

**Colonnade General Education Committee  
Western Kentucky University**

Report to the University Senate Executive Committee

Date: February 29, 2016

From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee met on February 22 and submits the following report for consideration to the University Senate:

**New Courses**

- **Explorations**

CHEM 111

- **Connections**

SOCL 342

HIST 308

CIS 205

SPS 300

RELS 317

**Revised Courses**

- GEO 280 (This course had been approved previously but added a lab component)

**World Language Proficiency**

- KOR 102

## Colonnade Program Course Proposal: Explorations Category

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Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).

- 1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)**

CHEM 111 – Introduction to Forensic Chemistry  
Natural and Physical Sciences (NS and SL)

- 2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

*Students use the scientific perspective to gain basic understanding of the natural and physical world and the relevance of science to issues of personal and public importance. Courses examine scientific principles through different modes and scales of observation, development of theories and hypotheses, and data collection and interpretation. Hands-on experience provides an essential applied component in this category.*

*Students will demonstrate the ability to:*

- 1. Demonstrate an understanding of the methods of science inquiry.*  
Student will learn the role of evidence collection and preservation in forensic science and its relation to the scientific method. Though discussed in the classroom and illustrated with explanations of 'how science works,' scientific inquiry and the scientific method are primarily addressed through the variety of laboratory experiences students have in the course. The course devotes approximately 20% of its time to laboratory and applied-learning activities.
- 2. Explain basic concepts and principles in one or more of the sciences.*  
Basic chemical concepts and principles are the heart of the basic science focus in the course. The primary focus is the relationship between the shapes of compounds at the molecular level and the relationship between shape and physical properties. Students will do this by lab experiences where they will describe the separation of drug and drug-related compounds.
- 3. Apply scientific principles to interpret and make predictions in one or more of the sciences.*  
Students will achieve this goal through lab experiences, including the collection of reference data on a variety of explosives-related chemical compounds and then surmounting a challenge to identify the components of two different mixtures of these explosives-related compounds.

4. *Explain how scientific principles relate to issues of personal and/or public importance.*
  - a. This aspect permeates the entire course. The course is about looking at how science (and chemistry in particular) is used in forensic investigations. Forensic investigations are not always of personal importance (though they may be to some individuals); however, almost all forensic investigations can legitimately be considered to have public importance. In particular, students will learn to develop latent fingerprints and describe those fingerprints (and other pattern evidence items) and their reliability.

**3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

In CHEM 111 students will:

1. Demonstrate an understanding of the methods of science inquiry by learning the role of evidence collection and preservation in forensic science and its relation to the scientific method
2. Explain basic concepts and principles in chemistry by being able to describe the separation of drugs and drug-related compounds.
3. Apply scientific principles to interpret and make predictions in the chemical sciences by being able to recognize explosives and describe explosive reactions and how they relate to forensic science
4. Explain how scientific principles relate to issues of personal and/or public importance by being able to describe fingerprint and other pattern evidence and its reliability

**4. Brief description of how the department will assess the course for these learning objectives.**

Students in CHEM 111, Introduction to Forensic Chemistry will be tested on the learning outcomes listed above in the following ways:

1. Knowledge of the scientific method will be measured at the beginning of the course for pre-course assessment purposes, then again at the end of the course for post-course assessment. The assessment will contain four to six multiple-choice questions and one short-answer question.
2. Knowledge of the relationships between molecular shape and physical properties will be measured at the beginning of the course for pre-course assessment purposes, then again at the end of the course for post-course assessment. The assessment will contain four to six multiple-choice questions and one short-answer question.
3. A lab-related assessment will be used to measure the students' ability to interpret data and make predictions. The assessment will be related to the work done in the Explosives ID lab, and will happen at least one class period, but not more than three class periods following the Explosives ID lab.
4. A lab-related assessment will be used to determine the students' success in understanding how scientific principles relate to issues of personal and/or public

importance. The assessment will be related to the work done in the Fingerprinting lab, and will happen at least one class period, but not more than three class periods following the Fingerprinting lab.

Individual faculty members will determine whether the post-test assessment and lab-related assessments are used as part of the student's grade, though they will be encouraged to do so to ensure students make a strong effort in the test.

**5. How many sections of this course will your department offer each semester?**

One section of CHEM 111 is offered each Spring semester. If demand rises, a second section may be considered. Sections are limited in size due to lab space

**6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

**Syllabus begins on the following page...**

**Western Kentucky University  
Ogden College of Science and Engineering  
Department of Chemistry**

**CHEM 111.001: Introduction to Forensic Chemistry  
CRN: 32559  
Spring 2016**

<i>Lecture/Discussion Meetings</i>	<i>Instructor</i>	<i>Office Hours</i>
TCCW 403 9:35 AM-10:55 AM TR 3.0 Credit Hours	Dr. Stuart Burris TCCW 444 745-2973 stuart.burris@wku.edu	1:00 PM - 2:00 PM TR other times by appointment with 24 hour notice preferred

**Course Description (WKU Undergraduate Catalog)**

A combination of lecture and in-class laboratory activities designed to introduce the fundamentals of forensic chemistry including evidence collection and preservation, arson investigation, poisons and toxicity, determination of time of death, the chemistry of explosions, and DNA/blood analysis. In-class laboratory constitutes 20% of the class.

**Course Learning Objectives**

In CHEM 111 students will:

1. Demonstrate an understanding of the methods of science inquiry by learning the role of evidence collection and preservation in forensic science and its relation to the scientific method
2. Explain basic concepts and principles in chemistry by being able to describe the separation of drugs and drug-related compounds.
3. Apply scientific principles to interpret and make predictions in the chemical sciences by being able to recognize explosives and describe explosive reactions and how they relate to forensic science
4. Explain how scientific principles relate to issues of personal and/or public importance by being able to describe fingerprint and other pattern evidence and its reliability

**Learning Materials**

Text: Gaensslen, R.E.; Harris, H.A.; Lee, H.C. *Introduction to Forensic Science and Criminalistics, 1<sup>st</sup> ed.*, McGraw-Hill: Boston, 2008.

ISBN-10: 0-07-298848-7; ISBN-13: 978-0-07-298848-2

**Course Content**

Our goal will be to cover part or all of chapters 1-6, 9-12, in the text.

**Laboratory Content**

We will complete five (5) laboratory exercises. Specific activities will be announced in class and posted on Blackboard.

**Evaluation**

Item	Points Available	"Value"
5 In-Class Quizzes, see schedule on page 2 – ≥70 points each	≥350	350
10 Homework Assignments, on Blackboard – 20 points each	200	200
3 Small-group Discussions – 20 points each	60	50
5 Laboratory Exercises, see schedule on page 2 – 60 points each	300	300
Final Exam	100	100
<b>Total</b>	<b>≥1010</b>	<b>1000</b>

Final grades will be assigned with the following tentative divisions. The grade you receive will be the grade you earn.

Points	900-1000	800-899	700-799	600-699	≤ 599
Letter	A	B	C	D	F

## Policies and Brief Assignment Descriptions

The academic policies stated in the *Undergraduate Catalog* will be followed with the following highlights and additions. Students will be notified of any changes to this syllabus verbally and in writing. In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center in DSU 1074. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

### **Attendance**

Attendance is extremely important; missing class may adversely affect your final grade. You may be assigned a grade of 'F' for excessive absenteeism if you miss seven (7) meetings for any reason before March 18. You will be dropped for non-attendance if you miss the first two (2) meetings without making prior arrangements.

### **In-Class Quizzes**

There will be five (5) In-Class Quizzes, each covering two (2) chapters. In-Class Quizzes will be given on the designated dates, be multiple-choice, and cover class notes and discussion *in addition to assigned text reading, videos, and guest speakers*. Anyone arriving more than twelve (12) minutes late (at 9:47 AM on Dr. Burris' phone) will not be allowed to take the quiz.

### **Homework**

There will be ten (10) Homework Assignments administered through Blackboard. You may have up to three attempts on each Homework Assignment with the higher score being retained. Homework Assignments will be available up to the time of the In-Class Quiz covering that chapter. *There will be no make-ups on Homework Assignments.*

### **Small-group Discussion and Case Study Analysis Assignments**

There will be five (5) small-group discussions and/or case study analysis assignments, as indicated on the schedule below. These will launch from videos viewed in class. Answers from small-group reports must be submitted *before* leaving for the day, or *no credit will be given*. *There will be no make-ups on Small-group Discussions*. Reports on case study analysis assignments will have due dates posted on Blackboard.

### **Labs**

There will be five (5) labs as indicated on the schedule below. Lab reports must be submitted *before* leaving the lab for the day, or *no credit will be given*. Eye protection may be required in some labs and will be provided for those not wearing glasses. *There will be no make-ups on Labs.*

### **Missed in-class quizzes and labs**

Make-ups for in-class quizzes and labs will *not* be given for any reason. If you miss **one** (and only one) in-class quiz, you will be assigned a replacement grade for the missed in-class quiz that is equal to that the lowest of your other four (4) in-class quiz grades. If you miss a **second** (or third, etc) in-class quiz, NO replacements will be made for ANY missed in-class quizzes. Both (all) missed quizzes will be assigned a score of zero (0). An unexcused absence on the date of a lab will result in a grade of zero for that lab.

### **Final Exam**

The final exam will be based directly off of the questions on the In-Class Quizzes. No kidding!!

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**CHEM 111 – Introduction to Forensic Chemistry  
Spring 2016**

**Tentative Schedule (subject to change due to guest speaker availability)**

Day	Date	Discussion Topic
Tue	26-Jan	Syllabus/Blackboard/What do you want to get out of this?
Thu	28-Jan	Chapter 1 - Introduction to Forensic Science
Tue	2-Feb	NOVA Episode - Forensics on Trial and Small-group Discussion
Thu	4-Feb	Chapter 2 - Physical Evidence and the Legal System
Tue	9-Feb	Case Study Analysis
Thu	11-Feb	Quiz 1
Tue	16-Feb	Chapter 3 - Crime Scene Processing and Analysis
Thu	18-Feb	Chapter 4 - Examination and Interpretation of Patterns for Reconstruction
Tue	23-Feb	Blood Spatter Lab
Thu	25-Feb	Case Study Analysis
Tue	1-Mar	Quiz 2
Thu	3-Mar	Chapter 5 - Examination of Physical Pattern Evidence
Tue	8-Mar	Spring Break
Thu	10-Mar	Spring Break
Tue	15-Mar	Chapter 6 - Fingerprints and Other Personal Identification Patterns
Thu	17-Mar	Fingerprinting Lab
Tue	22-Mar	Quiz 3
Thu	24-Mar	Chapter 9 - Blood and Physiological Fluid Evidence: Evaluation and Initial Examination
Tue	29-Mar	Bloodtyping Lab
Thu	31-Mar	Chapter 10 - DNA Analysis and Typing
Tue	5-Apr	Case Study Analysis
Thu	7-Apr	Quiz 4
Tue	12-Apr	BGPD Crime Scene Investigator Guest Speaker
Thu	14-Apr	Chapter 11 - Arson and Explosives
Tue	19-Apr	Explosives ID Lab
Thu	21-Apr	Chapter 12 - Drugs, Drug Analysis, and Forensic Toxicology
Tue	26-Apr	TLC Lab
Thu	28-Apr	Quiz 5
Tue	3-May	Case Study Analysis
Thu	5-May	Q&A for Final Exam
Tue	10-May	Final Exam - 1 PM in TCCW 403

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Amy Krull, [Amy.Krull@wku.edu](mailto:Amy.Krull@wku.edu); 5.6363

College and Department: PCAL; Sociology

Proposal Date: 2/2/2016

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: Socl 342 "Aging in Society"
- 1.2 Credit hours:3
- 1.3 Prerequisites<sup>1</sup>:none
- 1.4 Crosslisted and/or equivalent courses (prefix and number): n/a
- 1.5 Expected number of sections offered each semester/year: Currently 3 per year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) This course is offered face to face on the Bowling Green campus each spring semester. It is offered as a web based course during the winter term and summer term. It is also available as an "on-demand" course.

### 2. Provide a brief course description (100-200 words).

The population in the United States is aging at a rapid rate. A variety of social circumstances are causing this rapid aging; the result will be a society structured like we have never in history seen before. This course will utilize a sociological perspective to examine the causes and consequences of this change at the macro-level, such as retirement savings systems and micro levels of analysis, such as how these systems impact one's decision to retire.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Aging in society is an ideal capstone learning experience because, although taught from a sociological perspective, the topics addressed are multidisciplinary. In fact, the course is one of the core courses for the interdisciplinary gerontology minor. For the spring 2016 semester, 13 majors are represented among the 40 students in the class, indicating wide appeal of the course material.

The course will utilize and build upon basic skills and knowledge which the student will have gained from the foundations and explorations portions of the colonnade program. Students will be assessed in this course based upon their oral and written communication skills, honed in the "college composition" and "human communication" portions of explorations. A basic understanding of "quantitative reasoning" will be built upon when course material addresses surplus deferral mechanisms (social security; employer based retirement plans) in the United States.

Drawing on the explorations category, students' basic understanding of science will serve as a foundation for understanding biological changes as one ages as well as cross cultural differences in biological aging. Students have a variety of choices for the remaining explorations courses, but those courses all in some way relate to Aging in Society. It might be: a foundation of societal inequality learned

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.



in a Soc 100 class, a philosophy about life and its meaning from a philosophy or art class, or cultural variations in attitudes toward familial responsibility from an anthropology class.

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Students will analyze the basis and evolution of social policies and programs which address the needs of an aging society, specifically the economic systems (surplus deferral), medical system (healthcare), family system (caregiving) and political system (regulation). Students will analyze how and why these systems began, how they have impacted the society and changed over time, and how these systems might continue to change.
2. Compare the study of individual components to the analysis of entire systems.	In this course students will analyze the macro social systems and how they impact the individual. For example, social security and employer based retirement plans, in addition to Medicare, allow for widespread retirement in the United States. Widespread retirement though, has to be understood within the context of cultural attitudes about the service, skills and abilities of aging people. Within that context, an examination of individual decisions to retire can be conducted along with how those policies impact social inequality across minority groups in our society.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will evaluate how the existence and maintenance of social systems creates and sustains cultural patterns and policies in the United States. For example, a nuclear family system with one adult who has reduced economic power increases the reliance on family caregiving to meet the needs of aging members of that family. This then, reduces public pressure on government responsibility to pay for long term caregiving for the elderly. Likewise, the social security financing

was based upon expectations that a population would consist of a large group of working-age people who had strong wages and a small group of elderly. The unanticipated aging of society has put that system in economic peril. Proposed solutions vary in the consequences to individuals and groups of individuals in that society.

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

The Colonnade learning outcomes capture/overlap with the course learning outcomes, so no additional outcomes are needed.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

**Connections Student Learning Outcomes**

**Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.**

**Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.**

*Example: Analyze how systems evolve.*

*Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.*

*Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.*

- |   |   |   |
|---|---|---|
| 1. Analyze how systems evolve.  | Students will complete a written essay in which they will be directed to analyze how one US social system which affects aging Americans has evolved over time.                                | After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods. |
| 2. Compare the study of individual components to the analysis of entire systems.  | Students will complete a written essay in which they will be required to analyze how one element of our aging system (i.e. retirement; caregiving; healthcare) impacts the system as a whole. | After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods. |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | Students will complete an essay in which they analyze the consequences of system level thinking on individual components of the system.   | After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods. |

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	4. Excellent	3. Good	2. Needs work	1. Poor
<b>1. Analyze how systems evolve</b>	Student accurately describes systems and discusses the systems in relation to one another utilizing detailed supportive evidence.	Student accurately describes system and can discuss systems in relation to one another over time.	Student accurately describes system, but does not discuss their evolution.	Student inaccurately describes systems.

<b>2. Compare the study of individual components to the analysis of entire systems.</b>	Student accurately describes systems and demonstrates how they interact by utilizing detailed and supportive evidence.	Student accurately describes systems and can briefly demonstrate the ways in which they interact.	Student accurately describes systems and indicates that they interact, but does not demonstrate the ways in which they interact.	Is unable to accurately describe individual components. Cannot express how the components relate to the whole.
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	Student accurately describes the system level decision and the impacts on the parts of the system utilizing detailed and supportive evidence.	Student accurately describes the system level decision and can describe the impact on the parts of the system.	Student can describe a system level decision, but inaccurately describes the impact on the parts of the system.	Student is unable to accurately describe a system level decision.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The primary textbook utilized for this course relies on an “opposing viewpoints” format. Students will submit three written essays over the course of the semester which require the student to choose a side of a controversy in the field of aging and argue, with supporting evidence, the strengths of the side they chose to support. They are required to cite evidence from sources in their answers. These three essays are also measures of the colonnade learning outcomes. Any one of the three essays can be used for QEP assessment.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

**Aging in Society**  
**Western Kentucky University**

Dr. Krull

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(270)745-6363

\*When e-mailing please include your full name and course/section number to which you are referring.

Office Hours: Monday/Wednesday 10:20-11:30 am or by appointment.

**Text:** *Aging Concepts and Controversies 7<sup>th</sup> edition*. Harry R. Moody and Jennifer R. Sasser. Sage, 2012.  
ISBN: 978-1-4522-0309-6

**Course Description:**

The United States' population is aging at a rapid rate. A variety of social circumstances are causing this rapid aging; the result will be a society structured like we have never in history seen before. This course will utilize a sociological perspective to examine the causes and consequences of this change at macro and micro levels of analysis.

**Course Goals:**

**Connections Student Learning Outcomes**

1. Analyze how systems evolve.

2. Compare the study of individual components to the analysis of entire systems.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

**How does the course meet these learning outcomes?  
(Align course goals to Connections SLOs)**

Students will analyze the basis and evolution of social policies and programs which care for the needs of an aging society. Specifically the economic systems (surplus deferral), medical system (healthcare), family system (caregiving) and political system (regulation). Students will analyze how and why these systems began and how they have impacted the society and changed over time and how these systems might continue to change.

In this course students will analyze the macro social systems and how they impact the individual. For example, social security and employer based retirement plans plus Medicare, allow for widespread retirement in the United States. Widespread retirement though, has to be understood within the context of cultural attitudes about the skills and abilities of aging people. Within that context, an examination of individual decisions to retire can be examined along with how those policies impact social inequality across minority groups in our society.

Students will evaluate how the existence and maintenance of social systems creates and sustains cultural patterns and policies in the United States. For example, a nuclear family system with one adult who has reduced economic power increases the reliance on family caregiving to meet the needs of aging members of that family. This then, reduces public pressure on government responsibility to pay for long term caregiving for the elderly. Likewise, the social security financing was based upon expectations that a population would consist of a large group of working aged people who had strong wages and a small group of elderly. The unanticipated aging

of society has put that system in economic peril. Proposed solutions vary in the consequences

Student learning outcome specific to Socl 342.

1. Develop and practice critical thinking skills.

Students will enhance critical thinking skills through the written analysis of opposing viewpoints on controversial issues in the field of aging. Students will be required to utilize evidence from textual material to argue the validity of one viewpoint over the other.

Latent goal: Although I do not assess this goal, I find informally that this class turns many student's attention to their own or their aging loved one's future in a positive way.

### **Blackboard**

**<http://Blackboard.wku.edu>**

You will find it necessary to use Blackboard to be successful in this course. All quizzes and writing assignments are submitted through Blackboard. Additional required reading is also posted on Blackboard. All scores will be posted on Blackboard as well.

### **Course Requirements:**

**Writing Assignments:** The textbook seeks to increase the student's understanding of gerontology through the presentation of controversial topics. In order to fully utilize the approach of the text, students must engage in the controversies, not simply understanding the two sides of the controversies, but also critically engaging the controversies and determining where the student's attitudes may lie in each of the controversies. To that end, there will be 9 opportunities to complete a writing assignment from these 9 opportunities, **3** writing assignments must be completed. These writing assignments will usually be based upon assigned questions from the end of each chapter, or the question will be indicated on the syllabus or Blackboard.

Each answer should be in essay format: thorough, well thought out, word processed, a minimum of one page double spaced in length, 10 or 12 pt font, one inch margins, use proper grammar, spelling etc. If you use words from the textbook, you must use proper citation (MLA or APA); this is to be sure that you are clear when you are expressing your ideas versus repeating the text's ideas. Each writing assignment is worth 10 points. There are 9 of these writing assignments listed on the syllabus, you must complete **three** of the nine. Choose the assignments that interest you, or that you feel you can successfully answer. **You must complete at least one assignment prior to the first exam and at least one additional assignment prior to the second exam.** Please plan out your writing assignment schedule so that you can meet these expectations! All assignments should be submitted through the assignment feature on Blackboard. Please note the only document formats which I can open are: .pdf .doc .docx .rtf or .txt. (This list does not include the word processing format of "Word perfect" (.wps) or the "Pages" word processing format)

If you choose, you may turn in a fourth assignment that will count as **extra credit**. You do not have to do anything special for this, just make sure that over the course of the semester you have submitted 4 writing assignments.

Essays will be assessed utilizing the following rubric:

10 points: The essay contains a beginning, middle and end with a clear thesis statement. The essay has cited evidence supporting the position argued in the paper. The student has acknowledged the opposing viewpoint.

9 points: The above, but the paper contains some minor grammatical errors.

8 points: The above, but the essay does not contain sufficient supporting evidence (enough to provide at least a one full page essay)

7 points: The essay is not structured properly. It may not contain an introductory statement or a conclusion. The essay contains repetitive statements. The thesis statement is not supported with evidence.

6 points and below: The essay is not organized, nor is there proper use of grammar. The essay does not clearly state a thesis. The thesis is not supported.

### **Quizzes**

In order to think critically like a sociologist, you must read and learn the material from the textbook. To help you know if you are reading deeply enough, you will have a quiz for every chapter covered in the textbook. While any material is “fair game” for a quiz, the quizzes will especially focus on the “readings” portion of the textbook chapters. These are the assigned readings that present both sides of the controversy under consideration in a particular chapter. You will be given timed, 5 point, 5 question quizzes. You will be allowed to use your text and your reading notes to aid in the completion of the quiz; however, because the quiz is timed (10 minutes), if you have not read thoroughly, or taken notes, you will not have time to “look up” the correct answers. Quizzes will require the use of the “lockdown” browser.

Over the course of the semester, there will be 9 quizzes times 5 points each equals a possible 45 points from quizzes. I will not reset a quiz if you go over the time limit or if your computer crashes during the quiz. However, instead of a messed up quiz counting as 0, I simply have adjusted the points possible from quizzes to account for the fact that occasional trouble can occur with the on-line quizzes. 35 (77% of 45 points possible) points will be counted toward your final grade from quizzes. This means that you can “mess up” two quizzes and it will not hurt your grade. Any points you earn in excess of 35 will count as **extra credit**.

It is considered cheating if you take the quiz with assistance from a friend, or allow a friend to “watch” you complete the quiz. Instances of cheating will be referred to the University office of Judicial Affairs.

### **Exams:**

There will be three exams for this course. Each exam will be worth 50 points. Exams will be multiple-choice format, consisting of 50 questions, each worth one point.

#### **Make-up exams**

Make-up exams are unfair to all persons involved in this course. Therefore, make-up exams are discouraged. Should you miss a scheduled exam, you are required to alert the instructor as soon after the missed exam as possible in order to schedule a make-up exam. The make-up exam for this course will consist of a 50 point comprehensive (cumulative) exam that will be given at the time of the regularly scheduled final.

If you have a scheduled or university excused absence, this policy does not apply to you. Instead, you may make accommodations with the instructor ahead of time to make up the test.

### **Grade Distribution:**

Writing assignments	30 pts
Quizzes	35 pts
<u>Exams</u>	<u>150 pts</u>
Total	215 pts

A=90% or 193-215

B=80% or 172-192

C=70% or 150-171

D=60% or 129-149

### **Disability services**

“In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Accessibility Resource Center (SARC). Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.”

### **Course Schedule:**

It can be difficult to predict the pace of any given course. I reserve the right to alter due dates/assignments/exams as necessary for the benefit of the course.

Dates indicate when I expect to begin covering a topic. Exact due date of quiz/writing assignments will be announced in class.

èThis symbol indicates material that will be quizzed and a writing assignment option is available.

January 25: Review of syllabus and Introductions

January 27

#### **Prologue**

Chapter goal: 1.) Utilize the demographic transition theory to explain population aging.

2.) Illustrate why our society should be concerned about population aging.

Reading Assignment: Pages xxiii-xxxi in your assigned textbook. Also read Controversy 11, pps 441-451 in your assigned textbook.

Vocabulary: baby boom generation, population aging, birth cohorts, demographic transition theory, population pyramid.

January 29

#### **Basic Concepts I: The life course perspective**

Chapter Goals: 1.) Discuss the approach to aging in American society.

2.) Compare and contrast theories of aging.

3.) Describe the mechanisms of physical aging.

Reading Assignment: Basic Concepts I, pps 1-26 in your assigned textbook.

Important vocabulary: Be sure to learn the definitions of all the bolded terms in the assigned reading.

February 5

#### **Controversy 2: Why do our bodies grow old?**

Chapter goal(s) 1.) determine the difference between usual and inevitable biological changes with age.

2.) Classify the various theories regarding why the body changes.

3.) Describe age related changes to the body and predict how these biological changes will impact our society.

4.) Describe changes in life expectancy over the past 100 years. 5.) Articulate the compression of morbidity debate.

èReading assignment: Controversy 2: Why do our Bodies Grow Old. pp 53-68. Readings 6 (pp 71-78) and 7 (pp 78-79) Quiz!

èWriting assignment: Answer ONE of the following questions:



A.) In your opinion, how much emphasis should be placed on promoting health versus curing diseases in old age. Refer to the reading assignments for support for your answer.

B.) What if medical technology succeeds in significantly prolonging the human life span? What might be the consequences for health care and social life?

February 12

**Controversy 3: Does intellectual function decline with age?**

Chapter goals: 1.) Explain the different ways in which intelligence is measured as well as the difficulties in measuring intelligence.

2.) Describe how the different types of intelligence change with age.

3.) Extend the discussion of biological changes and intellectual changes with age to a discussion of driving capabilities of older Americans.

èReading assignment: Controversy 3: Does Intellectual Functioning Decline with Age? pp 93-104.

Readings 11 and 12 (pp 105-114) Quiz!

èAnswer one of the following:

A.) How do wisdom and intelligence differ from one another? Does wisdom necessarily develop with advancing age? Use an example of a person in your life to illustrate your point.

B.) Discuss Dennis's critique of Lehman's argument that creativity inevitably declines after middle age. Do you agree or disagree with Dennis's skepticism?

February 17

**Controversy 1: Does old age have meaning?**

Chapter goals: 1.) Discuss leisure patterns in late life as well as spirituality.

2.) Compare and contrast various approaches to finding meaning in old life.

èRead: Controversy 1: Does Old Age have meaning? pp 27-38 and readings 1, 2, 3, and 4 pp 39-49.

Quiz!

èAnswer the following question:

Is the idea of "meaning" in life something purely personal and private--if you choose to find your own meaning in late life, so be it, if not so be it. Or should old age have some "meaning" to our wider society? Meaning as a society, should we ascribe special status and "meaning" to reaching old age? In either case, what changes either in simple terms such as culture or complicated terms, such as social policy could be made to facilitate this pursuit of meaning?

**EXAM 1 on or about February 22.**

February 24

**Basic Concepts III: Social and Economic Outlook.**

Chapter goals: Understand sources of income in old age and illustrate how this varies among minority status groups.

Reading Assignment: "Basic Concepts III: Social and Economic Outlook pp. 293-324. (Please note this is out of "order" in terms of the layout of your text)

March 2

**Controversy 9: What is the future for Social Security?**

Chapter goals: 1.) Explain the funding of the Social Security Program and illustrate why there will be a funding shortage.

2.) Compare and contrast the benefits of Social Security across racial and class groups in the United States.

èReadings Assignment: Controversy 9: What is the future of Social Security, pp 365-381. Readings 38-41, pp 382-398. Quiz!

Answer one of the following questions:

A.) What solution to social security would you most like to see implemented. What are the benefits and consequences (to individuals, to groups of individuals, to society) of implementing your proposed solution?

B.) Answer question 7 on page 399 in your text.

March 16

### **Controversy 10: Is Retirement Obsolete?**

Chapter goals. 1.) Describe the conditions that must exist in society for retirement to become a social institution.

2.) Describe trends in retirement in terms of age and gender.

Viewing Assignment: Go to the Con 10 folder in Blackboard and watch the "Frontline documentary: Can you Afford to Retire?"

Reading Assignment: Controversy 10: Is retirement Obsolete? pp 401-418. Readings 42-45 pp 419-438. Quiz!

Answer ONE of the following questions.

A.) Question 1, page 438 in your text.

B.) Question 2, page 438 in your text. Please write in an essay format, rather than a brochure as indicated in the question.

### **EXAM 2 on or about March 21**

### **Basic Concepts II: Aging and Healthcare.**

Chapter goals: Understand the major causes of illness in old age, how healthcare is financed in the United States and how personal care is delivered to frail older people in the United States.

Reading Assignment: "Basic Concepts II: Aging, Healthcare and Society" pp 129-161

March 30

### **Controversy 4: Should we ration healthcare?**

Chapter goals: 1.) Describe lifestyle choices that negatively impact health.

2.) Describe the basis of and precedents to healthcare rationing.

3.) Compare and contrast the benefits and consequences of rationing healthcare.

Reading Assignment: Controversy 4: Should we ration health care for older people? pp 163-180. Readings 16, 18, and 19. pp 181-187 and 188-191. Quiz!

Answer one of the following:

A.) Is Callahan cruel and hard-hearted or is he instead courageous and far-sighted in his willingness to advocate a controversial idea?

B.) Answer question 4 on page 194 of your text.

C.) Do family members and older Americans themselves already make rationing decisions? For example, at the funeral of an older person, mourners will often comfort one another by remarking, "He had a good, long, life." If this is so, how is what Callahan proposing any different?

April 6

### **Controversy 5: Should families provide for their own?**

Chapter goals. 1.) Compare and contrast the gender differences in caregiving.

2.) Discuss the utilization and characteristics of high quality nursing homes.

3.) Discuss who bears the costs of caregiving to the elderly in terms of both individuals and society.

èReading Assignments: Controversy 5: Should Families provide for their own? pp 197-208. Readings 21-25, pp 208-230. Quiz!

èAnswer one of the following:

A.) Is transfer of assets to qualify for Medicare a form of "Middle class welfare" as asserted by Jane Bryant Quinn? Discuss both how it is and is not.

B.) Question 4 page 230 of your text.

C.) Question 5 page 231 in your text. Simply write an essay; do not write in a letter format as indicated in the question.

April 15

### **Controversy 6: Should older people be protected from bad choices?**

Chapter Goals: 1.) Define the various forms of elder abuse in the United States.

2.) Describe late life patterns of sexuality.

èReading Assignment: Controversy 6: Should older people be protected from bad choices? pp 233-245. Readings 27, 28, 29 pp 248-257. Quiz!

èAnswer one of the following:

A.) In rank order from most important to least, list 8 or 10 things that make life worth living for you personally. What contributes to your life satisfaction? Now try to imagine yourself as an 80 year old. Would your list be any different? What are the implications of this exercise for the issue of self-neglect?

B.) Question 2 p. 259 of your text. Just write an essay, no editorial is necessary as indicated in the question.

April 22

### **Controversy 7: Should people have the choice to end their lives?**

Chapter goals: 1.) Discuss the implementation and utilization of Oregon's "Death with Dignity Act."

2.) Discuss the process of grief and mourning in the United States.

èReading Assignment: Controversy 7: Should people have the choice to end their lives? pp 261-272. Readings 30, 31 and 33. (pp 273-281 and 283-289). Quiz! Be sure to also read the article by Sidney Hook located in the Con 7 Blackboard folder.

èAnswer one of the following:

A.) Question 1, page 290.

B.) Question 5, page 290. Please note that when the question asks the difference between a physician terminating treatment or giving a deadly drug to a patient, the question is assuming that either case would ONLY occur at the patient's request. (This is the only way physician assisted suicide can take place! It has never been legal, or posited, that physicians would have the power to actively decide to administer a deadly drug without the patient's permission.)

B.) Question 6, page 290.

**Final Exam Monday May 8, 8:00 am**

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Jeffrey Miner ; [jeffrey.miner@wku.edu](mailto:jeffrey.miner@wku.edu) ; 650.714.9581  
College and Department: PCAL ; History Proposal Date:

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: HIST 308, Conflict, Culture and Commerce in the Medieval Mediterranean
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>2</sup>: Students should have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling.
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: 1 semester, 2 years of 3
- 1.6 Is this an existing course or a new course? New.
- 1.7 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) BG main campus

### 2. Provide a brief course description (100-200 words).

This course explores the developing relationship between religion, culture, and power in medieval kingdoms with substantial Christian, Jewish and Muslim inhabitants. It focuses on the Kingdom of Sicily, which at its greatest extent included all of Italy south of Rome, parts of North Africa, Germany, and Jerusalem. The Kingdom also included religious minorities both large (Muslim, Orthodox Christian) and small (Jewish). By examining this kingdom and comparing it with kingdoms in Spain and the Crusader States of Syria/Palestine, the course will look at how 'tolerance' was produced by interactions between patterns of economic exchange, of political power, social hierarchy, and religious belief. This course will trace the rise and fall of a distinctive religious, political and economic system, and illuminate how conditions of religious tolerance are produced by a combination of systemic factors and individual decisions

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

The Middle Ages are often perceived as a backward age characterized by religious fanaticism and intolerance. However, these formative centuries actually saw some of Europe's first sustained engagement with issues about difference, diversity, and tolerance. The kingdoms around the Mediterranean, because they were on Europe's frontiers, saw an important tension develop. On the one hand, systems of political power were founded on the superiority of the Latin Christian religious system (both as a practical institution and as an ideology). On the other hand, these kingdoms contained large populations, at times even a majority, of non-Christian inhabitants. Minority religious communities also often provided important functionaries for royal administration. In order to understand how these kingdoms succeeded at balancing these tensions, at least for a time, students will need to be able to understand how different human systems (political institutions, religious belief, social norms, economic institutions) interacted. Without understanding the web of trade that connected Sicily with both

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<sup>2</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

northern Italy and Egypt, for example, students will not be able to understand why foreign merchants resident in Sicily periodically rioted against Muslims in the Kingdom as a way to air their grievances against the Latin Christian kings without criticizing them directly and facing punishment. Understanding the historical conditions that helped both create and end periods of relative tolerance is critical for thinking about global citizenship, but it depends on advanced understanding of multiple, interlocking human systems.

**4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze how systems evolve.	Students will trace the history of the Kingdom of Sicily from its founding in religiously-justified conquest ca.1050 through 1250, when it disappeared as an independent kingdom. Throughout, students will consider how economic systems (trade, agricultural production), political systems (laws, the royal court, administrative apparatus) and religious systems (patterns of belief, but also church institutions) interacted over a long period (approximately 150 years). This initially created a kingdom that tolerated and capitalized on religious difference, but over time undermine that tolerance so that religious difference was ultimately eliminated or minimized. Comparison to other kingdoms will help students see the Sicilian system as distinctive, but one that shared major characteristics with Mediterranean societies more broadly.
2. Compare the study of individual components to the analysis of entire systems.	Students will be asked throughout the course to draw connections between particular aspects of the Kingdom of Sicily's existence and its functioning as a whole unit. For example, students will look at the way writing religiously-tinged love poetry helped <i>inside</i> the royal court to create a functional social space for elite Christians. This change, though, had important effects <i>outside</i> the court, as it pushed the King's Arabic-language advisors into a more marginal place in the Kingdom's political system.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Ultimately, the argument of the course is that tolerance was created because the different systems (religious, political, economic) intersected in the person of the King of Sicily. Because those broader systems intersected in a single individual, however, central (royal) decision making was key to the sustenance of the system. After 1200, the King made a series of strategic decisions about his political and administrative apparatus that undermined the fragile balance between Christian and non-Christian elements in the kingdom.

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

This course will help students think historically and conceptually about religion and power in the middle ages. By the end of the semester, students should be able to:

1. Explain the historical events that created a multi-religious kingdom in Sicily and southern Italy
2. Use comparative analysis to better understand inter-religious interactions in the Kingdom of Sicily and in the broader Mediterranean world
3. Distinguish between medieval and modern definitions of tolerance and diversity, understand what made tolerance possible in the medieval world, and what caused it to decline
4. Explain how stridently monotheistic rulers justified, explained, and took advantage of religious and cultural diversity in their realms
5. Explain how cultural production was shaped by conditions of religious and cultural diversity as well as power relations
6. Develop interpretive strategies for dealing with unfamiliar historical sources
7. Use historical sources to evaluate scholars' reconstructions of the past
8. Apply conceptual tools from scholarship to the analysis of historical sources

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b>Connections Student Learning Outcomes</b>	<b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b>
1. Analyze how systems evolve.	The final paper topic will ask students to analyze the development of the Kingdom of Sicily over time, and in particular to explain its development as the result of multiple, interlocking processes.	Each term, I will randomly choose 33% of final papers to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.
2. Compare the study of individual components to the analysis of entire systems.	The second midterm exam will include an essay in which students are asked to choose a particular aspect of life in the Kingdom (economic, political,	I will randomly select 33% of the second midterm essays to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.

	religious) and discuss how it developed in relation to the Kingdom as a whole.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	The final paper topic will focus on the decisions of Frederick II Hohenstaufen, the last native King of Sicily and how his decisions and actions may have undermined religious tolerance in the kingdom.	Each term, I will randomly choose 33% of final papers to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
<b>1. Analyze how systems evolve</b>	Provides detailed analysis of primary and secondary material to explain how different systems developed in reciprocal relation to each other.	Can show based on primary and secondary sources some major interactions between multiple systems.	Is aware that systems evolve due to the interaction of different component parts, but analysis is incomplete.	Cannot identify the major systems of the Kingdom or overly simplifies systemic change.
<b>2. Compare the study of individual components to the analysis of entire systems.</b>	Provides detailed analysis of primary and secondary material to show reciprocal feedback between an individual component (political, economic, cultural) of and the whole system.	Can show based on primary and secondary sources how a component of a system affects the whole, but not <i>vice versa</i> or cannot show feedback.	Is aware the component parts and whole systems interact, but cannot provide adequate evidence based on primary and secondary sources.	Is unable to clearly relate individual components to the whole system.
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	Provides detailed analysis of primary and secondary material to explain how major or influential decisions both affected, and were affected by the state of the system as a whole.	Clearly uses source material to show how major or influential decisions reshaped the system, or how the decisions responded to systemic conditions, but cannot do both.	Describes major or influential decisions, with some difficulty explaining either systemic causes or consequences. Inadequate evidence in sources.	Cannot demonstrate understanding of concrete impact of major or influential decisions.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The artifact for Evidence & Argument assessment will be the final paper.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

**History 308 - Conflict, Culture and Commerce in the Medieval Mediterranean**  
**Western Kentucky University**

TO BE TAUGHT SPRING 2017

Instructor: Dr. Jeffrey Miner  
Office: Cherry Hall 214B  
Office Phone: (270) 745-3841  
Office Hours: Tu/Th 1:00-3:00 PM  
E-mail: [jeffrey.miner@wku.edu](mailto:jeffrey.miner@wku.edu)

***Course Description:***

The Middle Ages are often perceived as a backward age of religious fanaticism and intolerance. However, these formative centuries actually saw some of Europe's first sustained engagement with issues about difference, diversity, and religious tolerance. The kingdoms around the Mediterranean, because they were on Europe's frontiers, saw an important tension develop. On the one hand, systems of political power were founded on the superiority of the Latin Christian religious system (both as a practical institution and as an ideology). On the other hand, these kingdoms contained large populations, at times even a majority, of non-Christian inhabitants. Minority religious communities also often provided important functionaries for royal administration. In order to understand how these kingdoms succeeded at balancing these tensions, at least for a time, students will need to be able to understand how different human systems (political institutions, religious belief, social norms, economic institutions) interacted. Understanding the historical conditions that helped both create and end periods of relative tolerance is critical for thinking about global citizenship, but it depends on advanced understanding of multiple, interlocking human systems.

***Colonnade Learning Objectives:***

A Systems course in the Colonnade program will ask students to examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

***In History 308, you will:***



1. Analyze how the Kingdom of Sicily was created from scratch as a single cohesive system with distinctive and interrelated economic, political, and religious dynamics, in particular how religious tolerance was a critical aspect of the kingdom's existence. You will also look at how and why the system failed to hold together, and the Kingdom ultimately disappeared as an independent entity.
2. Explore how dynamics in one aspect of the kingdom (cultural, political, economic) had reciprocal effects with the functioning of the kingdom as a whole.
3. Work to understand the special place of the king in making the whole system function, and to explain how the political unity and religious tolerance that had characterized the kingdom from its founding ca. 1100 collapsed between 1200 and 1250.

### ***History Department Learning Objectives:***

This course will help students think historically and conceptually about religion and power in the middle ages. By the end of the semester, students should be able to:

1. Explain the historical events that created a multi-religious kingdom in Sicily and southern Italy
2. Use comparative analysis to better understand inter-religious interactions in the Kingdom of Sicily and in the broader Mediterranean world
3. Distinguish between medieval and modern definitions of tolerance and diversity, understand what made tolerance possible in the medieval world, and what caused it to decline
4. Explain how stridently monotheistic rulers justified, explained, and took advantage of religious and cultural diversity in their realms
5. Understand how cultural production was shaped by conditions of religious and cultural diversity as well as power relations
6. Develop interpretive strategies for dealing with unfamiliar historical sources
7. Use historical sources to evaluate scholars' reconstructions of the past
8. Apply conceptual tools from scholarship to the analysis of historical sources

### ***Summary of course content:***

This course focuses on one particularly dynamic and visible Latin Christian Kingdom, the Kingdom of Sicily. Created by a group of Norman mercenaries around 1050, this kingdom eventually grew to include all of Italy south of Rome, parts of North Africa, Germany, and Jerusalem. It also included religious minorities both large (Muslim, Orthodox Christian) and small (Jewish). Despite being ruled by kings who believed themselves to have received their crowns by divine favor from the Christian god, the Kingdom developed a reputation for religious tolerance and social diversity. By 1250, however, the Kingdom was ruled by a Crusading king who deported the remaining Muslim population of Sicily and effectively ended religious tolerance. This course will trace the rise and fall of a distinctive religious, political and economic system, and illuminate how conditions of religious tolerance are produced by a combination of systemic factors and individual decisions. The course is divided into four major units.

#### ***1. The creation of a Norman kingdom in southern Italy and the conquest of Muslim Sicily, 1050-1150.***

This section will trace the creation of a new monarchy in southern Italy. It begins with the arrival of Latin Christian Norman mercenaries, follows the way the Normans used their relations with the papacy to legitimize their conquests, and then explores their strategies for ruling over large minority populations: Greek-speaking Orthodox Christians in southern Italy and Arab Muslims in Sicily. This section will draw on sources from the Crusader states in the Middle East as well as Iberia to highlight ways the Kingdom Sicily was both unique and typical of Mediterranean religion and power dynamics.

#### ***2. The religious, cultural, and legal foundations of tolerance in the Kingdom of Sicily, 1100-1250.***

This section examines artistic, literary, and architectural production during the Kingdom of Sicily's greatest flourishing. The Normans widely used Arabic-language inscriptions, Arab-style dress, and Egyptian-inspired architecture to project power from their palaces. At the same time, they developed a court culture and a legal system that enshrined the inferior status of Muslims and Muslim culture in the kingdom broadly. We will examine these tensions to understand what enabled and undercut cultural and religious tolerance. Legal and cultural sources from comparable kingdoms in Iberia will be introduced in order to show the common intellectual and religious beliefs that Latin Christian monarchs shared and how that affected their subjects of different faiths.

### *3. Frederick II, papal politics, and the end of the Kingdom of Sicily, 1200-1250.*

This section explores the disappearance of the Kingdom of Sicily as an independent unit and the end of Sicilian tolerance under the reign of Frederick II. Frederick II has the reputation of a tolerant monarch – he had Muslim bodyguards, corresponded with Muslim Sultans, promoted the translation of scientific works by Jewish and Muslim authors. At the same time, his reign and his policies ended religious diversity in the Kingdom. Frederick's relations with the papacy and pursuit of crusading are explored as reasons why his tolerant private life and personal beliefs failed to protect diversity and tolerance (of Muslims, in particular) in the Kingdom at large. French and English sources will be used to explore how different parts of the Latin Christian world perceived the religious and cultural attitudes of the Mediterranean.

### *4. The Kingdom of Sicily and ideas of the "Mediterranean."*

Finally, course considers the place of Sicily in the Mediterranean more broadly – its role as a relay-station for cultural as well as economic exchange. Here, too, religious difference was a critical factor to understand. The Normans, for example, allowed substantial communities of Jews to conduct trade between their Kingdom and Muslim Egypt, all the while offering special privileges to their co-religionists from northern Italy to facilitate their commercial penetration of the Kingdom. Students will consider the role of trade in cultural contact and debate whether or not Sicily fits bigger models of the 'Mediterranean' proposed by scholars such as Fernand Braudel, Peregrine Horden, and Nicholas Purcell.

### ***Key readings***

Donald Matthew, *The Norman Kingdom of Sicily*, Cambridge University Press (1992).

Janet Abu Lughod, *Before European Hegemony*. Oxford University Press (1989).

Graham A. Loud, ed. *Roger II and the Making of the Kingdom of Sicily*. Manchester University Press (2012).

Jarbel Rodriguez, *Muslim and Christian Contact in the Middle Ages: A Reader* (2015).

All other texts are articles and book chapters that will be made available via Blackboard.

## **Colonnade Connections Course Proposal Local to Global Subcategory**

Proposal Contact Name, E-mail, and Phone: Mark Ciampa, mark.ciampa@wku.edu, 270/745.8728  
College and Department: College of Business, Department Information Systems

Proposal Date: January 22, 2016

### **1. Course Details:**

- 1.8 Course prefix (subject area), number and title: Computer Information Systems (CIS) 205  
"Technology in Society and Business"
- 1.9 Credit hours: 3
- 1.10 Prerequisites<sup>3</sup>: None
- 1.11 Crosslisted and/or equivalent courses (prefix and number): None
- 1.12 Expected number of sections offered each semester/year: 1-2 per semester
- 1.13 Is this an existing course or a new course? New course
- 1.14 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus

### **2. Provide a brief course description (100-200 words).**

The advances of digital information technology are continuing to have profound impacts upon business, society, and individuals both at home and abroad. With these advances come many significant questions: Will robots take away jobs? What protections should employees have regarding electronic monitoring by their employers? Should companies be permitted to patent genes? To what extent should a government monitor electronic communications of its citizens? Do video games encourage violent behavior? Is cyberterrorism a credible threat? These and many other ethical, social, and behavioral questions are at the forefront of the impact of technology on business and society. In order to successfully navigate through today's technology environment users need to explore the "pros and cons" of this myriad of questions about the impact of technology. And because different societies approach these questions from different perspectives, it is also important to compare and contrast these views from around the globe. This course is designed to examine digital information technology's impact today and the questions that it raises in businesses and society. Emphasis will be placed on examining both sides of these questions. The ability to understand these issues and use that knowledge will help WKU students become productive, engaged, and socially responsible digital citizens in today's global society.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

This course in Technology in Society and Business will require students to draw upon a variety of different disciplines:

- Technology – Students will use their knowledge of technology and use technological resources as a foundation to the issues that will be explored. These technologies will be those that students will already have a familiarity with based upon their usage of technology as "digital natives," which includes the Internet, cellular telephones, portable computing devices (tablets, laptops, etc.), web browsers, web search engines, social media sites, etc. Although this course will not teach technology per se as necessary it will provide a foundation level knowledge to ensure that all students have the proper context in which to address the issues discussed.

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<sup>3</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

- Sociology – Because sociology is the study of human social relationships and institutions, the content of this course will enable students to explore its different aspects within the context of technological issues. These aspects will entail examining the understanding of how human action and consciousness both shape and are shaped by surrounding social and cultural structures. It will help students, at the societal level, examine and explain matters like cybersecurity crime and law, poverty and wealth between the digital “haves” and “have-nots,” prejudice and discrimination, and social movements as “inspired” by technology. At the global level, students will explore sociology studies such as the impact of technological issues upon societies around the world, covering topics such as how technology is used in social upheavals, how it is monitored by nation-states, and what impact this will have upon future societies.
- Business – Business examples will on occasion be used for discussions regarding the use and abuse of technology in the workplace. This will include the usage of robotics to replace human workers, how employees are monitored by technology at their workplace, and the overall impact of technology in the future. As such, students will draw upon their knowledge and understanding of the business world and how technology--for better and for worse--has impacted it.
- Psychology – An understanding of the discipline of psychology--the scientific study of human behavior with the object of understanding why living beings behave as they do—will also be a discipline that students will use in this course. By examining technological issues in society and business students will explore how behavior changes with development, when a behavior is instinctive or learned, how persons differ, and even how individuals get themselves in trouble with the improper use of technology.

**4. List the *course goals* (see **Glossary of Terms**), and explain how are they aligned with the **Connections student learning outcomes**.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze issues on local and global scales.	<p>Students will analyze a variety of issues regarding how technology impacts society and business. Specific examples include:</p> <ul style="list-style-type: none"> <li>• Should drug makers and Internet companies be allowed to join forces to link pharmacy records with registrations at websites to target ads to users that reflect their health conditions and prescription drugs?</li> <li>• Is technology reducing the number of jobs of the middle-class that can be easily replaced by machines while increasing the ranks of both low-skilled workers who perform tasks that cannot easily be displaced by machines (like cooks or home health workers) and the ranks of high-end workers with abstract thinking skills that computers can't match? What are the social implications of this?</li> <li>• Do video games encourage violent behavior, and if so, to what extent should society protect young users from these games?</li> </ul>

<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will examine a variety of technology issues that are viewed through a different perspective on the local and global stages. They will compare and contrast these perspectives in order to gain a greater understanding of these issues. Specific examples include:</p> <ul style="list-style-type: none"> <li>• An examination of the widely diverse attitudes between the U.S., European Union nations, and China towards the impact of technology on personal privacy and the extent to which it should be regulated.</li> <li>• An examination of how issues regarding employee monitoring through technology shape not only global and local perspectives towards privacy but also how Internet businesses are grappling with technological issues of implementing—and in many cases resisting-- privacy protections to accommodate different regional regulations.</li> </ul>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will evaluate the consequences of decision-making through technology issues on local and global scales. For example:</p> <ul style="list-style-type: none"> <li>• Governments around the world are pressuring U.S. technology companies to turn over information of communications between terrorist organizations. These governments are advocating that U.S. tech firms must build ways to eavesdrop into encrypted chat programs that terrorists are accused of using to protect their communications. The U.S. tech firms respond that weakening encryption could damage overall security on the Internet. And because many of the largest online services are based and store their data in the U.S., questions regarding jurisdiction are raised. What are the risks of weakening encryption? Should governments be given “back doors” to all types of encrypted communications? Who should hold the keys to encryption: the user, the local government, or any global nation-state that has a suspicion?</li> <li>• With a smartphone in every pocket, a computer in every household, and an ever-increasing number of Internet-connected devices in the marketplace, the amount of consumer data flowing throughout the economy continues to increase exponentially. As the analysis of this “big data” is often valuable to companies and to consumers--by guiding the development of new products and services, predicting the preferences of individuals, tailoring services and opportunities, and managing individualized marketing—concerns are raised whether certain uses of big data analytics may harm consumers, particularly low-income and underserved populations to exclude them from opportunities. How can “big data” be used against locally</li> </ul>

	underserved populations? Is this being extended in a global scale to be used as a weapon to restrict the development of entire societies?
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**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

- Describe current issues in technology and the impact in connecting individuals to global society,
- Recognize and examine the complex changes in society resulting from advancements related to technology and the critical thinking skills while appreciating competing perspectives,
- Engage in meaningful discussions, based in evidence and argument, about complex and nuanced real-world issues surrounding technology and its social impact.
- Demonstrate the ability to discuss the "pros and cons" of questions that relate to the impact of technology on businesses, societies, and individuals
- Compare and contrast views from other societies around the world by examining technology's impact today and the questions that it raises, with emphasis placed on examining both sides of these questions.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b>Connections Student Learning Outcomes</b>	<b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b>
1. Analyze issues on local and global scales.	Students will read at least seven different sources that compare and contrast technology issues in society and business and create a one-page review of the reading. Students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the “pros and cons” of the	The department’s Assessment Committee will review a random sample (at least 30%) of the assignments using a 4-point rubric. The target results are at least 70% of papers will have an average of 2 or higher.

	technology issues in local, national, and global contexts. The artifact for assessment is a portfolio that includes these written assignments.	
2. Examine the local and global interrelationships of one or more issues.	Students will conduct research to identify three supporting documents about one side of an appropriate technology issue. The artifact for assessment is a portfolio that includes these documents.	The instructor will review the documents of each student to determine their appropriateness. "Appropriateness" will be judged by the following criteria: Is this a technology issue that currently impacts society and/or business? Is this issue of the scale that it has been recognized as having a significant impact upon local, national, and global contexts? Do the documents accurately reflect the current thinking surrounding the topic? Are the documents focused upon a specific side of the issue? Have the documents come from reputable sources that include citations and references that can be traced? The target results are at least 70% of the documents will be considered appropriate.
3. Evaluate the consequences of decision-making on local and global scales.	Students will make oral presentations of the differing viewpoints of current technology issues in society and business, paying particular attention to the consequences of decisions surrounding these issues as they play out on the domestic and international scene. The artifact for assessment is a written evaluation by the instructor of the presentations.	The department's Assessment Committee will review a random sample (at least 30%) of the instructor's evaluations using a 4-point rubric. The target results are at least 70% of papers will have an average of 2 or higher.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

A holistic rubric will be developed using a 4-point scale:

- 4 - Excellent outstanding (significantly exceeds expectations)
- 3 - Good (exceeds expectations)
- 2 - Fair (meets basic expectations)
- 1 - Poor (does not meet basic expectations)

The committee's targets are that 70% of the work will score 2+ while 30% of the work will score 3+.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for the course assignments:

	<b>4. EXCELLENT</b>	<b>3. GOOD</b>	<b>2. FAIR</b>	<b>1. POOR</b>
<b>1. Analyze issues on local and global scales</b>	Provides clear, concise, and compelling visual and auditory arguments on current issues that impact business and society	Makes fundamental arguments for society and/or business technology issues but lacks depth of insight into the implications	Topic may have limited technology implications but arguments lack clear linkages to society or business	Based on the presentation of evidence (in reviews, research, and presentations) the topic is not a current technological issue in society and/or business
<b>2. Examine the local and global interrelationships of one or more issues</b>	Excellent insight into impact of issue on a local scale that impacts business and/or society and how that reaches a broader global audience with its implications and impacts. Very good use of materials to support argument.	Demonstrates reasonable breadth, relevance, level of authority, and support from primary sources to illustrate how the technology issue transcends local domain to the larger global picture.	Shows limited evidence of interrelationships but lacking in depth and synthesis of argument.	Lacking the linkage of connection between local to global impacts of technology issue.
<b>3. Evaluate the consequences of decision-making on local and global scales</b>	Compelling, interesting, relevant, and persuasive argument delivered in an attractive and engaging format to persuade the listener/reader.	Good evaluation of what the technology impact is but still contains insufficient components to support argumentation.	Cursory examination of decision-making but significant weaknesses and limitations, indicating a lack of synthesis and analysis.	Does not address the implications and consequences of technology issue on local or global settings.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The artifact will be the portfolio that includes the written assignments that compare and contrast technology issues in society and business for “Analyzing Issues on Local and Global Scales.”

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.



# Course Syllabus

## CIS 205

### Fall 2016

#### **Course Description**

CIS 205. TECHNOLOGY IN SOCIETY AND BUSINESS. (3) Examination of the impact of digital information technology on domestic and international businesses and societies, along with ethical and social impacts on professional and personal decision-making.

#### **Class Meetings**

This class meets every Tuesday & Thursday from 11:10 AM – 12:30 PM in #523 Grise Hall.

#### **Course Overview**

The advances of digital information technology are continuing to have profound impacts upon business, society, and individuals both at home and abroad. With these advances come many significant ethical, social, and behavioral questions that are at the forefront of the impact of technology on business and society. In order to successfully navigate through today's technology environment users need to explore the "pros and cons" of this myriad of questions about the impact of technology. And because different societies approach these questions from different perspectives, it is also important to compare and contrast these views from around the globe. This course is designed to examine digital information technology's impact today and the questions that it raises in businesses and society. Emphasis will be placed on examining both sides of these questions. The ability to understand these issues and use that knowledge will help WKU students become productive, engaged, and socially responsible digital citizens in today's global society.

#### **Prerequisites**

None.

#### **Instructor**

Dr. Mark Ciampa, #228 Grise Hall, (270)745-8728, mark.ciampa@wku.edu

I am an Associate Professor of Computer Information Systems at Western Kentucky University in Bowling Green, Kentucky and hold a PhD from Indiana State University in Digital Communication Systems. Prior to this I was an Associate Professor and served as the Director of Academic Computing at Volunteer State Community College in Gallatin, Tennessee for 20 years. I have worked in the IT industry as a computer consultant for the U.S. Postal Service, the Tennessee Municipal Technical Advisory Service, and the University of Tennessee. I have also written over 23 college technology textbooks, including *CWNA Guide to Wireless LANs 3ed*, *Guide to Wireless Communications*, *Security+ Guide to Network Security Fundamentals 5e*, *Security Awareness: Applying Practical Security in Your World 5e*, and *Networking BASICS*.

#### **Colonnade Connections Student Learning Outcomes**

Upon successful completion of this course students should have demonstrated the ability to:

1. Analyze issues on local and global scales.

2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

### **Additional Student Learning Outcomes,**

1. Describe current issues in technology and the impact in connecting individuals to global society
2. Recognize and examine the complex changes in society resulting from advancements related to technology and the critical thinking skills while appreciating competing perspectives
3. Engage in meaningful discussions, based in evidence and argument, about complex and nuanced real-world issues surrounding technology and its social impact.
4. Demonstrate the ability to discuss the "pros and cons" of questions that relate to the impact of technology on businesses, societies, and individuals
5. Compare and contrast views from other societies around the world by examining technology's impact today and the questions that it raises, with emphasis placed on examining both sides of these questions.

### **Required Materials**

TEXTBOOK: Taking Sides Readings, McGraw-Hill.

### **Activities**

There are three major activities in this course. A brief explanation of each activity is as follows:

1. *Analyze issues on local and global scales* - Students will read at least seven different sources that compare and contrast technology issues in society and business and create a one-page review of the reading. Students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the "pros and cons" of the technology issues in local, national, and global contexts. The artifact for assessment is a portfolio that includes these written assignments.
2. *Examine the local and global interrelationships of one or more issues* - Students will conduct research to identify three supporting documents about one side of an appropriate technology issue. The artifact for assessment is a portfolio that includes these documents.
3. *Evaluate the consequences of decision-making on local and global scales* - Students will make oral presentations of the differing viewpoints of current technology issues in society and business, paying particular attention to the consequences of decisions surrounding these issues as they play out on the domestic and international scene. The artifact for assessment is a written evaluation by the instructor of the presentations.
4. *Complete Midterm and Final exams* - There will be both a Midterm and Final exam on this material.

### **Grading Scale**

<b>Percentage</b>	<b>Letter Grade</b>
90-100%	A
80-89%	B
70-79%	C
60-69%	D

0-59%	F
Other	I (Incompletes are handled on a case-by-case basis)

### **Grading Principles**

1. Students will **not** be allowed to turn in assignments after the deadline has passed.
2. Students will **not** be allowed to “re-do” assignments after they have been graded.

### **Withdrawl Dates**

- XXXXX is the last day to withdraw from this class and receive both a “No Grade” and receive a full tuition refund.
- YYYYY is the last day to withdraw from this class and receive a grade of “W”

### **Classroom Conduct**

- No food or drink is allowed in the computer lab.
- No texting or cell phone usage is allowed during class time.
- Once the classroom door is closed students will not be permitted to enter.

### **E-mail**

Throughout the semester e-mails will be sent to the WKU e-mail account of students. You are responsible reading these messages. Because of the number of classes that I’m teaching the volume of e-mails that I receive from students e-mail messages must be filtered. In order for your messages from this class to be filtered properly and receive my top attention it is required that the subject line of your e-mail is as follows: CIS 205 – Your Name – Topic of Message (*CIS 205 – John Smith – Exam 2 Question*). Under normal circumstances I will respond no later than 24 hours after receiving your e-mail IF it has this subject line; e-mail messages without this subject line may be returned to you or not be answered promptly.

### **Class Web site**

Blackboard will be used extensively for this class. Students should check the site regularly for announcements and access to class materials.

### **Academic Dishonesty**

“[Academic dishonestly] is a very serious academic offense. In a way, the very foundation of the American educational system rests on the issue of trust, and this trust depends on an honest exchange between students and their teachers. Just as students need to trust that teachers are honest about grading, teaching, and advising, teachers need to trust that students will be honest when taking tests and writing papers. Plagiarism, or any type of cheating, seriously undermines this foundation. This sort of dishonesty indicates that there may be serious questions about the offending student's ethics, and the stigma of this unethical behavior may follow the student for years—decreasing the student's chances of success in academic and professional work (adopted from Department of English Policy and Frequently Asked Questions on Plagiarism).

The WKU policy permits a faculty member to fail the student on the item on which academic dishonesty occurred or for the entire course. Cases of academic dishonesty will be handled as followed:

1. The student will receive a zero (0) for the assignment or an F for the course.
2. The incident will be reported to the CIS department chairperson.
3. The incident will be reported to the Dean of the College of Business.
4. The incident will be reported to the Office of Judicial Affairs or OJA. The student will notified of the violation and a disciplinary conference will be scheduled. At this meeting the Directory of OJA will complete in the presence of the student the following forms: Judicial Process form, Disciplinary Outcome Conference form, and Parental Notifications and Creative Discipline Referral forms. Once the student accepts responsibility for violating university policies the sanction process begins to change the student's behavior and create a commitment to living within the standards of the Code of Conduct. In addition notifications will be sent to the appropriate stakeholders. A permanent reference to the incident may be placed on the student's permanent transcript. Note that other process may also occur.
5. The OJA may refer this incident to the University Disciplinary Committee.

For this course academic dishonesty includes, but is not limited to, using any unapproved sources for completing an exam or sharing information or data files on a SAM Projects.

### **Student Disability Services**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200; the phone number is 270-745-5004. Do not request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

### **Additional Assistance**

- Research Appointments with your Personal Librarian - At WKU Libraries, your Personal Librarians are always ready to help! We have librarians for every program on campus, plus Special Collection librarians and archivists. Our goal is to save you time and help you be successful on term papers and research projects by showing you what you need to know to get started and be successful. Start your research by scheduling an appointment with your Personal Librarian. Find them at [http://www.wku.edu/library/dlps/subj\\_lib\\_subject.php](http://www.wku.edu/library/dlps/subj_lib_subject.php), call Helm-Cravens Reference at 270-745-6125, or e-mail [web.reference@wku.edu](mailto:web.reference@wku.edu).
- Writing Center Assistance - The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 231 on the Glasgow campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making online or face-to-face appointments.

Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

## **Course Outline**

### **A. Hardware**

1. Can Machines Be Conscious?
2. Should We Reject the Transhumanist Goal of the Enhanced Human Being?
3. Will Robots Take Your Job?

### **B. Software**

1. Does Endorsing Open Source Software Fail to Respect Intellectual Property?

### **C. Internet**

1. Should the Internet Be Neutral?
2. Do Social Media Encourage Revolution?
3. Does Online Communication Compromise Rights When Anonymous?
4. Are Online Services Responsible for Increase in Bullying & Harassment?
5. Are People Better Informed in the Information Society?
6. Is Employer Monitoring of Employee Social Media Justified?

### **D. Social**

1. Does Gov't Internet Surveillance Efforts Threaten Privacy & Civil Rights?
2. Is Cyberware or Cyberterrorism a Genuine Threat?
3. Do Video Games Encourage Violent Behavior?
4. Do Copyright Laws Protect Ownership of Intellectual Property?
5. Do New Business Models Result in Greater Consumer Choice?
6. Should Patenting Genes Be Understood as Unethical?

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

Said Ghezal, [said.ghezal@wku.edu](mailto:said.ghezal@wku.edu), 745-4285

College and Department:

University College, School of Professional Studies

Proposal Date: 02/15/2016

### 1. Course Details:

- 1.15 Course prefix (subject area), number and title: SPS 300, Systems Thinking and Problem-Solving in Complex Organizations
- 1.16 Credit hours: 3
- 1.17 Prerequisites<sup>4</sup>: None
- 1.18 Crosslisted and/or equivalent courses (prefix and number): None
- 1.19 Expected number of sections offered each semester/year: 2
- 1.20 Is this an existing course or a new course? New
- 1.21 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.): Bowling Green, Regional Campuses (via IVS).

### 2. Provide a brief course description (100-200 words).

Systems thinking is an approach to problem-solving based not on an analysis of component pieces of a system in isolation, but on the complex interrelationship of the different components. Such systems can be mechanical, biological, social, economic, ecological, and so forth. This course specifically addresses systems thinking within organizations and problem-solving through analyzing the people, structures, and processes within an organization as interrelated system components. The course prepares students to grow and develop as systems thinkers; that is, expanding the boundaries of their mental models and developing tools to understand how the structure of complex systems creates their behavior. A systems thinking approach provides the necessary tools to describe and understand the forces and interrelationships that shape the behavior of systems.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Systems thinking has been defined as “the capstone for true organizational learning”. In this course, students are required to report on case studies and analyses arguing for the view that the component parts of a system under study can best be understood in the context of relationships with each other and with other systems, rather than in isolation; and that evidence can be drawn from cyclical rather than linear cause and effect. Students are required to argue, through case analysis, that the only way to fully understand why a problem or element occurs and persists is to understand the parts in relation to the whole. Such a perspective requires

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<sup>4</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

boundary-spanning approach that draws from different disciplines to address important social dilemmas. The learning activities of this course provide students with a primer on how to integrate knowledge gained from different disciplines to unlock the solution to a problem by the insights found in a neighboring domain.

The complexity of our world and the pace of its change continue to increase at accelerating rates pressuring decision-makers for holistic decisions and policies. There is also a growing need for not only holistic viewpoints and systems thinking in decision-making and leading change, but also for producing college graduates who are at minimum ready to develop as systems thinkers. Effective development of enterprises, organizations, and large engineered systems require problem-solving approaches that focus on relationships, interactions, causality and strategy. This course provides students with concepts and tools devised to improve their thinking, problem-solving, and decision-making methods. Students learn how to think more deeply and act more decisively. Students learn concepts that help them gain in-depth understanding of organizations as complex systems. The course engages students in discussions about how do we make sense of what’s going on in social systems; how do our ways of looking at systems affect the ways we talk about and work in them; how does change come about; how do our analytical frames play out politically, socially, culturally, legally, physically, economically, and technologically.

**4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.**

Students will examine key concepts and processes, namely causal loops, to analyze how systems evolve; they identify systems thinking applications in business organizations and examine how these applications allow for the comparison of the study of the parts and that of entire systems. And they examine how to use system thinking in decision-making, problem-solving, and strategy planning.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze how systems evolve.	Because systems exist within systems, the evolution of one influences the other related systems. Since the systems are nested, overlapping and interrelated, no one system's behavior can be understood without the context of the whole; the interaction among systems leads to continually emerging behaviors that are fundamentally non-linear and not predictable at a detailed level. Therefore, rather than seeing only events in a system, systems thinking can help a person views a system from a broad perspective that includes overall structures, patterns, and cycles. This broad view allows for a holistic analysis of the evolution of a system and its components. As a major tool of systems analysis, systems thinking provides students with a means to analyze the evolution of systems and

	<p>quickly identify causes of issues in complex organizations and know where to work to address them.</p> <p>Students learn a method of inquiry that deals with complexity from the perspective of the whole, not the parts. They learn that the interactions between parts can be more important than individual actions. Students also learn that integrated thinking can result in more creative and holistic thinking instead of the segmented solutions, within tight departmental or functional boundaries, which, in essence, are subsystems of the whole system.</p> <p>Students learn that we live in a world characterized by evolution—that is, by ongoing processes of development, formation, and growth in both natural and human-created systems. Biology tells us that complex, natural systems are not created all at once but must instead evolve over time. We are becoming increasingly aware that evolutionary processes are ubiquitous and critical for social, educational, and technological innovations as well. Students also learn that the driving forces behind the evolution of these systems is their use by communities of practice in solving real-world problems as well as the changing nature of the world, specifically as it relates to complex business organizations.</p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Students discuss and learn about event-oriented worldview as it leads to an event-oriented approach to problem solving. They learn how we often assess the state of affairs and compare them to our goals and/or desired end-results thereby defining the problem as the gap between the situation we desire and that we perceive. How the system reacts to our solution is discussed. For example, the sales of an organization were \$ 80 million but the plan or goal was \$ 100 million. The problem is that sales are 20% less than desired. To correct the problem we consider cutting our prices to stimulate demand, replace the vice president of sales, or take another course of action. We may observe an increase in our sales and think our problem is solved. But, as a system, we are a subsystem of a larger system influenced by its parts or its reaction to our decision (solution). As our sales rise, competitors cut prices, and sales fall again. Yesterday's solution becomes today's problem. Students learn that the results of our actions define the situation we face in the future. They learn how as we alter the state of the system, other parts react to restore</p>



	<p>balance and that our actions may also trigger side effects.</p> <p>Students learn about seeking high leverage policies by expanding the boundaries of our mental models (considering the big picture) and learning about the structure and dynamics of the increasingly complex systems in which we are embedded.</p> <p>Students also learn about the buildup of excess inventory. They discuss how is it possible to accumulate surplus inventory for a product whose sales exceed expectations as a result of a system reaction to an organization’s decision or solution to a surge in a demand for the product.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Rapid and ever-changing economic, technological, and social environments challenge decision- and policy-makers to cope and learn at an increasing rate, even as the complexity of the systems in which we operate is growing. To operate successfully in modern society, this challenge requires us to grow and develop as systems thinkers; that is, to expand the boundaries of our mental models and develop tools to understand how the structure of complex systems creates their behavior. A systems thinking approach provides the necessary tools to describe and understand the forces and interrelationships that shape the behavior of systems.</p> <p>Thinking about organizations as complex adaptive systems opens the way for new and more productive leadership and management approaches to emerge. Goals and resources are established with a view toward the whole system and its results, rather than artificially allocating them to parts of the system. By focusing on the entire system, decision-makers can attempt to identify solutions that address as many problems as possible in the system. The positive effect of those solutions leverages improvement throughout the system. Thus, they are called “leverage points” in the system. This priority on the entire system and its leverage points is the focal point of systems thinking approach.</p> <p>Students learn how systems thinking is an approach devised to help managers and public policy-makers design and implement high leverage policies for sustainable success.</p>

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

1. Define the systems thinking perspective;
2. Explain the systems thinking process;
3. Identify and apply the systems thinking tools;
4. Identify systems thinking applications in business organizations;
5. Explain the use of systems thinking to improve decision-making;
6. Identify challenges in the development of systems thinking.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze how systems evolve.	Students will report on a conceptualizations case study. The report should be no more than 8 pages in length. The case presents students with a fictitious start-up business organization that has been growing at an impressive rate. The organization operates in a hyper competitive environment and the growth that it has been enjoying presents it with opportunities and challenges. Students are required to provide a brief background of the organization, its core	The department’s assessment team will collect a random sample of 30% of students’ papers. The sample will be evaluated using the connection rubric, which provides a separate rating for each Connection Learning Outcome. The three reports are used as artifacts providing evidence for each learning outcome, while the reflection paper is used to provide evidence on students’ ability to integrate information and fit it into the “big picture” for a holistic

	<p>business, and both its task and competitive environments. And as the assignment's main requirement, students will provide an analysis of how a start-up company evolved to a strong business by identifying key variables that helped the company build a sustainable competitive advantage, developing the reference mode and the causal diagrams, and identifying limitations of the causal diagrams.</p>	<p>approach to problem-solving.</p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Building on their first assignment, students will report on the evolution of the business case by considering how its organizational structure changed as a result of its growth. They analyze the departments and divisions as separate entities and compare their findings to those in their first reports. In an 8-page report, students will discuss the focus on event-oriented sources of growth (components) and the reaction or response of the company's environment (whole system) to its performance. Students are required to discuss how the analysis of the interaction among the company's departments and the company's environment sheds more light on key performance drivers.</p>	
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the</p>	<p>Students will continue building on the findings of their first two analyses by focusing on the entire system and its leverage points (company's partners in the value-chain and its</p>	

sustainability of the system itself.	environment). They are required to argue for a solution that addresses both the challenges and opportunities the company faces from the competitive environment. The students will recommend a course of action based on a solution that is based on the premise that the company is a complex adaptive system whose goals and resources are established with a view toward the whole system and its results (all the players in the value-chain), rather than artificially allocating them to parts of the system (departments or divisions within the company).	
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**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

The assessment plan will use the Connections rubric.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The “artifact” will be a final research paper. It is a reflective paper with the purpose of presenting an in-depth analysis of an organization. The analysis must be based on a systems thinking approach. The paper is be outlined as follows:

- Identify the organization for which you would like to complete or are considering completing a strategic plan. You may focus this study on a specific department, group, division, or function, within the organization.
- Provide a brief background of this organization, including its products/services and customers;
- Look for the organization’s mission and vision statements. Modify or improve them to achieve as much clarity as possible;

- How do the mission, vision, and values aid the organization in reaching its desired end state?
- What concepts and methods of systems thinking did you use to perform a holistic analysis in light of the new strategy?
- What effect will the outcomes of the new strategy have on the leadership and culture of the organization? How will the outcomes affect stakeholders?

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

## **SPS 300: Systems Thinking and Problem-Solving in Complex Organizations**

**University College  
School of Professional Studies  
Fall 20XX**

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Instructor: Dr. Said Ghezal  
Office: Tate Page Hall  
Phone: (270) 745-4285  
Email: [said.ghezal@wku.edu](mailto:said.ghezal@wku.edu)

Office Hours:

TBD

**Course Description:**

An introduction to systems dynamics, the characteristics of complex systems, and the process of using a systems thinking perspective to solve problems in business organizations.

**Course Material (textbook):**

J. Gharajedaghi (2011). *Systems Thinking: Managing Chaos and complexity: A Platform for Designing Business Architecture*. Elsevier.

**Pre-Requisites:**

There are no course pre-requisites.

**Special Note:**

"In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per university policy, please DO NOT request

accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

**Rules for Success:**

1. Timely Completion of all assigned course-work
2. Active Participation in the class activities

**Course Objectives and Student Learning Outcomes:**

Upon successful completion, the student should be able to:

1. Define the systems thinking perspective
2. Explain the systems thinking process
3. Identify and apply the systems thinking tools
4. Analyze how systems evolve
5. Identify systems thinking applications in business organizations
6. Compare the study of individual components to the analysis of entire systems.
7. Explain the use of systems thinking to improve decision-making
8. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself
9. Identify challenges in the development of systems thinking

**Grading:**

Percentage Grade	Letter Grade
90% to 100% (900 to 1000 points)	A
80% to 89% (800 to 899 points)	B
70% to 79% (700 to 799 points)	C
60% to 69% (600 to 699 points)	D
Below 60% (less than 600 points)	F

Assignment	Grade
Class activities	100 points
3 case studies (short papers)	300 points (100 points each)
3 Tests	300 points (100 points each)
Reflection paper	150 points
Final	200 points
<b>Total</b>	<b>1050 points</b>

*Note: I reserve the right to make corrections to the grade book to keep it consistent with the course syllabus, thereby reflecting your true performance and not errors. I also included a 50-point extra as a built-in extra credit (you are graded on 1000 points while you can earn up to 1050 points).*

**Class Assignments:**

Class activities are short exercises assigned to reinforce examined concepts; they are prepared before class time and discussed during class meetings. Class activities are grades based on the students' efforts and their participation during class discussions.

### **Case Studies (short papers):**

You will be provided with the details of a fictitious business organization. You will submit four different papers consisting of three analyses and a final reflection paper. The first three papers will target the three learning objectives of the Systems subcategory of the Connections category of the Colonnade program. The papers will serve as a means to measure your learning of the material according to the stated learning outcomes. The analyses should not be longer than 8 pages. The reflection paper should be between 12 and 15 pages. A rubric and details on the papers will be provided to guide your analyses.

### **Reflection paper:**

The paper is be outlined as follows:

- Identify the organization for which you would like to complete or are considering completing a strategic plan. You may focus this study on a specific department, group, division, or function, within the organization.
- Provide a brief background of this organization, including its products/services and customers;
- Look for the organization's mission and vision statements. Modify or improve them to achieve as much clarity as possible;
- How do the mission, vision, and values aid the organization in reaching its desired end state?
- What concepts and methods of systems thinking did you use to perform a holistic analysis in light of the new strategy?
- What effect will the outcomes of the new strategy have on the leadership and culture of the organization? How will the outcomes affect stakeholders?

### **Tests:**

You will be tested on the three learning modules. Note the exam dates on your calendar immediately. Make up exams are given only for extenuating circumstances. The final exam is semi-comprehensive. At least 120 points of the 200 final exam points come from chapters 4, 7, and 9.

### **Plagiarism:**

To represent work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own work. One must credit the source from which material was borrowed.

## **Cheating:**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, problem assignment or other project, which are submitted for purposes of grade determination. If you are caught cheating, you will fail this class.

## **COURSE WORK SCHEDULE:**

Note that session 1 of the week is allocated to the lecture and small class activities, while the second session is allocated to the discussion of the weekly assignment. Tests are administered during the first session of the week when they are due, and papers are due the second session of the test week. Small exercises are also assigned during the second session of the test week.

<b>Week</b>	<b>Reading Assignments and Class Activities</b>	<b>Assignment</b>
<b>1</b>	Chapter 1: Learning in and about complex systems (pp-3-14)	1-4
<b>2</b>	Chapter 2: Systems Dynamics in Action (pp- 41-54)	2.4.4
<b>3</b>	Chapter 3: The modeling Process (pp- 84-103)	3-1 and 3-3
<b>4</b>	Chapter 4: Structure and Behavior of Dynamic Systems (pp-108-121)	4.1
<b>5</b>	Chapter 5: Causal Loop Diagrams (pp- 137-147)	5-3
<b>6</b>	Test 1: chapters 1, 2, 3, 4, 5 First paper due (1st case study report)	
<b>7</b>	Chapter 10: Path Dependence and Positive Feedback (pp-349-364)	10-7
<b>8</b>	Chapter 13: Modeling decision-Making (pp-513-523)	13.3
<b>9</b>	Chapter 15: Modeling Human Behavior (pp-597-603)	15-5
<b>10</b>	Test 2: chapters 10, 13, 15 Second paper due (2 <sup>nd</sup> case study report)	
<b>11</b>	Chapter 17: Supply Chain (pp- 663- 672)	17-6
<b>12</b>	Chapter 19: Labor Supply Chain (pp- 758-767)	19-1
<b>13</b>	Chapter 22: Challenges for the future (pp-895-901)	
<b>14</b>	Test 4: chapter 17, 19, 22 Both case study 3 and reflection paper are due.	
<b>15</b>	Final Exam	



## Colonnade Program Course Proposal: Explorations Category

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Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).

**1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)**

The Department of Geography and Geology plans to offer the existing GEOG 280: Environmental Science and Sustainability in the Natural and Physical Sciences subcategory WITH A LAB within the Explorations Category. This course was previously accepted as part of the Natural and Physical Sciences subcategory of the Colonnade program, but without a lab. Since that time, the lab portion of the course has been fully developed and is now ready for implementation. Thus, we propose to change the course from being a science without a lab, to a science with a lab.

The course credit hours were previously changed from 3 to 4 hours to give more time in the classroom for hands-on laboratory-based activities. Until now, these 'labs' were consisted as a collection of activities conducted in the classroom on an ad hoc basis. Now, a formal laboratory manual is under development by environmental faculty in the Department for specific use in the 280 courses. Additionally, access to a research laboratory is available as needed for the GEOG 280 course. The developed labs are designed to allow students hands-on experience with laboratory equipment and techniques, in an effort to physically apply concepts learned in the lecture and discussion portion of the course. With these recent changes, which will be fully implementable by the Fall 2016 semester, we feel the course qualifies as a natural science with a laboratory.

**2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

This information is the same as on the original approved application for this course in the Natural and Physical Sciences without a lab, with the exception of a few bullets for objectives, which are only possible to be covered in the laboratory portion of the course.

Environmental concerns pose growing challenges to how humans interact with the Earth. The course objective of GEOG 280 is to introduce students to the study of environmental issues and how their interrelationships with environmental systems can help either sustain or degrade these systems. It is the foundation upon which students begin to engage in environmental studies (policy and science) in the Department of Geography and Geology. GEOG 280 is a required introductory course for multiple majors and minors in the Department of Geography and Geology, but historically, approximately 70% of students enrolled in the course have been non-majors. Individual course objectives are outlined under the Colonnade Learning Objective each one meets.

**Colonnade Learning Objective 1:** Demonstrate an understanding of the methods of science inquiry.

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.
- Calculate and evaluate ecological health indices (completed through field-based and laboratory exercises).
- Read and interpret climate change graphs.
- Utilize standard environmental science techniques and equipment for evaluating the environmental condition of a given landscape, including water quality and quantity.

**Colonnade Learning Objective 2:** Explain basic concepts and principles in one or more of the sciences.

- Describe how environmental science assesses the state of the planet, and explain how sound science, sustainability, and stewardship can help move us toward a sustainable future.
- Describe the difference between sustainability and environmental science, and how these two principles are related.
- Explain the three “E’s” of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally.
- Describe the seven contemporary environmental conditions and problems driving the environmental science discipline, and complete an applied activity with each of these conditions/problems.
- Describe the organization of ecosystems, their responses to disturbance, their distribution across the planet, and how humans affect them.
- Categorize landscapes into one of the ecological system categories by evaluating their characteristics (i.e. animal and plant life presence, weather, water profile, interspecies interactions).
- Explain the differences between groundwater and surface water systems and their interrelationships.
- Explain the formation of air pollution and smog.
- Classify the major categories of air and water pollution and describe the implications for environmental systems.
- Explain the difference between climate change and weather.
- Discuss natural and human-induced factors influencing climate change by explaining the evidence behind climate change science.
- Describe the three main categories of energy resources (renewable, non-renewable fossil fuel, nuclear) including their differences, similarities, pros/cons.

**Colonnade Learning Objective 3:** Apply scientific principles to interpret and make predictions in one or more of the sciences.

- Describe the role of natural and human-induced factors influencing climate change and discuss the key scientific issues associated with interpreting climate-related data.
- Explain the interrelationship between food production inputs (i.e. soils, fertilizers, water) and outputs (i.e. crop yield, environmental degradation).

- Describe the role of sustainability practices and principles in balancing present and future needs.
- Make predications about groundwater resource inventories and evaluations through application of surface and groundwater principles.

**Colonnade Learning Objective 4:** Explain how scientific principles relate to issues of personal and/or public importance

- Outline the contemporary trends in human population and development, and draw conclusions with respect to implications for future environmental change.
- Describe the role of human-induced factors influencing climate change.
- Explain the interrelationship between food production inputs (i.e. soils, fertilizers, water) and outputs (i.e. crop yield, environmental degradation).
- Describe the role of sustainability practices and principles in the balancing present and future human and ecological needs.
- Describe the three main categories of energy resources (renewable, non-renewable fossil fuel, nuclear) including their differences, similarities, pros/cons
- Explain the three “E’s” of sustainability, with the goal of proposing applications that are relevant, both locally and globally, to their lives in the 21st century.

**3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.**

The following items will appear in all GEOG 280 syllabi:

**Course Description and Learning Objectives:** GEOG 280 Environmental Science and Sustainability will introduce the study of environmental science and the interrelationship between humans and their environment in contemporary ecological issues. Specifically, students will gain a general understanding of the principles of environmental science, functions of ecological systems, contemporary environmental conditions and problems, and theories on humanity’s place in the world’s ecosystems.

For all new students attending WKU for the first time in Fall 2014 or later, the new Colonnade program requirements are in effect. For returning students (those previously enrolled at WKU prior to Fall 2014) the old General Education requirements remain in effect. This course satisfies the General Education Category D Science for returning students. This course also fulfills the Colonnade Program’s requirements for the Natural and Physical Sciences (with a lab component) subcategory of the Explorations Category for new students. As part of the program, students in GEOG 280 will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry
2. Explain basic concepts and principles in one or more of the sciences
3. Apply scientific principles to interpret and make predictions in one or more sciences
4. Explain how scientific principles relate to issues of personal and/or public importance

The course objectives for GEOG 280 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 280, you will be able to:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.
- Calculate and evaluate ecological health indices (completed through field-based and laboratory exercises).
- Read and interpret climate change graphs.
- Utilize standard environmental science techniques and equipment for evaluating the environmental condition of a given landscape, including water quality and quantity.
- Describe how environmental science assesses the state of the planet, and explain how sound science, sustainability, and stewardship can help move us toward a sustainable future.
- Describe the difference between sustainability and environmental science, and how these two principles are related.
- Explain the three “E’s” of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally.
- Describe the seven contemporary environmental conditions and problems driving the environmental science discipline, and complete an applied activity with each of these conditions/problems.
- Describe the organization of ecosystems, their responses to disturbance, their distribution across the planet, and how humans affect them.
- Categorize landscapes into one of the ecological system categories by evaluating their characteristics (i.e. animal and plant life presence, weather, water profile, interspecies interactions).
- Explain the differences between groundwater and surface water systems and their interrelationships.
- Explain the formation of air pollution and smog.
- Classify the major categories of air and water pollution and describe the implications for environmental systems.
- Explain the difference between climate change and weather.
- Discuss natural and human-induced factors influencing climate change by explaining the evidence behind climate change science.
- Describe the three main categories of energy resources (renewable, non-renewable fossil fuel, nuclear) including their differences, similarities, pros/cons.
- Outline the contemporary trends in human population and development, and draw conclusions with respect to implications for future environmental change.
- Explain the interrelationship between food production inputs (i.e. soils, fertilizers, water) and outputs (i.e. crop yield, environmental degradation).
- Describe the role of sustainability practices and principles in the balancing present and future human and ecological needs.
- Make predications about groundwater resource inventories and evaluations through application of surface and groundwater principles.

#### 4. Brief description of how the department will assess the course for these learning objectives.

As originally approved by the Colonnade committee. The Department of Geography and Geology will assess GEOG 280 with pre- and post-test assessment tools that quantify student improvement in understanding concepts related to learning objectives. Students will be given the pre-test survey during the first two weeks of the semester. The post-test survey will be given in the final two weeks of the semester prior to finals week. The pre- and post-test assessment tools consist of a number of questions related to learning objectives gathered. The questions in the assessment tool will be drawn and adapted from the Geoscience Concept Inventory and the Victorian Curriculum and Assessment Environmental Science Database. The Victorian Curriculum and Assessment Authority, a department of the Australian national government, is the most comprehensive, validated assessment test bank specific to the environmental science discipline, and is therefore the most suitable resource for assessing the course for the aforementioned learning objectives. Both of these assessment resources contain questions validated using standard item analysis techniques (Libarkin and Anderson 2005; Victorian Curriculum and Assessment Authority, 2013).

Results from the GCI assessments will be used to evaluate whether or not student learning objectives are being achieved. Results will be used to improve content and teaching methods in the classroom.

Libarkin, J.C., and S. W. Anderson. 2005. Assessment of learning in entry-level geoscience courses: Results from the Geoscience Concept Inventory. *Journal of Geoscience Education*, **53**:394–401.

Victorian Curriculum and Assessment Authority. 2013. Environmental Science Exams and Examination Reports. Accessed 27 January 2014 at <http://www.vcaa.vic.edu.au/Pages/vce/studies/envscience/exams.aspx>.

For Learning Objective 1 the assessment given to students will include questions on their understanding of the methods of science inquiry on such topics as the steps of the scientific method, identifying sound science from junk science, interpreting graphics and other data visualizations related to climate change and ecology, creating ecological indices, and assessing environmental conditions. An example question is:

Which of the following best illustrates sound science?

- asking voters to determine if windmills should be placed in their community
- measuring wind velocities to determine the cost-effectiveness of windmills in a region
- selecting a source of energy based upon the maximum yield of tax dollars
- lobbying government officials to increase drilling for offshore oil

For Learning Objective 2 the assessment given to students will include questions to test their basic understanding of concepts and principles in environmental science, ecology, geology, physical geography, and meteorology, among others. Such topics will include ecological identification, global climate change, surface and groundwater, the water cycle, formation of air pollution and smog. Example questions include:

Golden frog populations would be more likely to survive the current threats if:

- their populations were more widely distributed across Central and South America.
- their populations were smaller in size.
- individuals were very similar to each other.
- they only fed on a single type of food.

For Learning Objective 3 the assessment given to students will include questions evaluating their ability to apply scientific principles to interpret and make predictions in the sciences by examining such topics as environmental health based on existing data, projected global climate change from paleoclimate reconstructions, and natural and human-induced ecological change. An example question topic is:

A grasshopper population in a prairie is limited in large part by the number of birds in the region. Following a terrible storm that killed many of the birds, the grasshopper population exhibits exponential growth. This happens because the grasshoppers experienced

- a new biotic potential with steady environmental resistance.
- a new biotic potential with decreased environmental resistance.
- a steady biotic potential but decreased environmental resistance.
- a decreased biotic potential and decreased environmental resistance.

For Learning Objective 4 the assessment given to students will include questions on such topics as how sustainability concepts can be applied in institutional and personal affairs, the importance of biological diversity on environmental health, impact of air and waste pollution on human health, relation of global climate change to environmental and human well-being and economic stability. An example question includes:

Which of the following best illustrates stewardship?

- lobbying government officials to increase the drilling for offshore oil
- selecting a source of energy based upon the maximum yield of tax dollars
- converting automobiles from gasoline to natural gas as a new source of fuel
- promoting the recycling of paper and aluminum on university campuses

Students will be assessed on each of the laboratory assignments that are completed throughout the semester, with each activity getting a little harder from a critical thinking and applied laboratory point-of-view. Through this progression in difficulty, the instructors will be able to evaluate student improvement and understanding of science laboratory techniques as the semester progresses. For example, beginning laboratories will give students an opportunity to collect data in the field and assess these data through guided worksheets. By mid to late semester, students will be able to collect samples (water for example) about a subject and then analyze samples for various water quality parameters using laboratory instrumentation available for use by the GEOG 280 courses.

The pre and post assessments will be evaluated on a pass/fail premise. Each student in the GEOG 280 courses for the entirety of the semester will complete the assessments (completed pre-assessments from students who withdraw from the course before the conclusion of the class will be throw out since no post-assessment can be collected). On the assessment, 70% or above will be considered a passing grade. The department will use the pre and post assessments to establish the percentage of students whose understanding of the learning objectives was changed from the beginning to the end of

the course, and the level of change. This will allow the department to identify if the learning objectives for the colonnade program are being met, and if not will highlight areas that need for attention in forthcoming semesters. Techniques for presenting material may also be changed if it is discovered that learning objectives aren't being met with existing strategies.

**5. How many sections of this course will your department offer each semester?**

The Department of Geography and Geology will offer a minimum of 1 section of GEOG 280 each academic year with a goal of enrolling 40 students per semester. As enrollment increases, 1 section per semester will be offered, with the same student size target.

**6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

See Below

# Course Syllabus

## GEOG 280-001

### Environmental Science and Sustainability

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**Instructor:**

**E-mail:**

**Office Location:**

**Office Phone:**

**Office Hours:**

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**Course Description and Learning Objectives:** GEOG 280 Environmental Science and Sustainability will introduce the study of environmental science and the interrelationship between humans and their environment in contemporary ecological issues. Specifically, students will gain a general understanding of the principles of environmental science, functions of ecological systems, contemporary environmental conditions and problems, and theories on humanity's place in the world's ecosystems.

For all new students attending WKU for the first time in Fall 2014 or later, the new Colonnade program requirements are in effect. For returning students (those previously enrolled at WKU prior to Fall 2014) the old General Education requirements remain in effect. This course satisfies the General Education Category D Science for returning students. This course also fulfills the Colonnade Program's requirements for the Natural and Physical Sciences (with a lab) subcategory of the Explorations Category for new students. As part of the program, students in GEOG 280 will demonstrate the ability to:

5. Demonstrate an understanding of the methods of science inquiry
6. Explain basic concepts and principles in one or more of the sciences
7. Apply scientific principles to interpret and make predictions in one or more sciences
8. Explain how scientific principles relate to issues of personal and/or public importance

The course objectives for GEOG 280 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 280, you will be able to:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.
- Calculate and evaluate ecological health indices (completed through field-based and laboratory exercises).
- Read and interpret climate change graphs.
- Utilize standard environmental science techniques and equipment for evaluating the environmental condition of a given landscape, including water quality and quantity.



- Describe how environmental science assesses the state of the planet, and explain how sound science, sustainability, and stewardship can help move us toward a sustainable future.
- Describe the difference between sustainability and environmental science, and how these two principles are related.
- Explain the three “E’s” of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally.
- Describe the seven contemporary environmental conditions and problems driving the environmental science discipline, and complete an applied activity with each of these conditions/problems.
- Describe the organization of ecosystems, their responses to disturbance, their distribution across the planet, and how humans affect them.
- Categorize landscapes into one of the ecological system categories by evaluating their characteristics (i.e. animal and plant life presence, weather, water profile, interspecies interactions).
- Explain the differences between groundwater and surface water systems and their interrelationships.
- Explain the formation of air pollution and smog.
- Classify the major categories of air and water pollution and describe the implications for environmental systems.
- Explain the difference between climate change and weather.
- Discuss natural and human-induced factors influencing climate change by explaining the evidence behind climate change science.
- Describe the three main categories of energy resources (renewable, non-renewable fossil fuel, nuclear) including their differences, similarities, pros/cons.
- Outline the contemporary trends in human population and development, and draw conclusions with respect to implications for future environmental change.
- Explain the interrelationship between food production inputs (i.e. soils, fertilizers, water) and outputs (i.e. crop yield, environmental degradation).
- Describe the role of sustainability practices and principles in the balancing present and future human and ecological needs.
- Make predications about groundwater resource inventories and evaluations through application of surface and groundwater principles.

**Required Text:** Neff, Jason. *REVEL for a Changing Planet*. Pearson Publishing, through Benjamin Cummings. Instant Access Electronic Textbook. ISBN 9780321693907. Cost through publisher is \$85.

At the beginning of the semester, I will send a course invite link to give you access to our specific course textbook (the content is customizable). This textbook can be accessed in two ways. First, you should be able to purchase and access code through the University Textbook Store. You will use this code to access the textbook after you receive a course invite link from

me at the beginning of the semester. Second, if you don't want to purchase an access code through the textbook store, you can purchase the textbook access directly from the publisher with a credit card or PayPal account when you first setup your account with the class. Once you receive the course invite link from me, you will create an account and then be prompted to pay for access (via credit card or PayPal). If you have an access code, you will simply enter your access code at that time. The cost for the access is the same, regardless of whether you purchase an access code from the bookstore or pay for access directly to the publisher with your credit card or PayPal account.

**Electronics:** Except as made clear by the instructor, no electronic equipment (cell phone, iPad, Laptop, etc.) is allowed to be turned on in the classroom during the class period. If electronic equipment is used without prior permission, points will be deducted from the class attendance and participation grade. If the policy is repeatedly broken, you may be asked to leave the classroom and will receive a zero for the class. If you are asked to leave more than once, you will receive an 'F' in the course. Instructors reserve the right to deduct points for unpermitted electronic equipment use without prior notification.

**Grading:** GEOG 280 is a critical component of the WKU Department of Geography and Geology, Geography and Environmental Studies Undergraduate Programs. Expectations of students are high. The grade of 'A' is reserved for students who consistently produce excellent work on time, contribute regularly and meaningfully to class discussions, and have exemplary exams and assignments. Adequately completing all assigned work, having successful exams, and contributing to class discussions on a semi-regular basis will result in a grade of 'B' for the course. If a student fails to participate regularly in class discussion or submits work/exams that is late, inconsistent with course standards, and/or incorrect will earn a grade of 'C' or below.

Students will be evaluated in the following areas with the associated point allocations. A standard 10-point grading scale (90-100=A, 80-89=B, etc.) will be used. Instructions for each assignment will be provided in class and/or on Blackboard during the semester. Quizzes may be announced or unannounced. Due dates will be assigned when instructions are distributed.

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Lab Activities and Assignments (In-class and Out)	350
2 Pre-Final Exams (150 points per exam)	300
Final Exam	200
Quizzes and Pre-Class Assignments through Textbook	100
Classroom Attendance and Participation	50

**Total: 1,000**

To calculate your grade in the course, total your points earned in the class to date and divide this total by the total possible points to date; multiple this number by 100. Make sure that you divide your grade by the total possible points AT THE TIME OF CALCULATION. For example,

mid-way through a semester, only 500, not 1000, possible points could have been earned in the course. In this case you would divide your total points (355 for example) by the total possible points to date (500 for example) to learn you have a grade of 71.

**Blackboard and REVEL Textbook:** The use of Blackboard and the REVEL Textbook online resource are required in this course. If you have any problems, read and follow the instructions on the Blackboard main page (blackboard.wku.edu). Both of these resources will be used to support class content and discussion, as well as make assignments and course readings available. Your grades in the course will be provided through Blackboard.

**Grades of Incomplete (X)** will only be assigned if all but a small portion of the coursework is left incomplete by the student at the conclusion of the semester and the inability to complete the course is due to circumstances beyond the control of the student. An "X" will be given at the instructor's discretion.

**Late and Missed Assignments** will be accepted at the instructors' discretion **AND** on very rare occasion. If a late assignment is accepted the equivalent of a full letter grade will be deducted each day. If the university cancels classes, students are expected to continue with readings and assignments as originally scheduled unless the instructor provides other instructions. No quizzes can be made up, regardless of your reasoning for being absent. You must inform the instructor of an absence, **PRIOR** to the start of class on the absence day. If you miss class on an in-class activity day, up to half of the possible points for the assignment worked on during your absence will be deducted from the assignment grade.

**Class Attendance and Active/Meaningful Participation** in all class meetings and activities are mandatory for this course. Unexcused absences merit a failing grade unless a documented excused absence is granted **PRIOR** to the beginning of the class/activity. Up to 10-points will be deducted from your grade for each absence. Failing to participate meaningfully on a regular basis in class will also result in points deducted from your final course grade.

**Schedule Change Policy:** The Department of Geography and Geology strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule Form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented stress will not be considered legitimate circumstances.

**Student Disability Services:** In compliance with University policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per University policy, DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Academic Integrity/Plagiarism: Cheating and plagiarism of any kind will absolutely not be tolerated.** WKU adheres to a strict policy against plagiarism and cheating (see Scholastic Dishonesty Code in your Handbook). Academic dishonesty of any type will not be tolerated and appropriate penalties will be faced by anyone who violates this policy. Student work may be checked using plagiarism detection software. All academic work of a student must be his/her own. One must give any author credit for source material borrowed. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Other examples of academic dishonesty include, but are not allowing other students to copy your work, using work from previous semesters, and plagiarism. Anyone caught cheating or plagiarizing will receive an 'F' with special designation for plagiarism/cheating. This will remain on your permanent academic record.

**The Learning Center (TLC):** Should you require academic assistance, TLC provides free supplemental education programs for all currently enrolled WKU students. TLC @ DSU and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and 8 academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area and offers a 32-machine computer lab to complete academic coursework. TLC has 4 satellite locations; each is a quiet study center equipped with a small computer lab. These satellite locations are located in FAC, Keen Hall, McCormack Hall, and Pearce Ford Tower. Contact TLC @ DSU for more information or to schedule a tutoring appointment. 745-6254.

# COLONNADE PROGRAM COURSE PROPOSAL

## World Language Proficiency

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### WORLD LANGUAGE PROFICIENCY

Admitted students are expected to demonstrate language proficiency at the “Novice high” level before completing 60 hours of coursework. Additional courses may be taken to meet this proficiency.

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

1. What course does the department plan to offer in *World Languages*?

Korean 102 – Elementary Korean II

2. How will this course demonstrate “Novice High” proficiency in the language? Please address **all** appropriate proficiencies.

Practice of the five modes (Interpersonal Speaking, Presentational Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading) will prepare students to perform on the final oral and written assessments at the Novice High Level as described on the ACTFL web site:

[http://www.actfl.org/global\\_statements](http://www.actfl.org/global_statements). Novice High means students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.

3. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

**This course is for students who have successfully completed Korean 101 or the equivalent.**

Students will continue to learn how to communicate in basic Korean. By the end of this course students should be able to:

1. Produce basic Korean using culturally accurate and natural pronunciation, accent and intonation.
2. Carry on short but conversations about daily life, family, and other people.
3. **Demonstrate the ability to communicate in** phrases and sentences related to descriptions of people, activities and places in everyday life in a passage in the target language.
4. Create culturally appropriate notes, messages and paragraphs related to self, family and immediate surroundings.
5. Use the Korean language appropriately with regard to culture and formality.

4. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The instructor will provide to the department documentation of student proficiency as assessed at the end of the course in four modes (all except presentational speaking), including assessment items

by communicative mode, rubrics for evaluation, and a summary of results with a grade correlation. The report should indicate that students met the departmental target for non-Latin alphabet languages of at least Novice High in at least two modes for students who are successful in the course (earning an A, B, or C).

5. How many sections of this course will your department offer each semester?

Modern Languages will generally offer two sections of Korean 102 each year, normally in the spring (occasionally the Korean 101 and 102 may be offered on the bi-term instead).

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

### **Elementary Korean II: Korean 102 (3 Credits)**

Department of Modern  
Languages  
Spring 2015

Instructor: Myeong Ok LEE “sönsaengnim (선생님)”

Office: 240 FAC

Office Hours: Wednesday/Friday 11:30am-12:30pm and by appointment

Email: [myeongok.lee578@wku.edu](mailto:myeongok.lee578@wku.edu)

Please feel free to contact me concerning any problems that you are experiencing in this course. I am available to hear your concerns and to discuss course topics.

#### COURSE DESCRIPTION

This course is a continuation of Korean 101. Emphasis is placed on the fundamentals of listening, speaking, reading, and writing. At the end of the course you will be expected to perform in all four skills—speaking, listening, reading and writing—at the novice proficiency level. You will not only learn to speak the language, but also develop an understanding of Korean interpersonal behavior. The majority of class time will be spent on students’ performance in Korean in cultural contexts.

#### LEARNING OUTCOMES

**This course is for students who have successfully completed Korean 101 or the equivalent.** Students will continue to learn how to communicate in basic Korean. By the end of this course students should be able to:

1. Produce basic Korean using culturally accurate and natural pronunciation, accent and intonation.
2. Carry on short conversations about daily life, family, and other people.
3. **Demonstrate the ability to communicate in** phrases and sentences related to people, activities and places in everyday life in a passage in the target language.

4. Create culturally appropriate notes, messages and paragraphs related to self, family and immediate surroundings.
5. Use the Korean language appropriately with regard to culture and formality.

#### REQUIRED MATERIALS

1. Cho, et al. (2009). *Integrated Korean: Beginning 1: KLEAR Textbooks in Korean Language* (2<sup>nd</sup> ed.). Honolulu: University of Hawai'i Press.
2. Park, et al. (2009). *Integrated Korean Workbook: Beginning 1: KLEAR Textbooks in Korean Language*. (2<sup>nd</sup> ed.). Honolulu: University of Hawai'i Press.
3. Audio files: [http://kleartextbook.com/category/b\\_beginning/a\\_audio-files/](http://kleartextbook.com/category/b_beginning/a_audio-files/)  
They include the conversations, narration, and new words from each lesson of the textbook, and the listening activities in the workbook

## RESOURCES

In order to better prepare their classroom performance, students occasionally will be asked to work with the following sites:

1. Sogang Korean Program : <http://korean.sogang.ac.kr/>
2. Naver Dictionary : <http://dic.naver.com>

## CLASS FORMAT

This course will be divided into two modes:

**ACT** classes are conducted entirely in Korean. ACT class is for you to master what you have prepared and to enable you to apply the expressions and new material to other situations. In ACT session, you will learn the basics of Korean through communication and performance. Your class performance on the activities assigned on the weekly schedule will be graded. (see Preparation and Course Requirements, and Grading below).

**FACT** classes are held more sporadically through the semester. FACT classes are conducted primarily in English to discuss the mechanics of the course, sentence patterns and other components of the learning materials. The amount of ACT and FACT classes is dependent on the lesson.

We will work on activities based on the dialogue in the textbook most of the time. Through various activities, you will develop your communicative skills in Korean and be able to act appropriately in Korean. Thus, it is very important for you to prepare the dialogue in the textbook before coming to the class so that you can perform it in class.

## PREPARATION AND COURSE REQUIREMENTS

Preparation typically requires the following:

- Listen and practice Hangeul using assigned materials.
- Memorize assigned dialogues using the audio, and perform in class to be checked.
- Learn vocabulary (items in New Words)
- Read Grammar Notes, Expression Notes, and any additional notes.

## GRADING

The grade for this course will be based on the following:

1. Classroom Performance (30%)
2. Homework [Workbook] (10%)
3. Quizzes (15%)
4. Midterm oral test (10%)
5. Final oral test (20%)



## 6. Final Exam [written test] (15%)

Your grades in the course are largely determined by Classroom Performance. The reasons for this emphasis are many, but the main reason is that we are convinced that if you follow the program with consistency and persistence, you will develop significant demonstrable skills in Korean by the end of the course. Your daily performance on the activities assigned on the weekly schedule will be graded on the following five-point scale. You will receive a grade for your classroom performance for each lesson.

5 = Performance is fully culturally coherent: students are able to:

- perform assigned materials (Dialogues, Practice, etc.) accurately, with ease and fluency;
- self-correct all errors;
- appropriately apply learned patterns to other contexts.

4.5 = Performance is superior: students are able to:

- perform assigned materials with fluency but with a few difficulties and errors in pronunciation, word choice and grammar;
- self-correct most errors; performance is, for the most part, culturally appropriate and coherent.

4.0 = Performance is good: students are able to:

- perform assigned materials but with a few persistent errors in pronunciation, vocabulary and structure;
- self-correct some errors with help from the instructor.

3.5 = Students are unable to perform some of the assigned materials; many errors in pronunciation, vocabulary and structure; unable to self-correct and correction comes mostly from the instructor.

3 = Performance requires considerable assistance from the instructor; students are unfamiliar with assigned materials; correction requires multiple, often repeated, guidance from the instructor.

2 = Students are unfamiliar with the assigned materials and are unable to perform, even with the instructor's guidance.

1 = Students are physically present but entirely unable to perform in Korean

0 = Absent.

## HOMEWORK ASSIGNMENTS:

The four homework assignments in this course will consist of the following sections of the *Integrated Korean Workbook: Beginning 1*:

1. HW 1: L5 (pp. 113-134)
2. HW 2: L6 (pp. 135-156)
3. HW 3: L7 (pp. 157-178)
4. HW 4: L8 (pp. 179-212)

Please **tear out the corresponding pages** for each assignment from your workbook and **staple them together** before turning them in. Please check the homework assignment deadlines and submit each complete packet when it is due.

## POLICIES

**Attendance:** Class attendance is mandatory. Three absences are allowed during the semester for any reason. Beyond three, students will lose three percents per absence from their final grade. Any adjustments to this policy will be at the instructor's discretion and only when legitimate documentation is provided for all absences. In the event that it is necessary to miss class, it is the responsibility of the student to find out what was covered and to learn the appropriate materials. Upon returning to class students are expected to be fully prepared: ready to participate, turn in assignments, and take quizzes or exams as scheduled.

**At the beginning of the semester, students who are members of WKU academic or athletic teams need to provide the instructor with an official schedule of their activities. It is their responsibility to make arrangements with the instructor BEFORE a scheduled absence in order to turn in graded assignments or take quizzes/tests.**

If a student wishes to be excused, he/she must present acceptable documentation to the instructor the very next time he or she attends class. The documentation (such as a doctor's note showing the student was treated, funeral program or court order) must be provided as an original or photocopy for the instructor to keep, with the dates the students wishes to have excused clearly marked on it. Late homework will only be accepted for credit when the documentation is attached and it is turned in the next class.

### **In Class Policies:**

1. Korean is the official language. When you have questions that can be asked only in English, please (1) ask the instructor right after class is over or during the next FACT class; (2) ask the instructor individually during office hours or by making an appointment.
2. Once you are in the classroom, pretend that you are in Korea. Practice what is considered appropriate in Korea. Behave in a way that Korean people would find comfortable

3. Close your book and notebook in ACT sessions. When you speak, avoid relying on written materials, even when you are practicing at home. Once you form the habit of depending on written text, it takes time and effort to unlearn it. Avoid forming that habit.
4. Ringing cellular phones or sounding beepers constitutes an interruption of instruction. Students must remember to turn off phones and beepers in class. Eating is not allowed in the classroom except for a medical condition. Please notify the instructor and provide a note from your physician if you need to eat while in class.

**Make-ups:** No make-up quizzes and exams will be allowed unless the student's absence on the quiz or exam day was excused.

**Academic Integrity:** In accordance with university policy, an "F" is given on any portion of the course work in which cheating is detected. The case may also be presented to the Office of the Dean of Student Life. Acts of academic dishonesty include the use of a translating device/program to complete writing assignments and failure to turn cell phones and electronic devices off before taking an exam. Student work may be checked using plagiarism detection software and applications. For additional information, refer to the Student Handbook available at <http://www.wku.edu/handbook/>.

**Special Needs:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, located in DUC A200. The OFSDS telephone number is (270) 745-5004. Please DO NOT request accommodation directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. After obtaining appropriate documentation, students should make an appointment with the instructor to discuss the accommodations confidentially.

**The syllabus is subject to change as deemed necessary by the instructor.**