

Colonnade General Education Committee Report

University Senate

January 15, 2019

Action Items (course proposals and syllabi attached):

Approval of:

1. LME 448: Technology Applications in Education (Connections: Local to Global)
Implementation: Fall 2019
2. CHIN 208 Chinese Calligraphy (Connections: Systems) Implementation: Fall 2019

Information Items:

A special meeting of the Colonnade Committee was held on Jan. 24, 2019, Helm Library 108B, 3:45 PM, for discussion of a new International Experience Connections sub-category. A motion was unanimously passed in separate votes of the Committee and the visitors to approve going forward to develop the International Experience. The sub-committee, chaired by Jen Hanley, is in the process of refining the Student Learning Objectives and the proposal form used by faculty. Note that this fourth sub-category of Connections is an option, not a requirement. Students still have to take three courses, each in a different Connections sub-category and each in a different discipline. The International Experience provides a further opportunity.

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

Proposal Contact Name, E-mail, and Phone: Andrea Paganelli, andrea.paganelli@wku.edu, 2707454420
College and Department: School of Teacher Education Proposal Date:

1. Course Details:

- 1.1 Course prefix (subject area), number and title: LME 448 Technology Applications in Education
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: NA
- 1.4 Crosslisted and/or equivalent courses (prefix and number): NA
- 1.5 Expected number of sections offered each semester/year: 3
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Fall 2019
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green, main campus as a hybrid course to have meetings 3 times per semester.

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

The confluence of technology, education and entrepreneurial advocacy this course will emphasize critical thinking and problem-solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize multiple technologies to address the problem-based learning course experiences.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).

Students taking LME 448 will have the unique opportunity to experience advocacy based problem-solving as a personal practice connected to their field of study. They will: isolate an in-field education and technology issue impacting our society; interpret how the issue connects humanity locally to globally; create an Advocacy Plan; and implement with the ultimate goal of solution and knowledge sharing through the “Advocacy Report”.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the “Advocacy Report”. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.

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

2. Examine the local and global interrelationships of one or more issues.	Students will utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to create a Global Interrelatedness Mindstorm Map section of the report.
3. Evaluate the consequences of decision-making on local and global scales.	Students will evaluate consequences of actions when their “Advocacy Report” is completed performing a Local to Global impact evaluation to be included with in the report.

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

Throughout the research and development process our students will learn and engage in online discussion about the responsibilities and privileges of being digital citizens of the virtual world and how to identify fake news, manipulated statistics and social media bias through the use of knowledge gained through the “Digital Citizenship and Heuristics” assignment.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.

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.
<i>Example: Analyze issues on local and global scales.</i>		
1. Analyze issues on local and global scales.	Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the “Advocacy Report”. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.	All student submissions of the “Advocacy Report” Issues and Advocacy Discussion section will be instructor evaluated via rubric with a desired level of proficiency at 70%. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.
2. Examine the local and global interrelationships of one or more issues.	Students will utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to create a Global Interrelatedness Mindstorm Map discussion and visual section of the report.	All student submissions of the “Advocacy Report” Global Interrelatedness Mindstorm Map discussion and visual section will be instructor evaluated via rubric with a desired level of proficiency at 70%.
3. Evaluate the	Students will evaluate	All student submissions of the “Advocacy

consequences of decision-making on local and global scales.	consequences of actions when their “Advocacy Report” is completed performing a Local to Global impact evaluation section of the report.	Report” Local to Global impact evaluation section will be instructor evaluated via rubric with a desired level of proficiency at 70%.
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6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).

The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an “Advocacy Report.” The “Advocacy Report” will be assessed using the following outline and rubric.

1. Advocacy Report reflecting on the effectiveness and impact of the activity. The report will be in the form of an executive summary meeting the following requirements:
 - a. 4-5 pages in length
 - b. comment on the use of effective visual design principles to present information
 - c. contain the following sections (label each of the sections):
 - Title of Advocacy Report
 - Description of Issues and Advocacy Discussion
 - Descriptive summary of research on local and global scales.
 - Description of the Global Interrelatedness Mindstorm Map
 - Inclusion of the Global Interrelatedness Mindstorm Map
 - Local to Global impact evaluation
 - Step by Step Description of the advocacy implementation
 - Summary of Results of Implementation of the Plan and its Impact
 - Reflections on Knowledge Gained and Areas of Improvements to the Plan
 - References Cited using APA citation style

Scoring Rubric:

	Beginning (1) 0-50%	Developing (2) 50-70%	Proficient (3) 70-90%	Distinguished (4) 90-100%
1. Analyze issues on local and global scales.	The Issues and Advocacy Discussion section of the “Advocacy Report” fails to address a local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.	The Issues and Advocacy Discussion section of the “Advocacy Report” addresses in part a local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.	The Issues and Advocacy Discussion section of the “Advocacy Report” addresses a local, state, national, international issue at a proficient level related to technology and education. Learning through research on education and technology issues impacting our	The Issues and Advocacy Discussion section of the “Advocacy Report” addresses a local, state, national, international issue at a distinguished level related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.

	The “Advocacy Report” lacks a research base and provides no discussion of findings.	The “Advocacy Report” provides in part a research base and provides a minimal discussion of findings lacking connection of article knowledge.	society and then interpreting how the issue connects humanity locally to globally. The “Advocacy Report” provides a research base and provides a proficient discussion of findings that reflects article interconnectedness.	The “Advocacy Report” provides a research base and provides a distinguished discussion of findings that reflects article interconnectedness.
2. Examine the local and global interrelationships of one or more issues.	The Advocacy Report Mindstorm Map description and visual fails to utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	The Advocacy Report Mindstorm Map description and visual uses in part the discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	The Advocacy Report Mindstorm Map description and visual uses at a proficient level the discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	The Advocacy Report Mindstorm Map description and visual uses at a distinguished level the discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; the Global Interrelatedness Mindstorm Map discussion and visual section of the report.
3. Evaluate the consequences of decision-making on local and global scales.	The Impact Evaluation section of the “Advocacy Report” fails to evaluate possible Local to Global consequences of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates possible Local to Global consequence of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates at a proficient level possible Local to Global consequence of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates at a distinguished level possible Local to Global consequence of actions within their “Advocacy Report.”

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.)

Our students will research to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments as they utilize the issues from the component assignments culminating in the "Advocacy Report".

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.

LME 448: Technology Applications in Education *Course Syllabus*

Instructor: Andrea Paganelli

Email: andrea.paganelli@wku.edu

Phone: 2707454420

Daytime Office Location: GRH 1007

Office Hours: Monday 1:30 to 3:30 and Tuesday/Thursday 10:00 AM to 2:00 PM

General information

Required Text: Problem-based Learning: Welcome to the "Real World": A Teaching Model for Adult Learners is the required text. Problems as Possibilities: Problem-Based Learning for K-16 Education (2nd Edition) is a suggested text. You will do a library search and research articles from databases to help with your research.

Required Special Instructional Materials Needed:

Required Hardware, Software, and File Formats:

- ❖ Computer with Internet Access
- ❖ Microsoft Office (Word, Excel, Access, PowerPoint)
- ❖ Web browser
- ❖ All Word files must be submitted as .doc or .docx.
- ❖ USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.
- ❖ Microphone (if you don't have a computer with built in microphone)
- ❖ Webcam (if you don't have a computer with built in camera)

Other materials: Teaching materials (teacher's guides, curriculum, anything to help create instructional projects, available in schools or the Education Resource Center)

Student Learning Outcomes:

We will engage in education entrepreneurial advocacy in this course we will emphasize critical thinking and problem solving in the service of the greater good. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize the following problem based course experiences related to the isolated issue for examination; “Digital Citizenship and Heuristics,” “MakerSpace,” “Google Technologies,” “3-D Printing,” “Google 20% Project,” “My Advocacy Impact Website,” “A Digital Storytelling Journey to Community Impact” and culminating in “Advocacy Report.”

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the “Advocacy Report”. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.
2. Examine the local and global interrelationships of one or more issues.	Students will utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to create a Global Interrelatedness Mindstorm Map section of the report.
3. Evaluate the consequences of decision-making on local and global scales.	Students will evaluate consequences of actions when their “Advocacy Report” is completed performing a Local to Global impact evaluation to be included with in the report.

Course Description:

The confluence of technology, education and entrepreneurial advocacy this course will emphasize critical thinking and problem solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an “Advocacy Report”, we will utilize the following problem based course experiences related to the isolated issue for examination; “Digital Citizenship and Heuristics,” “MakerSpace,” “Google Technologies,” “3-D Printing,” “Google 20% Project,” “My Advocacy Impact Website” and “A Digital Storytelling Journey to Community Impact.”

Course Products:

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	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.
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	Connections SLO.	
<i>Example: Analyze issues on local and global scales.</i>		
1. Analyze issues on local and global scales.	Students will research current issues related to technology and education. Creating a broad base of knowledge through the Issues and Advocacy Discussion section of the “Advocacy Report”. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.	All student submissions of the “Advocacy Report” Issues and Advocacy Discussion section will be instructor evaluated via rubric with a desired level of proficiency at 70%. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally.
2. Examine the local and global interrelationships of one or more issues.	Students will utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to create a Global Interrelatedness Mindstorm Map discussion and visual section of the report.	All student submissions of the “Advocacy Report” Global Interrelatedness Mindstorm Map discussion and visual section will be instructor evaluated via rubric with a desired level of proficiency at 70%.
3. Evaluate the consequences of decision-making on local and global scales.	Students will evaluate consequences of actions when their “Advocacy Report” is completed performing a Local to Global impact evaluation section of the report.	All student submissions of the “Advocacy Report” Local to Global impact evaluation section will be instructor evaluated via rubric with a desired level of proficiency at 70%.

Course evaluation will be based on accumulated points throughout the semester.

Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%

Grades and Student Feedback: Your instructor keeps grades on BlackBoard’s grade book. Feedback will be provided using Blackboard tools and email. Feedback may be

provided in person and over the phone at any time by request.

Submission of Assignments:

All projects are submitted by uploading them to the assignments section of Blackboard, discussion section of Blackboard or webpage as directed.

The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an “Advocacy Report.” The “Advocacy Report” will be assessed using the following outline and rubric.

2. Advocacy Report reflecting on the effectiveness and impact of the activity. The report will be in the form of an executive summary meeting the following requirements:
 - a. 4-5 pages in length
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 - c. contain the following sections (label each of the sections):
 - Title of Advocacy Report
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 - Step by Step Description of the advocacy implementation
 - Summary of Results of Implementation of the Plan and its Impact
 - Reflections on Knowledge Gained and Areas of Improvements to the Plan
 - References Cited using APA citation style

Scoring Rubric:

	Beginning (1) 0-50%	Developing (2) 50-70%	Proficient (3) 70-90%	Distinguished (4) 90-100%
Advocacy Report: Effectiveness of the Issues and Advocacy Discussion section of the “Advocacy Report” 35 points	The Issues and Advocacy Discussion section of the “Advocacy Report” fails to address a local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally. The “Advocacy Report” lacks a research base of 5 articles and provides	The Issues and Advocacy Discussion section of the “Advocacy Report” addresses a local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally. The “Advocacy Report” provides a research base of 5 articles and provides a	The Issues and Advocacy Discussion section of the “Advocacy Report” effectively addresses a local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally. The “Advocacy Report”	The Advocacy Report effectively addresses a critical local, state, national, international issue related to technology and education. Learning through research on education and technology issues impacting our society and then interpreting how the issue connects humanity locally to globally. The “Advocacy Report” provides a research base of 5 or more articles and provides a discussion of findings that reflects article

	no discussion of findings.	minimal discussion of findings lacking connection of article knowledge.	provides a research base of 5 articles and provides a discussion of findings that reflects article interconnectedness.	interconnectedness.
Advocacy Report: Effectiveness of the Mindstorm Map Discussion and Visual 35 points	The Advocacy Report Mindstorm Map description and visual fails to utilize the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; format results in the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	The Advocacy Report Mindstorm Map description and visual uses 3 or fewer discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; format results in the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	The Advocacy Report Mindstorm Map description and visual uses 5 discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; format results in the Global Interrelatedness Mindstorm Map discussion and visual section of the report.	Advocacy Report The Advocacy Report Mindstorm Map description and visual uses more than 5 discussion points from the Issues and Advocacy Discussion section of the “Advocacy Report” to produce the required elements; format results in the Global Interrelatedness Mindstorm Map discussion and visual section of the report.
Advocacy Report: Effectiveness of the Impact Evaluation 40 points	The Impact Evaluation section of the “Advocacy Report” fails to evaluate possible Local to Global consequences of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates 1 possible Local to Global consequence of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates 2 possible Local to Global consequence of actions within their “Advocacy Report.”	The Impact Evaluation section of the “Advocacy Report” evaluates 3 or more possible Local to Global consequence of actions within their “Advocacy Report.”

NOTE: IF YOU DO NOT MEET BOTH OF THESE CRITERIA, YOU MAY RECEIVE A GRADE OF “INCOMPLETE” (an X) AS YOUR FINAL GRADE. This can be changed when you do meet these requirements but the X will remain on your transcript along with the changed grade.

Email to Instructor:

1. Communication will be addressed via email. All issues related to the course, should be asked via email.
2. ALL emails to your instructor **MUST** start with the following phrase: **LME**

Instructional Methods:

Discussion, technology demonstrations, discussion assignments, reading assignments, written assignments, use of computer software, applications, tutorials, and informational videos.

Course Topics:

The confluence of technology, education and entrepreneurial advocacy this course will emphasize critical thinking and problem solving in the service of the greater good. The isolation and examination of education and technology issues that are present locally to globally throughout society. As a means of exploring and forming implementable steps toward the creation of an advocacy plan, we will utilize the following problem based course experiences related to the isolated issue for examination; “Digital Citizenship and Heuristics,” “MakerSpace,” “Google Technologies,” “3-D Printing,” “Google 20% Project,” “My Advocacy Impact Website” and “A Digital Storytelling Journey to Community Impact.”

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science’s new disposition statements.

Level 1		Level 2	
Indicator	Description of Target Level 5	Indicator	Description of Target Level 5
a. Values learning: Attendance	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	g. Values diversity	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
b. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	h. Values collaboration	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.

<p>c. Values learning: Class preparation</p>	<p>Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.</p>	<p>i. Values professionalism: Respect for school rules, policies, and norms</p>	<p>Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.</p>
<p>d. Values learning: Communication</p>	<p>Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.</p>	<p>j. Values professionalism: Commitment to self-reflection and growth</p>	<p>Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.</p>
<p>e. Values personal integrity: Emotional control</p>	<p>Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.</p>	<p>k. Values professionalism: Professional development and involvement</p>	<p>Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.</p>
<p>f. Values personal integrity: Ethical behavior</p>	<p>Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.</p>	<p>l. Values professionalism: Professional responsibility</p>	<p>Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.</p>

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students, especially in a hybrid class.

In this course you should expect to spend up to nine hours per week in class preparation and assignments to be able to complete the course in about 15 weeks.

You are expected to login to Blackboard (<https://ecourses.wku.edu>) and also to check your WKU email (<https://mail.wku.edu>) as this is how your instructor will

communicate with you. You are also encouraged to check for announcements each week.

Plagiarism: To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism.

Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] 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.

Plagiarism also includes submission of the same assignment for more than one class. Plagiarism could result in a grade of an "F" for the assignment and /or the course.

Code of conduct: Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off arude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior:

<http://www.albion.com/netiquette/book/index.html>

Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:
Ke Peng, ke.peng@wku.edu, (270) 745-2118

College and Department:
PCAL; Modern Languages

Proposal Date: 01/08/2019

1. Course Details:

- 1.1 Course prefix (subject area), number and title: CHIN 208: Chinese Calligraphy
- 1.2 Credit hours: 03
- 1.3 Prerequisites: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: 1 section per semester
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Fall 2019
- 1.8 Where will this course be offered? Bowling Green main campus

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

Chinese calligraphy, from a very early period, has been considered not just a form of decorative art but a supreme visual art form more valued than painting and sculpture. In addition, Chinese calligraphy has been viewed as a means of self-expression and cultivation. Calligraphers' feelings are conveyed through the shape of each stroke in writing. It is also believed that calligraphy cultivates patience and diligence, nurtures the concept of aesthetics, and offers a path to a righteous heart. Through lectures, discussions, master demonstrations and hands-on experience, students gain a better understanding of how calligraphy came to occupy such a prominent position in Chinese society and develop their ability to examine and analyze a variety of factors, such as the materials and spirit employed in calligraphy, the nature of the Chinese writing system, as well as the prestigious status of writing and literacy in traditional Chinese society. This course also introduces students to discipline-specific knowledge of Chinese calligraphy and writing systems, including 1) its recognized importance and value by Chinese people for thousands of years, 2) etymology and types of characters, 3) philosophical thinking embedded in the writing system as a whole and in each calligraphy style, and 4) Chinese philosophies and values integrated in the writing system.

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.

Chinese calligraphy provides a capstone learning experience for students in many ways. First, it guides students to think about how our languages have evolved from their initial (writings found on walls or animal bones) to their present forms by examining the Chinese language. Students can compare different languages by investigating how words and writing systems were created. Second, through studying Chinese calligraphy, students will come to understand the power of language in its written form. Writing is not just writing out words to convey ideas, rather, it can also serve as an art form with philosophical meanings. From studying calligraphy styles as a whole, students can compare the philosophical and cultural essences embedded in Chinese calligraphy to other calligraphies of different languages. In addition, the course can also show how our perceptions change upon interpreting different styles of writing. Third, with China's rising economy and WKU's goal of preparing students to be citizen-leaders of a global society, Chinese calligraphy, underlying the cultural history of China, fits the needs of students who want to pursue a career that utilizes their intercultural competence and regional knowledge related to China.

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.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Students analyze how the world’s writing systems, including Chinese scripts and calligraphy styles, have evolved. This course explains the evolution of the Chinese writing system from the earliest Chinese logographs found on oracle bones to the modern form. Through the presentations and discussions of each stage of the evolution of the Chinese writing system, the five main Chinese scripts (seal, clerical, semi-cursive, cursive, and regular, arranged from most to least ancient) and calligraphy styles are unfolded. This course also covers when and why a certain calligraphy script was invented, how it was used, and the philosophical meanings behind it. In addition to the Chinese writing system, this course briefly introduces the evolutions of other writing systems for students to compare similarities and dissimilarities among different languages.
2. Compare the study of individual components to the analysis of entire systems.	Overall, Chinese calligraphy stresses the concepts of peace, harmony, nature, and balance. Each individual component under the Chinese calligraphy system can be found to encompass these core concepts. Before writing, calligraphers take time to grind ink while trying to enter a state of mind suitable for calligraphy. When writing, each word is written in this order— from top to bottom, from left to right, and from outside to inside. Like a well-choreographed dance, a finely written character balances beauty with order regardless of different calligraphy styles. This course introduces the basic process, core concepts, and philosophy of writing Chinese calligraphy and guide students to compare each individual components to the analysis of the Chinese writing system (e.g., Compare the principles and philosophy of the cursive calligraphy style to the entire Chinese writing system). In addition, with knowledge of the Chinese writing system including the Chinese calligraphy, students further compare Chinese to other languages (e.g., Compare the Chinese writing system from the perspective of calligraphy to English).
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	In the Chinese writing system, words were created based on the forms they depicted or through associations and imagination. Chinese words could be written with different calligraphy styles to convey different philosophical meanings. This course guides students to evaluate the power of the language system. On the Internet, on TV, on the street, or on special occasions, we often see people coin new words or use different fonts/styles with different colors in print to express feelings such as anger, joy, or sorrow. For example, during Chinese New Year, blessings are shown on red

	paper (red symbolizes fortune) with a calligraphy style featuring ‘roundness’ (roundness represents completeness and conveys the collectivism of the Chinese culture). We will discuss, for instance, why specific fonts, styles, and colors are favored over another and how those choices impact our interpretations of perceived meanings.
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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).

Among other learning objectives, we will do the following:

- Apply the knowledge of Chinese calligraphy to investigating different calligraphies of other languages
- Analyze the writing systems of different languages
- Evaluate the connections of Chinese calligraphy to other modern art forms, writing systems, or graphic designs
- Know conditions where certain calligraphy styles are utilized

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. 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.	In a specific Goals Assessment assignment, students will be required to respond to the writing prompt: for example, analyze how the world’s writing systems, including Chinese scripts and calligraphy styles evolved.	Each time this course is taught, we will randomly choose 30% of these essays to be evaluated using the rubric in 6B below.
2. Compare the study of individual components to the analysis of entire systems.	In a specific Goals Assessment assignment, students will be required to respond to the writing prompt: for example, compare various, individual, and evolving components of each calligraphy	Each time this course is taught, we will randomly choose 30% of these essays to be evaluated using the rubric in 6B below.

	style to Chinese calligraphy as an entire system.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	In a specific Goals Assessment assignment, students will be required to respond to the writing prompt: for example, evaluate how system-level thinking informed decision-making, public policy, and/or the sustainability of the system of Chinese calligraphy itself.	Each time this course is taught, we will randomly choose 30% of these essays to be evaluated using the rubric in 6B below.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	a. Present a comprehensive literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with appropriate examples. c. Argue for all the specific influences on the development of causes of the Chinese writing system.	a. Present an extensive literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with examples that are mostly appropriate. c. Argue for most of the specific influences on the development of causes of the Chinese writing system.	a. Present a partial literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system and only select some stages to provide with examples that are not all appropriate. c. Argue for only parts of the specific influences on the development of causes of the Chinese writing system.	a. Present a limited and disorganized literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze part of the Chinese writing system and randomly provide with examples that are not all appropriate. c. Do not argue for specific influences on the development of causes of the Chinese writing system.
2. Compare the study of individual components to the analysis of entire systems.	a. Show full understandings the core concepts of the Chinese calligraphy by illustrating with accurate examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from a wide range of different perspectives.	a. Show extensive understandings the core concepts of the Chinese calligraphy but examples used and references cited are not always accurate. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from an acceptable range of different perspectives.	a. Show partial understandings the core concepts of the Chinese calligraphy by illustrating with examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by partially arguing for their shared similarities from only a couple perspectives.	a. Show limited understandings the core concepts of the Chinese calligraphy. b. Compare each calligraphy style to the entire Chinese calligraphy system but do not show argumentative evidence.
3. Evaluate how system-level thinking informs decision-making,	a. Accurately and comprehensively analyze logical consequences of system consideration for language users. b. Identify specific	a. Appropriately analyze logical consequences of system consideration for language users. b. Identify specific calligraphy items to well	a. Partially analyze logical consequences of system consideration for language users. b. Identify specific calligraphy items to	a. Do not analyze or do not accurately analyze logical consequences of system consideration for language users. b. Do not identify or do

public policy, and/or the sustainability of the system itself	calligraphy items to fully support analyses. c. Analyses and explanations are grounded based on the literature with references.	support analyses. c. Analyses and explanations are grounded mostly based on the literature with references.	partially support analyses. c. Analyses and explanations are grounded partially based on the literature with references.	not accurately identify specific calligraphy items to support analyses. c. Analyses and explanations are rarely grounded based on the literature with references.
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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.)

In addition to the Goals Assessment assignments, students will compose a final paper demonstrating argumentative competence. Each student must make a clear and arguable claim, followed by their logical evidence gathered from both primary and secondary sources. A grading rubric will be provided and will include 1) critical thinking skills reflected in the creative use relevant data to construct a coherent argument 2) appropriate use and citation of references, and 3) communication in writing skills such as grammatical correctness, use of formal writing styles and clarity.

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.



Western Kentucky University
Potter College of Arts & Letters
Department of Modern Languages

CHIN208 Chinese Calligraphy Syllabus

Instructor: Dr. Huiqiang Zheng

E-mail: huiqiang.zheng@wku.edu

Office: HCIC-2042

Class Location: HCIH-2016 Class Time: TR 2:20 p.m.-3:40 p.m.

Instructor's Office Hours: M W 2:30-4:30 p.m. or by appointment

**Note: This document and other class related materials are available at <https://blackboard.wku.edu>.*

Course Description:

Chinese calligraphy, from a very early period, has been considered not just a form of decorative art but a supreme visual art form more valued than painting and sculpture. In addition, Chinese calligraphy has been viewed as a means of self-expression and cultivation. Calligraphers' feelings are conveyed through the shape of each stroke in writing. It is also believed that calligraphy cultivates patience and diligence, nurtures the concept of aesthetics, and offers a path to a righteous heart. Through lectures, discussions, master demonstrations and hands-on experience, students gain a better understanding of how calligraphy came to occupy such a prominent position in Chinese society and develop their ability to examine and analyze a variety of factors, such as the materials and spirit employed in calligraphy, the nature of the Chinese writing system, as well as the prestigious status of writing and literacy in traditional Chinese society. This course also introduces students to discipline-specific knowledge of Chinese calligraphy and writing systems, including 1) its recognized importance and value by Chinese people for thousands of years, 2) etymology and types of characters, 3) philosophical thinking embedded in the writing system as a whole and in each calligraphy style, and 4) Chinese philosophies and values integrated in the writing system.

WKU Colonnade Program: Essential Learning Outcomes:

1. Knowledge of human cultures and the physical and natural world, including
 - a. An informed acquaintance with major achievements in the arts and the humanities;
 - b. An appreciation of the complexity and variety of the world's cultures;
 - c. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives;
 - d. A historical perspective and an understanding of connections between past and present.
2. Intellectual and practical skills, including
 - a. The capacity for critical and logical thinking;
 - b. Proficiency in reading, writing, and speaking;
 - c. The ability to understand and apply mathematical skills and concepts.
3. Personal and social responsibility, including
 - a. An understanding of society and human behavior;
 - b. An understanding of factors that enhance health, well-being, and quality of life.
4. Integrative Learning, including
 - a. Synthesis and advanced accomplishments across general and specialized studies.

WKU Colonnade Program: Foundations, Explorations, Connections: [Note: This course has NOT yet been approved as a Connections course.] **Social and Cultural, Local to Global, Systems:**

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to

analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in WKU Colonnade Program coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the WKU Colonnade Program.

Systems (3 hours): Students will 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 will demonstrate the ability to:

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.

[Source: <https://www.wku.edu/colonnade/learning-outcomes.php>]

Course Objectives:

- Analyze how the world's writing systems, including Chinese scripts and calligraphy styles, have evolved;
- Compare unique and evolving components of each calligraphy style to Chinese writing system as a whole;
- Evaluate how system-level thinking has informed decision-making, public policy, and/or the sustainability of the system of Chinese calligraphy itself.

Prerequisites: None.

Textbook:

Chen, Tingyou. (2011). *Chinese Calligraphy*. Cambridge University Press, Cambridge, Mass. ISBN: 978-0-521-18645-2.

Daniels, Peter. & Bright, William. (1996). *The World's Writing Systems*. Oxford University Press. ISBN: 978-0195079937

Required materials:

- Reusable Water Magic Calligraphy Practice Scroll
- One ink-stone, one ink-stick and one large weasel-hair writing brush
- 100 sheets of 9 square pad
- One 12" roll of rice paper
- Yan Zhenqing Liu Gongquan style copybook

Grading system:

Attendance and Participation	10%
Goals assessment assignments	30%
Reflection paper	15%
Mid-term Project	15%
Final paper	30%

Attendance and Participation (10%)

As attending all class sessions and actively participating during class activities is essential for learning a skill, class attendance is **mandatory** and absences will negatively impact your study of Chinese Calligraphy. Two absences ("personal days") are allowed during the semester for any reason. Beyond that, for each unexcused absence, a student's final course grade will be lowered 1.5% from the final course grade. If a student wishes to request that an absence be excused, he/she must present acceptable documentation to the instructor before or on the class session immediately following the absence. All documentation (e.g., doctor's note, funeral program or court order) must be provided as an original or photocopy for the instructor to keep and with the

specific date(s) of absence clearly indicated. Late homework will only be accepted for credit when submitted with acceptable documentation before or on the class session immediately following the absence.

Upon returning to class after any absence, students are expected to be fully prepared: ready to participate, turn in assignments, and take quizzes or exams as scheduled. In order for any student to request the privilege of making up missed test, the instructor must be notified in advance of the absence.

Please note that any combination of three unexcused tardies or early departures will be recorded as one absence, and any adjustments to this policy will be at the instructor's discretion and only when legitimate documentation, as previously described, is provided for any absence beyond the two allowed personal days.

Goals Assessment Assignments (30%)

There will be three goals assessment assignments during the course. Each assignment is worth 10% of the final course grade. The writing prompts for the assignments are the following:

- 1) Analyze how the world's writing systems, including Chinese scripts and calligraphy styles, have evolved.
- 2) Compare unique and evolving components of each calligraphy style to Chinese writing system as a whole.
- 3) Evaluate how system-level thinking has informed decision-making, public policy, and/or the sustainability of the system of Chinese calligraphy itself.

Each assignment should be three pages in length (double-spaced, using 12 pt. Times New Roman font with 1" margins).

Reflection Paper (15%)

The reflection paper should be 5 pages in length (double-spaced, using 12 pt. Times New Roman font with 1" margins). This paper focuses on your **reflection on the process of writing Chinese calligraphy**. You must include the following components in your paper:

- 1) The specific steps involved in Chinese calligraphy.
- 2) Why is each step critical and the purpose(s) of each step?
- 3) Your reflection on and critique of each step.

Mid-term Project (15%)

The mid-term project takes the form of a **calligraphy exhibition**. We will use a class period to do the exhibition and invite an audience to the exhibition. For the exhibition, you will provide your calligraphy work and choose an area of the Chinese calligraphy (e.g. a particular calligraphy style; why you chose this; the philosophical meanings embedded in the style) that is shown in your work to present to the audience.

Final Paper (30%)

The final course paper should be 10 pages in length (double-spaced, using 12 pt. Times New Roman font with 1" margins) and contain the following three sections.

1. An introduction that provides a historical overview of Chinese calligraphy.
2. An analysis of at least three key concepts used in Chinese calligraphy and how these concepts are integrated into literature, philosophy, and/or other forms of art.
3. A critical analysis and comparison of the selected key concepts to another language of your choice.

The paper must be in the form of an argument, whereby an "argument" is defined as a claim plus evidence supporting that claim. Your paper will be evaluated with a three-part rubric:

- **"Information literacy"** (25%) refers to your judicious use of sources, both from assigned course readings and additional, independent research.

- “**Objective communication**” (25%) refers to the structure of the paper, which must be concise, relevant, and logical, having a clear, underlined topic sentence followed by corroborating evidence.
- “**Critical thinking**” (50%) refers to your ability to analyze and synthesize course information (assigned readings and class discussions) and your independent research into a well-articulate and coherent argument.

Reading Overview:

- **Week 1-3:**
Lecture: The Study of Writing Systems: Ancient Near Eastern Writing Systems, Egyptian Writing and European Writing
Discussion: Epigraphic Semitic Scripts versus Chinese Oracle bone & bronze inscriptions
Masterpiece Appreciation: East Asian Writing (Chinese, Japanese, Korean Writings) and Calligraphy
Hands-on Practice: Four treasures of the study
- **Week 4-6:**
Lecture: Evolution of Chinese Scripts
Discussion: Roman Alphabet (Regional Hands, Insular Scripts, Carolingian Minuscule, Gothic Scripts, Humanist Scripts, Cursive, the Printed Word)
Master Appreciation: Creativity and beauty of calligraphy, Philosophical meanings of calligraphy
Hands-on Practice: Structures of Chinese characters and commonly used radicals
Reflection Paper due
- **Week 7:** Spring Break
- **Week 8:** *Mid-term project (Calligraphy Exhibition)*
- **Week 9-12:**
Lecture: Calligraphy and Chinese Culture (Tastes and Values)
Discussion: Decipherment: Calligraphy and temperament, Conveying the emotions of the artists
Master Appreciation: Calligraphy masters and various styles
Hands-on Practice: Calligraphy and color brush painting
- **Week 13-15:**
Lecture: The relationship between calligraphy and other forms of Chinese art
Discussion: Renaissance of calligraphy and modern reforms
Master Appreciation: Aesthetic principles of calligraphy
Hands-on Practice: Calligraphy and color brush painting
- **Week 16:** *Final Paper*

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] and the center may be reached via email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

We believe that diversity issues are of major importance for students and for academic success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something in which we all actively engage by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism:

To represent written 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. One must give any author credit for source material borrowed from him/her. 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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.