Colonnade Program Course Proposal: Explorations Category

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

Biology 131/131C Human Anatomy and Physiology I

Note: For this course, we are moving to electronic texts, supplemental electronic means of assessment and exploration. This will permit more of a flipped classroom approach to facilitate discussions even with large class sizes.

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.

1. Demonstrate an understanding of the methods of science inquiry.

Through in class and laboratory exercises, quizzes, homework assignments, online exercises and examinations understanding on the methods and approaches to science as it relates to human anatomy and physiology is assessed. Real world examples are used in lecture and lab to demonstrate how scientists use scientific methodology to solve problems and answer questions.

2. Explain basic concepts and principles in one or more of the sciences.

This is accomplished through lecture and laboratory activities, the e-textbook, electronic modules that include comprehension assessment and discussions in the classroom.

3. Apply scientific principles to interpret and make predictions in the sciences.

Through online modules, in class problems and laboratory exercises ,and modeling students work singly and in groups to create and examine scientific hypotheses and predictions on structure and function, and cause and effect.. This course uses the focus on humans to illustrate the general principles of science.

4. **Explain how scientific principles relate to issues of personal and/or public importance.**

The abilities to acquire and evaluate information, think critically and assess the source of information are all important skills for global citizens. The principle topics in this course include the scientific method, critical thinking, the form and function of basic histology in the body, the identification and functional relationships of bones and muscles, the structure and function of major systems including the cardiovascular, respiratory and nervous systems, and a coverage of sensory biology. These areas provide foundational information for human function as well as health issues. From lifestyle choices, medical decisions to the global improvement of quality of life, Anatomy and Physiology is relevant to individual and societal well-being.

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.

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

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

We will create a summative assessment with questions that target each of the four learning objectives listed above. There will be ten questions for each objective with a satisfactory score of 70%. This assessment will be executed via Blackboard at the end of the course for all sections. The lab and lecture are combined for this course so the assessment will cover both learning environments.

Objective	Assessment Question Categories
the methods of scientific inquiry	• Steps in the scientific method and their order • Composition of each step • Relationship of scientific method to hypothesis formulation and writing in biology • Inductive and Deductive reasoning – identification and role of each and the related concept of falsification • Evaluating the scientific validity of information gathering including related topics of beliefs, biases and models • Anatomical terminology and describing anatomical structures
basic concepts and principals	• Critical thinking & scientific method • Structure and function • Major systems of the human body • Homeostasis
scientific principles: interpret / make predictions	• Aligning principles, hypotheses and predictions • Experimental design • Variables, data presentations and data interpretation • Evaluation of hypotheses and theories • Formulating of hypotheses and predictions
relate to everyday life	Based on the major concepts/principles shown above, applications to: • Human diseases and disorders develop from physiological and anatomical perspectives • Problem-solving especially related to human health & welfare • Technology especially related to human health

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

We will offer seven sections (one online) of lecture distributed at Main Campus, at South Campus and at the WKU-Glasgow campus. We offer approximately 20 laboratory sections per semester.

6. Please attach sample syllabus for the course.

Please find a generalized syllabus without any individual instructor information.

Please send your proposal to: robert.dietle@wku.edu
As of September 2013 to: molly.dunkum@wku.edu

Explanation for why the Department of Biology is requesting this course should be listed in the Natural Science Explorations Category of Colonnade along with other courses offered by the Department of Biology:

Biology 113/113C is the standard, broad-based, introductory biology course that covers basic biological concepts and processes. For students who wish to have a deeper experience in Biology, Biology 120 and 122 cover the same concepts as Biology 113/113C but cover them in more depth over a year's time rather than a single semester.

For students who need to have a more focused exploration of biology, **Biology 131/131C** and 207/207C provide a look at basic biological concepts through a clinical lens. Each of these courses is open to any WKU student.

WKU Generalized Syllabus - BIOL 131/131C, Human Anatomy & Physiology I Lecture

All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the semester. Check the "last modified date" at the bottom of the webpage for currency of information.

Catalog Description: A basic anatomy and physiology course designed for students in physical education and health sciences careers. Emphasis is placed upon the concept of homeostasis and relationship of structure and function.

Course Content Discipline: Human Anatomy & Physiology

Why take this course?

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

Major Teaching Methods:

Students are expected to attend lectures, complete pre-lecture assignments, and participate in lecture. Please visit WKU's Blackboard system to access all course documents: http://blackboard.wku.edu

Course Objectives & Overview:

Upon completion of this course, the student shall be able to:	How the student will develop the learning outcomes	How the student will be assessed on these learning outcomes
1. Understand the major systems of the human body and how they function	Lectures, reading assignments, demonstrations, quizzes	Chapter exams, pre-lecture assignments, one comprehensive final (online)
2. Understand the principle of homeostasis	Lectures, reading assignments, demonstrations, quizzes	Chapter exams, , pre-lecture assignments, one comprehensive final (online)
3. Become familiar using anatomical terminology by naming and describing anatomical structures	Lectures, reading assignments, demonstrations, quizzes	Chapter exams, pre-lecture assignments, one comprehensive final (online)
4. Understanding how human diseases and disorders develop from physiological and anatomical perspectives	Lectures, reading assignments, demonstrations, quizzes	Chapter exams, pre-lecture assignments one comprehensive final (online)
5. Associate function with structure and vice versa	Lectures, reading assignments, demonstrations, quizzes	Chapter exams, pre-lecture assignments one comprehensive final (online)

Required Materials:

For lecture: Saladin, Kenneth S. 2012. Anatomy & Physiology: The unity of form and function. 6th edition. McGraw-Hill. ISBN 9780073378251

For lab: Eckel, Christine M., Bidle, Theresa S. and Kyla T. Ross. 2013. Anatomy & Physiology: An integrative approach. Main version. McGraw-Hill. These materials will include A&P Revealed and Ph.I.L.S. simulation modeling online. ISBN 9780077634445

READ BEFORE PURCHASING

The Biology Department at WKU has worked over the past year to develop a new model for textbook adoption. In order to save you some money, maximize your effective use of your textbook, increase learning and evaluate the best ways of teaching you difficult topics, we've entered into a partnership with McGraw-Hill publishers. By enrolling in this course, you agree to purchase the digital materials associated with this course. These materials include 12-month or 24-month (depending on the course) access to Connect, LearnSmart or LabSmart where appropriate, a downloadable e-copy of the textbook which is yours to keep, and the option to print a gray-scale copy of your textbook at greatly reduced cost. The cost per text, with all online materials, is $75, about 35% to 50% the cost of purchasing a new textbook, even before purchasing online materials. If you want a printed copy, that's about $25, but you must order that through the WKU Store during the first week of class. In order to make these savings available to you, WKU must institutionalize the purchasing process. As a result, about two weeks into the semester, you will be billed the cost of the materials for the course. The nice thing about this is that you will have access to all the course materials from day one, without doing a thing! If you choose to drop the course during the regular add-drop period, you won't be charged for the book. You should note that for this course, you WILL be charged for the digital materials. Do NOT buy a copy of the book from online or local vendors. ONLY the digital format will be used in this course. If you are enrolling in a two-semester course sequence (Biol 131-231 or Biol 120-122), you have full access to the digital materials online for 24 months, plenty of time to take both courses and even take a semester off in between without paying twice for the materials.

We anticipate that this approach to teaching will result in better learning and a more interesting classroom experience for you, and less stress on your spine!

Grading Scheme:

60% of your grade is based upon lecture, the remaining 40% is based upon lab. Course grading includes pre-, during and post-class quizzes and assignments as well as examinations.
Thus, your grade is calculated by this formula:

(Lecture average X 0.6) + (lab average X 0.4)

The grading scale is:

A= 90's or 100 B = 80's C = 70's D = 60's F = less than 60's

Lecture Topics and Typical Sequence

Syllabus, Introduction
Chemistry
Cellular Form & Function
Genetics and Cellular Function
Histology
Integumentary System
Bone Tissue
Joints
Nervous Tissue
Spinal Cord & Reflexes
The Brain
ANS & Visceral Reflexes
Endocrine System
Muscle Anatomy & Function
Muscle Anatomy & Function
Blood
Cardiovascular System: The Heart
Cardiovascular System: Blood Vessels
Lymphatic System & Immunity
Respiratory System
Respiratory System
Urinary System
Urinary System
Digestive System
Digestive System
Male Reproductive System
Female Reproductive System

Creating a positive learning environment:

- **Cell phones:** Please turn off or silence all cell phones before class begins! Texting is not allowed. Failure to adhere to this policy will lead to dismissal from class, a reduction in grade, and/or failure for the course. Note that the instructor permits e-readers (Ipad, etc.) as long as they are silenced as well when you are typing.
- **Eating/Drinking**: I only permit closed containers for water/coffee. No food please!
- **Sleeping:** If you need to sleep, please do so elsewhere.
- **Let's all get along:** Learning should be a fun and positive experience. Students are expected to act in a civil manner by being polite, respectful, and courteous with others. From the Student Conduct code: "*Students are encouraged to actively support ethical behavior in all aspects of University and community living; civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal differences*."

POLICIES

Academic Honesty: Cheating is not tolerated, and earns an automatic course failure (F). "*Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or defraud is prohibited*." WKU Student Conduct Code.

Class Participation / Attendance: I You are expected to come to class and be fully engaged in all class activities. Also please be on time. Points will be deducted from lecture grades of those students who do not attend. In the event that the university cancels classes, such as for severe weather, students will be expected to continue with assignments as originally scheduled.

Family Educational Rights and Privacy Act (FERPA): Due to the FERPA Act, if you are 18 years old or older, the instructor cannot discuss your grades, etc. with your parents.

Gradebook: The online grade book is a courtesy to you, subject to errors given various upgrades and shifts in the software. The instructor reserves the right to make Grade book corrections to keep it consistent with the syllabus so that your grade reflects true performance, not software or user error. If you see something that does not make sense, please let the instructor know.

Student Assistance/Tutoring:
Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center (TLC) is a program within the Academic Advising and Retention Center (AARC). The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students become better learners by providing tutoring, workshops, and outreach services. All services of TLC are free to WKU students. TLC is located in the Academic Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC's web site at http://www.wku.edu/tlc for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

Students with Disabilities Who Require Accommodations:
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.

Withdrawals/Audits: If you are doing poorly in the class, the last date to withdraw without financial or academic penalty is available at the WKU website for the academic calendar. If you plan to audit this course, you must inform the instructor**.** The last day to drop this course (with a W) is provided on the WKU academic calendar.

Human Anatomy and Physiology Laboratory Syllabus Biology 131 Lab
Meeting Times: Vary for Lab Sections
Building and Room: Snell Hall Room 3101

Required Materials:
For lecture in Biol 131 and Biol 231: Saladin, Kenneth S. 2012. Anatomy & Physiology: The unity of form and function. 6th edition. McGraw-Hill. ISBN 9780073378251
For lab: Eckel, Christine M., Bidle, Theresa S. and Kyla T. Ross. 2013. Anatomy & Physiology: An integrative approach. Main version. McGraw-Hill. These materials will include A&P Revealed and Ph.I.L.S. simulation modeling online. ISBN 9780077634445

Ability to use technology: The ability to use technology is required. As a future professional, you will need to be able to use technology in a variety of ways in your job. Many workplaces are becoming paperless and depend on the use of technology. This lab will be mainly paperless. Hand-outs, lab exercises, homework, quizzes and exams will be administered via Blackboard using electronic devices such as ipads. You MUST be able to use this type of technology to access materials in this course. If you choose to print materials and bring them to lab, you may, but paper copies will NOT be provided. The use of ipads and iphones to photograph models created in lab is permitted, but photographing or capturing exams or quizzes in any way is considered cheating and will result in an "F" for the course and a letter stating your attempt at cheating sent to your Department Chair.

READ BEFORE PURCHASING TEXT/MATERIALS:
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We anticipate that this approach to teaching will result in better learning and a more interesting classroom experience for you, and less stress on your spine!

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
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Grading: Your laboratory average will be calculated and then forwarded to your lecture instructor, who will use it *along with your lecture average* to determine your ***overall*** grade for the course. The laboratory average will represent 40% of your overall course grade (your lecture average will constitute the remaining 60%). This means you will **not** receive a separate grade for the lab at the end of the semester; your lab grade will be included as part of your ***overall grade*** shown on the lecture side of the course.

You can calculate your overall grade by:

- Taking your lab average and multiplying it by .4
- Taking you lecture average and multiplying it by .6
- Adding these 2 numbers together

Grading Scale for Lecture/Lab Combination:

A= 90-100%
B=80-89%
C=70-79%
D=60-69%
F= Below 60%

Assessment Table

The due dates for all homework assignments, quizzes and exams are clearly provided under "Course Schedule" tab in Blackboard. There will be NO EXTENSIONS or MAKEUPS for Homework or quizzes.

Type of Assignment	**Number of Assignments**	**Points/assignment**	**Total points**
Homework: Completed BEFORE Lab	11	10	110
Quizzes: Given during class over Homework	5	20	100
Exams: Completed during lab	2	80	160
Final Exam: completed during lab	1	100	100
Total points			470

*****Remember: Grades are not given. The Instructors simply record the grade that you have earned.***

Explanation of Assignments/Quizzes/Exams

- **Homework:** Homework assignments are designed to help you learn and practice material that you will need for lab. It is imperative that you know the information BEFORE lab. You can attempt the homework as many times as you wish to practice the

material and to improve your grade. However, when your lab period begins, the homework assignment will go away forever! There will be NO MAKEUPS or EXTENSIONS for these assignments! You will have 1 week to complete them, which is more than enough time!

- **Quizzes:** Quizzes will be given during class on an electronic device such as an ipad. These quizzes will cover material that you are supposed to know BEFORE lab! Usually the material on the quizzes and homework will overlap. Quizzes typically will take 15-20 minutes at the beginning of lab, and then a lab exercise will follow. If you are late to lab, you risk missing the quiz! You will not be given extra time because you are late! There are NO MAKEUPS for quizzes EXCEPT in instances of university excused absences where you get permission and attend another lab section during the same week.
- **Exams:** These are longer than quizzes and cover material over several labs. They may have a practical element that will involve looking at models, pictures or actual specimen and answering questions. All answers will be recorded using ipads or other electronic devices. These exams will usually take 1 hour to complete. Makeup exams are only given in extreme circumstances for WKU excused absences when permission is given to attend and make up the exam with another lab section during the same week! They are not permitted for students who just want more time during the week to get ready for the exam or students who oversleep or have to work. These are not WKU excused absences.

General Policies: General policies are simple and based on respect. This involves:

- Attending class on time: Roll will be taken each lab period
- Remaining in the class the entire period until dismissed
- Paying attention in class and taking notes
- Turning off cell phones and beepers
- No excessive talking or inappropriate behavior (reading newspapers, making rude remarks etc.)
- No excuses. You are in preparation to become a professional and need to take responsibility for your learning and actions.
- Do not cheat. It could result in dismissal from your program or from the university.

Academic Integrity and Misconduct: Don't cheat. Cheating is not only disrespectful (violating general policies) but it is also dishonest. Cheating on quizzes, exams or assignments will result in a failing grade for the course and could result in expulsion from the university. It is not worth it. Do your own work.

Attendance: Attendance will be taken in lab. Experience has shown that poor attendance in class results in poor grades. You must come to class to maximize all of the resources available to you to learn course material, to take the quizzes and the exams. If you are not interested enough in the material to come to class, please drop the course; there is a high demand for this class and many people who wanted to take it this semester could not get in. If you do not want to be here, make room for someone who does want to be here.

Deadlines: The University designated deadlines for withdrawal from a class or the university are firm. Credit for the course will not be changed to an audit after the university-designated time due to a poor grade in the class. Please make note of these dates. Dropping the class after the university deadline requires a written explanation by you and signatures from the Instructor, the department head and the dean of Ogden College. These exceptions are only granted in

extreme circumstances. These deadlines can be found at the following location: http://www.wku.edu/registrar/documents/regguide_fall.pdf

End of Semester Policies

- There is no "extra credit" for the course. Study hard, do well on the tests and quizzes.
- Grades are not completed until final grades are posted in TOPNET, so please do not email and ask if grades are finished.
- The grading scale is posted on this syllabus. If you have an 89.458, then you have earned at least a B in the course. If grades are not posted in TOPNET, then they are not complete (see above bullet), so please do not email and ask if there is "rounding up" (you will not receive a reply). You will know if any adjustments were made when grades are posted on TOPNET.
- There is no "making up" missed homework assignments. Get it done when it is due.

Blackboard Entry: www.wku.edu (choose "Blackboard" from the pull down menu)

Family Educational Rights and Privacy Act

Due to the Family Educational Rights and Privacy Act (FERPA), if you are 18 years old or older, an instructor cannot discuss your grades, etc. with your parents.

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 DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Colonnade Program Course Proposal: Explorations Category

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

Biology 207/207C General Microbiology
Note: For this course, we are moving to electronic texts, supplemental electronic means of assessment and exploration. This will permit more of a flipped classroom approach to facilitate discussions even with large class sizes.

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.

1. Demonstrate an understanding of the methods of science inquiry.
Through in class exercises, quizzes, homework assignments, online exercises and examinations understanding on the methods and approaches to the science of microbiology is assessed.

2. Explain basic concepts and principles in one or more of the sciences.
This is accomplished through lecture material, the e-textbook, electronic modules that include comprehension assessment and discussions in the classroom.

3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
Through online modules and in class problems often based on case studies, students work singly and in groups to create and examine scientific hypotheses and predictions.

4. **Explain how scientific principles relate to issues of personal and/or public importance.**
The abilities to acquire and evaluate information, think critically and assess the source of information are all important skills for global citizens. The principle topics in this course include scientific method, critical thinking, microbial structure and function, metabolism, genetics, human-microbe interactions, host defenses, infectious diseases and environmental-applied microbiology. These areas provide foundational information for human and environmental health issues that affect people across the planet.

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.

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

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

We will create a summative assessment with questions that target each of the four learning objectives listed above. There will be ten questions for each objective with a satisfactory score of 70%. This assessment will be executed via Blackboard at the end of the course for all sections.

Objective	Assessment Question Categories
the methods of scientific inquiry	• Steps in the scientific method and their order • Composition of each step • Relationship of scientific method to hypothesis formulation and writing in biology • Inductive and Deductive reasoning – identification and role of each and the related concept of falsification • Evaluating the scientific validity of information gathering including related topics of beliefs, biases and models
basic concepts and principals	• Critical Thinking & Scientific Method • Cell Theory, Macromolecules, Biochemistry • Genetics with microbial emphasis • Metabolism and Energy related to microbes • Evolution – prokaryotes and eukaryotes • Structure and Function as related to microbes • Pathogens and other applied aspects of microbiology
scientific principles: interpret / make predictions	• Aligning principles, hypotheses and predictions • Experimental design • Variables, data presentations and data interpretation • Evaluation of hypotheses and theories • Formulating of hypotheses and predictions
relate to everyday life	Based on the major concepts/principles shown above, applications to: • Diseases and microbes • Environmental health and microbes • Problem-solving – enlisting microbial assistance and dealing with problematic microbes • Technology in the microbe world

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

We will offer six sections per semester (Main Campus, South Campus, and WKU-Glasgow campus).

6. Please attach sample syllabus for the course.

Please find a generalized syllabus without any individual instructor information.

Please send your proposal to: robert.dietle@wku.edu
As of September 2013 to: molly.dunkum@wku.edu

Explanation for why the Department of Biology is requesting this course should be listed in the Natural Science Explorations Category of Colonnade along with other courses offered by the Department of Biology:

Biology 113/113C is the standard, broad-based, introductory biology course that covers basic biological concepts and processes. For students who wish to have a deeper experience in Biology, Biology 120 and 122 cover the same concepts as Biology 113/113C but cover them in more depth over a year's time rather than a single semester.

For students who need to have a more focused exploration of biology, Biology 131/131C and **207/207C** provide a look at basic biological concepts through a clinical lens. Each of these courses is open to any WKU student.

WKU Generalized Syllabus for BIOL 207/207C: General Microbiology

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

Required E-text: Microbiology Fundamentals: A clinical approach by Cowan (with Bunn and Herzog). ISBN: 978-0-07-340235-2

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Grading

- Weekly pre-, during and post-class assignments
- Examinations and comprehensive final exam

A=at least 90% of total points; B= 80-89%; C=70-79%; D=60-69%; F= less than 60%

There is no extra credit for this course. Your grade will be assigned based upon how you perform on your test and quizzes. Grades are not given but rather, they are earned by *you*.

POLICIES

General: The general policies are simple and based on respect. This involves:

- Attending class on time and remaining in the class the entire period until dismissed
- Paying attention in class and taking notes
- Turning off cell phones and beepers
- No excessive talking or inappropriate behavior (reading newspapers, making rude remarks etc.)

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Attendance: Experience has shown that poor attendance in class results in poor grades. You must come to class to maximize all of the resources available to you to learn course material. If you are not in class, you will not know which information is stressed.

Deadlines: WKU sets deadlines for withdrawal from a class or the university. Credit for the course will not be changed to an audit after the university designated time due to a poor grade in the class. Please make note of these dates. Dropping the class after the university deadline requires a written explanation by you and signatures from the instructor, department head and the dean of Ogden College. These exceptions are only granted in extreme circumstances. So, ABIDE by the deadlines! These deadlines can be found at the following location: http://www.wku.edu/registrar/documents/regguide_fall.pdf
[Ceasing to attend class does not drop you from the class. If circumstances arise that keep you from attending your classes, make sure that you go through the proper channels to withdraw.]

End of Semester:

- There is no "extra credit" for the course. Study hard, do well on the tests and quizzes.
- Final grades are posted in TOPNET.
- The grading scale is posted on this syllabus.
- There is absolutely no "making up" missed homework assignments.

Extra Help: If you are having difficulty in the course, please speak with the instructor. Be responsible - it is your responsibility to look up dates and pay attention to announcements discussed in class. Free assistance is available for Biology 113 through the Learning Center: Call 745-6254 for more information. (http://www.wku.edu/tlc)

Family Educational Rights and Privacy Act: Be familiar with your rights according to this Act.

Plagiarism is another form of misconduct. The university's definition of plagiarism is: "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."

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 DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Colonnade Program Course Proposal: Explorations Category

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

Biology 208/208C General Microbiology Lab

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.

1. Demonstrate an understanding of the methods of science inquiry.
Through in laboratory exercises, quizzes, homework assignments, online exercises and examinations understanding on the methods and approaches to the science of microbiology is assessed.

2. Explain basic concepts and principles in one or more of the sciences.
This is accomplished through laboratory introductory lectures, the lab manual, electronic modules that include comprehension assessment, case studies and discussions in the lab.

3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
Through online modules and in lab problems often based on case studies, students work in groups to create and examine scientific hypotheses and predictions.

4. **Explain how scientific principles relate to issues of personal and/or public importance.**
The abilities to acquire and evaluate information, think critically and assess the source of information are all important skills for global citizens. The principle topics in this course include scientific method, critical thinking, microbial structure and function, metabolism, genetics, human-microbe interactions, host defenses, infectious diseases and environmental-applied microbiology. These areas provide foundational information for human and environmental health issues that affect people across the planet.

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.

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

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

We will create a summative assessment with questions that target each of the four learning objectives listed above. There will be ten questions for each objective with a satisfactory score of 70%. This assessment will be executed via Blackboard at the end of the course for all sections. BIOL 207 is a prerequisite or co-requisite for this laboratory course. Some of the assessment categories below overlap with the lecture but others are specific to the laboratory course.

Objective	Assessment Question Categories
the methods of scientific inquiry	• Steps in the scientific method and their order • Composition of each step • Relationship of scientific method to hypothesis formulation and writing in biology • Inductive and Deductive reasoning – identification and role of each and the related concept of falsification • Evaluating the scientific validity of information gathering including related topics of beliefs, biases and models
basic concepts and principals	• Critical Thinking & Scientific Method • Cell Theory, Macromolecules, Biochemistry • Laboratory Safety & Proper Operation • Structure and Function as related to microbes • Pathogens and other applied aspects of microbiology
scientific principles: interpret / make predictions	• Aligning principles, hypotheses and predictions • Experimental design • Variables, data presentations and data interpretation • Evaluation of hypotheses and theories • Formulating of hypotheses and predictions
relate to everyday life	Based on the major concepts/principles shown above, applications to: • Diseases and microbes • Environmental health and microbes • Problem-solving – enlisting microbial assistance and dealing with problematic microbes • Technology in the microbe world & laboratory safety

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

We will offer six sections per semester (Main Campus, South Campus, and WKU-Glasgow campus).

6. Please attach sample syllabus for the course.

Please find a generalized syllabus without any individual instructor information.

Please send your proposal to: robert.dietle@wku.edu
As of September 2013 to: molly.dunkum@wku.edu

Explanation for why the Department of Biology is requesting this course should be listed in the Natural Science Explorations Category of Colonnade along with other courses offered by the Department of Biology:

While our Biology 114/114C is the standard, broad-based, introductory biology laboratory course that covers basic biological concepts and processes, our biology 208 laboratory course focuses on general microbiology at a greater depth than is covered in general biology lab course. This lab course offers a clinical perspective to many of the topics. As part of this lab course, we cover the methods of scientific inquiry, relevant concepts and principals, the application of the scientific method to this area of biology and we explain how this material relates to topics of personal importance. This course is open to any WKU student also enrolled in biology 207/207C or who has previously passed said course.

WKU Generalized Syllabus for BIOL 208/208C: General Microbiology Lab

Course Description: Biol 208 provides an introduction to the basic principles of diagnostic microbiology, patient care, culture collection, asepsis and the epidemiology of common invasive pathogens. These laboratory investigations will illustrate and complement material presented in 207 General Microbiology lecture.

This course fulfills the Natural Science Explorations Category of Colonnade. Students will gain the ability to:

1. Demonstrate and understand the methods of scientific inquiry in biology
2. Explain basic concepts and principals in biology
3. Apply scientific principles to interpret and make predictions in biology
4. Explain how scientific principles relate to issues of personal and/or public importance

LEARNING OUTCOMES:

Students completing general microbiology laboratory (Biol 208) will gain an understanding of the scientific method and how it applies to clinical science and its relevance in our lives. You will learn how clinical scientific knowledge is obtained and evaluated through experimentation and reasoning. You will learn and put into practice laboratory conduct involving aseptic technique, proper attire and the prudent precautions taken when working with pathogens and infectious materials.

LEARNING OBJECTIVES:

1. To learn microbial theories, concepts, and principles used to explain observations and make predictions.
2. To present and assess the students understanding of laboratory safety, conduct and precautions.
3. To demonstrate the proper use of common microbiological laboratory equipment.
4. To assess each student's ability to perform common laboratory techniques and explain the purpose of each.
5. To demonstrate how scientist record experimental data, analyze and interpret data, and draw appropriate conclusions based upon data.
6. To demonstrate an understanding of microorganisms and the current methods of clinical testing via metabolic, biochemical and serological identification.

PREPARATION FOR LAB:

Reading your laboratory manual before each meeting is required. You must take a pre-lab exam prior to entering the laboratory **(see GRADING below)**. Your lab instructor will demonstrate how to access and complete the pre-lab exam during the first lab period of the semester.

Lab Manual: Microbiology Laboratory for the Health Science Student; a Clinical Approach. *Sixth Edition*, All students are required to use a new laboratory manual. (Available at University Text Book and Supply Co. and the College Heights Bookstore)

BIOL 208: GENERAL MICROBIOLOGY LABORATORY

GRADING:

Three exams will be given. **Exam I** (50 points) will be given on week 6 and will cover material from lab exercises 1-14. **Exam II** (50 points) will be given on week 10 and will cover material from lab exercises 15-26. **Exam III** (50 points) will be given on week 14 and will cover material from lab exercises 27-39.

Total 150 points

Pre-lab Exams: **10 pre-lab exams each worth 10 points.** There will be a short, 10-point open book pre-lab exam on your black board site. You are expected log in and complete the pre-lab exam prior to each laboratory meeting. The pre-lab exam is scored automatically and totaled on your blackboard grade book. **Total 100 points**

Participation and Attendance: 5 points will be awarded for each of 11 lab meetings**.** The participation and attendance points are based on completion of the laboratory exercise and proper recording of the data from that period in your laboratory manual. Case Study assignments (located in the back of the laboratory manual) will be included in the credits given for each of the 11 laboratory periods.
Most laboratory periods will assess your proficiency at obtaining accurate results from staining procedures and/or biochemical surveys of invasive pathogens. You will be required to present these data for check-off prior to your departure. **Your instructor will clearly state the requirements for your laboratory participation points during each laboratory period. Total 55 points**

Term Letter Grade: Each student's Term Letter Grade (TLG) will be determined by the scores earned on the three exams (150 total points) plus your pre-lab exams (100 total points) plus your participation and attendance points (55 total points). Your total points will be summed to obtain a Cumulative Score.
The maximum number of points awarded will be 150 (test scores) + 100 (pre-lab exam) + 55 (11 completed laboratories) = 305 points total points.

Basis for Assigning each TLG: (Required Points) A=274 B=244 C=213 D=183 F= < 183
There is absolutely no extra credit given and there are no make-up exams. Failure to take an exam can be excused under legitimate and approved circumstances.

LABORATORY CONDUCT:
Safety and General Laboratory Direction begins on page 1-1 of your 208 Microbiology Laboratory Manual. You are expected to review these rules and regulations then take a short open book quiz covering those requirements during the first lab meeting. You will be required to sign a document stating the instructor has covered the safety guidelines outlined on pages 1-1, 1-2, and 1 3 of your laboratory manual, afterwhich you are cleared to conduct laboratory exercises.

POLICIES

General: The general policies are simple and based on respect. This involves:

- Attending lab on time and remaining in the lab the entire period until dismissed
- Paying attention in lab and taking notes
- Turning off cell phones and beepers
- No excessive talking or inappropriate behavior (reading newspapers, making rude remarks etc.)

Academic Integrity: It is expected that each student will do his/her own work at all times. Therefore, cheating/academic dishonesty in any form (plagiarism, altering exams, copying, etc.) will not be tolerated. Violators will be reported to Judicial Affairs and the **minimum** penalty will be a grade of zero for the exam or assignment. The WKU student conduct code can be seen on the Judicial Affairs web page. Go to http://wku.edu/judicialaffairs

Attendance: Experience has shown that poor attendance in lab results in poor grades. You must come to lab to maximize all of the resources available to you to learn course material. If you are not in lab, you will not know which information is stressed.

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Colonnade Program Course Proposal
Foundations Category (QR)

Quantitative Reasoning

MATH 109, 116, or other approved courses. (3 hours)

Quantitative Reasoning courses teach students to interpret, illustrate, and communicate mathematical and/or statistical ideas. Students will learn to model and solve problems. Students with a Math ACT of 26 or higher will receive 3 hours credit for this requirement.

Students will demonstrate the ability to:

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in ***Foundations: Quantitative Reasoning***?

CS 146: Introduction to Programming

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

Quantitative Reasoning courses teach students to interpret, illustrate, and communicate mathematical and/or statistical ideas. Students will learn to model and solve problems.

Students in CS 146 learn Visual Basic, a programming language used by many software developer. Visual Basic is designed to make user-friendly programs easier to develop. The students in CS 146 learn how to write programs to

interpret, illustrate, and communicate mathematical ideas. They learn how to analyze a given problem, identify mathematical ideas behind the problem, and how to model and solve problems.

Learning Objective 1: Interpret information presented in mathematical and/or statistical forms.

Students in CS 146 learn to interpret information presented in mathematical form by first learning to recognize the presence of mathematical information given in a problem such as mathematical formulas, tables or descriptive text; and secondly, by learning to accurately interpret the mathematical information given to determine how to use it to design and structure a solution to the problem.

Specifically, students learn to:

- Interpret information provided in table form, such as tax rates or tax payments, precipitation data, or survey data;
- Interpret information provided as mathematical formulas, such as formulas to determine the wind chill factor, the BMI, an approximation of pi, mortgage payments, and the determination of the next Fibonacci number
- Interpret numerical information provided in a descriptive text, such as % to use to determine gratuity, the distance and time traveled, the ratio of the areas of two squares, the description of when a year is a leap year
- Interpret the information directly, that is by answering specific questions, such as "What is the tax payment for an adjusted income of $34231?" or "What is the wind chill factor if the temperature is 28 degree and the wind speed is 5 mi/h"?
- Interpret the information in general by translating it into one or more statements in Visual Basic, such that the program can correctly answer many questions of the form "What is the tax payment for an adjusted income of $**x**?" or "What is the wind chill factor if the temperature is **t** and the wind speed is **s**?"

Learning Objective 2: Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.

Students in CS 146 learn to illustrate and communicate mathematical and statistical information symbolically, visually, and numerically. "Symbolically" here means using the symbols and rules of writing statements in Visual Basic. The information is communicated to the computer running the program as well as to humans reading the program. The last item of Learning Objective 1 – "Interpret the information in general by translating it into one or more statements in Visual Basic" is a manner of interpretation which leads to a symbolic illustration of the mathematical information in the problem.

Specifically, students learn how to

- define simple variables to express symbolically single quantitative items
- translate (= symbolically illustrate) mathematical formulas into numerical expressions; example: numerical expression to compute a mortgage payment
- translate (= symbolically illustrate) given mathematical processes into procedures; example: procedure for computing the solutions to a quadratic equation
- translate (= symbolically illustrate) mathematical relationships given as descriptive text into functions or procedures; example: function for computing the gratuity given the total and a %
- illustrate and communicate statistical information numerically by summarizing a dataset via the calculation of the mean and the standard deviation.
- illustrate and communicate mathematical information visually by displaying computation results graphically, such as a bar graph or chart.

Learning Objective 3: Determine when computations are needed and execute the appropriate computations.

In the context of this proposal, computation means a computation which results in a numeric value. When developing a program, two different types of Visual Basic statements are used: a) control statements which affect the flow of control (i.e. answer the question 'What must be done next?') b) numeric computation statements. Writing any program thus is an exercise in determining "what must be done when" including determining when computations are needed.

Students in CS 146 learn to determine when computations are needed and execute the appropriate computations through projects and assignments which use if-blocks (decision control statements) and loops (repetition control statements) to solve problems accurately and efficiently.

Specifically, students learn how to

- use relational and logical operators to make conditions and determines whether the condition is true or false. The conditions determine when computations are needed. Example: write a condition checking high school GPA and ACT scores for college students admission.

- write if-blocks to execute appropriate computations. An if-block allows a program to decide on a course of action based on whether a certain condition is true or false. Example: compute the real result(s) of a quadratic equation (the if-block is needed, since there might be 0, 1 or 2 real solutions to a given quadratic equation).

- write loops (or repetitions). A loop is used to repeat a sequence of statements a number of times. At each repetition, the statements act upon variables whose values are changing. Example: A given amount of money is deposited into a savings account and it accumulates at 6% interest compounded annually. Write a program to determine when the account holder will be a millionaire and display each year's balance.

Learning Objective 4: Apply an appropriate model to the problem to be solved.

Students in CS 146 learn to apply an appropriate model to the problem to be solved via projects and assignments designed to teach recognition of what combination of decision controls and loops are needed to appropriately model a given problem and to develop skill in performing such applications. Example: student have to decide whether a loop is need for mortgage loan interest computation.

Learning Objective 5: Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Students in CS 146 learn to make inferences, evaluate assumptions and assess limitations in estimation modeling via projects and assignments from real life applications, finance, business, and other subjects which require considering appropriate assumptions and/or limitations on procedures selected and making

inferences from the results. Example: When students do mortgage loan interest computation, one assumption is that the interest rate is always greater than 0.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Foundations* category (i.e., why should this course be in Colonnade)? Discuss in detail.

CS 146 will serve to introduce students to the fundamentals of designing and developing computer programs. Software development requires careful planning, logical reasoning, and attention to detail. These are valuable skills in any discipline. Additionally, computer software is pervasive in the modern world, touching upon practically every area of study and human endeavor. Students in any discipline will benefit from a basic understanding of how computer programs work and what their limitations are.

Computer Science has deep roots in mathematics, both at a theoretical level (complexity analysis, computability), and a practical level. Virtually every program written is, in some way, a solution to a "word problem". Reasoning skills are employed to find a solution that is correct and efficient and to make an argument that the solution satisfies the criteria in the problem. These are fundamentally quantitative reasoning skills, even when problems don't appear to be algebraic in nature. For example, searching a long sequence of characters for a specific subsequence may not sound like a mathematical problem, but a correct algorithm (specific sequence of operations) must be developed.

4. 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.

Sample Syllabus Statement

CS 146: Introduction to Programming

The following items will be included in all CS 146 syllabi.

Prerequisites:

Two years of high school algebra or concurrent enrollment in a college algebra course.

Course Description:

CS 146 is an introduction to problem solving using a computer programming language. This course provides students with the ability to understand and apply math and problems solving skills and concepts. CS 146 students will be able to: use fundamental reasoning principles; write and understand algorithms; develop and understand various programming techniques; solve practical problems through coding; interpret results using graphical displays.

Topics include: introduction to computers and problem solving; visual basic controls and events; variables, input, and output; decisions; general procedures; repetitions; graphics.

Learning Objectives:

This course fulfills the Quantitative Reasoning requirement in the Foundations category of WKU's Colonnade program. As part of that program, CS 146 has the following learning objectives:

Students will demonstrate the ability to:

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Types of Assessments:

The following assessments are used in this course: Exams, homework assignments, projects, and in-class work.

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

There will be several projects in this course. The department will use one of the projects in order to assess how well the course's learning objectives are being met. The project will require student to do:

a. Interpret information presented in mathematical and/or statistical forms.
b. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
c. Determine when computations are needed and execute the appropriate computations.
d. Apply an appropriate model to the problem to be solved.
e. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

At the end of each semester;

- if there is only one section of the course, then the projects of all the students are used for assessment purpose.
- If there are two or more sections, say N, then (100/N) % of projects of each section of the course will be selected at random for assessment purpose.

At the beginning of the next semester a team of faculty members will assess each project. Before the assessment, the name of the students will be eliminated.

Projects will be given one of four designations:

Evaluation	**Performance Expectations**
Excellent	Student interprets information provided as mathematical formulas, identifies variables to express symbolically single quantitative items, and translates mathematical formulas into numerical expressions correctly. Student makes the computation correctly using decision and repetitions. Student makes reference, evaluates assumptions and assesses limitations in estimation modeling for the project. The project can be compiled and displays results correctly.

Good	Student interprets information provided as mathematical formulas, identifies variables to express symbolically single quantitative items, and translates mathematical formulas into numerical expressions correctly. Students makes the computation correctly using decision statements. However student is unable to identify when repetitions are needed to appropriately model a given problem. Student makes reference, evaluates assumptions, but unable to assess limitations in estimation modeling for the project. The project can be compiled and displays most results correctly.
Fair	Student interprets information provided as mathematical formulas, identifies variables to express symbolically single quantitative items, and translates mathematical formulas into numerical expressions correctly. However student is unable to make the computation correctly because they are unable to write correct decision statements which determine when appropriate computations are needed. Student can evaluate assumptions, but cannot make reference and assess limitations in estimation modeling for the project. The project can be compiled and displays partial results.
Poor	Student cannot interpret information provided as mathematical formulas. Student cannot identify variables to express symbolically single quantitative items and translate mathematical formulas into numerical expressions. The project cannot be compiled and run.

The results will be tabulated and given to the Department Chair.
The Department Chair will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

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

Two per semester

7. Please attach sample syllabus for the course.

CS 146 Introduction to Programming

3 credit hours

Catalog Statement

Prerequisites: Two years of high school algebra or concurrent enrollment in a college algebra course.

A study of the algorithmic approach in the analysis of problems and their computational solutions. A structured language will be introduced and used in solving assigned problems. Lab sessions may be held in addition to lecture sessions. No Acceptable for credit in computer science major or minor

Course Description:

This course is an introduction to problem solving using computer programming language. This course provides students with the ability to understand and apply math and problem solving skills and concepts. CS 146 students will be able to: use fundamental reasoning principles; write and understand algorithms; develop and understand various programming techniques; solve practical problems through coding; interpret results using graphical displays.

Topics include: introduction to computers and problem solving; visual basic controls and events; variables, input, and output; decisions; general procedures; repetitions; graphics.

Learning Objectives:

This course fulfills the Quantitative Reasoning requirement in the Foundations category of WKU's Colonnade program. As part of that program, CS 146 has the following learning objectives:

Students will demonstrate the ability to:

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.

5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Textbook

Pearson Custom: Computer Science. Introduction to Programming with Visual Basic. Chapters written by David I. Schneider. ISBN 10: 1269291025

Course Grade

A weighted average for this course will be calculated. This weighted average will be calculated using the following scale.

Homework 20%

In class work 10%

Projects 35%

Three midterm Exams 20%

Final Exam 15%

Letter grades will be assigned from the weighted average using the following grading scale.

A 90 – 100 B 80 - 89 C 70 - 79 D 60 - 69 F 59 and below

Other details

Please be in your seat by the beginning of class. There is to be no food or drink in the classroom. Sleep is allowed only in the event of a stultifyingly boring lecture. Being caught reading a newspaper, using the computer for purposes other than the class or texting on a cell phone will count as half an absence.

For the major programming projects, there is a grace period: late projects will be accepted up to 48 hours after the due date with no penalty. Each on-time submission that grades at least a B will be rewarded with a 0.5 point boost to your final percentage.

Each assignment is to be done individually. There can be no sharing of code or solutions. If it can be shown that you even looked at someone else's programming assignment code, you will be considered guilty of plagiarism.

The minimum punishment requested for plagiarism, or any other academic misconduct, is dismissal from the class with a failing grade. You are required to protect your work from plagiarism. If your work is plagiarized, it will be assumed that you were a willing participant in the plagiarism and you will receive the same punishment as the plagiarist, absent evidence to the contrary.

Attendance is required. For each unexcused absence (except the first), your final percentage will suffer a deduction of 2 points (see previous section). Thus, five unexcused absences beyond the first will lower your score one full letter grade. An absence will be excused if you alert your instructor prior to the start of the class you will be missing. If you do not inform your instructor before the start of a missed class, you will need to provide a written, university authorized excuse.

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 [270.745.5121 V/TDD] or email at sarc@wku.edu.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Colonnade Program Course Proposal - Connections Category: Local to Global

Contact Person: Dr. William Mkanta, Department of Public Health
Email: william.mkanta@wku.edu
Phone: 270-745-5260

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

HCA 347: International Comparisons of Health Care Systems

2. **How will this course meet the specific learning objectives of the Local to Global subcategory?**

This course focuses on providing students with the opportunity of learning about different healthcare systems around the globe and make critical comparisons between those systems and the U.S. system. It provides a meaningful avenue for students to understand how the United States is ranked in important health and healthcare parameters when compared to other developed economies of the world such as Germany, Canada, France and the United Kingdom. This course is also available for study abroad offering where students will experience on first hand basis how healthcare system in the host country functions and make more informed comparisons with the American system.

Learning Outcomes of HCA 347 Include:

(1) To analyze health and health system issues on local and global perspectives:
Students will **explore** the differences in key health and health system characteristics between the U.S. and other nations (both developed and developing) to learn how they differ and the impact of those differences in creating healthy populations. Some of the areas of emphasis will include (a) an examination of how healthcare systems are created and why they differ in the way they functions and outcomes they are likely to produce. An important question is: What are the factors of effectiveness of a healthcare system? (b) an evaluation of the U.S. health system and how it compares with other nations in important aspects of health care such as cost, access and quality.

(2) To examine the local and global interrelationships in health care:
Students will **learn** about important global health and healthcare concerns in areas such as global epidemics, healthcare finance, and access to health services. A review of perceptions of health and disease across different cultures and how these perceptions affect health care seeking behavior will be made. As the world continues to become a global village; important questions are: what are the health concerns shared among groups of nations, and what global efforts exist in addressing these challenges? **Analysis** of real-life public health issues using data from different countries would assist in examining trends and identify high risk areas and populations.

(3) **To evaluate the consequences of decision making on local and global scales:**
Students will **demonstrate** the role of U.S. policy making mechanisms in influencing how health care is delivered as well as learn about the relevance of global health and healthcare organizations and foundations in shaping the health of the people in the world over time and across generations. Important differences between the US healthcare system/programs and selected countries in developed and developing world will be investigated. Students will be engaged in discussions aimed at creating awareness in careers pertaining to global health.

3. **Why should this course be included in the Colonnade Program?**

This course covers an important aspect of health care that allows for critical analyses to be conducted about the effectiveness and value of the U.S. health system when compared with other systems in the world. The U.S. healthcare system is poised to engage in population health initiatives at a larger scale than ever before at the same time as the world is united in many fronts pertaining to health and health care. For these reasons, this course has the potential to create meaningful interdisciplinary experiences and connections in learning and incorporating ideas from both health and non-health disciplines to create effective dialogues leading to finding both local and global scale solutions. Issues that have traditionally plagued in the U.S. system such as escalating cost of care, poor access to health services and substandard quality of care come in light and become well understood when there is a ground for comparisons with other countries and when options from different fields are considered for finding plausible solutions. In addition, health concerns have historically been known to cross borders and affect different populations at the same time and in many dimensions including social, cultural, economic and political dimensions. For this reason, the challenges created by health problems cannot be adequately addressed without multidisciplinary approaches.

Students in health and non-health majors need to be familiar with international perspectives of healthcare in order to understand the dynamics of the changes within and outside their countries. As an ethical issue, it is important to note that not all countries may individually be able to absorb the full force of the occurrence of some disease or natural disasters--a study of the importance of external assistance across disciplines is important as we develop the next generation of leaders who should know how to value life, evaluate availability of resources and allocate them optimally.

4. Please identify any prerequisites for this course.

No specific prerequisite. Students are required to have taken at least 21 hours of Colonnade Foundation and Exploration courses prior to enrolling in a Connections course.

5. Syllabus statement of learning objectives

To meet these objectives, major global healthcare issues, types of healthcare systems, forces of change and important studies on international healthcare will be introduced and discussed in class. Class components such as case studies, discussion forums and country projects will be utilized for learning as well as for sharing their opinion on global healthcare systems. Historical, economic and cultural forces of global healthcare changes will be discussed and reported by individual students.

Upon successful completion of this course, students are expected to:

1. Describe major global health concerns;
2. Express differences in healthcare system between U.S. and other countries;
3. Demonstrate meaningful use of health-related data in making international comparisons of health and healthcare systems;
4. Explain how global health interventions are designed, funded and evaluated
5. Understand the important functions and changes in healthcare systems;
6. Be able to critically review, evaluate and report on global health research; and
7. Develop interest for ongoing involvement in global health services/issues.

6. Brief description of how the department will assess the course and assessment criteria for these objectives.

Assessment of the learning objectives will be based on student engagement on three major assessment areas: (a) **Country Project**—Students will be assigned a country for a project that examines health and health system on a global scale. Some of the requirements include: Identification of major health issues or conditions facing this country, administrative challenges in the health system and a discussion of the global importance/impact of these conditions and challenges. This exercise will allow the students to analyze the U.S. health system and compare it to their project country; (b) **Case Analysis**--- Students will analyze the effectiveness of international collaborations in addressing specific health programs in target countries. Students are required to determine the relevance of the health problem and program under consideration in the U.S. context prior to providing a detailed analysis of the strengths, weaknesses, opportunities and threats of the implemented interventions. This approach allow the students to examine how U.S. relates to other countries in specific health issues and how those issues are being addressed. (c) **Discussion Forums**--- Students will engage on weekly topical discussions covering health policy, global health community involvement and healthcare interventions. Students will provide their input as well as respond to their peers in class as a way of providing their personal views on the debated global health issues. The roles of health policy, legislation, donor influence and other mechanisms for decision making at local and global levels will be discussed.

Assessment criteria for each learning objective is provided below.

Assessment Criteria for HCA 347

Learning Objective	Evaluation Method	Assessment Criteria
To analyze health and health system issues on local and global perspectives	Country Project	At least 75% of all the students will be able to analyze health and health system issues on local and global perspectives
To examine the local and global interrelationships in health care	Case Analysis	At least 75% of all students will demonstrate the ability to examine the local and global interrelationships in health care
To evaluate the consequences of decision making on local and global scales	Discussion Forums	80% of all students will be able to evaluate the consequences of decision making on local and global scales

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

The Department usually provides two sections of HCA 347 in a year. However, up to five sections may be offered in a year depending on how many study abroad programs offer the course.

8. Please attach sample syllabus for the course

WESTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF PUBLIC HEALTH

HCA 347: INTERNATIONAL HEALTHCARE, SUMMER 2014 – ONLINE

COURSE DATES: MAY 19 TO JUNE 6, 2014

Instructor: **William Mkanta, Ph.D.**
Assoc. Prof. & Director, MHA/EMHA & KIIS-Tanzania Programs
Dept. of Public Health, AC 125; Office Hours: By appointment.
Office Phone: (270) 745-5260; Email: william.mkanta@wku.edu

Required Text:

- **Richard Skolnik. *Global Health 101* 2nd Edition (2012)**
  Jones and Bartlett Publishers, Burlington, Mass.; APHA Press.

Relevant Resources/References:

- James A. Johnson & Carleen H. Stoskopf. *Comparative Health Systems: Global Perspectives* 1st Ed. (2010). Jones and Bartlett Publishers, Sudbury, Massachusetts.

- As assigned or made available by the instructor throughout the term.

Disability Policy:

Students with disability who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Student Success Center - DUC A201. The OFSDS telephone number is (270) 745-5004; TTY is 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.

Course Description

Purpose

Historically, health concerns have been known to cross borders. As the world is increasingly becoming a global village, with ease in communication, traveling and sharing of goods and services, health and health care have become among the most important aspects of globalization. Students in healthcare administration and other health sciences need to be familiar with international perspectives of healthcare in order to understand the dynamics of the changes within and outside their countries. Some students have taken this course during study abroad programs in Tanzania, Dublin and London where they got firsthand experience on the health systems of the respective countries and observed some of the key differences between these countries and the U.S. The purpose of the course is:

- To explore different healthcare systems and examine how they differ in important aspects of healthcare including access, financing, and delivery of services
- To learn about important international health and healthcare concerns
- To analyze real-life public health issues from different countries in the world
- To illustrate global differences in the perceptions of illness and disease
- To compare and contrast successes/challenges in different healthcare systems
- To examine how healthcare systems change over time and across countries
- To demonstrate the role of major global health and healthcare organizations and foundations in shaping the health of the people over time and across generations
- To demonstrate important differences between the US healthcare system/programs and selected countries in developed and developing world
- To create awareness among students in careers pertaining to global health

To meet these objectives, major global healthcare issues, types of healthcare systems, forces of change and important studies on international healthcare will be introduced and discussed in class. Class components such as case studies, discussion forums and country projects will be utilized for learning as well as for sharing their opinion on global healthcare systems. Historical, economic and cultural forces of global healthcare changes will be discussed and reported by individual students.

Expectations

Upon successful completion of this course, students are expected to:

1. Describe major global health concerns;
2. Express differences in healthcare system between U.S. and other countries;
3. Demonstrate meaningful use of health-related data in making international comparisons of health and healthcare systems;
4. Explain how global health interventions are designed, funded and evaluated
5. Understand the important functions and changes in healthcare systems;
6. Be able to critically review, evaluate and report on global health research; and
7. Develop interest for ongoing involvement in global health services/issues.

Course Content

The course will be covered in THREE weekly modules based on the assigned readings from the primary text. It will involve the following major components: (1) text readings (2) discussion items; (3) case analysis; (4) quizzes; (5) exams; and (6) country project. Each course module will be covered in a week. Country project report will be submitted at the end of the term. More information on country project will be provided.

Text Readings

Global Health 101 by Skolnik is REQUIRED for primary readings. Chapters will be assigned for each week of the class according to the module content. Additional readings would be provided in PowerPoint slides containing information from the Johnson and Stoskopf book. Students are expected to review all assigned reading materials for each module within the week allotted for that module to be able to actively participate in all components of the class.

Discussion Items – maximum points 45

There will be **three discussion items posted on Blackboard.** Each discussion item **will remain open for one week only**. Students are expected to make their contributions by way of reading and responding or providing feedback on the posted opinions of classmates. You may send questions to me through the discussion board if you would like to get my opinion on any of the ongoing discussions. Frequency of participation over the week as well as content will be used for assessment. **Full credit**

is possible if a student CREATES an original post and also comments on THREE different original posts of his/her classmates. Each discussion item will carry 15 points.

Case Analysis – maximum points 60

Students will be required to submit **three case study responses** covering topics of interest in global health. Case studies representing global efforts in dealing with a particular health condition in a specific country will be presented. Students are expected to write a reaction paper in reference to the case study. In their responses, the students are required to (a) **state** the importance to United States of the health condition/program under consideration; (b) **complete** a SWOT (**s**trengths, **w**eaknesses, **o**pportunities, and **t**hreats) analysis of the intervention/program; and (c) **describe** what they have learned and how the case study has impacted their thinking about global health concerns. Each case analysis paper will carry 20 points, allotted as follows: writing skills (grammar, punctuation, structure, etc) – 5 points; clear expression of opinion/thoughts – 5 points; and SWOT analysis of the case– 10 points.

Requirements: **At least two typed double-spaced pages per case study response. Use MS Word files** to submit your responses. Files should have **1-inch margins throughout and typed using a 12-point *Times New Roman* font type.** Failure to submit responses on time or to follow required format will result in penalty.

Quizzes – maximum points 75

Three quizzes will be given at the end of each week. Quiz content will be based on the module of the week. The quiz format will be entirely multiple-choice questions. The quizzes will contribute 75 points to the total grade.

Exams – maximum points 200

There will be **two exams,** given at the end of the second and third weeks of the term. The exams will not be cumulative. Exam 1 will be based on materials covered in weeks 1 and 2, while the content of exam 2 will be from materials covered in week 3. Each exam will carry 100 points. The exam format will be a combination of multiple choice questions, short answers, and one essay question**.** Each exam session will last for 60 minutes and only ONE attempt will be allowed per exam.

Country Project – maximum points 120

Students will work on a healthcare project based on specific countries assigned to them. Students are highly encouraged to look for project materials from published resources (Check what's available in the Library too!) and other reliable Internet resources to enrich the content of their projects. Country assignments, project requirements and

format will be available via Blackboard by **May 14, 2014.** You can start to work on your project as soon as a country is assigned to you. The project carries 120 points.

Participation

Students are expected to visit the course site on Blackboard daily to follow up course information and actively participate in class activities. This is a web based class; students need to manage their time responsibly to ensure full class participation. In addition, build a habit of reading materials from the assigned text and other sources materials to grasp the module content and facilitate your participation in the discussions. Your preparation and contribution is important for enriching class experience.

Course Module Schedule

Dates	Module	Text Chapters	Course Assessment			
			Case Studies	Discussions	Quizzes	Exams
05/19-05/25	I	Part I & II	CS1 Due on 05/25	DB1 Closes 05/25	Quiz 1 – 05/23	--------
05/26-06/01	II	Part III	CS2 Due on 06/01	DB2 Closes 06/01	Quiz 2 – 05/29	Exam 1 05/30
06/02-06/06	III	Part IV	CS3 Due on 06/06	DB3 Closes 06/06	Quiz 3 – 06/05	Final Exam 06/06
			Country Project Report is due by 5PM on Wed., June 4, 2014			

Availability of Timed Assessments & Late Submission Policy

Case studies and quizzes will be available as indicated on the course module schedule. Deadlines are strictly adhered in this course. Exceptions for make-up quizzes or exams beyond the indicated dates will be made for genuine/documented family or medical reasons. Late work will be penalized by point deductions depending on how late it is submitted after the deadline. **The last day of class is June 06, 2014. For administrative purposes, no late work (including country project) will be accepted after this date.**

NOTE THAT THE THIRD AND LAST WEEK OF THE TERM IS SHORT, YOU MUST PREPARE TO WORK ON TIME AND SUBMIT ALL YOUR WORK WITHOUT FAILURE.

Grading Summary

Final grade will be determined by the following assessment:

Discussion Items	45 points
Case Studies	60 points
Quizzes	75 points
Exams	200 points
Country Project	120 points
TOTAL	**500 points**

Final Grade Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Syllabus and Grading Scale

The instructor reserves the right to alter the syllabus, course requirements and grading scale.

E-mail

Make sure you use your WKU email address for correspondence with the course instructor. Please include course number (HCA 347) in the subject line. Make sure you double-check the email address before sending.

Academic Integrity

Any instance of cheating will not be tolerated. Student's participation in a course activity in an unethical manner involving but not limited to **plagiarism, copying of another student's opinions, providing work for another to copy, claiming to have done work they did not do, or inappropriate or disrespectful communication via email or the discussion board** will lead to grade penalties or a record filled with the department of public health, or both, depending on the severity of the incident.

Visit these publicly available resources for important hints about online behavior:

12 Ground Rules for Online Discussions By Peter Connor, Colorado State University

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from **:-)** faces and **cu l8r**'s.

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody **(NOT TO MENTION BEING HARD ON THE EYE)**.

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

Additional resources for online behavior

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

http://www-new.kent.edu/dl/technology/etiquette.cfm

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

   H307 – The Middle Ages, in the Systems subcategory.

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

   The course is divided into three units, each of which examines the way local, regional, and pan-European factors influenced medieval social, political and religious systems. The first is a case study in the collapse of the Roman empire, assessing the extent to which the Roman imperial system fell as a result of internal processes versus external shocks. The second examines the foundation and afterlife of the Carolingian empire, considering the way elements of the old Roman system were adapted or jettisoned from ca 700 to 1000, concluding with a consideration of whether or not the patterns of Carolingian society and politics were different from feudal society and politics. Finally, the course considers the way rapid economic growth from ca.1100 to 1350 transformed (or not) European social and religious systems. This last section considers in particular how the papacy and the institutional church system reacted to new forms of devotion and religiosity generated by new economic and social patterns.

   1. Analyze how systems evolve
   Each unit of the course focuses on a different kind of change in human systems. The first considers collapse: the demise of the Roman imperial system. The second focuses on recomposition, how the remnants of a broken system (ideas and traditions of Romanness) were adapted and re-purposed in a new historical context. The final section looks at evolution, asking students to think about how different kinds of systemic change affect each other, in particular how rapid economic growth put stress on political, religious or social systems in Europe during the late Middle Ages.

   2. Compare the study of individual components to the analysis of entire systems.
   Each system the course considers (Roman, Carolingian, late medieval) was simultaneously political, economic, and religious. Each was also characterized by constant tension between the regional elements of the system and central authority. Thus, understanding how European history developed ca. 400 to 1400 requires teasing out the connections between the sub-systems and explaining their relationship.

   3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
   The major tension from 400 to 1400 over the role of emperors, popes and other figures of (theoretically) universal authority means that medieval people thought quite hard about whether system-level policy making was possible or even desirable. Just to pick one

example, the Byzantine Emperor Justinian's system-level thinking (his belief that he needed to reconquer Italy and north Africa to restore a largely defunct Roman Mediterranean) was one of the key events that precipitated the destruction of what was left of the old Roman system in Italy and Africa. He was also roundly criticized by his contemporaries for doing so, providing students an opportunity to think about the way ideas of systems can continue to influence behavior even when those systems may no longer exist in practice.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

   The Middle Ages remain a compelling topic of interest for many undergraduate students. Courses in the subject consistently enroll students from a wide variety of backgrounds and degree programs, who show up reporting enthusiasm for the period. Thus, it makes a good candidate for inclusion in general education requirements, as it already draws outside the discipline of history.

   Because the period covered is long and the geography broad (Europe from ca. 400 to 1400 CE), the subject is ideally suited for system-level thinking about patterns of human life over a long period of time. This was a period of both waning and waxing central authority, both of the church and the state, so understanding how Europe changed during these years also requires students to think carefully about how different levels (local, regional, European) and types (religious, political, economic) of human activity are related.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

   None.

5. 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.

   Colonnade Learning Objectives:
   A Systems course in the Colonnade program will:
   *Analyze how systems evolve.
   *Compare the study of individual components to the analysis of entire systems.
   *Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

   In History 307, you will:
   *Analyze how European economic, religious, and political systems changed in relationship with each other from ca. 400 to 1400

*Understand how local, regional, and European developments interacted with each other during the Middle Ages
*Evaluate how Europeans thought of their place in society and the world, and how that shaped politics, religion, and society.

History Department Learning Objectives:
As an upper division course, History 307 has multiple, overlapping course objectives. Upon completing this course, you will be able to:
*identify the general outline of trends and events in European history during the medieval period
*contextualize primary sources produced during the medieval period and relate them to broader developments
*develop interpretive strategies for dealing with unfamiliar primary sources
*synthesize primary and secondary material into a concise interpretation of the past
*read and understand scholarly articles concerning the medieval world
*understand how professional historians collect and deploy evidence to prove arguments
*assess the strengths and weakness of a scholarly argument

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

   Students will take three exams, the major component of which will be an essay. Each of the essay questions will ask students to:
   1. Describe a significant moment of change in a major pattern of medieval history (collapse of the Roman empire, Carolingian renaissance, late medieval crisis)
   2. Explain how different factors were related to each other in producing that change
   3. Consider the extent to which this change was produced by central versus systemic changes

   See Attachment #1 for a sample question.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

   Students will write three papers throughout the term. Each one will ask students to read a scholarly article on a major topic of debate in medieval history. Students will need to summarize the article clearly and concisely, showing that they understand clearly how a professional historian uses evidence to construct an argument. They are then required to use one or more of the primary sources they have read for the class to and either apply or challenge the authors' arguments on the basis of their own reading of primary source evidence, showing that they can evaluate and apply others' arguments in constructing their own.

   See Attachment #1 for as sample question (***Content requirements***) and the criteria on which the papers will be evaluated (***Formal requirements***)

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

   This course will be offered one semester each year.

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

ATTACHMENT #1
SAMPLE TOPICS FOR ESSAY & PAPER ASSIGNMENTS

1. Exam essay topic

Between ca. 400 CE and ca. 600 CE the old Roman world was transformed. Choose three events, people, or processes that what were critical for that transformation. To what extent did the Roman system collapse due to internal transformation versus external shock? To what extent were developments in the regional or local sub-systems responsible for changes at the level of the overall empire?

You should justify and explain your choices with specific reference to historical events and primary source material. You need not quote directly from the primary sources, but should be able to refer to their contents with some specificity.

2. Paper topic

Content requirements

Summarize the article, "The Decline of the Western Empire" by Richard Hodges and David Whitehouse. Your summary should explain its thesis, conclusions, structure, and use of evidence.

Analyze the article. Show me you understand the limitations or problems with the authors' logic, evidence, or whatever blind spots the article may have. Have the authors successfully proven their case? Or merely strongly suggested they are correct?

Use primary source readings to provide support for, modify, or challenge the authors' interpretation.

Formal requirements

An essay of 5 pages in length, double-spaced, typed, the entire page with 1 inch margins, 12 point Times Roman font. You will cite all relevant primary and secondary sources with footnotes. The essays will be evaluated on the following points:

1. Comprehension: Have you understood the scholarly argument you are analyzing?
2. Thesis: Does your essay present a thesis that is easily identifiable, plausible, and clear?
3. Structure: Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
4. Evaluation based on evidence: Are you able to relate the primary sources we have read to a scholar's interpretation? Can you tell whether the sources support, contradict, or modify the argument presented? Do you provide accurate and relevant factual information? Do you cite your sources correctly?
5. Logic and Argumentation: Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
6. Mechanics: Is your word usage, punctuation, and grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?

History 307 - Medieval Europe
Western Kentucky University
[insert term]

Updated 2/24/2015

Instructor: Dr. Jeffrey Miner
Office: Cherry Hall 214B
Office Phone: (270) 745-3841
Office Hours: *TBD*
E-mail: jeffrey.miner@wku.edu

Course Description:
This course will introduce you to an outline of European history from the late Roman period (ca. 300 C.E.) through the fourteenth century. In the fourth century CE, Europe was a "mere geographical expression," an intensely diverse set of sub-regions at the extreme corner of the greater Eurasian landmass. These were tied to a greater or lesser degree to the Mediterranean basin and to the culture, economy, and politics of Rome. By 1400, the situation had changed dramatically. Although Europe remained diverse, its inhabitants had an increasingly coherent identity as members of Latin Christendom, bound to an ever more similar set of political, religious and economic institutions. No longer was northern Europe a backward periphery of an essentially Roman Mediterranean. This change largely defined the boundaries of Europe as it exists today and also prepared the way for the voyages and conquests of Europeans as they travelled the globe in the early modern period.

This is a long and complicated period, so we will not be able to cover every important event in detail. We will pay closest attention to the way religious and political ideology shaped and responded to changing social and economic conditions. Some examples of questions we will examine include: How were Christian conceptions of the community of believers shaped by Roman practices of political authority under the late Empire? What tensions and problems were generated by royal claims to personal sanctity and religious authority? What beliefs impelled the first Crusaders and why did they inspire so many successors and imitators? How did the rise of commerce change Europeans' beliefs about holiness?

The course is divided into three sections, each of which will close by considering a major interpretive debate among professional medievalists. First, to what extent we can think of a "fall of Rome" and when we ought to locate the beginning of the "middle ages." Second, whether it is appropriate or useful to talk of feudalism or a "feudal system." Finally, if we can call the fourteenth century a period of crisis, and how this is related to the origins of the Renaissance.

Colonnade Learning Objectives:
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*Compare the study of individual components to the analysis of entire systems.
*Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

In History 307, you will:
*Analyze how European economic, religious, and political systems changed in relationship with each other from ca. 400 to 1400
*Understand how local, regional, and European developments interacted with each other during the Middle Ages
*Evaluate how Europeans thought of their place in society and the world, and how that shaped politics, religion, and society.

History Department Learning Objectives:

As an upper division course, History 307 has multiple, overlapping course objectives. Upon completing this course, you will be able to:

*identify the general outline of trends and events in European history during the medieval period

*contextualize primary sources produced during the medieval period and relate them to broader developments

*develop interpretive strategies for dealing with unfamiliar primary sources

*synthesize primary and secondary material into a concise interpretation of the past

*read and understand scholarly articles concerning the medieval world

*understand how professional historians collect and deploy evidence to prove arguments

*assess the strengths and weakness of a scholarly argument

Required texts:

Patrick J. Geary, ed. *Readings in Medieval History*. Fourth Edition. Toronto: University of Toronto Press (2010).

Edward Peters, Europe and the Middle Ages. 4th Edition. Upper Saddle River, NJ: Pearson (2003).

ACADEMIC HONESTY

As a student at the Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the *University Statement on Student Rights and Responsibilities* (*WKU Catalog*, 333-5) in all aspects of this course. Violations of this code of conduct include cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and lying) and plagiarism. A fuller definition of the university *Academic Dishonesty* policy and the definition of what constitutes plagiarism are found in the *WKU Catalog* and in *Hilltopics: A Handbook for University Life*:

> *"Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions."*

Specialized definitions of plagiarism and of cheating are also given on this syllabus and on the "Essay Writing" handout and are binding to all students in this course. Thus, in accordance with Western Kentucky University policy, any student found to have committed academic dishonesty in any aspect of this course can receive sanctions including, but not limited to, a failing grade on the assignment to a failing grade in this course regardless of the credit percentage of the assignment in question. In addition, any student using any outside source of information, whether electronic, web-based, verbal, code, written or print, during an exam will be automatically given a failing grade for the course and prevented from withdrawing from the course.

Plagiarism

In all writing assignments, be careful to avoid any form of intentional or unintentional plagiarism such as copying part or all of another student's assignments, overusing the ideas in the introduction to texts

without citation or copying published (including the Internet) or previously graded work. For a fuller discussion of the definition of plagiarism and the ramifications of academic dishonesty, see above Academic Honesty policy. Also see the handout on plagiarism posted on Blackboard for a more extensive discussion of what can and cannot be considered your own work. Therefore, make sure that you use your words and your ideas since that will earn you a better grade than if you use someone else's words and ideas. **I will check all student work using plagiarism detection software.**

a. Pay particular attention to the difference between quoting and paraphrasing of another scholar's work. Changing a few words does not constitute paraphrasing and will be treated as plagiarism. In particular, you can expect that any assignment which merely paraphrases the secondary or introductory material to primary documents to receive a 0.
b. The purpose of the writing assignments is to develop your ability to think critically. Therefore, your workshop should not be the result of group work even at the level of just discussing the documents since you run the risk of having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work, all individuals involved will be given a 0 for the essay(s) involved.
c. If you submit an assignment previously handed in for this or for another course or written by another person here or at another institution, the instructor will take more serious action.
d. Any work based on Internet web pages will receive an automatic 0, with the instructor reserving the right to take more serious action.

Course requirements:

Exams	40%
Papers	40%
Participation	20%

Registration in a course obligates the student to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course. Nonattendance for a web-based course shall be defined as failure to log on to Blackboard, or other instructor-designed website, within one week of course starts date without previous arrangements with the instructor or department. Instructors may drop a student for nonattendance only during the regular drop/add period of the term. Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.

Exams

Examinations will be given in class three times. Each exam will have two major components. The first part will be a set of identifications in which students are asked to identify terms (all drawn from lecture handouts) and quotations from primary sources (drawn from our common readings) and explain their significance to the course in a sentence. The second portion of the exam will be a brief synthetic essay, in which students will be required to discuss the major changes and continuities from the unit and justify their interpretation of the period with specific reference (though not direct quotations) to primary sources.

I will grant make-up examinations in cases of excused absences only. To have an absence excused, a student must provide documentation in advance, when possible, or upon their return to class. I will grant excuses for serious illness (hospitalization, life-threatening, or incapacitating illness), a death in the family, or participation in a required university event. I will grant excuses on a case-by-case basis. All excuses are at the instructor's discretion.

Papers: Like the discipline of History itself, this course places a strong emphasis upon writing. During the semester, you will write three medium-length essays analyzing scholarly debates over important themes or moments in medieval history. Each essay will be a minimum of 5 pages in length, double-spaced, typed, the entire page with 1 inch margins, 12 point Times Roman font. You will cite all relevant primary and secondary sources with footnotes. The essays will be evaluated on the following points:

- **Comprehension:** Have you understood the scholarly argument you are analyzing?
- **Thesis:** Does your essay present a thesis that is easily identifiable, plausible, and clear?
- **Structure:** Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
- **Evaluation based on evidence:** Are you able to relate the primary sources we have read to a scholar's interpretation? Can you tell whether the sources support, contradict, or modify the argument presented? Do you provide accurate and relevant factual information? Do you cite your sources correctly?
- **Logic and Argumentation:** Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
- **Mechanics:** Is your word usage, punctuation, and grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?

CLASS PARTICIPATION

*Since part of your grade will be determined by active participation in class discussions, you should do the reading assigned *before* the class in which it is covered. You will also need to bring the reading to class on the day it is covered. I will lecture and plan class discussions with the assumption that you know the basic outlines of the material and that you have completed the assignments and have them with you. If you have not brought Geary's* Readings in Medieval History, *I may ask you to leave class to get it.*

There are two criteria used to determine this grade: attendance and discussion:

1. **Attendance** at every class is a course requirement and will be a significant component of your participation grade. I will take attendance for every lecture and keep a record of this.
    a. Students with a significant number of absences (more than 4 unexcused absences—see above for definitions of excused absences) will not receive a passing grade. Any student not attending during the first week of the semester will be dropped.
    b. If you must leave the university for an unspecified time and will be missing a significant number of classes, you or your family should contact the Academic Advising and Retention Center at 745-5065 so that an Emergency Notification is sent to all of your instructors.
2. The **Discussion** grade will be determined by ability to answer questions (written or oral) accurately and thoughtfully, by the *quality* of those answers and by general participation throughout the semester. I keep a list of students who participated in each class discussion and use this list at the end of the semester as part of the grade determination. Asking thoughtful questions before and after class or coming to discuss material with me during office hours also helps me determine this grade since for some shy people this is a more comfortable format.
3. **Assessments**: I may give pop quizzes, in-class writing assignments, and occasionally require reading guides on this material to be turned in, especially if I feel that a significant portion of the class clearly has not done the assigned reading. The total points will be considered part of your class participation grade.

Students who disturb the class or the lecture by arriving late, leaving early, talking during class, not paying attention, doing homework in class, or leaving their cell phone on should expect their attendance and discussion grades to suffer accordingly. Therefore,

a. Students who are more than 5 minutes late will be considered absent every time after the first couple of times. If you will be consistently late or must leave early, please inform me as to the reason.
b. If you are consistently talking to another student or getting phone calls in class during a lecture, I will consider you absent for that day because such behavior is disruptive to my ability to give a lecture and to other students who wish to concentrate in class.
c. If you sleep, read the newspaper, do homework or conduct other business besides that of the class, expect that I will notice and may comment, and that I will consider you absent on that day.
d. No electronics (phones, mp3 players, laptops, etc.) may be used during class meetings without advance permission from the instructor.

STUDY SKILLS AND COURSE ASSISTANCE

Course Assistance

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help.

- Contact your professor for an appointment.
- The History Department Academic Success Center in Cherry Hall 202. Graduate Students are available for tutoring and writing assistance, M-F 9-3.
- Another option is peer or online tutoring offered through The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330). TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC's website at www.wku.edu/tlc to find out more.
- The Writing Center is located in Cherry Hall 123. Log onto www.wku.edu/writingcenter for more information.
- Study suggestions are also found on the Blackboard and given in class. The instructor may hold occasional, optional study skill sessions.

Students with Disabilities

According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A-200 in Downing University Center, telephone 745 5004 and TTY, 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."

Part One: Demise of the Roman System

Week 1:

PETERS, p.11-38.

August 25 - What is history?
August 27 – Middle Ages : In the "Middle" of what?
August 29 - Late Roman State

GEARY : 1. Theodosian code (p.1-27)

Week 2:
PETERS, p.39-66
September 1 [LABOR DAY]
September 3 - Late Roman Economy
BLACKBOARD: Salvian's complaint
September 5 - Roman Christianity
GEARY: 2. Augustine of Hippo, On Christian Doctrine (p.28-45), City of God (p.46-57).

Week 3:
PETERS, p.67-87.
September 8 - Barbarians part one (far west)
GEARY: Tacitus, *Germania* (p.65-77)
September 10 - The Ostrogoths and Italy
GEARY: Jordanes, *History of the Goths* (p.78-110)
September 12 - Clovis & the Franks
GEARY: The Tomb of Childeric, Father of Clovis (p.113-121)
GEARY: Bishops' *Letters to Clovis* (p.129-130)

Week 4:
PETERS, p.88-106; 124-139.
September 15 - Justinian & his wars
BLACKBOARD: Procopius, *The Secret History*, SELECTIONS.
September 17 - Further Conversions to Christianity
GEARY: Bede, *History of the English Church and People* (p.212-222)
September 19 - SCHOLARLY DEBATE: Will the Fall of Rome Take Place?
Little & Rosenwein, *Debating*. Hodges & Whitehouse.

Week 5:
PETERS, p.107-123.
September 22 - Paper 1 due
September 24 - Islam & Byzantium
September 26 - Exam 1

Part Two: Roman Legacies & the Feudal System

Week 6:
PETERS, 140-159; 160-182.
September 29 - Pope or Bishop of Rome?
BLACKBOARD?
October 1 - Merovingians to Carolingians
GEARY: Einhard, *Life of Charlemagne* (p.266-279)
October 3 [FALL BREAK]

Week 7:
PETERS, 217-237
October 6 - Carolingian State & Economy
GEARY: Selected Capitularies (p.280-301)
October 8 - Monasteries and the gift economy
GEARY: Charters of Cluny (323-329)

October 10 - The German Emperors
GEARY: Liudprand, *A Chronicle of Otto's Reign* (p.315-322)

Week 8:
PETERS, 238-257.
October 13 - Papal Reform, Church Reform
BLACKBOARD, *The Gospel according to the Mark of Silver*
October 15 - The Controversy over Investiture
GEARY : Gregory VII and Henry IV, *The Investiture Contest, Concordat of Worms* (p.562-587)
October 17 - Writing Day
INSTRUCTIONS posted on BLACKBOARD

Week 9:
PETERS, 238-257
October 20 - Aristocratic violence & peace movements
GEARY: "Lords and Vassals." (p.376-393)
October 22 - The First Crusade
BLACKBOARD: Ralph of Caen, *The Deeds of Tancred*
October 24 - SCHOLARLY DEBATE: Feudalism
Little & Rosenwein, *Debating*. Barthelemy, "The Year 1000…"

Week 10:
PETERS: 199-216
October 27 - Paper 2 due
October 29 - Exam 2

Part Three: Crisis and Continuity in Latin Christendom

October 31 - Trade and towns
GEARY: Giovanni Scriba, *Notary Book* (p.770-771)

Week 11:
November 3 - Demography and agriculture
November 5 - Chivalry and courtly love
BLACKBOARD: Selections from Chretien de Troyes
November 7 - The Cistercians and new monasticism
BLACKBOARD: Bernard of Clairvaux, *Apologia*

Week 12:
November 10 - Universities and scholasticism
GEARY: Aquinas selections (p.478-481)
November 12 – The Roots of the Mendicant Movement
GEARY: Cantimpré, *Defense of the Mendicants* (p.475-7)
November 14 – The Mendicants: Francis and Dominic

Week 13:
November 17 – Female Piety, Heresy and Inquisition
GEARY: The *Rule* of Saint Francis of Assisi (456-9)
GEARY: *Testament*, Clare of Assisi (460-3)
November 19 - Papal monarchy
GEARY: *Canons* of the Fourth Lateran Council, 1215

(Sections 1, 3, 11, 13, 21, 27, 63-66, 71)
November 21 - Administrative kingship
GEARY: Exchequer documents (p.724-729)

Week 14:
November 24 - The Later Crusades
GEARY: *Canons* of the Fourth Lateran Council, 1215, Section 71).
November 26 [THANKSGIVING BREAK]
November 28 [THANKSGIVING BREAK]

Week 15:
December 1 - Material culture and wealth
BLACKBOARD: Documents on goods
December 3 - Plague and piety
BLACKBOARD: Boccaccio, *The Decameron*, selections.
December 5 – Closing : From medieval to Renaissance
No reading.

FINALS WEEK:
Monday December 8, 8am – 10am
Final exam, final paper due

Colonnade Program Course Proposal: Connections Category

Contact person: Xingang Fan, Department of Geography and Geology
xingang.fan@wku.edu, 270-745-5980

1. **What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

   METR 322 (4 credit hour): Global Climate Systems

   Subcategory: Colonnade Connections – Systems

2. **How will this course meet the specific learning objectives of the Systems sub-category?**

   This course first introduces the components of the global climate system, including the atmosphere, hydrosphere, lithosphere, and biosphere. Then based on the global energy balance and the water cycle, the physical mechanisms of climate will be discussed. The primary focus will be on the interactions and connections between the components, geographic regions, and climate regimes through discussions of processes, patterns, and teleconnections. This course will also introduce climatic classification systems and climate zones of the world. Global climate systems form and evolve as one system through connections over space and time, energy and mass, and human and natural environment.

   METR 322 will address the following learning objectives:

   1) Analyze how systems evolve

   While the Earth-Sun relationship determines the seasons on Earth, solar energy is the primary driving force of atmospheric and oceanic circulations, which are two major components of the climate system. In METR 322, students will learn to analyze how each component of the global climate system is evolving and what factors are controlling it through analyzing the global energy balance and water cycles. For example, modern civilization caused fast development of urbanization, resulting in a heat island over urban areas, which changes local and regional climates.

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

   Any changes in an individual component may cause changes in itself and other components. For example, it is found that there are fewer hurricanes in El Nino years but more in La Nina years, which indicates a connection between oceans and the atmosphere. Students in METR 322 will discuss how the climate system components interact and how each contributes to the global climate. For the above example, ocean currents are driven by atmospheric circulation (wind systems) while the ocean surface conditions such as a

warmer eastern Pacific (known as El Nino) affects hurricanes as well as global climates. Human activities have been found to contribute to global climate change and, in turn, climate changes such as increased floods or droughts present threats to human society and the built environment.

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

In METR 322, students will develop system-level critical thinking and analytical skills through assignments such as short essays asking students to relate climate with their own major, dream career, or daily lives. Students will also engage in semester-long class research project studying interested topics. Students will collect and analyze climate data, participate in group and class discussions, and write a research paper. Educated system-level thinking will assist in proper decision-making for public policy that sustains our environment, while a one-sided or wrong decision may cause disasters. Climate change and global warming are now widely known problems that relates to every aspect of our natural environment, our society, and our health and daily life. For example, people build seawalls to prevent damage from ocean waves, however they can cause the narrowing or disappearing of the beach. Many examples of human activities or decisions, such as deforestation, irrigation, soil erosion, and fossil fuel consumption, well demonstrate that all decision makers need to have the capability of system-level thinking.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail.

In the Colonnade Explorations courses such as GEOG 103 Our Dynamic Planet and METR 121 Meteorology, students may have learned about meteorology and other individual Earth system components. However, the global climate system is an integrated complex system. This METR 322 Global Climate Systems course contributes to the Colonnade Connections category and its Systems subcategory in a unique way as it stands, the content it covers, and its relationship to every aspect of our life, society, and environment. The basic knowledge of the global climate system, connections among the components, and their changes will allow students from every major area, no matter if it's political science, health studies, or economics, to better understand their living environment and to contribute to the sustainability of the climate system itself and our natural and built environment from their own specialty areas. Nothing can be more convincing about the importance of climate than a stand-alone Applied Climatology course that is offered in many universities and covers the relationship of climate and natural and human environment. Yet, we need to know the global climate system itself first.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

Colonnade Explorations: METR 121 Meteorology or GEOG 103 Our Dynamic Planet

5. **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.**

The following items will appear in all METR 322: Global Climate Systems syllabi
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Course description: Students in METR 322 – Global Climate Systems will understand the interactions between the climate system components, including the atmosphere, hydrosphere, lithosphere, and biosphere. Through the global energy balance and water cycle, spatial and temporal dimensions of global climate are linked through processes, patterns, and teleconnections. Based on climate controlling factors, climatic classification systems will be introduced with discussions of regional climates. Finally, global climate systems, their changes, and their interactions with human activities will be discussed from a systematic perspective.

Learning Outcomes for METR 322: This course fulfills part of the Colonnade Program's requirements for the Connections – Systems (K-SY) subcategory. It also fulfills a B.S. Geography electives requirement and a B.S. Meteorology electives requirement. Upon completion of this course, students will be able to:

- Identify and understand the components comprising the global climate system and factors that control their evolution and changes;
- Have deeper understanding of the interactions between the climate system components by discussing climatic processes, patterns, and teleconnections that relate to the world regional climates;
- Develop system-level thinking skills to evaluate through the use of argumentation and evidence how human activities interact with the global climate system, as well as the global climate change.

****

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

The three learning outcomes will be assessed near the end of the semester through an essay question. This assessment will be separate from the students' grades. Students must demonstrate in the essay that they: 1) have in-depth understanding of the climate system components, 2) have the capability to discuss interactions among the system components by using argumentation and evidence of climatic processes, patterns, and/or teleconnections, and 3) have the skills of system-level thinking to discuss decision-making and climate system sustainability issues related to selected climate events. A sample of 25% student essays will be reviewed by faculty members responsible for teaching METR 322. A review of the course will be taken if the assessment indicates less than 50% of the essays are at or above "Good" according to the following rubric:

	Excellent	**Good**	**Fair**	**Poor**
Paper organization	Materials are organized clearly, logically, and understandably. Paper includes subsections and proper transitions making the paper flows well following a clear thematic topic.	Materials are generally organized, but lacking logical connections, making the paper hard to follow, though the materials support a central topic.	Materials are scattered without clear organization. Connections among sections or paragraphs do not exist. Some materials may not be relevant to the topic.	No clear organization of materials and ideas jump around without clear connections. No thematic topic is presented.
Identified climate components and controlling factors	Two or more climate-system components are identified and demonstrate clear understanding about the factors that affect them.	At least two climate-system components are identified and demonstrate knowledge of the factors that affect them.	At least two climate-system components are mentioned without showing any factors that affect them.	Not able to identify at least two climate-system components and shows little knowledge about how the component might be affected.
Use of evidence for argumentation	Provides strong evidence for their argumentations how the components would affect each other and interact, with specific examples of climatic processes or regional climates.	Provides adequate evidence for their argumentations how the two components would affect each other and interact, with examples of climatic processes or regional climates.	Provides arguments about how the two components would affect each other and interact, but without evidence drawn from any of climatic processes or regional climates.	No interactions with other component are provided.
Demonstration of system-level thinking and analysis	Shows a deep appreciation for the global climate as a system science with clear understanding of system-level thinking on how human activities, decisions, or public policies affect the sustainability of our environment.	Demonstrates capability of system-level thinking on how human activities, decisions, or public policies affect the sustainability of our environment.	Demonstrates knowledge on how human activities, decisions, or public policies affect the sustainability of our environment, but not showing a system-level thinking.	Failed to provide evidences that the global climate is a system science and not be able to discuss human impacts on our environment.

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

The student research paper is required to have at least 10 pages of writing, supported with data analysis and illustrations for the results. Analyzing the data to draw conclusions requires synthesis of the knowledge of global climate systems, critical analysis of data and evidence, and system-level thinking for explanations. Through the course work and the research project, METR 322 will provide a summative learning experience for students to develop skills in argumentation and use of evidence.

For example, urbanization belongs to biosphere where human activities alter the natural environment. Consequently, land surface (belongs to lithosphere) interacts with atmosphere through physical, chemical, and biological processes to transfer heat, energy, and momentum, causing regional weather and climate to change. Then, a changed climate will affect our living environment. Human's adaptation to a changed climate relates to policy- and decision-making. This topic involves multiple climate-system components. Student may search and collect data and evidence for the changes, and analyze the problem under discussion at a system level. This learning experience will help students to develop skills in argumentation and use of evidence. Moreover, their understanding of the climate system will have potential applications in their future career and life due to the intrinsic connections among multiple system components they might deal with.

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

One section will be offered every 4th semester and expected enrollment is 20-40. The offering frequency may be increased if there is more demand.

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

The following is a sample syllabus for METR 322: Global Climate Systems
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METR 322: Global Climate Systems (4 credits)

Instructor: Dr. Xingang Fan, Assistant Professor
Email: xingang.fan@wku.edu
Phone: (270) 745-5980
Office: EST 360
Office hours: Wednesday/Friday 9:00 am – 11:00 am or by appointment (Email)

Time: Monday/Wednesday/Friday, 8:00 am – 8:55 pm (08/26 – 12/13/2013)
Monday 9:10 am – 10:05 am (08/26 – 12/13/2013)
Location: Building EST, Room 328 (MWF 8:00 – 8:55 am)
Room 425 (M 9:10 – 10:05 am)

Course Prerequisites: Colonnade Explorations: METR 121 Meteorology or GEOG 103 Our Dynamic Planet

Required Text: *Climatology*, 2013, 3rd Ed., by R.V. Rohli and A.J. Vega, Jones & Bartlett Learning, ISBN-13: 978-1284032307; ISBN-10: 1284032302

Suggested Reference:

IPCC report (2014): *The Physical Science Basis*, free download from: (http://www.ipcc.ch/)

The Global Climate System – Patterns, Processes, and Teleconnections, 2006, by H.A. Bridgeman and J.E. Oliver, Cambridge University Press

Atmospheric Science – A Introductory Survey, 2nd Ed., 2006, by J.M. Wallace and P.V. Hobbs, Academic Press

Course description:

Students in METR 322 – Global Climate Systems will understand the interactions between the climate system components, including the atmosphere, hydrosphere, lithosphere, and biosphere. Through global energy balance and water cycle, spatial and temporal dimensions of global climate are linked through processes, patterns, and teleconnections. Based on climate controlling factors, climatic classification systems will be introduced with discussions of regional climates. Finally, global climate systems, their changes, and their interactions with human activities will be discussed from a systematic perspective..

Learning Outcomes for METR 322:

This course fulfills part of the Colonnade Program's requirements for the Connections – Systems (K-SY) subcategory. It also fulfills a B.S. Geography electives requirement and a B.S. Meteorology electives requirement. Upon completion of this course, students will be able to:

- Identify and understand the components comprising the global climate system and factors that control their evolution and changes;
- Have deeper understanding of the interactions between the climate system components by discussing climatic processes, patterns, and teleconnections that relate to the world regional climates;
- Develop system-level thinking skills to evaluate through the use of argumentation and evidence how human activities interact with the global climate system, as well as the global climate change.

Expectations:

1. Read assigned textbook chapters and supplemental materials
2. Attend class lectures and participate class discussions
3. Complete assigned home work including online MetEd modules
4. Conduct assigned/chosen research project and write a 10+ page research paper

Assessment:

Students will be assessed by:

1. Assigned reading, homework, and quizzes
2. Three exams (two midterm, one final)
3. Class participation, discussion
4. Course project, which will be based on effort, content, quality of writing, and presentation.

Exams:

Two mid-term and one final exams, each worth of 20% and consist of multiple choices, short answer, problem solving, and short essay. By the nature of this course, all exams will be cumulative.

Exam dates are listed in the schedule. Please make every effort to be in class for scheduled exams. If you MUST miss an exam and have a reasonable excuse with documents, see the instructor or the departmental secretary 24 hours within the scheduled exam that will be/was missed. Make-up exam will be arranged at the earliest time available. If you fail to receive approval for a make-up exam within the allowed time frame, you will not be allowed a make-up for any reason. A grade "0" will be given in these instances.

Term Paper Assessment Rubric

Each student can choose his/her own climate events (facts) or other events that have a direct/indirect relationship with climate to study, but all research papers must follow the same set of required components:

- Present an evolutionary discussion of the phenomena.
- Collect necessary data and evidence to describe the relationship between the events/facts with climate.
- Provide critical analysis and describe the underlying connections with climate system components.
- Describe, through evidence and argumentation and with system-level thinking, how societal decisions could have influenced event or what decisions may be suggested.

Excellent: The student demonstrates sophisticated critical thinking skills and makes appropriate use of references. The paper is well-written, clear, and concise and provides an advanced understanding of the events/facts in question.

Good: The student demonstrates critical thinking skills and makes appropriate use of references. The paper is well-written but is occasionally unclear or not concise. The student provides an adequate understanding of the events/facts in question.

Average: The student demonstrates some critical thinking skills but only occasionally makes appropriate use of references. The writing is adequate but is often unclear or contains a number of grammatical errors. The student provides some understanding of the events/facts

in question.

Below Average: The student demonstrates marginal critical thinking skills and makes poor use of references or fails to use references at all. The writing is unclear and/or contains numerous grammatical errors. The student does not demonstrate an adequate understanding of the events/facts in question.

Grades:	**points**	**percentage**
First mid-term exam	100	20%
Second mid-term exam	100	20%
Final exam	100	20%
Homework assignments/Additional reading	100	20%
Term paper (outline 10, draft 10, final 30, presentation 10, effort 15)	75	15%
Participation (includes pop-quizzes)	25	5%
Total	500	100%

Letter Grades:	A	90-100%
	B	80-89%
	C	70-79%
	D	60-69%
	F	< 60%

Course Detailed Format:

You are expected to accomplish ALL of the following:

1. Attend three 55-minutes lectures, and one 55-minutes lab/project period on Mondays each week. Read the relevant textbook content before class.
2. Finish and turn in homework in a timely manner. A 24-hour late will cause the total possible points of the homework been reduced by 10%. No homework will be accepted after 2-day late. If you know you are not going to be in class on the due date, please turn in early. Homework will account for 20% of the final grade.
3. Being a 4-Credit hour course, homework, project work, and some online learning exercises related to climatology are included as a component.

4. You will be required to write a 10+ page term paper based on your chosen/assigned topic. The paper will account for 15% of the final grade, and will be graded according to the accomplishments and quality of the required components. Due dates will be given in class for 1) topic and literature search, 2) outline, 3) draft paper, 4) revised paper, and 5) a 15 minutes oral presentation.

   ** The term paper should provide a critical review of the history, research methods, up-to-date research findings, and future directions about the research topic. The paper must be in the following format. There is a **10-page minimum,** NOT including tables, figures and references, with 1 in. margin on all four sides, and 11- or 12-point type. **Use your own words. Copy & Paste of**

whole sentences and paragraphs are not accepted. Plagiarism will result ZERO points for your paper.

** The paper should also include a title, an abstract, and a reference list.

** Publishable papers are encouraged, which will make your resume extremely impressive. There are also numbers of professional conferences you may attend and present your research.

Academic Integrity Policy:

Students are expected to maintain academic honesty at all times. Any violation will not be tolerated and appropriate actions will be taken according to University policies. Student work may be checked by plagiarism detection software.

Student with Disabilities Who Require Accommodations:

In compliance with university policy, students with disabilities who require academic adjustment 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; 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.

Participation Policy:

Attendance will be taken throughout the semester. After three absences, each additional absence, no matter excused or unexcused, will result in a 25-point penalty to your final total points (worth 5% of your final grade).

Come on time! Respect others as you would others to respect you. If you need to leave early, let me know before class.

If a student will miss a class period due to a university-sanctioned activity, Western Kentucky University requires that the student:

(1) identify himself/herself prior to missing the class, (2) provide the instructor with a copy of their travel schedule, and (3) discuss with the instructor the procedure to make up missed work.

Lap-tops, iPhones, iPods, cell phones, or other tablet-related devices:

Any activities that distract not only your fellow classmates, but also yourself are not allowed in the classroom. There is ZERO tolerance of web-surfing, Emailing, and chatting, or any other activities that are irrelevant to the class materials. Phones should be powered off upon walking in the classroom.

No such devices are allowed for use on exams, except a traditional calculator.

Departmental Drop Policy:

The Department of Geography and Geology strictly adheres to the course drop policy found in the Undergraduate and Graduate Catalogs. **It is the sole responsibility of individual students** to meet the cited deadlines for dropping a course. In exceptional cases, the deadline for schedule changes (dropping a course) may be waived. The successful waiver will require written description of extenuating circumstances and relevant documentation. Poor academic performance, general malaise, or undocumented general malaise, or undocumented general stress factors are not considered as legitimate extenuating circumstances. Since granting of waivers are rare, we urge you to follow the established guidelines

Important Dates (deadlines)

Last day to drop without grade
Last day to withdrawal with a W

Tentative Course Outline and Reading Schedule

Note: **Reading** should be done before the assigned class period

Wk	Date	Day	Topic	Reading Chapter	Dues	Lab/proj
1	**08/26**	**M**	Introduction	Syllabus		MetEd 1
	08/28	**W**	Climatology	Ch. 1		
	08/30	**F**	Atmosphere	Ch. 2		
2	**09/02**	**M**	*(Labor Day – No Class)*			
	09/04	**W**	The Earth system	W&H 2.1	HW1	
	09/06	**F**	Controls on climate	Ch. 3		
3	**09/09**	**M**	Controls on climate			Research topics
	09/11	**W**	Effects on climate	Ch. 4	HW2	
	09/13	**F**	Effects on climate			
4	**09/16**	**M**	Energy, mass, momentum in PBL	Ch. 5		Data exploration
	09/18	**W**	Energy, mass, momentum in PBL		MetEd 2	
	09/20	**F**	Review for Exam 1			
5	**09/23**	**M**	Exam 1			HW & Proj
	09/25	**W**	Hydrological cycle	Ch. 6		
	09/27	**F**	Surface water balance		Topic	
6	**09/30**	**M**	Circulations	Ch. 7	MetEd 3	HW & Proj
	10/02	**W**	Circulations			
	10/04	**F**	*(Fall Break – No Class)*			
7	**10/07**	**M**	Climate classification	Ch. 8	HW 3	HW & Proj
	10/09	**W**	Climate classification			
	10/11	**F**	Northern hemisphere climates: N. America	Ch. 9	Lit. Rev.	
8	**10/14**	**M**	Europe			HW & Proj
	10/16	**W**	Asia			

	10/18	**F**	Regional		Outline	
9	**10/21**	**M**	Tropical climates	Ch. 10	HW 4	HW & Proj
	10/23	**W**	Southern hemisphere climates		MetEd 4	
	10/25	**F**	Review for Exam 2			
10	**10/28**	**M**	Exam 2			HW & Proj
	10/30	**W**	Climatic change	Ch. 11		
	11/01	**F**	Paleoclimate			
11	**11/04**	**M**	Causes of climatic change			HW & Proj
	11/06	**W**	Anthropogenic climatic change	Ch. 12		
	11/08	**F**	Anthropogenic climatic change		MetEd 5	
12	**11/11**	**M**	Teleconnections	Ch. 13 P.320-	HW 5	HW & Proj
	11/13	**W**	Teleconnections (PDO, ENSO)	B&O, 2		
	11/15	**F**	Teleconnections (NAO, PNA, AO)			
13	**11/18**	**M**	Teleconnections (MJO, QBO, AMO)		HW 6	HW & Proj
	11/20	**W**	Applied climatology	Ch. 14	Draft	
	11/22	**F**	Climate impacts			
14	**11/25**	**M**	Final review	Ch. 15		
	11/27	**W**	*(Thanksgiving – No Class)*			
	11/29	**F**	*(Thanksgiving – No Class)*			
15	**12/02**	**M**	Exam 3			Presentations
	12/04	**W**	Student Presentations			
	12/06	**F**	Student Presentations			
16	**12/13**	**F**	**Final Exam 8:00 am – 10:00 am, EST 328**		**Final**	**Paper Due**

NOTE: Click on the following links to access the MetEd modules:

MetEd 1: ***Introduction to Climatology***
https://www.meted.ucar.edu/training_module.php?id=499

MetEd 2: ***Introduction to Statistics for Climatology***
https://www.meted.ucar.edu/training_module.php?id=500

MetEd 3: ***Creating a Local Climate Product Using Composite Analysis***
https://www.meted.ucar.edu/training_module.php?id=171

MetEd 4: ***ENSO and Beyond***
https://www.meted.ucar.edu/training_module.php?id=113

MetEd 5: ***The Science of Global Climate Change and Human Influences***
https://www.meted.ucar.edu/training_module.php?id=147

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Colonnade Program Course Proposal: Connections Category

MUS 320 – Rock and Roll: Music for a New Generation

Department of Music
Dr. Scott Harris, Head

Please be advised – this course was approved by the UCC at their Feb. 26, 2015 meeting.

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course?

   MUS 320 Rock and Roll – Social and Cultural subcategory

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

   Analyze the development of self in relation to others and society.

   In examining ways individuals shape, and are shaped by, the societies and cultures within which they live, music has a profound influence. MUS 320 will examine multiple Rock and Roll artists from the late 20th century, including Elvis Presley, the Beatles, Bob Dylan, and Jimi Hendrix. Self-expression is a hallmark characteristic of both creating and expressing music and the distinctness and unique contributions of individual artists will be a focal point of this course. In addition, the course will discuss an artists' image, personal behavior, political activism, and leadership/influence on those around them. The course will then consider how society responded to artists and their music, as both points of controversy and/or means towards musical development and appreciation.

   Relating to the above, students of the course will be asked to present and reflect on their own current musical interests – examining why that music is important to them and how it compares to other individual tastes and musical genres.

   Examine diverse values that form civically engaged and informed members of society.

   Examining the ethical questions and shared cultural values that shape societal norms and behaviors is deeply rooted in the study of music. MUS 320 will reflect on the development of Rock and Roll as a musical style from the 1950's through 1990. The societal issues of the time are fundamentally connected to the development of this musical art form and are examined at length in the context of the course. These include: race and civil rights, the Vietnam War, technology, pollution and the environment, drug/alcohol abuse, political activism/violence, global famine/disease, non-Christian spiritual pathways, and the sexual revolution. Students will be asked to consider these issues and present opinions and arguments, through evidence, of how the music reflected society, and/or how society was influenced by the music. In addition, students will be asked about current cultural/societal concerns and whether music today directs or reflects our society, as it may have in the past.

Evaluate solutions to real-world social and cultural problems.

Music is an artistic expression of the independent and collective, or collaborative, values of the defined time period. It is also a means by which students can examine the role of social and cultural institutions in developing and sustaining specific norms, values, and beliefs.

As noted above, MUS 320 will require students to consider how music addresses and/or influences our current society and culture. Specifically, students will be asked to look at Rock and Roll history and evaluate if we have moved forward, or if history repeats itself considering the same issues but in different environments. Questions will be asked about race in music, the image/behavior of artists and their perceived value to societal norms, and the impact of technology and economics for both the artists as well as their audiences as consumers. The course will also address music education, the relationship between academia and the entertainment industry, and sustaining listeners (arts advocates) through decades of significant change. Ultimately, students should learn to recognize how the cultivation of the musical experience and musical knowledge can improve the quality of life for all individuals within society.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category?

The study of music, in any time period, genre, or culture, is inherently rooted in how societies reflect and/or are shaped by the arts. Music can influence language, lifestyles, clothing/appearance, behavior, politics, and social economics in both individuals and the larger community context.

The study of music contributes to the *Connections* category because it naturally incorporates concepts previously studied throughout the Colonnades program including:

- quantitative reasoning – music is rhythmically based on the subdivisions of time; popular forms in music are built on defined sets of measures, beats per measure, and intervallic relationships
- physical science – music demands exact acoustics, frequencies, intensities, and control of time; rock music uses electronic technology for both sound reinforcement and in the manipulation/creation of sound
- language – music in the classical tradition is rooted in the Italian, German, and French languages; music from other world cultures incorporates the unique vowel and consonant sounds native to that culture; music is used extensively as a communication device either in addition to, or to substitute for, spoken word; music uses a highly developed symbol notation to express ideas
- history – music directly reflects the environment and times of its creation
- arts and humanities – fine arts that imitate music and music that imitates visual art is especially prominent in twentieth-century music; music also has a strong connection to literature, as lyricists often set poetry, plays, and novels to music
- global – there have been very strong ties between western music and music from other parts of the world; Rock and roll is built on

African based blues and rhythms, and was later influenced by European, Cuban, and South American styles

MUS 320 is the only course on campus to focus specifically on Rock and Roll as a musical genre. The course is a natural extension of MUS 120 Music Appreciation (Explorations) and assignments are based on developing creative and critical thinking skills through both written and oral presentation. In addition, the course includes the consideration of a variety of non-western (world/global) musical genres/cultures and how they influenced the development of Rock and Roll.

Most importantly, however, is that students today (in my experience) already believe they know everything about Rock and Roll. This course will force students to question what they think they know, to genuinely become educated in the language and art of music, and to develop an appreciation of music (and music's role in society) that hopefully goes beyond both their individual tastes and the rock music genre.

4. Please identify any prerequisites for this course.

   There are no prerequisites.

5. 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.

   Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Social and Cultural subcategory of the Connections Category. As part of that program, MUS 320 has the following learning objectives:

   Through this course students will develop the ability to:

   1. Analyze the development of individual musical artists in relation to their peers, audiences, and the broader society of the time.
   2. Examine how musical trends and innovations influenced, and reflected, the diverse values of citizens and society at the time (particularly through the 1960's).
   3. Evaluate solutions to real-world social and cultural problems including race relations, celebrity image, and economic impact, as related to music of both the past and present.
   4. Demonstrate skills in argumentation and the use of evidence within the context of the course in class discussion, oral presentation, and written conclusions.

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

   In defined writing assignments, students will be asked to include intentional comments and discussion on the defined learning objectives, within the context of the specific

assignment. The instructor will review a sample (at least 30%) of the assignments using the following guiding questions:

- Does the paper, in regards to the individual identity of the artist, performer, audience member or patron, draw convincing links between self and others in society?
- Does the paper, within the defined musical environment or genre, examine the diverse values that form civically engaged citizens?
- Does the paper, within the defined musical environment or genre, evaluate solutions to real-world social and cultural problems?
- Does the paper, within the defined musical environment or genre, demonstrate the use of presented evidence to argue for independent conclusions.

Using a scale of 1-4 (1=no, 2=yes/minimally, 3=yes/competently, 4=yes/strongly), each student paper in the sample will be given a score for each guiding question. The four scores will then be averaged into one assessment rating. It is expected that 70% of papers will have an average rating of 3 or higher. Course reviews of individual scores and average ratings will occur each semester.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Through open class discussion, written, and oral assignments, students will demonstrate an individual understanding of using the presented evidence (readings, listening, lectures) to argue for their own independent opinions and conclusions. The development of a new musical art form is by nature an argument to establish a new idea. While built on established work/systems/theories, these ideas are generally contrary to the mainstream understanding of music and musicianship of the time. Artists have to *argue,* using both music and words, for their inclusion on concerts, recordings, and broadcasts. History then provides evidence of their success through notable and lasting influence, financial gain, academic acknowledgment, and general public option.

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

Initially, one section of this course will be offered every second semester.

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

MUS 320 – Rock and Roll: Music for a New Generation

Instructor: Dr. Scott Harris
Email: scott.harris@wku.edu
Phone: 745-3751
Office Hours: By Appointment
Office: FAC 351

Objective: To study and discuss the development of Rock and Roll as a musical style from the mid-1950's through roughly 1990. Discussions and assignments will be based on musical styles/innovations and trends, cultural and social impacts, and economic/political issues. Developing and expressing creative and critical thinking, through writing and verbal presentation within the prescribed topic area, is a focal point of this course.

Attendance: Is considered mandatory. However, two unexcused absences are allowed. For each unexcused absence after two, 3 points will be deducted from your *final* class grade. Missed quizzes can only be made up by coming early (5min) the day immediately following the absence. If you need to miss one of your scheduled presentations please make arrangements PRIOR to the absence to switch your presentation. Medical and family emergencies are the only acceptable reasons for not making prior arrangements.

Grading: Grading will be based on a 100-point scale. The final grade will reflect the following percentages (attendance will then be applied):

Project 1: singles – 5%
Project 2: interviews – 5%
Project 3: group presentation – 10%
Project 4: artist paper – 20%
Final essay/project – 30%
Quizzes/class participation – 30%

Extra credit opportunities exist and will be revealed in class.

University Grading Scale:
A = 90-10 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Materials: Rock and Roll, its history and stylistic development – 7th edition
Joe Stuessy and Scott Lipscomb
Time Life Video Series – The History of Rock and Roll (in class)

Students with Disabilities

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, DUC A-200. The OFSDS telephone number is 270-745-5004 V/TDD. Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Office of Disability Services.

MUS 320: Rock and Roll - Student Learning Outcomes

Through this course, and within the scope and context of rock music history (1950's-1990), students will develop the ability to:

- be aware of a variety of musical genres, styles and specific works/individual artists
- understand musical works as human expressions within a social context
- be aware of the social, political and cultural landscape that influenced the development of musical trends, and vice versa
- appreciate and understand how rock/popular music evolved from inception to its current form(s)
- respond critically both orally and in writing to musical works
- understand the aesthetic principles of music: rhythm, melody, harmony, form, texture etc.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Social and Cultural subcategory of the Connections Category. As part of that program, MUS 320 also has the following learning objectives:

Through this course students will develop the ability to:

1. Analyze the development of individual musical artists in relation to their peers, audiences, and the broader society of the time.
2. Examine how musical trends and innovations influence, and reflect, the diverse values of citizens and society at the time (particularly through the 1960's).
3. Evaluate solutions to real-world social and cultural problems, including race relations, celebrity image, and economic impact, as related to music of both the past and present.
4. Demonstrate skills in argumentation and the use of evidence within the context of the course in class discussion, oral presentation, and written conclusions.

Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by committing to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Students who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or "F" for the course, at the instructor's discretion. The University uses web-based products to detect plagiarism.

MUS 320: Rock and Roll - Day to day syllabus

Each day a chapter is noted please read the material PRIOR to that day (please note that we will not always cover the chapters in order). Short 8-10 question quizzes will be given at random throughout the course.

Tuesday, January 27
Introduction
What is rock music?

Thursday, January 29
Elements of music

Tuesday, February 3
Brief overview of music history

Thursday, February 5
NO CLASS

Tuesday, February 10
chapter 2, Roots of Rock
*Singles Presentations start

Thursday, February 12
Video vol. 1

Tuesday, February 17
chapter 3-4, Fifties Rock

Thursday, February 19
Video vol. 2
*Presentation Artists approved

Tuesday, February 24
chapter 5-6, Sixties/Beatles

Thursday, February 26
Video vol. 3
*Paper Artists approved

Tuesday, March 3
chapter 7, British Invasion

Thursday, March 5
chapter 8, Folk Music

SPRING BREAK

Tuesday, March 17
Video vol. 4
*Interviews Due

Thursday, March 19
chapter 10, Psychedelic Rock

Tuesday, March 24
Video vol. 6

Thursday, March 25
chapter 9, Soul and Motown

Tuesday, March 31
Video vol. 5

Thursday, April 2
Tuesday, April 7
Thursday, April 9
Group Artist Presentations

Tuesday, April 14
chapter 13-18, Seventies

Thursday, April 16
Video vol. 8

Tuesday, April 21
chapter 11, Jazz Rock

Thursday, April 23
chapter 12, Art Rock, Musicals

Tuesday, April 28
chapter 13-18, Eighties
*Paper Due

Thursday, April 30
Video vol. 10

Tuesday, May 5
Punk, Video vol. 9

Thursday, May 7
chapter 19, where are we now?
*Final Project handed out

Thursday, May 14 – Final Exam, TBA
*Final Project Due by 12:30pm

MUS 320: Rock and Roll - Projects Overview

Project 1 – Singles

Each student will present a single song (under 5min) of their choice to the class - the more obscure the better! As part of your presentation tell the class the following: title, performing artist, writer, producer, album, recording or release date, chart information (if known or available), internet presence, and any other interesting facts or information about the song. Most importantly tell us why this song is interesting or important to YOU. These short presentations (5min) will begin on Tuesday, February 10 and two students will present each day.

Project 2 – Interviews

Using the following questions (and any you would like to add) interview two people from older generations who went to high school BEFORE 1985. Try to find individuals from *different* generations, for instance one who grew up in the 1960's and one who grew up in the 1970's. Since many musical trends happened in different parts of the country, choosing people from different geographic backgrounds is also recommended.

The interviews may be done in the format of your choice, based on your own personal circumstances. For instance, you can do it in person, over the phone (with a recorder), through the mail (if time allows), or via email. A live interview is preferred because a two-way conversation can lead into many different directions that will stimulate new and interesting questions. Before starting, be sure to introduce yourself and explain the circumstances around the interview (meaning it is a project for a rock music class). The turned in project should be written down in a question and answer format, like in a magazine. This project is due on March 17.

Interview Questions (you are welcome to add your own):

1. Where (city/state), and in what year, did you graduate from high school?
2. What kind of music was popular during those years? Do you remember specific artists or groups that made an impact on your high school years?
3. How much did you pay for an album? a single? When you bought music did you generally buy the whole album or just the single?
4. How did you hear about new music? Radio, TV, magazines, friends?
5. Did you attend any live concerts? Can you describe what those were like at the time? Cost, length, security, beverage availability etc.
6. What kind of music did your parents listen to or like?
7. How did they (your parents) feel about the music you were listening to?
8. What, if anything, was considered controversial about the popular music of the time? Are there any specific events or personal memories that stand out?
9. What kind of musical, social or cultural trends did you see in popular music as you grew older? Did you like what was happening?

10. Are you familiar with the popular music of today in 2015? If yes, which artists/bands do you enjoy and why? If no, can you pinpoint when and why you lost interest in the current popular music?
11. Is the music you enjoyed while growing up still the music you enjoy listening to today? Would you call it your favorite? Assuming the answer is yes, do you think you genuinely love the music or is it more about nostalgic memories? If the answer is no, why don't you like the music anymore?
12. Are there any other comments you would like to make about rock music and your personal experiences/background with it?

Project 3 – Group Presentation

Students will form groups of four (4) and give a 15-minute presentation on a specific artist. The presentation should be split into two segments:

1. Two students will present background and factual information on their artist, including a career history, influences, and musical style, as well as anything uniquely interesting about the artist.
2. The other two students will present two musical, but contrasting, audio or video examples by the artist. For example: a popular hit vs. an album cut; an early song vs. a later one; or two selections that are *musically* different.

Groups will need to assign jobs and work together so that both timing and content are well thought out. Every member of the group must contribute to the verbal presentation. Groups may use any visual/video/internet aids as appropriate in their presentation. Different groups may not choose the same artist. The deadline for choosing an artist is Thursday, February 29. Presentations will take place on April 2, 7, and 9. Groups must choose their artist from the following list:

AC/DC	Iron Maiden
Aerosmith	Ozzy Osbourne
Pat Benatar	Pink Floyd
The Eagles	The Police
Heart	Queen
Billy Joel	Santana
Elton John	Bruce Springsteen
Journey	Rush
KISS	Van Halen
Led Zeppelin	Yes

Project 4 – Artist Paper

Each student will write a 4-7 page paper on a specific artist or band. The artist may be selected by the student but needs to meet the following criteria: 1) they recorded and released at least three different albums; 2) they first appeared/recorded before 1990, but not before 1960 (artists from the 70's and 80's are preferred); 3) they were influenced by (or influenced themselves) the artist from your group presentation; and 4) Dr. Harris must approve your artist by Thursday, February 26. Students may not use the same artist from their group presentation; however, a different artist from the list above may be used.

This is a research paper (using standard fonts, size and form) and you are encouraged to use any and all resources available to you. While you are not required to provide footnotes, a standard bibliography that lists all sources (including web sites) should be included. Before getting Dr. Harris' approval it is recommended that you do some preliminary research to make sure there is enough information available on your artist. You may also want to have a short list of other artists that interest you since Dr. Harris may say no (I don't want people to do the same artist, and some artists may already be discussed at length in your book or class).

The paper should be a historical perspective that discusses the following:

- Where and when did the artist get started? Who are/were their musical influences?
- A career description including relevant awards, concerts, special appearances, turning points, record labels and/or producers.
- A discussion of any relevant non-musical issues such as image, politics, behavior/arrests, or personal relationships.
- Does the artist fit into a specific style or trend? Were they innovative in moving in new directions? Did they, in turn, influence the next generation?
- Why should this artist be included in musical history books?

The paper is due on Tuesday, April 28.

Final Project

The final project will be a take home essay and short answer assignment based on topics and artists discussed in class and in your book. It will be handed out on Thursday, May 7 and due by 12:30pm on Thursday, May 14.

All turned in work must be typed, organized, and proofread for spelling and grammatical errors. Please be sure that your name appears on the FIRST page of all work.

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

1. **What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

   PH 365, Human Sexuality
   Social and Cultural

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

   Analyze the development of self in relation to others and society: PH 365 is rooted in the discipline of sexology -- the interdisciplinary study of human sexuality -- and provides an in-depth examination of the sociological, physiological, and psychological aspects of human sexuality in relation to family life, courtship, marriage, reproduction, education, and aging. This course requires students to examine their own values, attitudes, and behaviors through self-reflection, self-assessment, and directed discussion. These course activities help students see how factual material connects with their own lives and decisions. PH 365 brings together the facts about sex with the very individualized sexual values and lifestyles students are developing, clarifying, and coming to understand in themselves.

   Examine diverse values that form civically engaged and informed members of society. The field of human sexuality is controversial, even among the sexologists who conduct research, construct models, and develop theories. Scientific findings are not always comfortably aligned with prevailing social opinions. Social, religious, and political differences also fuel controversies surrounding sexuality. This course critically examines the effects of these differences and controversies on how they shape the human experience. Students research, analyze, and critically debate controversial topics, and examine diverse intrapersonal and societal issues related to sexuality.

   Evaluate solutions to real-world social and cultural problems. PH 365 emphasizes contemporary research, modern medical and sexological understanding, and psychological and phenomenological insights into human sexual experience and behavior. Real-world social and cultural issues include sexual and psychosexual development, sexual health and disease, romantic love and sexual desire, sexual variations, sexual dysfunction and treatment. The role and impact of art, media, and law are examined as well.

3. **In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail**.

   Humans are sexual beings. Thus, human sexuality is an issue of significant personal and societal importance, not only at the time students take the course, but throughout their lifespan as well.

   "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." PH 365 meets this directive by requiring students to integrate and apply biological, socio-cultural, and other scientific knowledge to diverse and complex intrapersonal, interpersonal, and societal sexuality issues. Students explore personal and cultural values toward contemporary societal concerns -- such as those related to solitary and shared sex, same-sex marriage, homo-/bi-phobia, sexual violence, and atypical sexual behaviors – and critically examine how they are influenced by culture, religion, politics, art, law, and the media. The course approaches sexuality from an interdisciplinary perspective, with the intention of facilitating critical and conscientious knowledge and fostering connections between individual and collective responsibilities across the spectrum of human sexual behaviors.

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

   There are no prerequisites for PH 365, Human Sexuality.

5. **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**.

   At the end of the course, students will be able to:
   1. discuss the contemporary and historical views on human sexuality;
   2. critique methods that have been utilized in sexuality research;
   3. use appropriate terminology to describe male and female reproductive anatomy and physiology;
   4. discuss psychosexual development throughout the lifespan and related theoretical perspectives concerning sexual development;
   5. examine individual sexuality and relationships, including sexual identity, sexual values, gender roles, gender identity, sexuality through the lifespan, sexuality and disabilities, and sexuality and communication;
   6. discuss contemporary societal concerns related to solitary and shared sex, same-gender orientation and behavior, same-sex marriage, and homo-/bi-phobia;

7. critically examine and discuss the influence of culture, religion, politics, art, law, and the media on the spectrum of human sexual behaviors; and,
8. analyze sexual problems and violence including: sexual coercion, rape, and abuse; sexually transmissible infections; atypical sexual behaviors; and sexual dysfunction.

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

A three-pronged assessment will be utilized:

1. Content Validity and Connections: The course will be assessed through a critical analysis of course content and activities. Specifically, a learning logic model (see below) will be constructed that shows logical linkages between *Connections* objectives, course objectives, course content, and course activities/assessments. This learning logic model will be reviewed by the department head and/or designees.

Connections Objective ⟵	Course Learning Objectives ⟵	Related Course Content ⟵	Assessment
Analyze the development of self in relation to others and society			
Examine diverse values that form civically engaged and informed members of society			
Evaluate solutions to real-world social and cultural problems			

2. Student Work Samples: Annually, a random sample of student writings (papers, reflections, postings) will be selected to review vis a vis connection objectives. Papers will be content analyzed by at least two independent reviewers to determine the extent to which each of the three connection objectives are met (not met = 0, partially met = 1, fully met = 2). A score will be computed for each paper, ranging from 0 (none of the three connections objectives met) to 6 (all three connections objectives fully met). At least 70% of the papers reviewed will score 4 or higher.

3. Student Perceptions: Students will complete an assessment at the end of the course that assesses perceptions of how well the course met the stated course and *Connections* objectives. Students will be able to provide written feedback/suggestions. This information will be reviewed annually to identify areas of improvement.

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence**.

   Students are required to integrate knowledge and apply evidence to argue positions on various controversial topics (e.g. same-sex marriage, abortion, and eugenics). Informal (directed discussion) and formal (position papers, debates) assessments are used. Case studies, art/media critiques, and other activities also provide summative learning experiences.

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

   The Department of Public Health typically offers two –three sections of PH365 each semester, as well as web- and print-based sections through Learning on Demand.

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

   A generic syllabus, containing basic course information, is attached. Each instructor determines the types and weighting of assessments, within the guidelines described herein.

PH 365 Human Sexuality

Instructor:
Office Location:
Office Hours:
Email:
Phone:

Required Text: Sexuality Today by Gary F. Kelly, McGraw-Hill, 11th ed.
ISBN: 0078035473 Copyright year: 2013

Prerequisites: None

Colannade Information:
This course meets the Colannade requirement for Connections: Understanding Individual and Social Responsibility.

Course Description:
This course provides an in-depth look at the sociological, physiological, and psychological aspects of human sexuality in relation to family life, courtship, marriage, reproduction, education, and aging. The course also includes information on sexual assault, sexually transmitted infections (STI), and HIV/AIDS.

Course Objectives:
At the end of the course, students will be able to:
- ✓ discuss the contemporary and historical views on human sexuality;
- ✓ critique methods that have been utilized in sexuality research;
- ✓ use appropriate terminology to describe male and female reproductive anatomy and physiology;
- ✓ discuss psychosexual development throughout the lifespan and related theoretical perspectives concerning sexual development;
- ✓ examine individual sexuality and sexual relationships, including sexual identity, sexual values, gender roles, gender identity, sexuality through the lifespan, sexuality and disabilities, and sexuality and communication;
- ✓ discuss contemporary societal concerns related to solitary and shared sex, same-gender orientation and behavior, same-sex marriage, and homo-/bi-phobia;
- ✓ critically examine and discuss the influence of culture, religion, law, politics, art, and the media on the spectrum of human sexual behaviors; and,
- ✓ analyze sexual problems and violence including: sexual coercion, rape, and abuse; sexually transmissible infections; atypical sexual behaviors; and sexual dysfunction.

Course Topics:
- Cultural, Historical, and Research Perspectives on Sexuality
- Sexual Anatomy and Physiology
- Human Sexual Arousal and Response
- Developmental and Social Perspectives on Gender
- Sexuality Across the Lifespan

- Sexual Individuality and Sexual Values
- Sexuality, Communication, and Relationships
- Reproduction, Reproductive Technology, and Birthing
- Decision Making about Pregnancy and Parenthood
- Solitary Sex and Shared Sex
- Sexual Orientation, Identity, and Behavior
- Spectrum of Human Sexual Behavior
- Sexual Consent, Coercion, Rape, and Abuse
- Sexually Transmitted Diseases, HIV/AIDS, and Sexual Decisions
- Sexual Dysfunctions and Their Treatment

Connections Course Proposal: THEA 341: Culture and Performance

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course?

   We plan to offer *THEA 341: Culture and Performance* in the Social and Cultural subcategory.

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.

   - **Analyze the development of self in relation to others and society:** Students will examine how artists in specific social and cultural contexts have used performance to define and/or challenge social norms and ideas of selfhood and citizenship.
   - **Examine diverse values that form civically engaged and informed members of society:** Students will explore how performance has been used in specific cultural contexts to either promote social cohesion or encourage civic engagement and dissent.
   - **Evaluate solutions to real-world social and cultural problems:** Students will examine how the performing arts have been and can be used as a means of identifying and addressing social and cultural problems.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category?

   Because of the highly public nature of performance events, they have often been used to explicitly and implicitly reinforce and/or challenge societal norms. By creating a course that focuses specifically on how performance has been used to define cultural values, establish cohesive communities, present dissenting opinions and/or provoke political debate as well as how performances are in turn shaped by their cultural contexts, we hope to stimulate students to think critically about the narratives and images presented to them on stage and in other performance-based media, and to understand how these narratives and images can be used to promote particular value systems.

4. Please identify any prerequisites for this course.

   None

5. Syllabus statement of learning outcomes for the course.

   - **Analyze the development of self in relation to others and society:** Students will examine how artists in specific social and cultural contexts have used performance to define and/or challenge social norms and ideas of selfhood and citizenship.

- **Examine diverse values that form civically engaged and informed members of society:** Students will explore how performance has been used in specific cultural contexts to either promote social cohesion or encourage civic engagement and dissent.
- **Evaluate solutions to real-world social and cultural problems:** Students will examine how the performing arts have been and can be used as a means of identifying and addressing social and cultural problems.

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

   All students will be required to write a performance response to one of the dramatic works that they view and/or study during the course. The performance response should:
   1. Analyze how the work promotes and/or challenges prevailing views of identity, selfhood, and/or citizenship.
   2. Analyze the work's presentation of social norms and cultural values and examine the extent to which the piece is reinforcing and/or critiquing those values.
   3. Assess the potential impact of the work on individual audience members and the greater community and analyze why and how it might achieve this impact.

   At the end of each semester, we will randomly select student essays from each course section and score them based on the following rubric:

	Objective 1	Objective 2	Objective 3
4 - Excellent	The student provides in-depth analysis of how the work promotes or challenges prevailing ideas of selfhood, identity and/or citizenship, and supports claims with detailed, relevant evidence.	The student thoroughly examines the work's presentation of social norms and cultural values, and analyzes the motivations behind this presentation. All claims are supported with detailed, relevant evidence.	The student provides a detailed assessment of both the potential impact of the work on audience members and the means used to achieve those effects. Detailed, relevant evidence is used to support all claims.
3 - Good	The student provides analysis of how the work promotes or challenges ideas of selfhood, identity and or citizenship and provides adequate evidence to support all claims.	The student examines the work's presentation of social norms and cultural values and provides adequate evidence to support all claims.	The student examines the potential impact of the work on audience members and provides adequate evidence to support claims.
2 - Fair	The student attempts	The student attempts to	The student attempts

	to analyze how the work promotes or challenges views of identity, selfhood and/or citizenship and provides some evidence to support claims.	examine the work's presentation of social norms and cultural values and provides some evidence to support claims.	to address the potential impact of the work on audience members and provides some evidence to support claims.
1 - Poor	The student fails to analyze how the work promotes or challenges views of identity, selfhood and citizenship and/or fails to provide appropriate evidence to back up claims.	The student fails to examine the work's presentation of social norms and cultural values and/or fails to provide appropriate evidence to back up claims.	The student fails to address the potential impact of the work on audience members and/or fails to provide appropriate evidence to back up claims.

Once the papers have been evaluated, the data will be compiled and evaluated with the Department Head. The following target scores will be used for assessing the course:

70% of work reviewed will score 2 or higher on all objectives using the holistic rubric.
30% of work reviewed will score 3 or higher on all objectives using the holistic rubric.

If the target numbers are not met, we will determine and implement whatever strategies we may need to take in future sections to remedy deficiencies.

7. This course will require students to do close analysis of dramatic texts and/or performances in order to form arguments about the purpose, meaning, and agenda of the works, and to support those arguments with convincing evidence both orally and in writing. Students will spend the class examining the explicit and implicit messages that dramatic works convey and will be expected to present evidence from both primary and secondary sources to back up their claims.

8. How many sections of the course will your department offer each semester?

   The department plans to offer at least one section of the course each year, and possibly more if demand and teaching schedules allow for it.

9. Please attach sample syllabus for the course.

THEA 341: Culture and Performance (Sample Syllabus)

This course is designed to provide a close study of the ways that performance shapes, reflects and challenges cultural values and political discourse. During the class, students will:

- **Analyze the development of self in relation to others and society:** Students will examine how artists in specific social and cultural contexts have used performance to define and/or challenge social norms and ideas of selfhood and citizenship.
- **Examine diverse values that form civically engaged and informed members of society:** Students will explore how performance has been used in specific cultural contexts to either promote social cohesion or encourage civic engagement and dissent.
- **Evaluate solutions to real-world social and cultural problems:** Students will examine how the performing arts have been and can be used as a means of identifying and addressing social and cultural problems.

Course Materials: For this course, you will be required to read and watch numerous dramatic works, and you will also be required to attend at least one full-length live theatre production which will serve as the basis for your performance response.

Grading: For this class, you will be graded on quizzes, a production analysis, a mid-term, and a final. Half of your mid-term and half of your final will consist of a critical essay/project based on one of the plays you have read or seen during that half of the semester. The mid-term will cover the first two units and the final will cover the last two units. The grading breakdown is as follows:

Mid-Term:	25%
Final:	30%
Performance Response:	15%
Quizzes:	15%
Participation:	15%

Academic Integrity: Copying or using the words or ideas of others without proper citation is plagiarism. This includes copying from your fellow students or paraphrasing information that you find on-line. Any assignment found to be plagiarized in whole or in part will receive a grade of zero. If you use plagiarized material in more than one assignment, you will fail the course.

Special Accommodations: 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, Student Success Center, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 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.

Course Outline

Unit 1 (weeks 1-3): Theatre as Community Ritual

This unit will examine how theatre has been used a ritual to define community and reinforce religious and political systems in different cultures and societies. Texts and performances examined may include the Abydos performances in ancient Egypt, Iranian Ta'ziyeh drama, Noh drama in Japan, Mayan dance drama, and Medieval passion plays.

Unit 2 (weeks 4-7): Theatre and the State

This unit will look at how theatre has been used to promote and define civic virtues and to support specific political and social structures. Genres and periods examined may include Greek Tragedy, Renaissance Theatre in England, and 20th century Beijing Opera.

Unit 3 (weeks 8-11): Theatre as Popular Entertainment

This unit will examine how "popular" theatre can implicitly and explicitly support or undermine accepted values. It will particularly examine how theatre can shape perception of social roles including those related to gender, race and class. Genres examined may include Commedia dell'Arte, Kabuki, melodrama, minstrel shows and musical theatre.

Unit 4 (weeks 12-15): Theatre for Social Change

This unit will look at texts and performance strategies geared specifically towards bringing attention to social ills or encouraging civic engagement. This unit will examine movements such as social realism, epic theatre, documentary theatre and Boal's Theatre of the Oppressed.