.Fall 2024 Gen Ed: Humanity in Context (New Course)

Course

# General Catalog Information 



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In order to meet the standard for SU’s Humanity in Context general education requirement, the course must meet the Code of Maryland Regulations (COMAR) standard of “One course in arts and humanities.”

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For

all other fields, fill in only those for which a change is being requested. Writing in N/A is not necessary.

1. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
2. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

## CURRICULUM DEADLINES

**March 1, 2023** - Submission Deadline for Fall 2024 Humanity in Context Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**If you would like for the course to be offered (without Gen Ed designation) prior to fall 2024, indicate the term here:**

Spring 2024

**Will this impact a secondary education or P12 course / Will this impact a teacher education course / program?\***

**program? \*** Yes No

Yes No

## ADVISORY SUBCOMMITTEE'S NOTE

Salisbury University’s General Education model contains two categories for humanities courses: Humanity in Context ( this form) and Human Expression. **A single course cannot be submitted to both**; you must choose one or the other. Please consult the definitions and examples to help you choose which category is most appropriate for your course.

**Definitions and Subcommittee Elaborations:**

**Humanity** **in Context** - “Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues.” HC describes the analysis of humanity in its **lived experiences and historical or cultural contexts**. In other words, the focus is on what humans do and how they live, rather than what they create. Courses that focus primarily on the ideas, cultural production, or performance of humans rather than lived experiences should be proposed to HE. Hypothetical "Borderline" Courses: Medieval Art History, Childhood in the 19th Century, Shakespeare’s England, French Culture and

Food, Myths and Reality of the Samurai, Digital Humanities: The Silk Road.

**Human Expression** - “Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.” HE describes the analysis of the ideas, works of literature/art, or performances of humans, treating **cultural production and mode of expression** as the primary object of study. In other words, the focus is on

what humans create, not how they live or what they do. Courses that focus primarily on the lived experiences of humans should be proposed to HC. Hypothetical "Borderline" Courses: Art Appreciation, Children’s Literature, Shakespeare’s

Tragedies, Francophone Poetry, The Samurai in Film, Digital Humanities: The Novel.

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

*Choose the discipline that corresponds with the course's prefix. (e.g., FILM = Film)*

**Course Prefix\* Course Number\***

**Course Title\***

**Course Title for GullNet (Limited to 30 Characters)**

**Course Description\***

**# of Credits\***

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code\***

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Rationale - Rationale must include sound justification as to why this course meets the requirements for the Humanity in Context requirement. \***

*Explain how the course makes learning interesting, relevant, and opens to a wide range of student backgrounds and describe how Human in Context is the lens (pedagogical method/approach) for how your course explores this content.*

## PART I: STUDENT LEARNING OUTCOMES

Each Student Learning Outcome (SLO) assigned to the Humanity in Context requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). If more information regarding the SLO is needed, details can be found in Appendix C of the online catalog.

## #1 EFFECTIVE READING

Students will be able to:

extrapolate ideas from writing

apply reading strategies to different learning purposes

**How will students demonstrate that they have achieved the EFFECTIVE READING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the Effective Reading Student Learning Outcome and explain how (200-500 words)?\*\***

**Students will be able to extrapolate ideas from writing**. Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessment\***

**Students will be able to apply reading strategies to different learning purposes**. Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assignments\***

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the EFFECTIVE READING Student Learning Outcome.

## #2 CRITICAL THINKING AND REASONING

Students will be able to:

Analyze evidence to support or create interpretations, arguments, or claims Identify and analyze the connection between evidence and claims Evaluate the strength and weaknesses of conclusions and opinions Determine the scope of evidence needed for original arguments

**How will students demonstrate that they have achieved the CRITICAL THINKING AND REASONING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the Critical Thinking and Reasoning Student Learning Outcome and explain how (200-500 words)?\***

**Students will be able to analyze evidence to support or create interpretations, arguments, or claims.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to identify and analyze the connection between evidence and claims.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to evaluate the strength and weaknesses of conclusions and opinions.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments\***

**Students will be able to determine the scope of evidence needed for original arguments.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Attached\***

Attached are detailed assessment tools, materials, and/or reports related to the Critical Thinking and Reasoning Student Learning Outcome.

## #3 UNDERSTANDING THE HUMAN WORLD

Students will be able to:

Explore humanity’s change over time

Apply method(s) of interpretation for understanding the human world Evaluate human experience through narratives and context

**How will students demonstrate that they have achieved the UNDERSTANDING THE HUMAN WORLD Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the Understanding the Human World Student Learning Outcome and explain how (200-500 words)?\***

**Students will be able to explore humanity’s change over time.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to apply method(s) of interpretation for understanding the human world.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to evaluate human experience through narratives and context.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

## KNOWLEDGE OF THE HUMAN EXPERIENCE

Students will be able to:

Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)

Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)

Recognize common questions/concerns humans confront Recognize diverse strategies for resolving those concerns

**How will students demonstrate that they have achieved the KNOWLEDGE OF THE HUMAN EXPERIENCE Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio

Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the Knowledge of the Human Experience Student Learning Outcome and explain how (200-500 words)?\***

**Students will be able to describe and compare the**  **develop** **ment of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual).** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to describe and compare the i** **mp** **act of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual).** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

**Students will be able to recognize common questions/concerns humans confront.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments\***

**Students will be able to recognize diverse strategies for resolving those concerns.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

**Attached\***

Attached are detailed assessment tools, materials, and/or reports related to the Knowledge of the Human Experience Student Learning Outcome.

## INTERCULTURAL COMPETENCE

Students will be able to:

Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

**How will students demonstrate that they have achieved the INTERCULTURAL COMPETENCE Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the Intercultural Competence Student Learning Outcome and explain how (200-500 words)?\***

**Students will be able to demonstrate**  **knowledg** **e of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.** Track the activities and assessments related to this specific

component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments\***

**Students will be able to demonstrate**  **self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will be able to demonstrate**  **behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the Intercultural Competence Student Learning Outcome.

**Impacted Programs:** List all majors/programs, concentrations, tracks or minors for which this course will be required or will be an option. **NOTE:**  Change to Minor Proposals and Change to Major, Program or Track Proposals are required if this course

will be added as a *req* *uirement* or to a list of p reset electives; those proposals should be initiated by the department that houses the major or minor.

**Impacted Programs\***

Attachments and Acknowledgments

Please attach any required files by navigating to the Proposal Toolbox and clicking 2O0RNijLUTwxJPHkGTeac5VSy?

token=eyJhbGciOiJkaXIiLCJlbmMiOiJBMTI4Q0JDLUhTMjU2In0..vX2T2TRq50pQUVCfoRGsvQ.ArKC1JtmTKRWOEBbFDQ1JxyH DzQtwvpmun3nxi3GCBgqDbL1cjfz-JaF5ebCSJ2gYYt2EGYkYYwhUeoFBYMr1DG4lz67yC3kTo2rroAmnNxQ5tXrK1- J4lZ9NAhzq6Z6oafQ6lt37xCU\_z4rE2K1N1qqNDajUrX\_7IGdiV\_XPPdGKZWHkYMhmA4ll9FT44UKTrN\_gzA- DHpLDE7HXH\_cy6xTITfxsuathGQ6xcIi9PKV06K2b4CLkyJhvJQy\_eHE4qpMJAsF5trV3Oa3rKsIzGkIP3I2vgRUbH66Q.CE\_e8VeGK in the top right corner.

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached\***

A detailed course syllabus that includes the course SLOs, the General Education designation, the General Education SLOs, a course schedule, course goals, grading, and assessment.

At least two sample assignments.

An example prompt and rubric for all major assignments in the course.

**Acknowledge\***

I understand that this course is subject to institution-wide general education assessment.

I acknowledge that new Change to Minor Proposals and/or Change to Major, Program or Track Proposals are required if this course will be added as a requirement or to a list of preset electives.