
- Each reflection should be **at least three sentences long.**

Community Engagement – 5 points

- As the semester progresses, you'll be given opportunities to visit local communities that actively live out the traditions we'll be discussing in class.
- **You are strongly encouraged to participate in at least one of these visits.** For the visit you attend, you may complete a brief Carmen quiz asking you to discuss your experience.

Quizzes – up to 35 points (5 each, 7x)

- For each major tradition we discuss there will be a 5-question, multiple-choice quiz made available on Carmen. It will cover all of the material covered in class since the previous quiz.
- **These quizzes will be graded, but they will not be timed, and you will have 2 attempts to complete each one.**

Takeaway Portfolio – up to 16 Points

- At the end of the semester, you will be asked to gather your main takeaways into a final portfolio. The portfolio should be a single document containing the following sections:
 - **Comparison (200+ words, 4 points):** Briefly discuss how your views from the *Impressions Note* developed or changed as you engaged with the material in this course.
 - **Take a Stand (750+ words, 8 points):** Do your best to articulate and argue for your own preferred view on some of the core questions of the class. We don't want to be overly prescriptive about how to do this, since there's any number of ways you might accomplish this goal, though you should do your best to demonstrate that you can construct an integrated and comparative perspective on the traditions we've discussed. Issues you might consider taking up include:
 - What is the nature of the self and how does it relate to Ultimate Reality?
 - Are practices like meditation an important part of life? Why or why not?
 - Is an ideal society one that is highly educated and ambitious or more simple and laid back?
 - **Relevance (100+ words, 4 points):** Please identify and evaluate the social, ethical, and personal implications of the traditions we've discussed as they apply to your own life

and personal goals. How would you like to keep engaging (or not) with these questions in the future? Perhaps you found a tradition or a philosophical school fascinating and want to read up on it more in the future. Perhaps you're not into philosophy, and hate reading, but would like to implement a practice or way of looking at the world in your day-to-day life. Or perhaps there is nothing next, and you're glad it's all over. Regardless, where do you go from here?

- In order to address the above requirements to your satisfaction, this portfolio might run substantially longer than the required word count. Try not to ramble, but take as much space as you need. Just make sure your note thoroughly engages each of the three sections.

Because this grading scheme is so generous, we will be relatively strict about deadlines. Full credit will only be given to late work in unusual circumstances.

- **As much as possible, we will leave the assignments open so you can turn in work late if you need to, but be aware that you will need to supply a comment and relevant documentation if possible.**
 - **Please do this IN CARMEN by placing a comment on the assignment itself.**
 - **DO NOT EMAIL US ABOUT LATE WORK**
 - **Late work will be graded at the convenience of the grader, and mediocre excuses might be given partial credit**

Absences

- You are responsible for keeping track of which days you missed and why. You will grade your own attendance and participation at the end of the semester and can explain your absences at that point.
 - **DO NOT EMAIL US ABOUT ABSENCES**

What You Need

- **All required class readings will be provided to you on Carmen.**
- **If you are able, I strongly encourage you to purchase these 5 books (~\$80 total):**
 - *Note:* I was too late to order these to the bookstore, so purchase them wherever you like. They should all be available in paperback and various ebook formats
 - *Classics of Indian Spirituality*, all 3 volumes, Eknath Easwaran
 - *The Upanishads*
 - *The Dhammapada*
 - *The Bhagavad Gita*
 - *Readings in Classical Chinese Philosophy*, Philip J Ivanhoe and Bryan W. Van Norden
 - *Zen Flesh, Zen Bones*, Paul Reps and Nyogen Senzaki
- **There is no formal textbook for the class, but if you'd like one, this is what I recommend:**
 - *Classic Asian Philosophy: A Guide to the Essential Texts, 2nd Edition*. Joel J. Kupperman

Sources of Help

- [OSU Student Advocacy](#)
 - Emergency Financial Assistance
 - Health, Personal, and Mental Health Crises

- Financial Advice
- Disability Resources
- OSU Food Pantry:
 - <https://www.buckeyefoodalliance.org>
- OSU resources for students that are veterans:
 - <http://veterans.osu.edu/current-students/academic-resources>

Class Schedule

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion. Here are the main topics we will be covering in this class. Background readings for each topic are available on CarmenCanvas.

I reserve the right to alter this outline for any reason at any time based on in-class discussion. **Students are responsible to stay up to date on all schedule changes announced on CarmenCanvas.**

Week	Topics and Readings	Assignments
1	Introduction to Asian Philosophical Traditions	
2	Doing Cross-Cultural Philosophy (Nussbaum, p. 118-139)	
3	Early Hinduism (Katha Upanishad, 24 pgs.)	
4	Early Hinduism, Cont. (Chandogya Upanishad, 28 pgs.)	
5	Early Buddhism (Dhammacakkappavattana Sutta, 7 pgs.)	Quiz 1
6	Early Buddhism, Cont. (Upayakausalya Sutra, 3 pgs.)	
7	Jainism (Acharang/Pratikraman/Tattvarth Sutras, 20 pgs.)	Quiz 2
8	Later Hinduism (Bhagavad Gita, 22 pgs.)	Quiz 3
9	Confucianism (Analects, 15 pgs.)	
10	Confucianism, Cont. & Daoism (Mencius, 6 pgs. & Daodejing 10 pgs.)	
11	Daoism, Cont. (Zhuangzi, 12 pgs.)	Quiz 4
12	Zen (Koans, 6 pgs.)	Quiz 5

13	Sufism (Bezels of Wisdom, 24 pgs.)	Quiz 6
14	Sikhism (Japji Sahib, 18 pgs.)	Quiz 7
15	Open Discussion	
16		Takeaway Portfolio

All the Boring Stuff That Nobody Reads but We're Required to Include

TL;DR

- We use the same grading scale as basically everyone else.
- Don't cheat. It's bad for your soul (if you have a soul).
- If you have any relevant disabilities, we will do everything we can to accommodate you.
- Life is hard. If you are experiencing mental health issues, it's ok. Let people help you.
- If you are the victim of sexual misconduct, that's never your fault. Let people help you.
- No matter who you are, we value you. Be kind to people who are different from you.
- This counts as *Cultures and Ideas* in the old GE and *Literary, Visual and Performing Arts* in the new GE.

Grading Scale

- **A** 93 to 100
- **A-** 90 to < 93
- **B+** 87 to < 90
- **B** 83 to < 87
- **B-** 80 to <83
- **C+** 77 to <80
- **C** 73 to <77
- **C-** 70 to <73
- **D+** 67 to <70
- **D** 60 to <67
- **E** Below 60

Statement on Academic Misconduct

- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct studentlife.osu.edu/csc .

Statement about Disability Services

- 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, we may request that you register with Student Life Disability Services. After registration, make arrangements with us 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.

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.

Statement on Sexual Misconduct

- 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 titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

- The Ohio State University 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 from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Learning Outcomes

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

- Identify and articulate core themes from Asian philosophical traditions across history, how they relate to each other, and how they relate to parallel ideas in Western philosophical traditions.
- Engage in thoughtful and respectful discussions with peers from different cultural backgrounds.

General Education Information

Legacy GE

- **Literature**
 - **Goal:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
 - Expected Learning Outcomes:
 - Students analyze, interpret, and critique significant literary works.
 - Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
- **Global Studies**
 - **Goal:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
 - Expected Learning Outcomes:
 - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

New GE

- **Literary, Visual and Performing Arts**
 - **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 Outcomes:
 - **1.1** Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
 - **1.2** Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
 - **1.3** Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
 - **1.4** Evaluate social and ethical implications in literature, visual and performing arts, and design.
 - **Goal 2:** Successful students will experience the arts and reflect on that experience critically and creatively.
 - Expected Learning Outcomes:
 - **2.1** Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

- **2.2** Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
- **Historical or Cultural Studies**
 - **Goal:** Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation and evaluation.
 - Expected Learning Outcomes:
 - **1.1** Analyze and interpret selected major forms of human thought, culture, ideas or expression.
 - **1.2** 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.
 - **1.3** 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.
 - **1.4** Evaluate social and ethical implications in cultural studies.

Students will satisfy these expected learning outcomes through close reading of assigned texts, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. More specifically, the course will:

- Require reflection and self-assessment through a series of 12 short reading response papers that ask students to reflect on upon primary sources from a wide range of historical and cultural contexts.
- Encourage students to situate works of literature, art, and spirituality in relationship to the core philosophical concepts of the cultures that created them in classroom discussions.
- Demonstrate understanding of major ideas in each tradition and their practical implications by completing 5 topical quizzes.
- Require substantive critical engagement through the construction of a takeaway portfolio that includes a reflection upon the development of their understanding over the course of the semester, a statement about the ways in which the traditions we explored have impacted them personally, and an extended argument in favor of their preferred position on one of the major philosophical issues we discussed.
- Invite direct cross-cultural encounter through completion of a local community that represents one of the traditions covered in the class. Students have broad freedom to complete this assignment however they want so that they can choose which form of community engagement will best expand their personal understanding.

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.