

Minutes Recorder: Gina Neugebauer

Call to Order

Welcome and Remarks - Chair Dr. Herle McGowan

Remarks - Dr. Barbara Kirby, Associate Vice Provost, APS

Guest for ENG 105: Dr. Susan Miller-Cochran, Professor & Director, First-Year Writing Program

Guest: Vice-Chancellor and Dean Mike Mullen, Division of Academic and Student Affairs (DASA)

Approval of the Minutes:

Approval of Minutes from the November 14, 2014 Meeting

New Business

Courses for GEP Category - Review to Remain on GEP list(s)

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List for Review</u>	<u>GEP Action</u>	<u>Title</u>	<u>Currently on other GEP</u> (^R = already reviewed for this category)	<u>Prereqs/Restrict./Credits</u>
Isaacson	Ashwell, Hergeth, Nowel	USD	GEP Review	ANT 254- Language and Culture	SS	n/a
Isaacson	ACTION WITHDRAWN	HUM	GEP Review	ENG 476- Southern Literature	n/a	Sophomore standing- and above
Young	Vick, Schmidt, Domingue	IP	GEP Review	SOC/ANT 261-Technology in Society and Culture	SS ^R	n/a
Young	Vick, Schmidt, Domingue	GK	GEP Review	SOC/ANT 261-Technology in Society and Culture	SS ^R	n/a

Courses for GEP Category - New Courses

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict./Credits</u>
Young	Outing, Ash, Parish	Introduction to Writing (ENG 101 Req)	New to GEP	ENG 105- Writing and Research in the Disciplines	New course - Approved by UCCC Nov 19, 2014 Meeting	Restricted to transfer students with a transferring first-year writing course and program approval
Young	Stoller, Hemenway, Rogers	USD	New to GEP	ENG 265- American Literature I		n/a
Isaacson	Ash, Knopp, Schmidt	USD-new; HUM-review	New to GEP; GEP Review	ENG 266- American Literature II		n/a

Courses for GEP Category - Drop from GEP

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List</u>	<u>GEP Action</u>	<u>Course</u>	<u>Notes</u>	<u>Comments</u>
Nowel	Young, Isaacson, Ashwell	SS	Drop	EC 301, 302, 304, 348, 404, 410, 413, 431, 437, 448, 449, 471	Course being removed from SS list	Prereqs for courses fulfill SS requirement

Discussion

Review of GEP Rubric Subcommittee Final Report

Notifications

*Notice that REL 300 (Religions Traditions of the World) on GEP GK/HUM lists **has changed course number** via UCCC to REL 210 to better reflect course level and for coherent sequencing.

*CUE's next scheduled meeting is January 23, 2015 and the meeting will be replaced with **CourseLeaf Training**.

No GEP actions will be considered until the **Feb 6th meeting**. Notification will be sent with location and detail about training.

CUE Minutes- November 14, 2014-DRAFT
 Witherspoon Student Center 201
 Call to Order: 1:33pm

ATTENDANCE

Voting Members Present (Quorum Present:14): Chair Herle McGowan, Sarah Ash, Chris Ashwell, Peggy Domingue, Ted Emigh, Cynthia Hemenway, Helmut Hergeth, James Knopp, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Candace Vick, Karen Young

Ex-Officio Non-Voting Members Present: David Auerbach, Catherine Freeman, Stephany Dunstan, Melissa Williford

Members Absent: Timothy Buie (E), Nathaniel Isaacson (E; proxy Scott Despain), Michelle Johnson, Karen Keene, Barbara Kirby (E), Andy Nowel (E), Ingrid Schmidt (E)

Guests: Scott Despain (proxy for Nathaniel Isaacson), Tyler Hatch (proxy for Student Senate seat)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to the November 14, 2014 meeting in Witherspoon 201.

Approval of Minutes from October 17, 2014 Meeting: **APPROVED** unanimously.

Discussion: Chair McGowan requested that her name be withheld from discussion if it does not pertain to the business of running CUE. Without any further discussion, the minutes were **APPROVED** unanimously.

NEW BUSINESS

Courses for GEP Category-Review

- AFS/MUS 230 Introduction to African American Music-USD, VPA-**APPROVED** unanimously without discussion.
- AFS/MUS 260 History of Jazz-USD, VPA- **APPROVED** unanimously without discussion.
- MUS/WGS 360 Women in Music-USD, VPA-**APPROVED** unanimously.
Discussion: Presenter noted that the title was mislabeled on the agenda. The course should have been listed as ‘*Women in Music*’ rather than ‘*Introduction to African American Music*’. Without any further discussion, the action was **APPROVED** unanimously.
- ENG 265 American Literature I-HUM-**APPROVED** unanimously.
Discussion: One member complimented the specific examples to the correlating outcomes. He noted that on the old GEP Rubric signature page, boxes had not been checked. Catherine Freeman explained that this was an oversight that would be corrected. The member asked if twenty five percent of seats were open to students. The presenter confirmed that the course is completely open and there are no pre-requisites or the course. Without any additional discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-GEP Special Topics Shell Request

- IPGE 295 Engineering in the 21st Century-IP-**APPROVED** unanimously.
Discussion: The presenter explained that this would be the second time the course would be offered. He noted that the class is open to twenty five percent of seats are open to campus. The class focusses on engineering challenges and how disciplines relate to these. Without any further discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-Fall 2014 GEP Honors Special Topics Shell Offerings

- A motion was made and seconded to approve the following actions as a packet. The package was **APPROVED** unanimously.

Course	GEP Category
HON 296 Sec. 002 <i>Emotion and Reason</i>	IP, HUM
HON 296 Sec. 003 <i>A Global History of American Food</i>	IP, HUM, GK, USD

Discussion: One member noted that for HON 296 Sec. 002 *Emotion and Reason*, she wishes it had more Psychology focus, but that reading chose were appropriate and conducive to the course. Another member noted that HON 296 Sec. 003 *A Global History of American Food* did a good job with each of the GEP categories listed. Without any further discussion, the action was **APPROVED** unanimously.

ANNOUNCEMENTS and DISCUSSION
GEP COURSE SUBMISSION FORM REVISION DISCUSSION

Chair McGowan asked members if they had feedback from their colleges concerning the question of examples for Measure for the *GEP Course Submission Forms*. She recapped that at the previous CUE meeting, the council had questions on how in depth measures need to be for review by the committee. Chair McGowan asked the committee if their colleges had any suggestions on what to include for assessment without providing examples. A member noted her college does not want to see just blogs. A member from CALS explained that her college felt that measures for the GEP should be assessable. They are not always in favor of having to provide a specific example, but acknowledge that it would be easier to assess with one. Another member from CALS noted that there were two sentiments. One was that faculty should not be told how to teach their course; they view it as ‘poking in their business’. The other side views providing an example as a way of simply getting the class approved by CUE for a GEP list. He noted that the question of ‘*should versus must*’ was an issue because there are no clear signals of what expectations are. A representative from COS explained that his college seemed to want the wording to describe exactly what must be required. They want to follow the wording and have their courses approved. One member expressed his feelings that it is a privilege to have a course on a GEP list. Because of this privilege, there are some responsibilities associated, one of them being more transparency of what the instructor is doing. A member noted that consistency is needed. He asked if an instructor tells a class that they ‘*should use Chicago formatting for papers*’ if this means that they should. He speculates that the instructor would mark off points for not using the preferred format.

Chair McGowan explained that if CUE wants to see examples of exam questions, this opens the course up for critique of the content. She explained that in some cases the measures listed are not enough for assessment; in others there are stellar examples of essay prompts that clearly get to the heart of the objective. A member asked if he put his exam questions on the form, would CUE critique them? He views it as too much oversight by CUE. Catherine Freeman noted that if the council needs more information, it is in their purview to ask for the syllabus to be included. She explained the history behind the short form as being a way for CUE to evaluate the course for the General Education program, by pulling the pertinent information from the syllabus into a shorter form. She stressed that CUE does not look at the syllabus for compliance. A member noted that it might be easier to ask for a syllabus to be provided for each review.

One representative from CHASS explained that her college asks for example questions for the CUE paperwork. They do not take it to CUE until the action contains this component. Additionally, if she foresees questions that she is not able to answer, she invites the instructor to come to CUE to assist in the review process. A different member stressed that the review process needs to be consistent; CUE cannot be lax on one course and hard on another. Another member noted that he wants to see how a student will be tested and assessed. He stressed that the more specific the instructor can be, the more beneficial this can be. He noted that either the measures have an example or they don’t, but it needs to be clear to faculty. Chair McGowan made the recommendation to alter the wording for the measures, and run through it for year. If things are not working in a year, the council can reassess the form, making an informed decision.

A motion was made and seconded to change the wording of the **Measure(s) for above Outcome** section from “*Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.*” to “*Describe the assessments that will be used to*

determine if students have achieved the outcome. Including a relevant example/assignment/question/prompt is encouraged for clarity.” The motion was **APPROVED**, with 13 in favor, 1 against, and 2 abstentions.

The following forms will be revised based on the committee’s request for revision:

GEP Course Categories
Global Knowledge
Health and Exercise Studies
Humanities
Interdisciplinary Perspectives
Mathematics
Natural Sciences
Social Sciences
U.S. Diversity
Visual and Performing Arts

Course Prefix & Number	GEP Special Topics Course Categories
GK 295	Global Knowledge
HES 295	Health and Exercise Studies
HUM 295	Humanities
HUMG 295	Humanities & Global Knowledge
HUMU 295	Humanities & U.S. Diversity
IPGE 295	Interdisciplinary Perspectives
IPGK 295	Interdisciplinary Perspectives & Global Knowledge
IPUS 295	Interdisciplinary Perspectives & U.S. Diversity
MSGE 295	Mathematical Sciences
NSGE 295	Natural Sciences
NSGK 295	Natural Sciences & Global Knowledge
SSGE 295	Social Sciences
SSGK 295	Social Sciences & Global Knowledge
SSUS 295	Social Sciences & US Diversity
USD 295	US Diversity
VPGE 295	Visual and Performing Arts
VPUS 295	Visual and Performing Arts & U.S. Diversity

ANNOUNCEMENTS

Chair McGowan announced that Vice Chancellor and Dean Mike Mullen will be attending the 12.5.2014 CUE Meeting. She also noted that the meeting will be the last for the Fall 2014 semester.

Meeting adjourned at 2:28pm.

Respectfully submitted by Gina Neugebauer

Course Action Short Form for GEP Update – US Diversity

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Department/Program	Sociology and Anthropology	New: <input type="checkbox"/>
Course Prefix/Number	ANT 254	Review: <input checked="" type="checkbox"/>
Course Title	Language and Culture	

Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the following:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Student outcome(s) for **No. 2**
 In this course, students will be able: to categorize and compare the speech patterns used by Americans of different social, ethnic, gendered, and geographic, often expressed through dialects, and will also be able to show how these processes result in behavior that positively and negatively affects American attitudes towards those who use these different dialects, reinforcing social inequalities.

Measure(s)
 Students must be able to answer this essay question on a test.

Describe what a dialect is and explain how they are distributed socially, regionally and ethnically across the US? In your answer explain why southern dialects are considered to be non-standard dialects and how they differ from mainstream Standard American English? Are southern dialects stigmatized in the same way as African American Vernacular English and Hispanic American English dialects, and how do speakers of these "stigmatized" dialects respond to speaking a stigmatized dialect?

Student outcome(s) for **No. 4**
 Students must analyze how the Americans of different speech dialects (social, regional, ethnic and gender) and communities interact with each other across the US and in North Carolina, and furthermore be able to explain how these interactions produce patterns that affect public policy regarding rules about what US languages and dialects are appropriate in specific formal and informal settings.

Measure(s)
 Students must be able to answer this essay question on a test.

As we have discussed, English-based American dialects exist in different places, social classes and ethnic groups. Explain the social and cultural consequences of dialect diversity in the US. In interactions amongst different groups in the US, why are some dialects perceived as better than others, and why are some stigmatized? What are the underlying patterns of dialectal prejudice and discrimination in the US? Finally, respond with your course-informed opinion to the notion that all Americans (including Native Americans and immigrant green-card holders) should speak English and speak the same English dialect. Also respond to the notion that US educational policy of the last 50 years toward the teaching of dialects and languages needs to be reformed.

Instructor Contact Name:
 Tim Wallace

Course Action Short Form for GEP Update – US Diversity

Textbook: Zdenek Salzman, James Stanlaw and Nobuko Adachi. *Language Culture and Society: An Introduction to Linguistic Anthropology* 5th edition. Boulder, CO: Westview Press, 2012, \$43.37

Supplementary Text: Walt Wolfram and Natalie Schilling-Estes. *Hoi Toide on the Outer Banks*: Chapel Hill, NC, UNC Press, 1997. \$19.70

Supplementary Text: Daniel L Everett. *Don't Look; There are Snakes: Life and Language in the Amazonian Jungle*. New York: Random House, 2010. \$16.

Electronic Reserve readings: available through the ER of DH Hill.

Course Schedule

Week 1. Introduction to Anthropology and the social patterns of American dialects

A. Defining the discipline

B. The Scope of Linguistic Anthropology

C. Social Patterns of dialects and accents in the USA

READINGS: Text-Salzman, Chapter 1; go to <http://reserves.lib.ncsu.edu> electronic reserves to download the articles.

See below at the end of the syllabus for the exact citation you need to find the correct reading. Daniel Bates; Robert Jurmain, et al

Week 2. Descriptive Linguistics vs Prescriptive Linguistics

A. The role of prescriptive linguistics in defining social patterns of speech

B. Examples from the US South and North.

READINGS: Textbook: Salzman, Chapter 1-2

LIBRARY READINGS (: Don Maloney; Richard Hudson; Dennis Preston; Tim Wallace.

Weeks 3 and 4. Grammar Basics

A. Phonology, Lexicon and SyntaxPhonetics

B. Basics of Regional Dialectal differences in sounds and morphemes

1. sounds (phonemes) of Boston vs. New York vs. Los Angeles dialects

2. comparative morphology among Boston, NYC and LA

READINGS: TEXT- Salzman, ch. 3-4; Daniel L. Everett: Part 1, chs. 1-10 (begin reading)

Week 5. Animal/Human Communication Systems

READINGS: TEXT-Salzman, chap. 5, 6; Everett, Part II; LIBRARY READINGS: Sue Savage-Rumbaugh, C. Kenneally, ch. 1 & 12;

Week 6. Comparative linguistics and the processes of American English dialectal development

A. The definition and difference between comparative and historical linguistics

B. Understanding modern languages and dialects and the establishment of language standards

C. Comparative linguistics and classification systems

D. Linguistic typologies and other ways of comparing languages

E. Language families: Indo-European language family and other language families

1. Indo-European families

2. English vs Romance languages

3. The reasons behind the development of American dialects

4. US English dialects and other colonial English dialects (Australia, West African, Indian)

READINGS: TEXT, Salzman, ch. 9; LIBRARY READINGS: Fern L. Johnson; Jerry Craddock

Course Action Short Form for GEP Update – US Diversity

Week 7. Historical Linguistics and the establishment of standards and attitudes about dialects

- A. The development of English
- B. How languages change over time
- C. Examples of grammatical changes from phonology to semantics
- D. The development of English in the USA and the displacement of non-Indo-European languages.
- E. The geographic atlas of dialects in the USA.
- F. The processes of the development of English dialects in the US.
 - 1. regional dialects
 - 2. social dialects
 - 3. gender dialects

READINGS: TEXT-Salzmann, ch. 8; LIBRARY READINGS: Paul Thieme; Craig Carver on southern dialects; Fromkin, Rodman & Hyams; See streaming video film on Okracoke Brogue

Week 8. Writing Systems

- A. Chinese characters
- C. Syllabic systems (Cherokee and Japanese)
- C. Alphabetic systems
- E. Beliefs held by Americans regarding non-Roman-based scripts
- F. The effect of the American writing system on social dialects

LIBRARY READINGS: Hoi Toide on the Outer Banks, ch. 1-2; Vivian Ducat; Vivian Cook

Weeks 9 and 10. Language and Dialects: the Social and Cultural Background

- A. Sociolinguistics vs. the Ethnography of Communication
- B. Status and Identity
- C. Dialects:
 - 1. phonology and accents
 - 2. morphology and syntax
 - 3. regional, age, gender, ethnic, social dialects
 - 4. standard and non-standard dialects and stigmatized dialects
 - 5. glossolalia and religion
- D. History and dialects
- E. Origins of non-Standard American English dialects
 - 1. African American Vernacular
 - 2. Hispanic American Vernacular
 - 3. Regional dialects of Southern speech.
- F. Underlying consequences of stigmatized dialects
 - 1. education
 - 2. social
 - 3. political
 - 4. ideological
- G. The rejection of multilingualism in the USA
- H. The case of Native American languages in the US
 - 1. education and language preservation
 - 2. language and politics

READINGS: TEXT-Salzmann, chap. 10, pp 186-196; TEXT-Wolfram and Schilling-Estes (Hoi Toide): finish book; LIBRARY READINGS: Edwin Battistella; John Rickford; PBS.org: Walt Wolfram and Benjamin Torbert

Weeks 11 and 12. U.S. Dialects Sociolinguistics: sociological vs. anthropological perspectives

- A. Standard American English (SAE) and its power over other dialects

Course Action Short Form for GEP Update – US Diversity

- B. Stigmatized dialects and society
- C. African American English and their geographic differences
- D. Hispanic American English dialects and their geographic differences
- E. Pidgins and Creoles: Gullah, Hawaiian and Cajun
- F. Speech and social class: underlying processes
- G. Folklore and oral traditions
- H. Preservation of regional and social dialects and reasons for it
 - 1. Revitalization of Native American dialects
 - 2. Cherokee vs. Lumbee and Haliwa-Saponi
- I. Native American languages: Three cases
 - 1. The linguistic cases of Yurok (California)
 - 2. Haliwa-Saponi or Lumbee of (North Carolina)
 - 3. Navajo and Hopi (Arizona)

READINGS: TEXT-Salzmann, chap. 10, pp. 197-204; LIBRARY READING: Carol Eastman; research report on the three Native American cases

Week 13. Speech, Politics and Multilingualism, and Language Planning.

- A. Language and immigrants
 - 1. Issues relating to citizenship
 - 2. Issues related to undocumented immigrants
 - 3. Historical patterns of language prejudice against non-Native English-speaking immigrants
- B. English Only movement in the USA
- C. Standard/National/Official/Vernacular languages
- D. Politics and national languages
- E. Nationalism and multilingualism
 - 1. American linguistic chauvinism
 - 2. Monolingualism and the majority
- F. Immigrants and language attitudes among Americans
- F. Status planning, acquisition planning and corpus planning regarding the status of minority languages in the US.

READINGS: TEXT-Salzmann 13 (pp. 282-290) and 14; LIBRARY READINGS: Ralph Fasold; Kathy Forde; René Appel & Pieter Muysken

Week 14. Gender, Dialect and Power

- A. gender, society and culture in language
 - B. Power and dialect
 - C. Social relationships and gendered communication
 - D. Case study of male-female and male-male and female-female communication patterns in the US
- READINGS: Text-Salzmann, Ch. 13, pp. 261-272; Elinor Keenan; Paul Farhi; Daniel Maltz & Ruth Borker

Week 15. Language and Thought

- A. Linguistic Relativity and World View
- B. Language, categories and cognition: The Pirahã Case
- C. Gender and thought
- D. Cognitive and language development in babies and children
- E. Bilingualism, world view and social success
- F. American attitudes toward language development in children
 - 1. Attitudes by social class
 - 2. Educational practices in American schools

READINGS: TEXT-Salzmann, ch.11-12 (pp.271-282);

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Course Action Short Form for GEP Update – US Diversity

SIGNATURE PAGE FOR GEP COURSE REVIEW

ANT 254
COURSE PREFIX AND NUMBER

RECOMMENDED BY:

William R. Smith
HEAD, DEPARTMENT/PROGRAM

Sept. 22, 2014
DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

David P. A.
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

11/17/14
DATE

Victoria J. Gallyn
COLLEGE DEAN

11/24/14
DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

~~_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE~~

~~_____
COLLEGE DEAN DATE~~

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

Course Action Short Form for GEP Update – US Diversity

LIBRARY READINGS: Peter Farb; Benjamin Lee Whorf (skim); Dorothy Lee

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	x		
2. Are the stated GEP course learning outcomes applicable across all course sections?	x		
3. Does each stated GEP course learning outcome map to a GEP category objective?	x		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	x		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	x		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	x		
7. Is the course offered on a regular basis?	x		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	x		
9. Is the course a standard offering (not a special topics or experimental course)?	x		

Department signature William R Smith Title Head Date 10/24/2013
 Name Title Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Course Action Short Form for GEP Update – US Diversity

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature

David D. P. A.
Chair, CHASSC+C
11/3/14

Name

Title

Date

IP GEP Course Action Short Forms

INTERDISCIPLINARY PERSPECTIVES	Sociology and Anthropology	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	SOC 261 / ANT 261	Review for GEP: <input checked="" type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Technology in Society and Culture	
Instructor Name/Title	Alison C. Greene, Ph.D., Lecturer	
<p>To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u>.</p> <ol style="list-style-type: none"> 1. Which disciplines will be synthesized, connected, and/or considered in this course? 2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"? <p>* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to http://oucc.ncsu.edu/gep-ip</p>		
<p>Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. Distinguish between the distinct approaches of two or more disciplines; and 2. Identify and apply authentic connections between two or more disciplines; and 3. Explore and synthesize the approaches or views of the two or more disciplines. 		
<p>Student learning outcome(s) for Objective #1: Students will distinguish the anthropological focus on the role of technology in the course of human evolution and the evolution of technology in different types of societies: bands, tribes, chiefdoms and states; from the sociological focus on technology as a multifaceted means of adaptation in various social and environmental settings to supply human needs and achieve social goals (e.g., food production, political regulation, warfare, energy).</p>		
<p>Measure(s) for above Outcome(s): Students will respond to the following essay questions on an exam: Essay Question on Anthropological Material: Explain the close relationship between the evolution of tool technologies and the evolution of modern human cognition revealed by the analysis of Marjorie's Core, an ancient tool made with Levallois Reduction technique. Essay Question on Sociological Material: Explain why intensive agriculture and complex state societies developed first in the Middle East and not in Papua New Guinea. Make sure to discuss at least three decisive factors in the different technological, social, and cultural trajectories taken through history in these two regions.</p>		
<p>Student learning outcome(s) for Objective #2: Students will combine theories from anthropology and sociology to distinguish the range of types of societies and their integration into a world system. Using the complementary insights of anthropology and sociology, they will be able to analyze the connections between environment, various technological regimes and forms of political regulation, and position in the global system.</p>		
<p>Measure(s) for above Outcome(s): Students will complete the following project and presentation: People in any given society learn the technological regime specific to their environment and societal type. Any change in environment will provoke a change in the technology people develop and learn to use. For this project, respond to the following hypothetical scenario: There is a sudden, region-wide and prolonged power outage, during which fossil fuels are only available to first responders. Design and build a tool that would help you cope with this radical change in your environment and that would help you continue your life as an NCSU student as normally as possible. Write a paper reflecting on the impact of the hypothetical sudden change in environment that combines and applies the insights from sociological and anthropological literature on the subject. Present your tool and discuss your reflections with a small group of peers in class.</p>		

GEP Course Action Short Forms

Student learning outcome(s) for **Objective #3:**

Students will use sociological theories and data in combination with theories and qualitative research methods from anthropology to analyze contemporary situations and problems in the evolution of technology in society and culture, including: energy technologies and climate change; industrial processes and public health; and the rapid adoption of computing and electronic communication technologies

Measure(s) for above Outcome(s): Students will complete the following team research and presentation project:

Teams of six students will collaborate on a research and presentation project entitled, "Are We All Cyborgs Now?" In this project they will synthesize sociological and anthropological approaches to explore the many and varied impacts the rapid adoption of electronic computing and communication technologies has had on U.S. society and the world.

Students will collect data on their own individual use of electronic media. Teams will then combine and analyze their data using qualitative methods from anthropology, and sociological data and concepts about technological evolution. They will assess how the widespread use of electronic computing technologies has changed how individuals think and interact, and how society works at a fundamental level. The teams also reflect on their own dependence on electronic media and how this impacts their thought processes and social habits. The teams generate power point presentations with comprehensive notes that embody their presentation scripts. The project integrates individual, peer group, cultural, and macro-social perspectives.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

Basis of Course's Inter-disciplinarity

1. Which disciplines will be synthesized, connected, and/or considered in this course? Anthropology and Sociology
2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

This course introduces students to the distinctive anthropological and sociological approaches to the analysis of the roles of technology in society and culture through the presentation of a range of theories in readings and lectures such as evolutionary ecology theories from anthropology and world system and dependency theories from sociology. In lecture, whole class, and small group discussions, students will critically analyze the utility of the various theories for understanding a series of specific chapters in the evolution of technology in particular contexts. For example, students will be asked to use a combination of theories to explain how the industrial revolution in textile production in Britain impacted society and culture in regions of supply including the southern United States, India, and Egypt. Midway through the course, students will begin to analyze particular social problems associated with the evolution of technology or its unequal distribution. They will practice combining insights from anthropological and sociological theories and methodological approaches to understand why and how particular problems developed and persist. In this way, students will practice integrating multiple points of view into a cohesive understanding in order to analyze and search for solutions to pressing social problems.

GEP Course Action Short Forms

Course Readings

Students do not purchase a textbook or other book. There are 32 readings, all available on Moodle and all indicated in the course schedule that follows.

Course Schedule

Session	Topic and Assignment
1	Semester Plan and Key Concepts for the Study of Technology in Culture and Society
2	Culture, Technology and Power: Taking a Critical, Historical Perspective Marks, Jonathan, 2002. "Science, Religion, and Worldview," 266-288, 302. TED Talk: <i>Markham Nolan: How to separate fact and fiction online</i>
3	Diamond, Jared, 1999. "Necessity's Mother: The Evolution of Technology"
4	Tool Technology and Human Evolution Diamond, Jared, 2000. "The Great Leap Forward"
5	Wynn, Thomas and Frederick L. Coolidge, 2010. "How Levallois Reduction is Similar To, and Not Similar To, Playing Chess"
6	Roots of Inequality: Foraging, Food Production, and the Rise of the State Nolan, Patrick, and Gerhard Lenski, 2011. Chapter 4: "Types of Human Societies"
7	Diamond, Jared, 2009. "The Worst Mistake in the History of the Human Race" View video: <i>Guns, Germs, and Steel, Part I</i>
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12	The Industrial Revolution and Globalization Wolf, Eric R., 1982. 9- "Industrial Revolution" pp. 263-295
13	McMahon, Peter, 2001. "Technology and Globalisation: An Overview" <i>Globalization Timeline</i>
14	Military Technology – First in Technological Innovation? Volti, Rudi, 2010. 14 – "Weapons and Their Consequences" Chivers, C. J., 2010. "The Gun" [a story of the AK-47] Lawson, Guy, 2011. "The Stoner Arms Dealers: How Two American Kids Became Big-Time Weapons Traders"
15	Volti, Rudi, 2010. 15 – "How New Weapons Emerge" (course website)

GEP Course Action Short Forms

TED Talk: *P.W. Singer on Military Robots and the Future of War*
TED Talk: *Ralph Langner- Cracking Stuxnet, A 21st Century Cyber Weapon*

16 In-class documentary film clip: *FOG OF WAR*

Transformations in Food Production

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----- *"The Plant: Corn's Conquest"* pp.15-31
TED Talk: *Michael Pollan Gives a Plant's-Eye View*

18 Pollan, Michael, 2006. *"The Farm"* pp. 32-56 and *"The Elevator"* pp. 57-64
In-class documentary film: *FOOD, INC.*

19 ETC Group, 2009. *"Who Will Feed Us: Questions for the Food & Climate Crises?"*
TED Talk: *Cary Fowler: One seed at a time, protecting the future of food*
In-class documentary film: *FOOD, INC.*

20 **MIDTERM EXAM 2 (bring #2 pencils)**

Energy Resources and Climate Change

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"Scientific Assessment of the Effects of Global Change on the U.S." [pp.1-17 ONLY]
In-class documentary film clip: *GASLAND*

22 Crutzen, Paul, 2002. *"Geology of mankind: The Anthropocene"*
"Geoengineering the Climate," 2009. [pp. 1-7 ONLY]

Technology and Public Health: Globalization, Industry, Environmental Justice

23 Armelagos, George, 1998. *"The Viral Superhighway"*
Farmer, Paul, 1999. *"Culture, Poverty, and HIV Transmission: The Case of Rural Haiti"*
Spiegel, Samuel, 2009. *"Occupational Health, Mercury Exposure, and Environmental Justice: Learning from Experiences in Tanzania"*

24 Allen, Barbara L., 2006. *"Cradle of a Revolution? The Industrial Transformation of Louisiana's Lower Mississippi River"* pp. 112-119

Are We All Cyborgs Now? Human/Machine Hybrids, Electronic Communication: Community, Identity, and the Brain

25 Konner, Melvin, 1987. *"On Human Nature: Love Among the Robots"*
Warwick, Kevin, 2003. *"Cyborg morals, cyborg values, cyborg ethics"*
The Economist CONFERENCE, 2011: *Nicholas Carr on Information Overload*
In-Class TEAM-BASED DISCUSSION AND ACTIVITY

26 Stutzman, Fred, 2006. *Student Life on the Facebook*
The Economist, 2009. *"Primates on Facebook: Even online, the neocortex is the limit"*
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TED Talk: *Eli Pariser: Beware online "filter bubbles"*
In-Class TEAM-BASED DISCUSSION AND ACTIVITY

27 **TEAM REPORTS AND PRESENTATIONS DUE IN-CLASS**

28 **Review and Course Conclusion**

GK GEP Course Action Short Forms

GLOBAL KNOWLEDGE	Sociology and Anthropology	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	SOC261 / ANT261	Review for GEP: <input checked="" type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: <i>(ex: HUMG)</i>		Special Topics: <input type="checkbox"/>
Course/Topic Title	Technology in Society and Culture	
Instructor Name/Title	Alison C. Greene, Ph.D. / Lecturer	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to <i>achieve goal #1 plus at least one of #2, #3, or #4:</i></p> <ol style="list-style-type: none"> 1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States. <p><u><i>And at least one of the following:</i></u></p> <ol style="list-style-type: none"> 2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society. 3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society. 4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society. 		
<p>Student learning outcome(s) for Objective #1:</p> <p>This course takes a global comparative approach to examine the role of technology in society and culture. Through the study of major technological and social revolutions in human history from the origin of our species to the present (emergence of AMH, Neolithic revolution, emergence of state societies, formation of the world system, industrial revolution, and globalization) students will trace the emergence and consolidation of social, cultural, and technological differences across major world regions. Using sociological and anthropological analytical typologies and models, they will identify and examine distinguishing characteristics of a wide range of societies and cultures around the world as a core part of the analysis of the evolution of technology. In our broadly comparative approach reflecting back on U.S. society and culture, special attention will be given to a series of case studies: historical and contemporary highland Papua New Guinea (a region where band and tribal societies persist at present); the Inca and Aztec Empires at the time of European conquest and contemporary Andean and Mexican societies; historical and contemporary agricultural, industrial, and public health systems in Haiti (relationship of hydroelectric dam building and the AIDS epidemic), Jamaica (development of colonial agricultural system and current transformations due to free trade), India (history of textile industry to current situation), and Tanzania (gold mining and public health).</p>		
<p>Measure(s) for above Outcome(s): For example, students will respond to the following essay question on an exam:</p> <p>In 1532, the Spanish conquistador, Pizarro, arrived in and quickly took control of the centuries old and vast Inca Empire. The Inca Empire was centralized, well-integrated, and the ruler directed large, well-trained armies. Inca science and technology was in significant ways superior to contemporary European science and technology. Yet, despite being tremendously outnumbered, Pizarro's small force defeated the Inca legions, executed the ruler and took control. Explain the key reasons for Pizarro's decisive victory and the Inca defeat. Be sure to include sociocultural, biological, and technological reasons, and both Inca and Spanish actions in your summary explanation.</p>		
<p>Student learning outcome(s) for Objective 4 <i>(insert objective number 2, 3 or 4)</i></p> <p>Utilizing insights from world systems and dependency theories, students will analyze how societies are integrated into a hierarchically structured global system that shapes the evolution of culture and society on the ground. For each thematic segment of the course (military, agricultural, energy, and electronic technologies, as well as industrial technologies and public health), students will compare the impact of the given technology in the United States with impacts in other parts of the world, both through an examination of broad structural similarities, and specific case studies of particular cultures and societies. Ultimately, students will be prepared to analyze and make predictions about how specific societies and cultures may change in response to specific types of internal and external pressures that result from relative position and relations in regional and global systems.</p>		

GEP Course Action Short Forms

Measure(s) for above Outcome(s): For example, students will respond to the following essay question on an exam:
Through the advance of biotechnology, farming, and food-processing technologies, the industrial food system in the United States has achieved tremendous and unprecedented productivity that has transformed the food system and food culture in the United States. It has also had a profound impact on societies around the globe. Drawing on our discussions of peasant food webs and the documentary film, *Life and Debt*, write an essay explaining how Jamaican domestic agriculture has been transformed by the industrial food system of the United States. Be sure to discuss sociocultural, economic, and biological features of this transformation as well as the strengths and weaknesses of the transformed food system and food culture in Jamaica. Finally, how does the Jamaican story compare with that of other peripheral nations?

GEP Course Action Short Forms

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GEP Course Action Short Forms

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

SOC261 / ANT261
COURSE PREFIX AND NUMBER

RECOMMENDED BY:

William R Smith
HEAD, DEPARTMENT/PROGRAM

Sept. 16, 2014
DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

~~X David FA~~
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

~~11/17/14~~
DATE

Victoria J. Gallagher
COLLEGE DEAN

11/24/14
DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

~~_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE~~

~~_____
COLLEGE DEAN DATE~~

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS DATE

GEP Course Action Short Forms

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature

David P. R. , Chair CHASSC & C 11/3/14

Name

Title

Date

**N.C. STATE UNIVERSITY
UNDERGRADUATE COURSE ACTION FORM**
Effective September 2008

5450

NOTE: Click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	ENGLISH/FIRST-YEAR WRITING PROGRAM	
COURSE PREFIX/NUMBER	ENG 105	
PREVIOUS PREFIX/NUMBER	N/A	
COURSE TITLE	<u>WRITING AND RESEARCH IN THE DISCIPLINES</u>	
ABBREVIATED TITLE	WRITING AND RESEARCH IN THE DISC	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>	
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input type="checkbox"/> DISTANCE EDUCATION <input checked="" type="checkbox"/> ONLINE <input checked="" type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>	
COURSE CREDIT/GRADING	CREDIT HOURS 1	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	(2.0) LECTURE 1.5 SEMINAR <input type="checkbox"/> LABORATORY <input type="checkbox"/> PROBLEM <input type="checkbox"/> STUDIO <input type="checkbox"/> INDEPENDENT STUDY <input type="checkbox"/> RESEARCH <input type="checkbox"/> INTERNSHIP <input type="checkbox"/> PRACTICUM <input type="checkbox"/> FIELD WORK <input type="checkbox"/>	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED N/A
INSTRUCTOR(S) (NAME/RANK)	SUSAN MILLER-COCHRAN, PROFESSOR OF ENGLISH DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester <u>50</u> Per section <u>11</u> Will multiple sections be offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PREREQUISITE(S)	N/A	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? N/A	
CO-REQUISITE(S)	N/A	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? <u>No</u>	
PRE/CO-REQUISITE FOR...	N/A	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	Restricted to transfer students with a transferring first-year writing course, and program approval.	
COURSE IS REQUIRED FOR:	FULFILLS "INTRODUCTION TO WRITING" GEP REQUIREMENT FOR GRADUATION FOR ALL UG STUDENTS	
COURSE IS AN ELECTIVE FOR:	<u>N/A</u>	
PROPOSED EFFECTIVE DATE	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE
1/7/15		

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)
Examination of inquiry and writing across a range of academic disciplines, laying the foundation for further writing development in college-level writing across the curriculum. Refinement of basic principles of rhetoric and how those connect to writing in disciplinary communities. Restricted to transfer students with a transferring first-year writing course and program approval. Successful completion of ENG 105 requires a grade of C- or better. Together with approved transfer credit hours, this course satisfies the Introduction to Writing component of the General Education Program.

TYPE OF PROPOSAL	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
REVISION IN:	
CONTENT	<input type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input type="checkbox"/>
CONTACT HOURS	<input type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input type="checkbox"/>
LEARNING OUTCOMES	<input type="checkbox"/>
GEP LEARNING OUTCOMES ONLY	<input type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input checked="" type="checkbox"/>
CHECK APPLICABLE CATEGORY BELOW:	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input type="checkbox"/>
VISUAL & PERFORMING ARTS	<input type="checkbox"/>
PE/HEALTHY LIVING	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
<u>writing</u>	<input checked="" type="checkbox"/>
DOCUMENTATION AS REQUIRED	
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>

**SIGNATURE PAGE
ATTACHED**

FOR COURSE ACTION FORM INSTRUCTIONS SEE
[HTTP://WWW.NCSU.EDU/UAP/ACADEMIC-
STANDARDS/COURSES/CRSINST.HTML](http://www.ncsu.edu/uap/academic-standards/courses/crsinst.html)

SIGNATURE PAGE

COURSE ACTION FOR ENG 105

RECOMMENDED BY:

David F Austin 11-5-2014
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

David F Austin Digitally signed by David F Austin
DN: cn=David F Austin, o=NCSU, ou=Dept of Philosophy and Religious
Studies, email=dauf@ncsu.edu, c=US
Date: 2014.11.07 11:30:48 -0500 11/7/2014

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Collegen 11/10/14
COLLEGE DEAN DATE

APPROVED BY:

David Auerbeck 11/19/14
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

EFFECTIVE DATE _____

ENG 105 Proposal

Course Title: Writing and Research in the Disciplines

Course catalog description (include restrictions, 100 word max)

Examination of inquiry and writing across a range of academic disciplines, laying the foundation for further writing development in college-level writing across the curriculum. Refinement of basic principles of rhetoric and how those connect to writing in disciplinary communities. Restricted to transfer students with a transferring first-year writing course and program approval. Successful completion of ENG 105 requires a grade of C- or better. Together with approved transfer credit hours, this course satisfies the Introduction to Writing component of the General Education Program.

Student Learning Outcomes (required for new course or significant course revision)

1. Examine conventions of research and writing across a range of academic disciplines.
2. Demonstrate rhetorical understanding of academic writing as generated for particular disciplinary purposes and audiences.
3. Select, analyze, and use research from multiple academic disciplines in order to examine the connection between inquiry and writing across disciplinary communities.

GEP Student Learning Outcomes, and Means of Assessing GEP Outcomes

GEP Category Objective	ENG 105 Student Learning Outcome	Means of Assessment
1. Write effectively in specific situations, which may include various academic, professional, or civic situations, and	1. Examine conventions of research and writing across a range of academic disciplines.	1. Poster page profile of writing in a discipline 2. Comparative rhetorical analysis
2. Understand and respond appropriately to the critical elements that shape written communication situations, such as audience, purpose, and genre, and	2. Refine rhetorical understanding of academic writing as generated for particular disciplinary purposes and audiences.	1. Learning log assignments 2. Peer response 3. Poster page profile of writing in a discipline 4. Comparative rhetorical analysis
3. Demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in written communication.	3. Select, analyze, and use research from multiple academic disciplines in order to examine the connection between inquiry and writing across disciplinary communities.	1. Comparative rhetorical analysis

Rationale/Justification

The number of transfer students to N.C. State has increased significantly in the last several years, with the University's Strategic Plan calling for deliberate expansion of transfer admissions over the next several years. The 2020 Enrollment Plan, for example, calls for a 38% increase in transfer students over the 2011 totals (<http://www.provost.ncsu.edu/news/documents/2020-enrollment-plan.pdf>). Transfer students coming into N.C. State, however, often have difficulty meeting the First-Year Writing (FYW) requirement for graduation because our First-Year Writing course (ENG 101) is four credit hours, while many students have only taken a three-credit-hour course at their former institutions. Students who need an additional hour of FYW credit for graduation must either:

1. take ENG 101 at N.C. State (4 credit hours)
2. take ENG 112 at a local community college and transfer it in (3 credit hours), or
3. submit a portfolio for a waiver of the FYW requirement if they meet the qualifications to submit a portfolio (the qualifications are the same for all incoming students, whether they are transfer students or incoming freshmen).

The placement requirements are available at:

http://english.chass.ncsu.edu/undergraduate/first_year_writing/fy_writing_placement.php

Of the 315 students who transferred in with 3 hours of FYW credit within the last year (2013-2014), 69.8% (220) ultimately enrolled in English 101 at N.C. State, primarily because they had insufficient credit. The remaining ninety-five students may have fulfilled the requirement by taking another course elsewhere (most frequently ENG 112), they may have submitted a portfolio for a waiver, or they may still need to fulfill the requirement. Of the courses that students transfer in with ENG 1** credit, the majority fail to include instruction in writing in academic disciplines, a primary learning objective in our ENG 101 course. Based on this trend, we propose a one-credit-hour course specifically focused on writing in the disciplines to address this need, giving transfer students with an appropriate three-credit first-year writing course an opportunity to earn the required fourth credit and meet all learning objectives for ENG 101. Because the FYW program evaluates transfer credits on a rolling basis throughout the year, eligible transfer students would be made directly aware about taking this new course. We are proposing eight-week courses of ENG 105 taught online to avoid disrupting classroom scheduling. The eight-week length is also more likely to help student retention in the course, a significant concern in online learning environments.

Our goal with this course proposal is to provide an option for transfer students that will help them meet the FYW requirement in a more timely, cost-effective manner and avoid redundancy with courses that they have taken prior to coming to N.C. State.

Resources Statement (indicate whether or not any new resources are required to implement course or course revisions) No new resources will be needed. If this course is implemented, current instructors of ENG 101 will teach ENG 105, and fewer sections of ENG 101 will be needed. See Rationale for estimated numbers.

**SAMPLE SYLLABUS:
ENGLISH 105: WRITING AND RESEARCH IN THE DISCIPLINES**

About the Course

Instructor's Information

TBD

Course and Section Scheduling Information

TBD

Course Description

Examination of inquiry and writing across a range of academic disciplines, laying the foundation for further writing development in college-level writing across the curriculum. Refinement of basic principles of rhetoric and how those connect to writing in disciplinary communities. Restricted to transfer students with a transferring first-year writing course and program approval. Successful completion of ENG 105 requires a grade of C- or better. Together with approved transfer credit hours, this course satisfies the Introduction to Writing component of the General Education Program.

English 105 Learning Objectives Outcomes

In English 105, students will:

1. Examine conventions of research and writing across a range of academic disciplines.
2. Refine rhetorical understanding of academic writing as generated for particular disciplinary purposes and audiences.
3. Select, analyze, and use research from multiple academic disciplines in order to examine the connection between inquiry and writing across disciplinary communities.

GEP Category Objectives: Introduction to Writing

Together with your approved transferred writing course, completion of English 105 meets your GEP "Introduction to Writing" requirement. The required course credits in this category will provide instruction and guidance that help students to:

1. Write effectively in specific situations, which may include various academic, professional, or civic situations, and
2. Understand and respond appropriately to the critical elements that shape written communication situations, such as audience, purpose, and genre, and
3. Demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in written communication.

Major Course Elements

Course Organization and Grading

The course leads up to one major assignment, the Comparative Rhetorical Analysis, with smaller-stakes assignments designed to enhance your learning and support your writing and research processes. The course is divided into three units:

1. Unit 1: What are disciplines? (Weeks 1-2)
2. Unit 2: How do disciplines research and write? (Weeks 3-4)
3. Unit 3: Why do differences in disciplinary writing matter? (Weeks 5-8)

Final grades will be calculated as follows:

- Participation (learning log, forums, peer response, etc.), 20%
- Poster Page Profile of Writing in a Discipline, 20%
- *Major Project: Comparative Rhetorical Analysis*, 60%

Final, polished major assignments will be graded with letter grades. My grading criteria for formal, polished writing are informed by the program's Criteria for Evaluation (http://english.chass.ncsu.edu/undergraduate/first_year_writing/fy_policies.php), meaning that I look for 1) a purposeful response to the assignment's purpose and audience, 2) a clear and logical argument and organization, 3) thoughtful use of textual evidence, and 4) effective use of formal and stylistic conventions.

Materials and Expenses

We will use one required text:

- Miller-Cochran, Susan K., Roy Stamper, and Stacey Cochran. *The Insider's Guide to Academic Writing*. Boston: Bedford/St. Martin's-Macmillan, 2015. \$38.99.

To succeed in the course, you will also need access to the following platforms and software (the NCSU Bookstore offers discounts on most software):

- Our Moodle-based online learning environment
- The NCSU Google Suite, particularly Google Docs
- A word processing program (e.g. Word, Pages, OpenOffice, Google Docs, etc.),
- A PDF reader (ideally that allows you to annotate/comment, e.g. FoxitReader, Skim, Preview, PDF X-Change Viewer, etc.),
- A web browser (e.g. Chrome, FireFox, Opera, etc.),
- Anti-virus software (esp. for Windows or Mac users).
- Optional: a PDF creator (e.g. CutePDF).

Participation

As with sports or the arts, writing is primarily learned by doing, which requires active engagement. The course is also designed to be cooperative and includes a number of group activities, such as peer response and online discussions through forums. This means that your

participation and preparation impacts not only your own learning, but that of your peers. We are all responsible for helping create a positive learning environment for each other. For these reasons, participation is worth 20% of your final course grade.

Your participation grade is made up of three main categories:

- The learning log (10% of grade)- See the learning log assignment sheet for information on how these will be evaluated.
- Peer response (5% of grade)- See the peer response guidelines for more on how this will work and be evaluated.
- Additional course activities and participation grade (5% of grade)- Forum posts and anything not included in the learning log or participation will count toward this category.

Much of the evaluation in the participation category emphasizes preparedness and engagement over correctness. While the major paper will undergo an extensive writing process that should lead to a polished final product, much of the work that counts toward participation is informal with your timeliness, engagement, and critical thinking mattering more than correctness.

Course Policies

Academic Integrity

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers, and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of academic integrity whenever it occurs in written work, including drafts and homework, as well as for formal and final papers.

Revealing or sharing another student's course work to which he or she may have access as a member of the class is considered a form of academic dishonesty prohibited by the Code of Student Conduct. As a condition for enrollment in this class, students may only share another student's course work with third parties after obtaining the express consent of the student author and the course instructor. 'Sharing with third parties' includes posting or causing the course work to be posted on social-networking or other websites. Violations of this condition will be reported to the Office of Student Conduct, which may take further action.

The NCSU Code of Student Conduct sets the standards for academic integrity at this university and in this course. Students are expected to adhere to these standards. Plagiarism and other forms of academic dishonesty will be handled through the university's judicial system and may result in failure for the project or for the course.

Accommodations

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more

information on NC State's policy on working with students with disabilities, please see [Academic Accommodations for Students with Disabilities and Regulation 02.20.01](#).

Attendance

Because writing classes work more like studio classes than lecture classes (where you do rather than just listen), you must participate on a regular basis to receive credit for this course. Please take attendance and participation seriously; since this class is a community of writers who will workshop and collaborate, your absence or lack of preparation hurts others as well as yourself.

Specifically, as a course designed to be one quarter of the instructional time as English 101, the required First-Year Writing Program course, we will adhere proportionately to the First-Year Writing Program attendance policy (http://english.chass.ncsu.edu/undergraduate/first_year_writing/fy_policies.php). Based on the attendance policy for the FYWP, this means **missing more than two deadlines (90 minutes) will result in automatic failure of this course**. Bear in mind that the First-Year Writing Program does not distinguish between excused and unexcused absences in the enforcement of this policy, although I do allow students to make up work for an absence that the university defines as excused (you will still be counted as absent).

To be counted as present (which is distinct from grades for participation), I need to see evidence that you completed something due for a given deadline. If you do not complete any of the assignments due for a deadline, you will be counted as absent. Pay close attention to our assignment schedule so that you will be prepared. This class moves quickly, and I want to make sure that you succeed.

Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect each other's privacy by not sharing or using such information outside the course.

Late Assignments

Submitting work late can jeopardize both your ability to complete the course and my ability to give you feedback on your work. For this reason, turning work in on time is extremely important. For major papers, late final drafts of your papers will result in a grade reduction of .5 out of 4.0 per calendar day. For daily work like forum posts, late work will not receive attendance credit or count toward your grade since completing them late will generally not meet their original purpose (e.g. turning in peer response past the final draft's due date). While the learning log is due at the end of the course, late entries will count negatively toward your grade. Read the learning log assignment sheet and the peer response guidelines for more specific information on these assignments. For information about the university's policy on attendance, see: <http://policies.ncsu.edu/regulation/reg-02-20-03>

Bear in mind that technical glitches do not constitute excuses for turning in work late. When completing assignments, budget enough time to complete and submit them, as well as to ask me any questions about unclear instructions. Keep in mind that the NCSU Help Desk can help with many Moodle-related technical problems. The OIT Walk in Center can also be of help if you have issues with logging in: <http://oit.ncsu.edu?unit-tss/walk-center>.

Major Project Completion

In adherence with First-Year Writing Program policy, completion of the major course project is required to be eligible for a passing grade.

Student Rights and Responsibilities

Students are responsible for reviewing the NC State PRRs which pertain to their course rights and responsibilities: <http://oucc.ncsu.edu/course-rights-and-responsibilities>

These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/oied/policies.php> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), and <http://policies.ncsu.edu/regulation/req-02-50-03> (Grades and Grade Point Average).

Submitting Assignments

Unless otherwise indicated, **informal assignments** (those outside the major projects or peer response) should go into your learning log, which counts as part of your course participation grade. As part of our practice with common technologies academic writers use, your learning log will be kept in a shared Google Drive document. Consult the learning log description for information on submission expectations and evaluative criteria. Other assignments outside the major projects may be either submitted through a Moodle assignment "drop box" or a Moodle forum. Submission information will be included in those assignment prompts.

Major assignments will be submitted through a Moodle assignment drop box linked to the assignment's Moodle page. Include your name and the assignment in your file name (e.g. lastname_issueanalysis.doc); .doc, .docx, and .rtf files are acceptable. Within your document, follow the formatting guidelines for the documentation style you are using (e.g. MLA, APA, etc.) to help you decide how to format your paper.

Because due dates may fall outside times I regularly check email, budget enough time for submission to account for possible technical difficulties and make sure to check that your file has been properly submitted by clicking on it in Moodle once it is uploaded. Contact the NCSU Help Desk if you experience any technical problems that require urgent attention (email: help@ncsu.edu; phone 919-515-HELP).

Course Schedule

Unit 1: What are disciplines? (Weeks 1-2)

Deadline 1: Introductions

Reading: *Insider's Guide (IG)* section, "What are Academic Disciplines?"

Due: Forum #1: Introduction of yourself as an academic writer

Deadline 2: Disciplines as Communities

Reading: *IG*, first half of Chapter 5 "Writing in Academic Disciplines: An Introduction"

Due: Learning Log #1: Construction Zone: Disciplinary Writing.

Deadline 3: Paying Attention to Disciplinary Writing

Reading: *IG*, second half of Chapter 5 "Writing in Academic Disciplines: An Introduction"

Due: Learning Log #2: Reflection on "Insider's View" writer's profiles

Due: Sign up for a topic of interest in *IG* Part III that you will be responsible for ("Love, Marriage, and Family"; "Crime, Punishment, and Justice"; "Food, Sustainability, * and Social Class"; or "Global Climate Change & Natural Catastrophes").

Deadline 4: Thinking Rhetorically about Disciplinary Knowledge

Reading: Read the popular articles in your assigned Part III section (those not outlined in a box).

Due: Forum #2: Thinking rhetorically about translated disciplinary knowledge on topic of interest

Unit 2: How do disciplines research and write? (Weeks 3-4)

Deadline 5: Writing in the Humanities

Reading: *IG*, Chapter 6 "Reading and Writing in the Humanities" + the humanities article from the Part III section you signed up for. Also read the Comparative Rhetorical Analysis assignment.

Due: Learning Log #3: Selecting an issue you would expect experts to contribute to.

Due: Forum #3: Analyzing scholarship in the humanities

Deadline 6: Writing in the Social Sciences

Reading: *IG*, Chapter 7 "Reading and Writing in the Social Sciences" + the social science article from the Part III section you signed up for.

Due: Learning Log #4: Describing and classifying a scholarly source on your (individual) issue.

Due: Forum #4: Analyzing scholarship in the social sciences

Deadline 7: Writing in the Sciences

Reading: *IG*, Chapter 8 "Reading and Writing in the Sciences" + the science article from the Part III section you signed up for. Read the "Poster page profile of writing in a discipline" assignment.

Due: Observational notes on the scholarly source you have selected, using Ch. 5 terms.

Due: Forum #5: Analyzing scholarship in the sciences

Deadline 8: Reading and Writing in the Applied Fields

Reading: *JG*, Chapter 9 “Reading and Writing in the Applied Fields” + find and skim a scholarly or trade article from an applied field on the issue you selected.

Due: Forum #6: Analyzing scholarship in the applied fields

Due: Learning Log #5: Reflecting on where communication in article's discipline takes place and resources/strategies writers in that discipline could use.

Unit 3: Why do differences in disciplinary writing matter? (Weeks 5-8)

Deadline 9: Disciplinary Showcase

Due: Poster page profile of writing in a discipline

Due: Forum #7: Sharing our profiles and brainstorming how other disciplines might contribute to each other's issues.

Deadline 10: Similarities and Differences across Disciplines

Due: A source from another discipline that contributes to the same issue as your first source.

Due: Learning Log #6: Initial observations on similarities and differences in the two sources.

Deadline 11: Rhetorical Analysis Workshop

Reading: Handout on Martha Solomon's rhetorical analysis of medical writing + Tori Beaton's “Contraposition of Academic and Popular Rhetoric on Youth Crime” (reserves)

Due: Learning Log #7: Comparison table with reflections on inquiry so far.

Due: Learning Log #8: Using Solomon and Beaton to understand rhetorical analysis and think about the implications of our inquiry.

Deadline 12: Planning the Comparison

Reading: “How to Write a Comparative Analysis”

(<http://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis>)

Due: Forum #8: Working thesis and plan + peer response

Deadline 13: Writing the Comparison

Due: Rough draft of the Comparative Rhetorical Analysis in the peer response folder

Due: Learning Log #9: Self-evaluation and plans for revision

Deadline 14: Peer Response Workshop

Due: Peer Response on 2+ Drafts

Deadline 15: Editing Workshop

Due: Revised draft of the Comparative Rhetorical Analysis in peer response folder

Due: Self-assessment using 1+ editing techniques (list and description provided)

Deadline 16: Reflections on the Course

Due: Final draft of your Comparative Rhetorical Analysis

Due: Learning Log #10: Reflection on the Course—What I'm Packing for Continued Journeys in Strange (Academic) Lands

Course Action Short Form for GEP U.S. Diversity (USD)

5424

Department(s)/Program	English	New to GEP: <input checked="" type="checkbox"/> Effective January 1, 2015
Course Prefix/Number (include cross-listed prefix)	English 265	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	American Literature I:	
Instructor Name/Title	Barbara Bennett, Associate Professor	
<p>Each course in <i>U.S. Diversity</i> will provide instruction and guidance that help students to achieve <u>at least 2</u> of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student learning outcome(s) for <input checked="" type="checkbox"/> 1.</p> <p>Students will be able to interpret a variety of literary texts from social, historical and cultural perspectives and analyze how religious, gender, ethnic, racial, and / or class identities are shaped by cultural and societal influences in the US before the Civil War.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Midterm and Final Exam Questions. - Sample Question: Compare and contrast Mary Rowlandson's <i>A Narrative of the Captivity . . .</i> and De Crevecoeur's <i>Letters from an American Farmer</i>, paying particular attention to how the gender and class consciousness of the narrative "I" is shaped by cultural and societal influences.</p>		
<p>Student learning outcome(s) for <input type="checkbox"/> 4.</p> <p>Students will read, examine, and analyze pieces of literature in which characters of different genders, ethnicities, or classes work toward reform and legal status.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Critical Essays - Sample question: Analyze the interactions between white women and African Americans in the quest for civil rights, referring to such authors as Lydia Maria Child, Margaret Fuller, Harriet Beecher Stowe, Harriet Jacobs, Frederick Douglass, and May Boykin Miller Chestnut. Pay particular attention to the ways in which the convergence of agendas for gender and racial equality is productive and/or problematic. Incorporate at least two peer-reviewed interpretative essays or book chapters into your analysis.</p>		

- Attach course information per review instructions
- Attach signature page with required signatures
- Attach completed GEP Course Evaluation Rubric

2013-2014

Course Action Short Form for GEP U.S. Diversity (USD)

ENG 265/US Diversity

American culture has always been shaped by voices not fully embraced by the mainstream, whether those voices come from an environment defined by racial or ethnic difference, gender difference, or class differences. This course will explore the nexus between American literature and its rich traditions of diversity. For our purposes we will focus on diversity in literature as exemplified by women writers (Anne Bradstreet, Mary Rowlandson, Sarah Kemble Knight, Harriet Beecher Stowe), African-American writers (Phyllis Wheatley, Frederick Douglass, Harriet Jacobs), the myths, tales, and poetry of Native American writers, and writers who address race and class as part of the discussion of American identity (de Crevecoeur, Franklin, Whitman). Key issues: freedom (individual as well as collective), the struggle for democracy, equality and inequality, and identity—what it means to be American.

The course will explore literature up to the Civil War, evaluating important social and cultural conflicts in the American experience, but equally, it will examine the ways in which American writers have used a sense of difference—a different sense of language, different traditions of oratory and address, different idioms, different literary traditions and ultimately, different ways of seeing--to transform American literature and to extend our sense of what it can do.

Texts

The Norton Anthology of American Literature, Volumes A and B

Grades

1. Participation: 10%
2. In-class exercises: 10%
3. Two 7-8 page critical interpretive essays: 40%
4. Midterm: 20%
5. Final exam: 20%

Week One:	Native American creation myths Native American trickster tales First encounters of Early European and Native Americans
Week Two:	William Bradford, <i>Of Plymouth Plantation</i> Anne Bradstreet, poems Edward Taylor, poems Mary Rowlandson, <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i>
Week Three:	Franklin, Adams, Paine, Jefferson: Political texts de Crevecoeur, <i>Letters From an American Farmer</i>
Week Four:	Turell, Stockton, Morton, Bleecker: poems Phillis Wheatley, poems Essay #1 Due
Week Five:	Jonathan Edwards, "Personal Narrative" Cotton Mather, "Wonders of the Invisible World"
Week Six:	William Byrd, from <i>The Secret Diary</i> Sarah Kemble Knight, "The Private Journal of a Journey from Boston to New York"

Course Action Short Form for GEP U.S. Diversity (USD)

- Week Seven: Washington Irving, "Rip Van Winkle," "The Legend of Sleepy Hollow"
James Fenimore Cooper, from *The Last of the Mohicans*
William Cullen Bryant, poems
Mid-term Exam
- Week Eight: Judith Sargent Murray, "On the Equality of the Sexes"
Lydia Maria Child, Letters from New York
Catherine Maria Sedgwick, Lydia Howard Huntley Sigourney,
Jane Johnston Schoolcraft, Caroline Stansbury Kirkland, excerpts from essays
- Week Nine: Ralph Waldo Emerson, "Nature," "The American Scholar," "Self-Reliance"
Henry David Thoreau, "Resistance to Civil Government," and from *Walden*
- Week Ten: Nathaniel Hawthorne, *The Scarlet Letter*
- Week Eleven: Edgar Allan Poe, "The Fall of the House of Usher," "The Cask of Amontillado," poems
- Week Twelve: Harriet Beecher Stowe, from *Uncle Tom's Cabin*
Fanny Fern, essays
Mary Boykin Miller Chestnut, from *Mary Chesnut's Civil War*
- Week Thirteen: Harriet Jacobs, from *Incidents in the Life of a Slave Girl*
Frederick Douglass, from *Narrative of the Life of Frederick Douglass, an American Slave*
Paper #2 Due
- Week Fourteen: Herman Melville, *Billy Budd*, "Bartleby, the Scrivener"
- Week Fifteen: Walt Whitman, poems
Emily Dickinson, poems
- Final Exam

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature DAVID P. AU — Chair CHSCEC 11/17/14
Name
Title
Date

8/5/2013

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

ENG 265
COURSE PREFIX AND NUMBER

RECOMMENDED BY:
[Signature] 4-7-14
HEAD, DEPARTMENT/PROGRAM DATE

~~RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):~~

~~_____
HEAD, DEPARTMENT/PROGRAM DATE~~

ENDORSED BY:
[Signature] 11/17/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/24/14
COLLEGE DEAN DATE

~~ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):~~

~~_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE~~

~~_____
COLLEGE DEAN DATE~~

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS DATE

Course Action Short Form for GEP Humanities (HUM)

Department(s)/Program	English	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include crosslisted prefix)</i>	ENG 266	Review for GEP: <input checked="" type="checkbox"/>
Course Title	American Literature II	
Each course in the <i>Humanities</i> will provide instruction and guidance that help students to:		
<ol style="list-style-type: none"> 1. Engage the human experience through the interpretation of human culture and 2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and 3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities. 		
Student learning outcome(s) for Objective #1:		
Interpret works of American Literature written after the Civil War within their historical and cultural contexts.		
Measure(s) for above Outcome(s): Critical essay (7-8 pages):		
Sample topic: Compare and contrast the historical, political, and economic processes that define class conflict in Gwendolyn Brooks' poetry and Cormac McCarthy's novel <i>Child of God</i> . To what extent does each author see the class system as susceptible to reform?		
Student learning outcome(s) for Objective #2:		
Analyze, evaluate, and/or synthesize different interpretations of literary texts.		
Measure(s) for above Outcome(s):		
Class discussion and critical essays.		
Student learning outcome(s) for Objective #3:		
Write well-developed critical essays on American Literature written after the Civil War.		
Measure(s) for above Outcome(s): Two Critical essays (7-8 pages)		
Sample question: Focusing on either the poetry of Langston Hughes or <i>The Souls of Black Folk</i> by W.E. B. Dubois, analyze the ways in which racial identities are shaped by social and cultural influences.		
Instructor Name:		
Jon Thompson		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2012-2013

Course Action Short Form for GEP Update – US Diversity

Department/Program	ENGLISH	New: x <input type="checkbox"/>
Course Prefix/Number	ENG 266	Review: <input type="checkbox"/>
Course Title	American Literature II	
<p>Each course in U.S. Diversity will provide instruction and guidance that help students to achieve <u>at least 2</u> of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student outcome(s) for <input checked="" type="checkbox"/> 1. or <input type="checkbox"/> 2. or <input type="checkbox"/> 3. or <input type="checkbox"/> 4.</p> <p>Analyze how cultural and societal influences shape religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities represented in works of American Literature after the Civil War.</p>		
<p>Measure(s)</p> <p>Critical Essay (7-8 pages)</p> <p>Sample question: Focusing on either the poetry of Langston Hughes or <i>The Souls of Black Folk</i> by W.E. B. Dubois, analyze the ways in which racial identities are shaped by social and cultural influences.</p>		
<p>Student outcome(s) for <input type="checkbox"/> 1. or <input type="checkbox"/> 2. or <input type="checkbox"/> 3. or <input checked="" type="checkbox"/> 4. X</p> <p>Analyze various ways in which American Literature after the Civil War represents interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.</p>		
<p>Measure(s)</p> <p>Critical essay (7-8 pages)</p> <p>Sample question: Compare and contrast the historical, political, and economic processes that define class conflict in Gwendolyn Brooks' poetry and Cormac McCarthy's novel <i>Child of God</i>. To what extent does each author see the class system as susceptible to reform?</p>		
<p>Instructor Contact Name: Jon Thompson</p>		

- Attach weekly course schedule and signature page.

ENG 266/US Diversity

American culture has always been shaped by voices not fully embraced by the mainstream, whether those voices come from an environment defined by racial or ethnic difference, gender difference, class difference or differences having to do with sexual orientation. This course will explore the nexus between American literature and its rich traditions of diversity. For our purposes we will focus on diversity in literature as exemplified by women writers (Charlotte Perkins Gilman, Willa Cather, Elizabeth Bishop and Gertrude Stein), African-American writers (W.E.B. Dubois, Yusef Komunyakaa, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Langston Hughes, Tony Morrison and August Wilson), Native American writers (Zitkala-Sa, Simon Ortiz, Michael Dorris, and Sherman Alexie), writers who address class (William Faulkner, Cormac McCarthy, William Carlos Williams and John Steinbeck), writers who make sexual orientation central to their work (Adrienne Rich, Frank O'Hara and Frank Bidart), and Jewish writers (Allen Ginsberg and George Oppen). Key issues: freedom (individual as well as collective), the struggle for democracy, equality and inequality, and identity—what it means to be American.

The course will explore literature in the period following the Civil War up to the present moment as evaluating important social and cultural conflicts in the American experience, but equally, it will examine the ways in which American writers have used a sense of *difference*—a different sense of language, different traditions of oratory and address, different idioms, different literary traditions and ultimately, different ways of *seeing*--to transform American literature and to extend our sense of what it can do.

Texts

On E-reserve:

- Emily Dickinson, "Because I Could Not Stop for Death," "Wild Nights, Wild Nights" "I Dwell in Possibility," "Much Madness is Divinest Sense"
- Excerpt from W.E.B. Dubois, *The Souls of Black Folk*
- Langston Hughes, "Brass Spittoons," "Cross" "The Negro Speaks of Rivers" "Theme for English B," "I, Too," "The Weary Blues"
- William Faulkner, "Barn Burning"
- Ralph Ellison, "Battle Royal"
- George Oppen, from *Of Being Numerous*
- Gwendolyn Brooks, "The Lovers of the Poor," "Boy Breaking Glass," "We Real Cool," "Sadie and Maud"
- Simon Ortiz *From Sand Creek* (excerpts)
- Tony Morrison, "Recitatif"
- Adrienne Rich, "North American Time"
- Frank Bidart, "Ellen West," "The Old Man at the Wheel," "Poem Ending with Three Lines from 'Home on the Range,'" "To the Republic"
- Sherman Alexie, "The Approximate Size of My Favorite Tumor"

To be purchased:

- Charlotte Perkins Gilman, *The Yellow Wallpaper* (Dover Thrift Editions, \$2.25)
- Zitkala-Sa, *Impressions of an Indian Childhood* (Kessinger Publishing, \$11.48)
- Gertrude Stein, *The Three Lives* (Martino Fine Books, \$4.95)
- Willa Cather, *My Antonia* (Barnes and Noble Classics, \$4.95)
- John Steinbeck, *Of Mice and Men* (Penguin, \$8.94)
- James Baldwin, *Going to Meet the Man* (Vintage, \$11.46)
- Frank O'Hara, *Lunch Poems* (City Lights, \$8.06)
- Yusef Komunyakaa, *Dien Cai Dau* (Wesleyan UP, \$16.98)
- Cormac McCarthy, *Child of God* (Vintage, \$11.71)
- August Wilson, *Fences* (Plume, \$9.98)
- Michael Dorris, *Working Men: Stories* (Grand Central Publishing, \$19.79)

Grades

1. Participation: 10%
2. In class exercises: 10%
3. Two 7-8 page critical interpretive essays: 40% [topic sheets to be assigned]
4. Midterm: 20%
5. Final exam: 20%

Reading Schedule

I Post Civil War Period—WW I

Week One

Emily Dickinson, "Because I Could Not Stop for Death," "Wild Nights, Wild Nights" "I Dwell in Possibility," "Much Madness is Divinest Sense"
Charlotte Perkins Gilman, "The Yellow Wallpaper"

Week Two

Zitkala-Sa, *Impressions of an Indian Childhood*

Week 3

Gertrude Stein, "The Gentle Lena" in *Three Lives*
W.E.B Dubois, *The Souls of Black Folk*

II Interwar Period

Week Four

Langston Hughes, "Brass Spittoons," "Cross" "The Negro Speaks of Rivers," "Theme for English B," "I, Too," "The Weary Blues"
William Faulkner, "Barn Burning"

Week Five

Willa Cather, *My Antonia*

Week Six

John Steinbeck, *Of Mice and Men*
Essay #1 Due

III Post WWII Period—1989

Week Seven

Allen Ginsberg, *Howl* (Part I)
Ralph Ellison, "Battle Royal"
James Baldwin, "Going to Meet the Man," "Sonny's Blues"

Week Eight

Frank O'Hara, *Lunch Poems* (selections)
George Oppen, *Of Being Numerous* (excerpts)

MIDTERM EXAMINATION

Week Nine

Gwendolyn Brooks, "The Lovers of the Poor," "Boy Breaking Glass," "We Real Cool,"
"Sadie and Maud"
"Yusef Komunyakaa," from *Dien Cai Dau*

Week Ten

Cormac McCarthy, *Child of God*

Week Eleven

Simon Ortiz, *From Sand Creek*
Tony Morrison, "Recitatif"

IV Late Twentieth Century/New Millennium Period

Week Twelve

August Wilson, *Fences*

Week Thirteen

Adrienne Rich, "North American Time"

Frank Bidart, "Ellen West," "The Old Man at the Wheel," "Poem Ending with Three Lines from 'Home on the Range,'" "To the Republic"

Week Fourteen

Michael Dorris, *Working Men: Stories*
Essay #2 Due

Week 15

Sherman Alexie, "The Approximate Size of My Favorite Tumor"

Final Exam

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	X		
2. Are the stated GEP course learning outcomes applicable across all course sections?	X		
3. Does each stated GEP course learning outcome map to a GEP category objective?	X		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	X		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	X		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	X		
7. Is the course offered on a regular basis?	X		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.			
9. Is the course a standard offering (not a special topics or experimental course)?	X		

Department signature _____

Name

[Handwritten Signature]

Title

Head, English

Date

3/21/14

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature D. P. L. – Chair C&AS cfc 11/3/14
Name Title Date

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

ENG 266
COURSE PREFIX AND NUMBER

RECOMMENDED BY:
[Signature] 3/21/14
HEAD, DEPARTMENT/PROGRAM DATE

~~RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):~~
~~_____
HEAD, DEPARTMENT/PROGRAM DATE~~

ENDORSED BY:
[Signature] 11/17/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/24/14
COLLEGE DEAN DATE

~~ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):~~
~~_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE~~
~~_____
COLLEGE DEAN DATE~~

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS DATE



Poole College of Management
Campus Box 8614
Raleigh, NC 27695-8614

919.515.5565 (phone)
919.515.5534 (fax)

MEMO

Date: October 23, 2014
To: Dr. Barbara Kirby, Associate Vice Provost, Academic Programs & Services
From: Dr. Lee Craig, Department Head, Economics
Subject: Removal of EC 300 and 400 Level Courses from GEP Social Sciences

Current GEP Social Science Requirement:

6-credit hours – selected courses must be from two different disciplines.

Current EC Courses on the GEP Social Sciences List:

EC 201, EC 202, EC 205, EC 301, EC 302, EC 304, EC 348, EC 404, EC 410, EC 413, EC 431, EC437, EC 448, EC 449, EC 471

The requirement that students must complete 6 hours (two courses) of GEP social science courses from two different disciplines precludes EC 300 and 400 level courses from meeting a GEP social sciences requirement. All students must complete either EC 201 or EC 205 (which are on the GEP social sciences list) as a prerequisite to all EC 300 and 400 level courses. The EC 201 or EC 205 prerequisite is strictly enforced.

EC 300 and 400 level courses are proposed to be removed from the GEP social sciences list.

Planned Effective Date:

Spring 2015

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

11/13/14

DATE

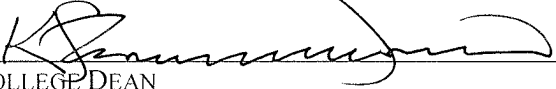
ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

11/18/14

DATE



COLLEGE DEAN

11/13/14

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE