

Agenda
General Education Committee
Arkansas Tech University
Oct. 30, 2009
9:00 am, McEver 1

Call to Order

Approval of the Minutes

Old Business

New Business

Curriculum proposals

Review assessment for "Wellness" goal

Next meeting of General Education Committee

Thursday, November 19, 2009, 8:00 am, McEver 1

Tuesday, December 8, 2009, 9:00 am McEver 1

Adjournment

Department of Mathematics

(a) Delete MATH 1103, Algebra for General Education, from the course descriptions.

Department of Biology and Physical Science

(a) Request BIOL/PHSC 1004, Principles of Environmental Science, be added to the General Education Requirements listing for Science.

University Honors Program

(a) Add the following courses to the course descriptions and to the general education offerings:

BIOL 2144, Honors Zoology;

ECON 2103, Honors Principles of Economics I;

ENGL 2023, Honors World Literature;

PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory;

HIST 1543, Honors World Civilization I;

HIST 2043, Honors U.S. History to 1865; and

PHIL 2043, Honors Introduction to Philosophy.

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, October 30, 2009, at 9:00 a.m. in the McLiver Conference Room. The following were present:

Dr. Jackie Bowman	Dr. Pat McCreary
Dr. Alejandra Carballo	Dr. Robin Lasey
Dr. Peter Dykema	Mr. Dustin Parsons
Dr. Annette Holeyfield	Ms. Karen Riddell

Absent:

Dr. Ruth Enoch	Ms. Annette Stuckey
Mr. Ray Moll	Dr. Kim Troboy

Call to Order: Dr. Lasey called the meeting to order and asked for approval of the October 8th minutes. There being no amendments or corrections, motion by Mr. Parsons, seconded by Dr. Dykema, to approve the minutes as distributed. Motion carried.

Old Business: Dr. Lasey gave a brief overview of the last meeting to the members that had not been able to attend and told them that she felt that a lot of progress had been made for the Communicate Effectively, Oral Communications and the Ethical Perspective goals.

New Business The committee reviewed the following curriculum proposals with these results:

Department of Mathematics

Delete MATH 1103, Algebra for General Education, from the course descriptions. – Support

Department of Biological Sciences and Department of Physical Sciences

Request BIOL/PHSC 1004, Principles of Environmental Science, be added to the General Education Requirements listing for Science. – Support

University Honors Program

Add the Honors courses to the course descriptions and to the general education offerings. – Support as long as they truly are “different” and not just the same course with a different set of students. There was a concern about the HIST 2043 not satisfying the General Education Requirements if the HIST 1903 proposal

passes. Should there be an Honors Survey of American History instead of Honors US History to 1865? There was also a concern about the lack of diversity (missing Latino and Asian cultures) in the Honors World Literature course.

Department of History and Political Science

Add HIST 1903, Survey of American History, to the course descriptions and replace HIST 2003 and HIST 2013 in the listing for General Education Requirements. – Support, however for a General Education course we would like to see more discussion of how the history relates to contemporary issues than was indicated in the syllabus. There was also a concern about the lack of diversity indicated in the syllabus. We questioned whether this change will adversely affect transfer students and how that would be handled. We also questioned whether the General Education Committee could continue to assess the students' critical thinking skills in this new course as is currently being done in the HIST 2003 and HIST 2013 courses.

The committee then reviewed the Wellness goal. Dr. Annette Holeyfield reported that she had four semesters worth of data that used five general questions that were connected to the student by T number. These questions were produced by faculty members. Dr. Holeyfield said that there were about 30 activity courses from which assessment data is being drawn from the ACHA - NCHA annual surveys and TechFit attendance.

There was some concern from the committee that some of the questions being used on assessments were too course specific and it was suggested that the committee try to get some different questions that address the goals better. The committee thought that this was something they could work on getting.

Dr. Lasey told the committee that she would like to work on the Arts and Humanities assessments at the next meeting and asked that everyone look over the information provided before the meeting.

Next Meeting

Dr. Lasey announced the next meeting is scheduled for Thursday, November 19, at 8:00 am in the McEver conference room.

Adjournment

The meeting adjourned at 9:50 a.m.

Robin Lasey

From: Tammy Rhodes [trhodes@atu.edu]
Sent: Tuesday, October 20, 2009 4:55 PM
To: mtarver@atu.edu; 'Thomas Deblack'; 'Carey Roberts'
Cc: 'Robin Lasey'
Subject: HIST 1903 Summary

Drs. DeBlack, Tarver, and Roberts:

Please read the summary for HIST 1903. Let me know if I have it accurate.

Summary:

(a) Add HIST 1903, Survey of American History, to the course descriptions
(b) Replace HIST 2003, U.S. History to 1865, and HIST 2013, U.S. History since 1865, in the listing for General Education Requirements in the section titled:

Social Sciences – 12 hours

Three hours from one of the following:

HIST 1903, Survey of American History
HIST 2003, U.S. History to 1865 (Remove)
HIST 2013, U.S. History since 1865 (Remove)
POLS 2003, American Government

(c) Add HIST 1903, Survey of American History, to the section titled:

Nine additional hours from the following:

*HIST 1503, World Civilization I
*HIST 1503, World Civilization II
HIST 1903, Survey of American History
HIST 2003, U.S. History to 1865
HIST 2013, U.S. History since 1865
POLS 2003, American Government
ECON 2003, Principles of Economics I
SOC 1003, Introductory Sociology
PSY 2003, General Psychology
*ANTH 1213, Introduction to Anthropology OR
*ANTH 2003, Cultural Anthropology
*GEOG 2013, Regional Geography of the World
AMST 2003 American Studies

NOTE: HIST 2003, U.S. History to 1865, and HIST 2013, U.S. History since 1865, would remain in the section.

Thanks.

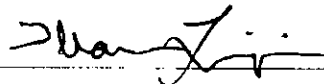
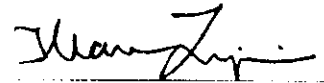

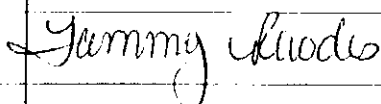
Tammy

Tammy Rhodes, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Tom Limperis		9/28/09
Department Head, Mathematics Dr. Tom Limperis		9/28/09
Dean, College of Natural and Health Sciences Dr. Richard Cohoon		10-1-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/8/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MATH	Course Number: 1103
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Algebra for General Education	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form. Listed under general education requirements.	
Provide rationale for the request. MATH 1103 was replaced by the course MATH 1003. MATH 1103 has not been taught for several semesters and the course no longer being offered.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: *9-30-09*

Title	Signature	Date
Person Initiating Proposal Dr. Lovely, Associate Professor of Biology	<i>Jan C. Lovely</i>	<i>9/30/09</i>
Department Heads Dr. Jeff Robertson, Head Physical Sciences Dr. Gagen, Head Biological Sciences	<i>Jeff W. Katter</i> <i>Charles Gagen</i>	<i>2009 sep 30</i> <i>9/30/09</i>
Dean Dr. Cohoon, Dean College of Natural and Health Sciences	<i>R. Cohoon</i>	<i>9-30-09</i>
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar Ms. Rhodes	<i>Gammmy Rhodes</i>	<i>10/8/09</i>
Vice President for Academic Affairs Dr. Watson		

Course Subject: BIOL /PHSC	Course Number: 1004
Cross-listed with Subject: BIOL /PHSC	Course Number: 1004
Official Title Principles of Environmental Science	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Course Description	
<input type="checkbox"/> Cross-list	
<input type="checkbox"/> Prerequisite/Co-requisite	
<input type="checkbox"/> Grading	
<input type="checkbox"/> Fee	
<input checked="" type="checkbox"/> Other: This proposal is to offer an additional alternative for TECH's general education requirement in the area of science. We feel that it will meet TECH's general education objectives with increased flexibility while remaining within constraints of AR law. If approved, the modification would allow use of our existing, cross-listed, Principles of Environmental Science course as either the biological or physical sciences portion of the science requirement.	

Effective Catalog Year: **2010-2011**

Course Number (Limited to 30 characters including spaces):

BIOL/PHSC 1004 Principles of Environmental Science (syllabus attached)

Course Description: **Proposed Change to General Education Requirements**

Science – 8 hours

A total of two sciences courses that include associated labs from the following three alternatives:

BIOL 1014 Introduction to Biological Science OR

Any other biology course (BIOL) that includes a lab* **AND**

PHSC 1013 Introduction to Physical Science AND its lab, PHSC 1021 OR

Any other physical science course (CHEM, GEOL, PHYS, PHSC) that includes a lab* **OR**

BIOL/PHSC 1004 Principles of Environmental Science AND either of the two alternatives listed above.

* Note that the science courses specifically listed above are designed to meet general education objectives and are highly recommended unless you meet the prerequisites for a more specialized science course identified by your major curriculum.

Cross-list:

Adding Cross-listing Changing Cross-listing Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number _____

No change in cross-listing because this existing course is already cross-listed.

Prerequisite/Co-requisite:

This course is suitable for entering freshmen and has no prerequisites.

Grading Standard Letter P/F Other (if other, please specify below)

Fee:

How much?

Type of Fee?

\$20

Laboratory fee

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

If this course will affect other departments a Departmental Support Form for each affected department must be attached. **NA**

Syllabus: Principles of Environmental Science

BIOL/PHSC 1004

Arkansas Tech University

Lecture (room MCE 7) M, W, F 2:00-2:50pm

Lab (room MCE 30)

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, elovely@atu.edu)

Office hours: M W F 9-11 and 3-5

Catalog Description

This course is designed to bring the student to a basic but informed awareness of and responsible behavior toward our environment and the role of the human race therein. The content will include a study of the philosophical and scientific basis for the study of ecosystems and the environment, the nature of ecosystems, the techniques used to study the environment, the origin and development of current environmental problems, the interdisciplinary nature of environmental studies, the processes of critical thinking and problem solving, and the moral and ethical implications of environmentally-mandated decisions. Lecture three hours, Laboratory three hours. \$20 laboratory fee.

Required Text

Miller, G. T. and S.E. Spoolman. 2009. *Living in the Environment: Principles, Connections, and Solutions*, Thompson Learning, Inc. .

Bibliography

No supplemental reading is assigned. The instructor reserves the right to assign outside reading as applicable to class topics. Students will be informed of such readings in class and on the course web page.

Justification/Rationale

Environmental Science is a broad, interdisciplinary field bridging all the sciences, economics, political science, psychology, and sociology. It is important to have a course that can help the student gain perspective to the wide range of concepts and disciplines that are included in the study of our environment.

“The environmental crisis we face provides us with the most singular opportunity for greatness ever offered to any generation in any civilization” –Roger Payne

“When the history of the twentieth century is finally written, the single most important social movement of the period will be judged to be environmentalism.” –Robert Nisbet

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” –Margaret Mead

“With man gone, will there be hope for gorilla? With gorilla gone, will there be hope for man?”
–Daniel Quinn

Course Objectives

Principles of Environmental Science will help students develop:

- 1) A basic understanding of key environmental issues;
- 2) the skills of observation necessary for awareness of our personal, local, national, and global environments;
- 3) perspectives and insights into the global community;
- 4) intellectual skills to cope with ambiguity and complexity;
- 5) essay writing, reading, and communication skills;
- 6) the ability to carefully follow directions;
- 7) the ability to conduct research (laboratory, library, and internet) and evaluate sources of environmental information;
- 8) the skills necessary to apply the scientific method, problem solving and critical thinking techniques to studying the environment and environmental problems and their solutions;
- 9) the ability to critically examine environmental issues and separate scientific conclusions from special interest propaganda;
- 10) the skills to study biomass, ecosystems, food chains, food webs, niches, populations and the way that these systematically change with time and stress;
- 11) an understanding of basic techniques (laboratory and field) used by scientists in determining the health of an ecosystem by carrying out simple experiments used by scientists in characterizing ecosystems and environmental problems; and
- 12) the tools needed to allow him/her to make environmentally sound decisions about the way he/she is going to live his/her life and understand that environmental problems are multi-disciplinary and that, in fact, the non-scientific portion of the problem is normally the most difficult to solve.

General Education Objectives

The content of this course contributes substantially to the first four TECH General Education goals. Specifically, it is a science course where the main content and laboratory experiences include applications and examples of scientific and quantitative reasoning. The materials and approach require students think critically relative to abstract ideas, employ mathematical models, and accomplish scientific experiments. The text and discussions will emphasize the global and interdisciplinary nature of environmental science and the fact that all of us are on this planet together. Thus, ethical perspectives will emerge in the area of thinking and acting globally.

Course Grading and Letter Grade Criteria

Exams (3 of 4)		30%
Proposal/Poster	20%	
Lab Reports and Assignments	30%	
Cumulative final exam	20%	
		100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

- A: Excellent work 90.0% and above
- B: Good work 80.0% to 89.99%
- C: Acceptable or Average 70.0% to 79.99%
- D: Marginal work 60.0% to 69.99%

A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

0: Blank or completely incorrect. Your written work does not address the question asked

1: Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary

2: Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.

3: Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.

4: Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

5: Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Three of the four in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. **There will be no make-up exams.** Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams. Late assignments will lose one grade level (10%) per day, and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

Policies: Attendance, Cheating and Plagiarism

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! All students are expected to read, download, and complete all assignments posted on the courses web page. All assignments will be collected on the due dates as announced in class and/or posted on Blackboard. Extensions must be prearranged and cleared by the instructor in advance. Late assignments will lose one grade level (10%) per day and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see page 62, 2003-2004 Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F. There are 58 scheduled lecture days and 13 laboratory days, therefore, your first 6 absences will result in a zero for the projects for that day only (quiz, exam, assignment, etc...), but the 7th absence will result in failure for the course.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.

Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performances at any time throughout the semester please do not hesitate to contact me.

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

Course Content and Important Dates

Week	Date		Reading
1	Aug 24	Classes begin, introduction to course and syllabus	
	26	History and introduction to globalization	Chapter 1
2	29	Economics and politics	Chapter 2
	30	Lab #1	
	31	Scientific method and introduction to chemistry	Chapters 26, 27, 28
	Sept 2	Energy	Chapter 3
	6	Lab #2, Assignment #1 due	
3	7	Earth support system and biogeochemistry	Chapter 4
	9	More biogeochemistry	
4	12	Finish biogeochemistry	
	13	Lab #3, Assignment #2 due	
	14	Evolution	Chapter 5
	16	Review for exam	
5	19	Exam I	
	20	Lab #4	
	21	Weather and introduction to ecology	Chapter 6
	23	Symbiosis and biodiversity	Chapter 7
6	26	Energy flow in ecosystems	Chapter 8
	27	Lab #5, Assignment #3 due	
	28	Net primary productivity	Chapter 9
	30	Aquatic ecology	Chapter 22
7	Oct 3	Community ecology	Chapter 23
	4	Lab #6, Assignment #4 due	
	5	Competition, and R-K strategies, Proposal due	Chapter 24
	7	Conservation and biodiversity	
8	10	Review for exam	

	11	Lab #6 continued, Assignment #5 due	
	12	Exam II	
	14	Human population	Chapter 12
9	17	Urbanization	Chapter 25
	18	Lab #7, Assignment #6 due	
	19	Food resources	Chapter 13
	21	Water resources	Chapter 14
10	24	Geology and soil	Chapter 10
	25	Lab #8, Assignment #7 due	
	26	Energy resources	Chapter 15
	28	Energy continued	Chapter 16
11	31	Energy continued	
	Nov 1	Lab #9, Assignment #8 due	
	2	Review for exam	
	4	Exam III	
12	7	Risk	Chapter 11
	8	Lab #9 continued	
	9	Air pollution	Chapter 17
	11	Climate change and ozone	Chapter 18
13	14	Video	
	15	Discussion or field trip, Assignment #9 due	
	16	Video continued	
	18	Water pollution	Chapter 19
14	21	Pesticides	Chapter 20
	22	Discussion or field trip	
15	28	Solid and hazardous waste	Chapter 21
	30	Review for exam	
	Dec 2	Exam IV	
16	5	Flex Day	
	6	Poster session, essay due	
	7	Review for final	
	9	Reading day	
	Finals Dec 12-16	FINAL EXAM As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hours</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Charles Gagen</i>	<i>Charlie Gagen</i>	<i>10/12/09</i>
Dean <i>Dr. Richard Cohen</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hours Zoology</i>	<i>(B102)</i>	Course Number: <i>2144</i>
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours Zoology</i>		
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring odd years</i>	
Is this course repeatable? Y <input checked="" type="checkbox"/> N	How many times?	
Does this course require a fee? <i>Yes</i>	How much? <i>\$10⁰⁰ or same as Gen Ed Biol courses</i>	Type of fee? <i>Lab</i>

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to the Univ Honors program or permission of the instructor*

Co-requisites:

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

Classroom and laboratory

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

General Education Assessment criteria; University Honors Assessment Criteria.

How will the effect of the change be monitored?

By the Head of the Biology Department and the Director of University Honors.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Creating a Zoology course for Honors students will allow the Honors designation to appear on transcripts.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Honors Zoology – Proposed Course Syllabus

BIOL 2144

Spring Odd Years

Arkansas Tech University

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, eric.lovely@atu.edu)

Office hours: M W F 10:00-11:00, W F 3:00-5:00, Tues 10:00-11:00 and 1:00-5:00

Catalog Description

Prerequisite: Admission to the Tech Honors Program or permission of the Instructor. An honors course which includes a survey of the major animal phyla: morphology, physiology, and natural history. The presentation will foster rational inquiry, critical thinking, and analytical skills in general and specifically toward discussions of evolution and associated implications for world views. Duplicate credit for BIOL 2124 and 2144 will not be allowed. Lecture 3 hours & lab 2 hours.

Required Texts

- 1) Cleveland P. Hickman, Jr., Larry S. Roberts, Allan Larson, and Helen I'Anson. 2004. *Integrated Principles of Zoology: 13th Edition*
- 2) Lovely and Tedford. 2006. *Principles of Zoology Laboratory Workbook*

Bibliography

- 3) Chiras, D.D. 1994. *Study Skills for Science Students* (on reserve in library)
- 4) Digital Zoology CD-ROM (on reserve in library)

Justification/Rationale

This course is required for students majoring in biology or fisheries and wildlife science and it serves a general education science selection for other majors. It provides familiarity with a broad spectrum of zoological terms and concepts to serve as a foundation for students pursuing more advanced biological and especially zoological courses. The emphasis is on evolutionary relationships among animals and form and function of vertebrate systems.

Course Objectives

Upon completion of this course, students should be able to:

1. Outline major stages in embryonic development including germ layers and coelom formation.
2. Categorize five major groups of vertebrate tissue and describe their structure.
3. Use specific examples in many animal phyla to describe the evolutionary development of more complex digestive systems in the kingdom Animalia.
4. Draw and label cross-sectional and longitudinal structure of the vertebrate digestive system.
5. List digestive enzymes, their sources, and functions.
6. Outline the general structure and function of the excretory system for vertebrates from nephron to urethra.
7. Use specific examples in many animal phyla to describe the evolutionary development of more complex excretory and osmoregulatory systems in the kingdom Animalia.
8. Use specific examples in many animal phyla to describe the evolutionary development of a variety of respiratory systems exhibited by members of the kingdom Animalia.
9. Use specific examples in many animal phyla to describe the evolutionary development of more complex circulatory systems in the kingdom Animalia.
10. Outline the general structure and function of the vertebrate circulatory systems (2, 3, and 4 chamber hearts).
11. Draw and label the skeletal system of vertebrates and list major functions.
12. Explain the nature of nerve impulses and identify the structure and function of sensory organs.
13. Use specific examples in many animal phyla to describe the evolutionary development of more complex nervous/sensory systems in the kingdom Animalia.
14. List hormones and their actions for the major endocrine organs.
15. Explain the roles of FSH, LH, estrogen, and progesterone in the female reproductive cycle.
16. Use specific examples in many animal phyla to outline the diversity of reproductive systems in the kingdom Animalia.
17. Identify the evolutionary novelty(ies) which contributed most the success of each of the animal phyla covered, to include Porifera, Cnidaria, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata, and Chordata.
18. Use specific examples in many animal phyla to outline the wide diversity of feeding strategies in the kingdom Animalia.
19. Provide the phylum and common name for specimens that represent the wide diversity found in kingdom Animalia.
20. Use specific structural characteristics to distinguish among all extant vertebrate classes and explain evolutionary relationships.
21. Show the relevance of the Hardy-Weinberg principle to evolution.
22. Show the relevance of natural selection to speciation.
23. Understand the scientific method, and be able to cite characteristics that distinguish scientific explanations and theories from religious and philosophical beliefs.

Meeting these objectives will enable students who earn degrees at Arkansas Tech University to better comprehend the basic principles, philosophy, and methodology of science and the influence of science on society. Upon successful completion of this course will also enhance the listening, reading, and writing skills of students and improve their competence in reasoning and handling abstract ideas.

Course Grading and Letter Grade Criteria

Exams (2 of 3)	50%
Laboratory performance	25%
Cumulative final exam	25%
	100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

- A: Excellent work 90.0% and above
 - B: Good work 80.0% to 89.99%
 - C: Acceptable or Average 70.0% to 79.99%
 - D: Marginal work 60.0% to 69.99%
- A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

- 0:** Blank or completely incorrect. Your written work does not address the question asked
- 1:** Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary
- 2:** Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.
- 3:** Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.
- 4:** Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.
- 5:** Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Two of the three in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. There will be no make-up exams. Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams.

This is an Honors Course

This is an honors course which will include the same course content as BIOL 2124. It is not designed to be more difficult; however, in keeping with the Honors Program goals, it should provide the "challenging atmosphere of small, innovative Honors classes specially designed to foster rational inquiry, critical thinking, and analytical skills". Differences between this course and Principles of Zoology (BIOL 2124) include the following:

- 1) Additional time will be spent in discussion of evolution. While evolution is not controversial among biologists, it is often viewed as controversial among the general public. We will take more time to discuss this issue and the implications of world views than in BIOL 2124.
- 2) Exams will include multiple choice questions and essays just as in BIOL 2124; however, most exams will include additional essays designed to give students an opportunity to express critical thinking and analytical skills.

Due to the increased emphasis on discussions and because coverage includes all the course content in BIOL 2124, students may be asked to master more exam material outside of the lectures and labs. For example, reading the textbook is not only suggested, but required. Students are also expected to study the PowerPoint lectures entirely even if they are not reviewed completely during class time.

Policies: Attendance, Cheating and Plagiarism

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! Extensions must be prearranged and cleared by the instructor in advance.

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see relevant sections of the Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.

Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performance at any time throughout the semester do not hesitate to contact me. The course web page can be found at <http://eric-lovely.pageout.net>

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

How to do well:

- 1) Read the text before lectures!
- 2) Take good notes; even if I'm not writing things down you probably should be!
- 3) Read the text after lectures!
- 4) Read the text; some concepts not covered extensively in lecture will become clearer.
- 5) Learn the vocabulary; this will help you understand many of the concepts, there is a glossary in the back of your text.
- 6) Read the chapter reviews and summaries; if you don't understand them, go back and reread the section you don't understand. If you still have a problem - SEE ME or a tutor.
- 7) You must understand that there is no easy or simple way to learn all of the material in this course; it takes effort!
- 8) Plan your schedule, don't let deadlines and "emergencies" run your life; set up times that you can spend on each course, for hobbies, social events, etc.; take control of your time, plan ahead!

What grade should you expect?

Grades reflect both effort and achievement, not effort alone.

The "A" Student is an outstanding student

Attendance - "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation - "A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally catch the teacher in a mistake.

Curiosity - "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

Retention - "A" students have retentive minds. They are able to connect past learning with the present. They bring a background to the class (For this class that means that they have had a good biology course within the past 5 to 8 years, and did well in that class).

Attitude - "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent - "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment - or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

Results - "A" students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade. "A" students typically do not work more than 20 hours per week, are not usually fatigued, and know how to plan their time.

The "C" student is an average or typical student

Attendance - "C" students miss class frequently. They put other priorities ahead of their academic work. In some cases, their health or constant fatigue renders them physically unable to keep up with the demands of high-level performance.

Preparation - "C" students prepare their assignments consistently but in a perfunctory manner. Their work may be sloppy or careless. At time, it is incomplete, done last minute, or late.

Attitude - "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

The average student is expected to put in two hours out of class for every hour of class; if you are a weak student you may have to put in substantially more. That means that during a semester, the average student taking a load of 15 hours is expected to put in 45 hours per week for coursework. If a student cannot put in this time because he or she is working full-time or have other responsibilities, the average student can expect a grade of less than a C.

Parts of this are from Williams, J. H. 1994. "The Teaching Professor" Volume 7(7)

Important Dates

Jan	16	Classes begin
Mar	26 through	April 1 Spring Break
Apr	20	Last day to drop with a W
May	3	Last day of classes
May	4	Reading day
May	7-11	Finals week

Tentative Schedule For Honors Zoology			
Week	Date		Reading
1	Jan 17	Course Orientation and Evidence of Evolution	
	19	Microevolution / Macroevolution	Chapter 1
2	22	Homology	Chapter 6
	24	Phylogeny and Classification	Chapter 10
	26	Kingdom Protista- Unicellular organisms	Chapter 11
3	29	Protozoa continued	
	31	Porifera	Chapter 12
	Feb 2	Porifera continued and Cnidaria	Chapter 13
4	5	Cnidaria continued	
	7	Cnidaria continued and Review	
	9	Exam I	
5	12	Platyhelminthes and other Acoelomates	Chapter 14
	14	Platyhelminthes continued	
	16	Platyhelminthes continued	
6	19	Pseudocoelomates	Chapter 15
	21	Pseudocoelomates continued	
	23	Nematodes	
7	26	Mollusca	Chapter 16
	28	Mollusca continued	
	March 2	Annelida	Chapter 17
8	5	Annelida continued	
	7	Exam II	
	9	Arthropoda I - Chelicerates	Chapter 18
9	12	Arthropoda II - Crustacea	Chapter 19
	14	Arthropoda III - Insecta & Myriapoda	Chapter 20
	16	Arthropoda IV - Insecta & Myriapoda continued	
10	19	Lophophorates -- animals of uncertain relationship	Chapter 21
	21	Echinodermata	Chapter 22
	23	Non-vertebrate Chordates	Chapter 23
11	April 2	Non-vertebrate Chordates	
	4	Fish and Amphibians	Chapters 24, 25
	6	"Reptiles" and Birds	Chapter 26, 27
12	9	Mammals and Review	Chapter 28
	11	Exam III	
	13	Integumentary and Skeletal Systems	Chapter 29
13	16	Muscles, Digestion, & Nutrition	Chapter 32
	18	Respiration and Circulatory System	Chapter 31
	20	Excretory System	Chapter 30
14	23	Osmotic Regulation	
	25	Nervous System	Chapter 33
	27	Sensory Systems and Chemical Coordination	Chapter 34
15	30	Reproduction	Chapter 7
	May 2	Development	Chapter 8
	4	Reading Day	
	Finals May 7-11	FINAL EXAM As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

Honors Zoology, BIOL 2144
Tentative Schedule of Laboratory Topics

Week	Date	Topic	Reading
1	Jan 19	Animal Architecture and Classification	Chapter 9, 10
2	26	Porifera & Cnidaria	Chapters 12, 13
3	Feb 1	Platyhelminthes & Pseudocoelomates	Chapters 14, 15
4	8	Mollusca	Chapter 16
5	15	Annelida	Chapter 17
6	22	Arthropoda	Chapters 18, 19, 20
7	March 1	Echinodermata and Protochordates	Chapter 22, 23
8	8	Chordata I – Non-amniote Vertebrates	Chapters 24, 25
9	15	Chordata II– Amniote Vertebrates	Chapters 26, 27, 28
10	22	Mammalian External Landmarks, Skeletal & Muscular Systems	Chapter 29
11	April 5	Mammalian Digestive System & Accessory Organs	Chapter 32
12	12	Mammalian Respiratory System & Heart	Chapter 31
13	19	Mammalian Circulatory System	
14	26	Mammalian Excretory & Reproductive Systems	Chapters 30, 7, 8
15	May 3	Mammalian Nervous System & Special Senses	Chapter 33

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ Hours</i>	<i>[Signature]</i>	<i>10/9/09</i>
Department Head <i>Dr. Pam Cull</i>	<i>[Signature]</i>	<i>10/12/09</i>
Dean <i>Dr. Tom Tyler</i>	<i>[Signature]</i>	<i>10/13/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Chalas</i>	<i>[Signature]</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

ECON

Course Subject: <i>Hours Principles of Economics I</i>	Course Number: <i>2103</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours Principles of Economics I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every year (Fall)</i>
Is this course repeatable? <i>Y/N</i> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <i>Admission to University</i>	Co-requisites:
<i>Hours or permission of Honors Director</i>	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
<i>None.</i>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
<i>No</i>	
How does this proposal support the University Mission?	
<i>This proposal will support the continuing development of the University Honors program.</i>	
What assessment information is being used to support this proposal?	
<i>Assessment criteria for General Education; criteria for Univ. Honors assessment.</i>	
How will the effect of the change be monitored?	
<i>By the Head of Accounting and Learning and the Director of University Honors.</i>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.	
<i>Creation of an Honors Principles of Learning I will allow the Honors designation to appear on transcripts.</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

2103
ECON 2003 HO1
Principles of Economics I
Fall 2008

Course Description:

Macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary economics, and international economics.

Prerequisites:

None

Instructor Information:

Name:	Richard S. Smith	Office Hours:	10:00-11:00 MWF
Office:	Corley 223		1:30-3:30 MW
Phone:	968-0613		11:00-12:00 TR
			2:30-3:30 TR
			and by appointment
E-Mail:	rsmith@atu.edu		

Textbook and Instructional Materials:

Required: McConnell, Campbell R. and Brue, Stanley L., Economics, seventeenth edition, 2007, McGraw-Hill Higher Education.

Recommended: Walsted, William B., Study Guide to accompany McConnell and Brue, Economics, seventeenth edition, McGraw-Hill Higher Education.

Course Justification:

The course provides students with the tools of economic thinking and foundation knowledge of macroeconomic concepts, theories and institutions.

General Education Objectives Met by Course:

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and ongoing evolution of the American economic system.

Course Objectives:

1. To understand the basic economic concept of scarcity and its relationship to resource allocation and the market economy.
2. To understand the nature and causes of unemployment and inflation, the two basic macroeconomic problems.
3. To understand, measure, and evaluate the major components of a macroeconomic system - households, business, government, and the foreign sector.
4. To understand the basic function of the U.S. monetary system and its relationship to the level of real output and inflation.
5. To gain the ability to objectively evaluate economic proposals.

Course Content:

See attached calendar.

Examinations and Evaluation:

The grading system will incorporate a curve, both for individual exams and for the final course grade. Exams will be multiple choice or true-false. The ability to solve mathematical problems graphically and algebraically will be necessary.

The component grade weights will be as follows:

1. Pop quizzes	16.67%
2. 3 midterms @ 16.67% each	50.00%
3. Comprehensive final exam	<u>33.33%</u>
Total	100.00%

Class Policies and Procedures:

A seating chart will be used for attendance purposes and in order for me to learn your names more quickly. Please choose the seat you wish to keep for the semester at the second class meeting.

Regular attendance is expected. Individuals with irregular attendance will not receive the intended benefits of the course and their final grade will almost certainly reflect this. Extreme cases of absenteeism (i.e., more than 8 absences) may result in your being dropped from the class with a grade of "F".

If you must leave class early, please inform me before class. Otherwise if you come to class, **you will be expected to remain for the entire class.** If you leave before the end of class, I will convert your highest quiz score to a "0". In the event that this occurs before you have taken any quizzes, you will receive a "0" on the next quiz you take. You may take restroom breaks as needed.

Teaching Methods:

Due to the larger class size and the introductory nature of the material, this will be primarily a lecture course supported by class questions and discussion. However, more emphasis will be placed on class discussion in this honors section, particularly regarding the economic ramifications of current events.

Oral/Written Communication:

Questions can be asked of the instructor in person or by e-mail. Class discussion will provide practice in oral communication skills. Little emphasis is placed on written communication skills in the course itself.

Library Use:

Economic issues are important to almost every facet of our lives. Consequently, much of the class discussion will involve current events. Information on these events may readily be gained by using the periodicals room at the library, by diligently watching the televised news, and by accessing the World Wide Web.

Required Computer Applications:

Computer usage is not required. However, computer literacy will open up many avenues for researching economic (and all other) issues.

Global Content:

It will be shown early in the course that economic relationships are universal rather than national in scope. International economic dependence and interdependence will be discussed at various points in the course.

Ethics Content:

Economic efficiency implicitly assumes the presence of ethical (but not necessarily equitable) behavior. It will be demonstrated that unethical behavior will result in a less-than-perfectly efficient allocation of society's scarce resources.

Diversity Content:

Diversity will be examined by exploring the degree and cause of relative economic standing of various demographic groups.

Econ 2003
Principles of Economics I (Macroeconomics)
Fall 2009

Course Description:

This course includes macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary policy, and international economics.

Prerequisites:

Working knowledge of basic algebra.

Instructor:

Dr. Marc Fusaro

Office: 212 Corley Hall

Phone: 968-0688

e-mail: mfusaro@atu.edu

Office Hours: MWF 8:30 – 9:00

MWF 10:00 – 11:00

MWF 1:30 – 2:00

TR 8:30 – 9:30

TR 11:00 – 12:00

Text:

Mankiw, N. Gregory, *Principles of Economics*, 5th edition, South-Western Cengage Learning, 2009.

Course Justification:

The course provides students with the tools of economic thinking and a foundation in knowledge about economic concepts, theories, and institutions.

General Education Objectives Met by the Course:

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and change of the American economic system.

Evaluation:

Evaluations will be based on 3 midterm exams, a final exam, and unannounced quizzes. The final exam is **cumulative**. Also, bonus points are given for successful participation in various classroom games and for any student who brings a news article to class that illustrates class material. Each of the five components are normalized on a bell curve. Then letter grades are calculated from the weighted averages using the weights (percentages) provided below. Thus your grade will be determined based on your performance relative to your classmates.

	Weight	Date
Exam 1	15%	February 10
Exam 2	20%	March 26
Exam 3	15%	April 21
Final Exam	25%	May 7 11–1:30
Quizzes	25%	Periodically

Course Objectives:

1. To gain historical, theoretical, and practical knowledge about how a market system functions.
2. To demonstrate an understanding of a market system by applying knowledge to selected problems and policy issues.
3. To evaluate economic issues in a global context.
4. To improve thinking skills.

Class Policies and Procedures:

Attendance Class attendance is a critical part of the learning process. Consequently class attendance is expected unless you have a good excuse. I will take attendance each class at a time which is convenient to me. If you are not in class at that time you will be counted as absent.

Extra Credit There are *only* two ways to earn extra credit. The first is through participation in frequent classroom games. The second is to bring to class an article from a legitimate news source which is relevant to any topic covered in the class. You will be asked to summarize the article and explain why the article is relevant to course content.

Quizzes There will be ten in class quizzes. Each quiz consists of one multiple choice question and a problem from the chapter or class notes, usually where you show your answer on a graph. Because many quiz questions are taken from past exams reviewing quiz answers is crucial to success in the class.

Final Exam The final exam is optional for those students who have taken all of the quizzes (one excused missed quiz is allowed). For such students their two best exams replace the final exam. This is NOT AUTOMATIC; further conditions will be announced in class the last week of class.

Returned Exams and Quizzes In such a large class I make mistakes. Occasionally I fail to record a quiz or record the grade in error. If I fail to record your quiz grade and we discover a discrepancy you need to bring the quiz to me so I can fix my grade book. Therefore, it is your responsibility to keep your returned quizzes until the end of the semester. Further, if I return the quizzes and you do not get yours, it is your responsibility to inform me that your quiz is missing on the day I return the quizzes. After that it is too late.

Course Outline

0. Introduction

<u>Aug 19, 21, 24 & 26</u>	Introduction to Economics	Chs 1 & 2
<u>Apr 28, 31 & Sept 2, 4</u>	The Gains from Trade	Chs 3 & 9
<u>Sept 9, 11, 14 & 16</u>	Supply and Demand	Chs 4 & 33
<u>Sept 23</u>	First Exam covering Chapters 1, 2, 3, 4, 9 & 33	

I. Investing for the Future

<u>Sept 18, 21, 25 & 28</u>	Output and Employment	Chs 23 & 28
<u>Sept 30 & Oct 2, 5, 7</u>	Economic Growth	Ch 25
<u>Oct 9, 12, 14 & 16</u>	Investment and Savings	Ch 26
<u>Oct 23</u>	Second Exam covering Chapters 23, 25, 26 & 28	

II. Money & the Economy

<u>Oct 19, 21, 26 & 28</u>	Inflation	Ch 24
<u>Oct 30 & Nov 2, 4, 6</u>	The Monetary System	Ch 29
<u>Nov 9, 11, 13 & 16</u>	Monetary Policy & Inflation	Ch 30
<u>Nov 23</u>	Third Exam covering Chapters 24, 29, & 30	

III. The Government & the Economy

<u>Nov 18, 20, 30, Dec 2, 4</u>	Fiscal Policy	Ch 34 & (5 & 8)
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Content Coverage:

Ethics Content: Integrated throughout the course, e.g., alternatives to price rationing (“scalping”, black market, etc.), monopolies, taxes, agency problems, medical and health care costs.

Global Content: Cover Chapters 3 (Interdependence and the Gains from Trade), 9 (Application: International Trade), 25 (Production and Growth). Integrated throughout the course, e.g., “FYI” and “In The News” throughout the book.

Political: Politics are discussed relative to their effects on taxes, interest rates, regulations, capital regulation, budget and trade deficit, risk, and international economics.

Legal/Regulatory: Regulatory bodies such as the SEC (Securities Exchange Commission), NYSE (New York Stock Exchange), and Fed (Federal Reserve Bank) are discussed. Different government effects on businesses and economics are covered.

Social: A major topic covered is the “agency problem” (or principal/agent problem) in economics and business.

Environmental: Discussion of pollution (for example) as a cost saving strategy in economics and business is offset by the loss of goodwill in the community/society. This is emphasized in international/ developing nations

Technological: Changes in economics and business due to changing technology are covered.

Demographic Diversity: The need to be open and adapt is mainly addressed in the “international” chapters.

Process Coverage:

Oral/Written Communications: Every exam has an essay question on current events. For extra credit, the student discusses a current event along with its economic, financial, and business implications.

Required Computer Applications: We make use of the WWW.

Library Use: Current events are discussed frequently.

Problem Solving: Every exam has a number of numerical problems, which must be solved. (These are all “word problems” rather than set-up calculations.)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hours</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Carl Tucker</i>	<i>Carl Tucker</i>	<i>10/12/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

ENGL

Course Subject: <i>Hours World Literature</i>	Course Number: <i>2023</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours World Literature</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring odd years)</i>
Is this course repeatable? Y / <input checked="" type="checkbox"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <i>or permission of Honors director</i> <i>Engl 1043 or equivalent</i>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <i>No</i>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <i>No</i>	
How does this proposal support the University Mission? <i>This proposal will support the continuing development of the University Honors program.</i>	
What assessment information is being used to support this proposal? <i>General Education Assessment criteria; University Honors Assessment Criteria.</i>	
How will the effect of the change be monitored? <i>By the Head of the English Department and the Director of University Honors.</i>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. <i>Creating an Honors World Lit course will allow the Honors designation to appear on transcripts and will allow further development for Honors students.</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Course number, title and catalog description

Engl 2023: Honors World Literature

Prerequisite: successful completion of ENGL 1013 or ENGL 1043 and admission to the Tech Honors Program or permission of the Honors Program Director. An honors course that explores significant authors and themes in world literature. ENGL 2023 may be used to fulfill the general education humanities requirement.

Course Objective

1. Introduce students to significant author and themes in world literature.
2. Broaden students appreciation for global culture.
3. Improve students critical reading and writing skills.

Course Outline

Texts:

- Achebe, Chinua. *Things Fall Apart*. Anchor Books, 1958.
Brown, Alan. *Audrey Hepburn's Neck*, Washington Square Press, 1996.
Kanafani, Ghassan. *Men in the Sun*. Lynne Riemer Publishers, 1963.
Lindsay, Joan. *Picnic at Hanging Rock*, Buccaneer Books, 1967.
MacLaverty, Bernard. *Cal*. W. W. Norton & Co., 1983.
Ondaatje, Michael. *The English Patient*, Vintage Books, 1992.
Oz, Amos. *A Perfect Peace*. Harcourt, Inc., 1982.

SCHEDULE:

Week 1	1/17	Introduction to course
Week 2	1/22 & 1/24	Chinua Achebe (Nigeria) Monday: Part One, Chapters 4-7 (3-62) Quiz 1 Wednesday: Part One, Chapters 8-11 (63-109)
Week 3	1/29 & 1/31	Chinua Achebe Monday: Part One, Chapters 12-13, Part Two, Chapters 14-18 (110-161) Quiz 2 Wednesday: Finish novel
Week 4	2/5 & 2/7	Joan Lindsay (Australia)

		Monday: Chapters 1-5 (1-64) Wednesday: Chapters 6-8 (65-106)	Quiz 3
Week 5	2/12 & 2/14	Joan Lindsay	
		Monday: Chapters 9-14 (107-181) Wednesday: Finish novel	Quiz 4
Week 6	2/19 & 2/21	Bernard MacLaverty (Ireland)	
		Monday: Frank O'Connor, "Guests of the Nation" Wednesday: <i>Cal</i> , Parts One & Two (7-56)	Quiz 5
Week 7	2/26 & 2/28	Bernard MacLaverty	
		Monday: Parts 3 & 4 (57-121) Wednesday: Finish novel	Quiz 6
Week 8	3/5 & 3/7	Michael Ondaatje (Canada)	
		Monday: Chapters 1-2 (1-65) Wednesday: Chapter 3 (69-131)	Quiz 7
Week 9	3/12 & 3/14	Michael Ondaatje	
		Monday: Chapters 4-8 (133-224) Wednesday: Finish novel	Quiz 8
Week 10	3/19 & 3/21	Ghassan Kanafani (Palestinian)	Quiz 9

Reading schedule to be announced

SPRING BREAK

Week 11	4/2 & 4/4	Amos Oz (Israel)	
		Reading schedule to be announced	Quiz 10
Week 12	4/9 & 4/11	Amos Oz	
Week 13	4/16 & 4/18	Alan Brown (USA)	
		Monday: Yukio Mishima, "Patriotism" Wednesday: <i>Audrey Hepburn's Neck</i> ,	

(1-54)

Quiz 11

Week 14 4/23 & 4/25

Alan Brown

Monday: (55-166)

Wednesday: (167-198)

Week 15 4/30 & 5/2

Alan Brown

Monday: (199-232)

Wednesday: (233-290)

Quiz 12

Assessment:

QUIZZES: These are 10 questions short-answer or multiple choice reading quizzes, given at the beginning of class.

FINAL EXAM: This will be a short answer test given during exam week.

WRITTEN EXERCISES: Students will write 4 short papers, following the MLA format, for this class.

ORAL REPORT: Students will sign up for a research topic related to one of our Readings and present an informal (roughly 10 minute) report to the class.

Reading Quizzes	30%
Final Exam	10%
Attendance and Participation	15%
Written Exercises (4)	40%
Oral Report	5%

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Honors</i>	<i>[Signature]</i>	<i>10/9/09</i>
Department Head <i>Dr. Jeff Robertson</i>	<i>[Signature]</i>	<i>2009 Oct 12</i>
Dean <i>Dr. Richard Chan</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>[Signature]</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

PHSC

Course Subject: <i>Honors Introduction to Physical Science</i>	Course Number: <i>1033/1031</i>
Cross-listed with Subject:	Course Number:
Official Title (limited to 30 characters including spaces): <i>Honors Introduction to Physical Science</i>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring even years</i>
Is this course repeatable? <i>Y</i> / <input checked="" type="radio"/> <i>N</i> How many times?	
Does this course require a fee? <i>Yes</i>	How much? Type of fee? <i>\$10 lab fee</i> <i>Lab</i> <i>or same as</i> <i>Gen Ed Phys</i> <i>Science courses</i>

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University* Co-requisites:

Honors or permission of instructor

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

Classroom and laboratory

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

Assessment criteria; University Honors Assessment criteria. General Education

How will the effect of the change be monitored?

By the Head of the Dept. of Physical Sciences and the Director of University Honors.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Creation of an Honors Intro to Physical Science course will enable the Honors designation to appear on transcripts.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

PHYS 1013 Honors
Introduction to Physical Science
Spring 2010

Instructor:

Jim Musser
Office: McEver 12
Phone: 968-0361
Email: jmusser@atu.edu

Office Hours:

Catalog's Course Description:

An introduction to the natural laws governing the physical world, with emphasis upon the discovery and development of these laws and their effect upon man. Specific topics are selected from disciplines of physics, chemistry, astronomy, geology, and meteorology.

Honors Section:

Honors students are guided to derive physical principles based on natural phenomena and then challenged to apply those principles to new situations. The honors section relies heavily on inquiry, collaboration and experimentation (including testable thought experiments*). Creativity and critical evaluation are both encouraged in the process.

Prerequisites:

Mastery of basic math skills is a requirement for success in any science course.

* By testable thought experiments, I mean experiments conceived by students that are beyond their means to conduct, for which there is a reasonable expectation that the data from such an experiment is publicly available.

Text:

An Introduction to Physical Science, 12th Ed. by James T. Shipman,
Jerry D. Wilson and Aaron W. Todd

Instructor's Course Methodology Description:

Every academic endeavor requires the acquisition of information, the development of skills and the understanding of concepts. The first two can be achieved utilizing learning techniques mastered by most university students. Conceptual understanding is more elusive. The scientific process of employing mental discipline to systematically investigate a concept intellectually is within itself a challenging concept. This course is designed to guide students in this scientific process. **AS SUCH, CLASS TIME WILL PRIMARILY BE USED TO DEVELOP CONCEPTUAL UNDERSTANDING RATHER THAN DISSEMINATE INFORMATION. [IT IS THE STUDENT'S RESPONSIBILITY TO READ AND REVIEW THE MATERIAL IN THE TEXT.]** Classroom activities include,

- mini-lectures,
- demonstrations,
- question/discussion sessions,
- problem solving exercises
- and assessments.

Academic Etiquette:

Each member of the university community is expected to contribute to a positive educational environment by showing respect for others and pursuing their studies with high standards of academic integrity. Note the following policies in addition to the information presented in the Student Handbook:

- Be present and ready for class at the scheduled time.
- Be supportive of your classmates.

email:

Information concerning the class will occasionally be sent to Tech email accounts. Students are expected to check their Tech email accounts regularly.

Blackboard:

This course uses the blackboard learning system. Announcements, assignments and notes are posted on a regular basis. In addition, a discussion forum is provided for student communication (ie. discussion of course material and coordination of study groups). Blackboard can be accessed at <http://blackboard.atu.edu>

Assessment:

The course grade will be calculated as a number between 0 and 100 and given a letter grade according to the scale given.

90 - 100	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

Contributions to the grade come from each of the following categories according to the percentages given.

Exercises	25%
Exams	60%
Final Exam	15%

Exercises - Students will engage in various learning exercises, such as homework, quizzes, demonstrations, discussions, group problem solving. The exercise grade will reflect both quality of work and participation.

Attendance - Attendance at all classes is mandatory. Absences that result from participation in officially sanctioned ATU activities will not count against a student IF the instructor has received appropriate documentation AND the student has completed the required work. In accordance with ATU policies, a student may be dropped from the course with an "F" due to excessive non-sanctioned absences.

Tardiness - Classes will start at the scheduled time. Repeated tardiness may contribute to recorded absences.

Exams - Regular exams will be administered throughout the semester.
An outline is included at the end of the syllabus.

Final Exam - The final exam is a comprehensive exam that focuses on major concepts.

Tentative Course Outline:

<u>Topic</u>	<u>Chapter</u>
Science and Knowing	1
Physics	2-5
Test I	
Building Blocks I	9,11
Chemistry	12-14
Nuclear Physics	10
Building Blocks II	Extra
Test II	
Astronomy	15-18
Geology	19-24
Test III	

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins</i>	<i>[Signature]</i>	<i>10/14/09</i>
Department Head <i>Dr. M. Turner</i>	<i>M. Turner (by write permission)</i>	<i>10/14/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/14/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Sammy Rhodes</i>	<i>Sammy Rhodes</i>	<i>10/14/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>HIST Horns World Civilization I</i>	Course Number: <i>1543</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Horns World Civilization I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (even years)</i>
Is this course repeatable? Y/N <i>(N)</i>	How many times?
Does this course require a fee? <i>No</i>	How much? Type of fee?

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University* Co-requisites:

Honors or permission of the instructor.

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

By supporting the continuing development of University Honors.

What assessment information is being used to support this proposal?

General Education Assessment criteria and University Honors Assessment criteria.

How will the effect of the change be monitored?

By the Head of the History and Political Science Dept and the Director of University Honors.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Creation of an Honors World Civ I course will allow the Honors designation to appear on transcripts.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Course Description for History 1543 Honors World Civilizations I:

The history of humanity from prehistoric times to the sixteenth century with an emphasis on the critical analysis of primary source documents and the methods by which historians and other scholars interpret historical evidence.

1543

HIST 1503-H01: WORLD CIVILIZATIONS I

Arkansas Tech University - Fall 2008

Mon - Wed - Fri 11:00 - 11:50 Witherspoon 238

Dr. Peter Dykema - Witherspoon 262 - 968-0453 - pdykema@atu.edu

Office Hours: M-W 10 - 11, 2 - 3:30; T-Th 8:20 - 9:15, 2:30 - 3:30; F 10 - 11, 2 - 3;
or by appointment

CATALOG DESCRIPTION, CURRICULUM, AND CONTENT:

- ~~"The history of humanity from prehistoric times to the sixteenth century."~~ (Please see attached)
- Completion of History 1503 constitutes partial fulfillment of the Social Science requirement for the General Education curriculum at Arkansas Tech University.
- This course will introduce aspects of the political, social, cultural, and economic development of human societies from their earliest roots to about 1500 CE. Beginning with the ancient agricultural centers, we will compare parallel traditions (especially religious traditions) and focus on encounters and exchange between societies, ending finally with the powerful cross-cultural interactions of the early modern period. One aspect of our study will be to address why certain human societies have accumulated wealth and gained power while others have not. Another aspect will be to study two leading paradigms for how to order the past in a college survey: the Western Civ approach and the World History approach. The material for our inquiry will be two historical monographs, a graphic novel on the Persian Wars (300), primary source readings, classroom lecture, and lots of discussion.

OBJECTIVES:

- To recognize the interdependent nature of global economic, political, and social institutions and systems and to understand the debate over "Western Civilization" and "World History."
- To gain a basic knowledge of several significant civilizations of Europe, Asia, North Africa and the Americas up to the year 1500 CE; to understand the traditions of each of these civilizations, to understand how these civilizations interacted with one another, and to understand the relative wealth and power of these civilizations.
- To understand the historical development and some basic characteristics of Buddhism, Christianity, and Islam, up to the year 1500 CE.
- To gain proficiency in reading and interpreting primary sources through frequent discussion.
- To gain proficiency in reading and interpreting secondary scholarship.
- To exercise writing skills by managing source evidence and presenting concise essays to support a clear argument.

WEEKLY READING SCHEDULE, ASSIGNMENTS AND LECTURE THEMES

Dr. Dykema reserves the right to amend this schedule if necessary

Introductory Discussions

- Aug 20-22 Introduction and Goals of Course; Our Approach to World History; Globalization and the "Rise of the Rest"
- Read Preface to Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, and be prepared to discuss these questions:
- What is globalization?
 - What do authors mean by "traditions"?
 - What do authors mean by "encounters"?
 - What is their goal/agenda in writing this textbook?
- Note: We will not be using this book this semester, however, it is the textbook I use in my standard world history courses. Thus, it has helped to shape the way I approach world history, and so we read its preface and discuss its approach.
- Read Fareed Zakaria, "The Rise of the Rest," *Newsweek*, May 12, 2008
- Be able to summarize his main argument and the argument in each of his 4 sub-points.
 - Be able to explain to me what all of the underlined sentences mean; be able to continue his points in the underlined sentences.
 - What is your personal reaction to this article? What thoughts or emotions does this article provoke in you as you read it? Is he too easy on Americans and the USA? Too harsh? Do you feel glum? Do you fear the "new world coming into being"? (page 24) Do you feel that America is "closing down" just as the "world is opening up"? (near end of article)

Block One: Comparative, Large-Scale, Long-Term World History – Jared Diamond's *Guns, Germs and Steel: The Fates of Human Societies*

- Aug 25-29 Introduction to Diamond's *Guns, Germs, and Steel*; racism and imperialism in world history
- Read handout, pp. 934-36 of Bentley and Ziegler, *Traditions and Encounters*
 - Read covers, front material, preface, and prologue up to p. 28 (everything up to p. 28) of Jared Diamond, *Guns, Germs, and Steel*.
 - Read Prologue ("Yali's Question") and chapter 1 of *G G & S*
- Sept 3-5 *Guns, Germs, and Steel*, chapters 2-6 (pp. 53-103)
Write 1-page essay on either chapter 2 or 3 of *G G & S* (see assignment handout)
- Sept 8 *G G & S*, chapters 7-8 (pp. 114-56)
- Sept 10 *G G & S*, chapters 9-10 (pp. 157-91)
- Sept 12 *G G & S*, chapters 11-12

- Nov24-Dec1 *Universal Religions in World History*, chapter 4
- Nov 24 Paper due on *Discovering the Global Past*, chapter 5 or 11
- Dec 3-5 The Two Faces of "Holy War": Christians and Muslims, *Discovering the Global Past*, ch. 7
- Dec 8 *Universal Religions in World History*, chapter 5
- Dec 15 **Examination 2** 8:00 - 10:00 a.m.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins</i>	<i>[Signature]</i>	10/14/07
Department Head <i>Dr. Sh. Tague</i>	<i>Sh. Tague (with perm)</i>	10/14/07
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	10/14/07
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Jimmy Rhodes</i>	<i>Jimmy Rhodes</i>	10/14/09
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hours</i> <i>U.S. History I</i>	<i>HIST</i>	Course Number: <i>2043</i>
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hours U.S. History I (The Civil War/ Reconstruction Era)</i>		
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (odd years)</i>	
Is this course repeatable? Y / <input checked="" type="radio"/> N	How many times?	
Does this course require a fee? <i>No</i>	How much?	Type of fee?

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

*Admission to University Honors
or permission of Honors director.*

Co-requisites:

Grading Standard Letter P/F Other (if other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

Assessment of General Education criteria; University Honors Assessment criteria.

How will the effect of the change be monitored?

By the Head of the History and Political Science Department and the Director of University Honors.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Creating an Honors U.S. History I course will allow the Honors designation to appear on transcripts.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

History 2003 - Honors
Section .H01
United States History I
Fall 2009
Arkansas Tech University

INSTRUCTOR Dr. Carey M. Roberts
WPN 239A
968-0449
croberts@atu.edu

Office hours: M-Th, 2:00-3:30 p.m. , F 2-3:00 p.m.
M, F 11:00-11:30 a.m.
TTH. 9:30-12:00 p.m.

Or, by appointment

Contacting Dr. Roberts: It is always preferred that students email me from their ATU webmail account. Voicemail to my office phone is NOT regularly checked

All Arkansas Tech University students are legally required to use their ATU webmail account when communicating to their professors about grades. No email concerning grades or absences will be sent to unauthorized email accounts.

COURSE WEBSITE <http://blackboard.atu.edu>

From here you will access additional course material, your grades, and the course discussion board.

CATALOG DESCRIPTION History 2003 concentrates on the development of the American nation with emphasis upon the winning of independence, the origin of the Constitution, the rise of Jeffersonian Democracy, European influence upon America, Jacksonian Democracy, westward expansion, the emergence of sectionalism, and the Civil War.

REQUIRED TEXT David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (Oxford, 0195069056 or later edition).
Benjamin Franklin *Autobiography*, edited by Lemay.

Additional readings may be posted on Blackboard in the Course Documents area.

SUPPLEMENTAL READING Avery O. Craven, *The Coming of the Civil War*
David H. Fischer, *Albion's Seed: Four British Folkways in America*
Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*
George Dangerfield, *The Awakening of American Nationalism*
Michael Holt, *The American Whigs*
Russell B. Nye, *Society and Culture in America*
Jeffrey Hummel, *Emancipating Slaves, Enslaving Free Men*

GENERAL EDUCATION This course emphasizes several university general education goals including effective communication, critical thinking, and appreciation for the arts and humanities.

WHAT YOU SHOULD LEARN

Students will analyze the cultural, intellectual, political, and economic development of the United States from the colonial period to the Civil War. Of particular interest will be the consolidation of very diverse societies into a composite nation and its ramifications. We will also focus on the creation of the modern American state in relation to global currents in the 18th and 19th centuries. Students will be able to discuss the causes of the American Civil War in terms of sectionalism, slavery, constitutionalism, and economic trends.

Students who receive a grade of "A" typically master all of these concepts and should have an excellent understanding of early American history. Those receiving a "B" master most of these concepts and have an above-average understanding of early American history compared to other college-educated Americans. Students receiving a "C" have not fully mastered these concepts, but should be thoroughly acquainted with them. Students with a "D" have performed poorly in class and have displayed little understanding of these concepts.

This course helps fulfill the general education goals of this university as well as the program goals for numerous majors on campus.

GRADING

Exams (100 points each. 300 total points.)

Three exams will be offered during the semester to test your understanding of class material. The format of the exam includes two blocs of essays, where students will choose to answer one from each bloc. The first bloc covers the readings, the second covers the lectures. Students are strongly encouraged to use all study material and test preparation aids available through Blackboard.

Some tests may be administered online. For any exam administered online, you may use your notes, but you are not allowed to "cut and paste" any information. I expect an original essay response.

For exams administered in class, you are not allowed to use any notes.

All information taken from books, readings, or websites must be properly cited.

Final Exam (200 points)

The final exam will follow the same format as the midterms and will be cumulative (covering the entire course). Consult the final exam schedule for date, time, and location.

Course Discussion (optional)

Each week students may post to the Discussion Board comments or questions covering course material. There is no grade associated with the discussion board, but I find students who actively participate tend to learn more than those student who do not.

Review Essay (100 points)

Students will write a four page essay (1000 words) reviewing Benjamin Franklin's *Autobiography*. Special attention should be paid to what Franklin believes is the secret to life-long success and what this tells us about the emergence of American identity in the late 18th and early 19th century.

The essay should be written using a common font, third-person narrative, and proper grammar.

Grade Distribution

Total of 600 points.

- A Mastery of 90% or more of the course material
- B Mastery of 80-89% of the course material
- C Mastery of 70-79% of the course material
- D Mastery of 60-69% of the course material
- F Failure to master at least 60% of the course material.

Please note that final grades are not based upon a student's standing vis-à-vis other students in the course.

Students should periodically check their grades using Blackboard.

STUDY GUIDES Study Guide

A study guide for the lectures is available on the course Blackboard page under the "Course Documents" area. The class schedule at the end of this syllabus also provides study questions.

Students may also post their own study guides to the course Discussion Board.

ACADEMIC POLICIES

Students are required to attend each class meeting. My experience is that student performance is directly proportional to the amount of attendance. Students are also asked to dress appropriately so as not to distract other students.

During exam times, please do not bring notes or books to class. If you must do so, you will be asked to place them away from your desk. **Do not wear hats or caps during exam time.** You will not be allowed to leave the room before finishing the test.

If your exam is taken online, you are never to use notes, books, or the internet to complete the test unless specifically asked to do so by the instructor.

Punishment for cheating will be swift and severe. The professor reserves the right to fail a student for any instance of cheating and/or give an "F" for the assignment in question.

Plagiarism is a serious offense and constitutes stealing the ideas of other people. All material quoted or **paraphrased** must be properly cited. If you have any questions, please contact me immediately.

Makeups:

Make-up exams are **not** offered for this course. Students with excused absences for exams may substitute their final exam grade for what they missed. Excused absences are limited to the following: illness with a doctor's excuse, death in the immediate family, illness of a child with a doctor's excuse, military service, and school-sponsored activities with a written excuse. Students are allowed to makeup only **ONE** missed exam unless they are participating in a university sponsored activity.

**GUIDE TO THE
COURSE
WEBPAGE**

History 2003 will be a heavily web-based course in order to best meet the needs of all students. Those needing additional assistance as well as students wishing to further engage the issues and material presented will find supplements through the course and textbook web pages.

Course Web page: Tips on Using Blackboard

Blackboard is a data management tool designed to assist college students and professors. There are many fine features of this product, which, if properly used, will help students manage their grades, monitor class assignments, and discuss questions with other students.

The first step is to logon to Blackboard through the Arkansas Tech server (<http://blackboard.atu.edu>) using your onetech ID and password. If you do not know your eID, please consult the Tech student e-mail directory (<http://www.atu.edu/directory>). The login username and password for Blackboard is the same that ATU students use to access their ATU webmail account. Students preregistered for this course should already be enrolled. If you have married and/or changed your last name since first enrolling at Tech, you may be listed under your previous name. Please alert Dr. Roberts as soon as possible if this affects you.

When you access Blackboard, under "My Courses" you will find this course, US History I. Click on this course's title to access the Course Announcements page. From here you can navigate to various areas of assistance (discussion board, syllabus, grade book, etc.).

If for some reason you cannot access the course page, or if your onetech ID is unavailable, please contact Dr. Roberts as soon as possible.

Students will find the grade book especially helpful and should regularly consult it especially after the professor returns

Study guides and reading assignments will be posted on the Blackboard page. They will not be handed out in class or made available in any other format.

Announcements

As a student at ATU you should login to Blackboard regularly (everyday!) and check your announcements. This can be done after login when you are taken to your Blackboard page. Alternatively, you may check the course Blackboard page to review recent announcements.

Course Documents

In this area you will find the study guide as well as the material found on the textbook website.

Assignments

Periodically through the semester, you will be required to read or view special material covering course topics. **Students will be tested on this material on the exams.** Access to these documents or videos can be found in this area.

Discussion Board

Students are strongly urged to make use of the discussion board. Forums will be created for each week or major section of the course. Also remember that anything and everything posted to the discussion board is public information. Derogatory or abusive comments about students or faculty are not allowed.

The discussion board depends upon student lead discussion. I will occasionally participate, but not often. You are graded on the quantity and quality of your posts.

Communication

From this area, students may contact Dr. Roberts by way of email. **Make certain to sign your name to all emails sent through Blackboard as only your student onetech ID will be displayed as the sender**

Tools

In this area, students can access valuable features of Blackboard. Most important of all is the "My Grades" feature from which students can see the grades they are making in the course. Remember, that chapter quizzes for the textbook do not count toward your grade even if they appear in the My Grades area.

Course Lectures

Under the course documents section, students will find mp3 recordings of the essential parts of each week's lectures. Please be advised that these lectures are not substitutes for coming to class, but are provided to help students understand material they find difficult.

Always e-mail Dr. Roberts to resolve any problem you may have with the course.

Dr. Roberts does not endorse the political affiliation or agenda of any web page linked to the specified course web pages.

Tips on Successfully Completing History 2003

1. Make certain that you do not miss class. Students who often miss class universally perform poorly.
2. Contact me with any problem as soon as possible.
3. I am happy to meet with students during regular office hours. Take advantage of this opportunity.
4. Take detailed notes. If your notes look like paragraphs and are difficult to follow, then you should try alternative note-taking methods. Students typically do better if they organize their notes as outlines, underline all proper nouns, and write the headings and key terms in the left-hand margin. You can then use your notes like note cards by covering the body of your notes and reviewing the key terms. I can look at your notes after class meetings to guide you in this process.
5. Always read the textbook before coming to class. Class lectures on the material are given after the assigned readings. Students should then be familiar with the material when they come to class so as to avoid getting lost in the lecture. Remember that the lectures cannot cover everything a student ought to learn from taking a U.S. history survey course. For this reason, you must read and learn some things on your own.

6. Always use the online study guide and practice tests. Many of the questions on the exams are taken directly from the textbook webpage.
7. Quizzes and exams are not returned or reviewed in class. However, all students are encouraged to come to my office and go over the quiz or exam with me. Apart from reading more carefully and taking better notes, this is the only way you can improve your scores.
8. Try to follow the main themes of the course units as listed in the syllabus and study guides for both the textbook and the lectures. There are several key questions that we try to answer over the course of the semester. Lecture study guides can be found in the course documents section of Blackboard.
9. Pay careful attention to the storyline of the lectures. These things are not added to make you laugh, but to help you remember important events and concepts.
10. If you have previously had bad experiences taking history courses, remember that every class is different. Try to avoid preconceived notions about what history classes are like.
11. One way to make the course more enjoyable is to explore the textbook website. Don't limit yourself to simply taking the practice quizzes.
12. By all means, take advantage of other media to learn history. Watch the History Channel, etc. Feel free to ask questions in class about other interpretations of the events and people we cover.
13. Keep in mind that the tests are designed so that students who do not study should not pass the exam.
14. Finally, if you realize that your grades are suffering because of things beyond your control or if you are unwilling to make changes in your study habits, then it is in your best interest to drop this course. **Do not entrust others with the responsibility of dropping the course.** Make certain that you confirm the drop with me as soon as possible.

CLASS SCHEDULE

WEEK (Sunday)	TOPIC	READING	OTHER
August 16 <i>World History</i>	Introduction Why Did Europe Colonize the Western Hemisphere? Origin and Development of European Capitalism: Christianity, Property Rights, and Decentralism	AS: 13-206	
August 23 <i>History of Liberty</i>	Why Was English Colonization More Successful than Spanish Colonization? Native American Civilizations English Colonization Spanish Colonization	AS: 207-418	
August 30 <i>Cultural History</i>	How Were the English Colonies Different From Each Other? The central themes of <i>Albion's Seed</i>	AS: 419-604	
Sept. 6 <i>Atlantic History</i>	What Impact Did Events in England Have on the North American Colonies? Visions for the New World Colonial Failure, Colonial Liberty Salutary Neglect and Decentralism	AS: 605-782	
Sept. 13 <i>Intellectual History</i>	Why Were North American Colonists Disgruntled with the British Empire? Custom and Tradition Natural Rights and Liberty In class exam!!	AS: 807-832	Exam due Friday
Sept. 20 <i>Military History</i>	Was the American Revolution a Radical or Conservative Event? George Washington and the Revolution George Mason and the Revolution	Commence Ben Franklin's <i>Autobiography</i>	
Sept. 27 <i>Political History</i>	Were the Articles of Confederation Really That Bad? What Really Happened at the Philadelphia Convention?	DB: 235-302	

	<p>Financial Disaster of the Revolution Decentralism and Nationalism The Philadelphia Convention</p>		
<p>Oct. 4 <i>History of Liberty</i></p>	<p>Was the United States Really "Founded?" Hamilton's America versus Jefferson's America.</p> <p>Hamilton's America and the Federalists Jefferson's America and the Republicans</p> <p>Oct. 9: No class, take exam online.</p>	DB: 303-362	Exam due Friday
<p>Oct. 11 <i>Cultural History</i></p>	<p>Creating a National "Identity."</p> <p>Understanding the Louisiana Purchase Exploring the West</p>		
<p>Oct. 18 <i>Political History</i></p>	<p>The Great Triumvirate: What Can Henry Clay, John Calhoun, and Daniel Webster Tell Us About American History?</p> <p>Daniel Webster and Sectional Nationalism Henry Clay and the Transportation Revolution John Calhoun and the Price of Union</p> <p>October 23: Special Class Presentation</p>	Benjamin Franklin Paper due by email on Friday, October 23.	
<p>Oct. 25 <i>Social History</i></p>	<p>How Did Slaves Live in the Old South?</p> <p>The Emergence of Slavery in North America Social History of Slavery Understanding the Second Great Awakening</p>		
<p>Nov. 1 <i>Religious History</i></p>	<p>What Role Did Religion Play in Antebellum America?</p> <p>Revivalism and Reform Abolitionism, Religion, and Reform</p> <p>Nov. 6: No class, take exam online.</p>		Exam on Friday
<p>Nov. 8</p>	<p>How Not to Keep a Federation Together:</p>		

<i>Politics of Destruction</i>	the 1850s Tolerance and Decentralism Manifest Destiny and the German Problem Slavery, Immigration, and the End of Compromise		
Nov. 15	Why Did the Confederacy Lose? Secession and Confederate Finance		
Nov. 22	Was Reconstruction Radical or Limited? The Costs of War Lincoln and Civil Liberties Nov. 25, 27: Thanksgiving		
Nov. 29	The End of the Old Republic Federalism and the Civil War		
Dec. 6	Review Last Day of Class and Finals		

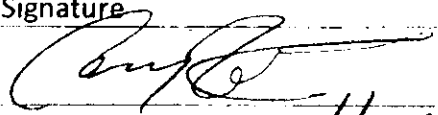
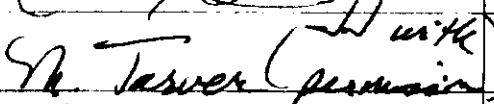
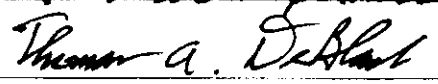
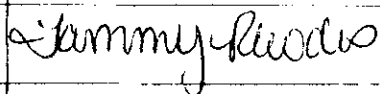
NOTE: All information included on this syllabus is subject to change.

I will be involved in some academic meetings during the semester. These usually correspond to your exam days so that class time is not lost while I'm out of town or unavailable.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee

DATE SUBMITTED: 1 October 2009

Title	Signature	Date
Person Initiating Proposal		10/19/09
Department Head	 (with permission)	10/19/09
Dean		10/19/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/19/09
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 1903
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Survey of American History	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-11	How frequently will course be offered? Every Semester
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

Elective Major Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **NO**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **NO**

How does this proposal support the University Mission?

Through the creation of a one-semester American History course, the Department of History and Political Science is supporting the general education curriculum in its goal of providing a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Specifically, this course will reinforce the goals of critical thinking and an appreciation for the arts and humanities. This course will also help develop responsible citizens by introducing ATU students to the entirety of United States history.

What assessment information is being used to support this proposal?

For the past several years, several ATU History faculty have promoted the idea of a single-semester American history course. Of particular concern was the issue that non-majors were generally being exposed to a portion of the American story. This course is designed to fully introduce non-majors to the entirety of American history.

This course was also developed after a review of neighboring institutions and current trends in general education programs across the county.

How will the effect of the change be monitored?

The proposed course would be a general education course, and thus the General Education Committee will have the primary responsibility of assessing its impact on general education. In addition to those efforts, the Department Assessment Committee will monitor the course as it does all HPS departmental courses via standard course assessment instruments.

Please provide a rationale for the need for this new course in terms of departmental/ university curricular needs or student demand.

This course will provide students with an exposure to the full scope of American history as opposed to the partial exposure they are currently receiving. The Department believes that an informed citizenry should have some knowledge of both the formative earlier period of our nation's history as well as its more recent history.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

The HPS Department Head sent emails to all Department Heads on campus in notification of this proposal and requested notification of any program that opposes this proposed change. No objections were received.

Only one non-History program requires HIST 2003 and HIST 2013: MLED in English Language Arts and Social Studies. Because of the nature of that program, the current requirement will not be changed via this proposal. All other programs include the standard general education requirement that students choose one of the State-mandated general education courses on either American History or American Government. This new course would satisfy that requirement.

Summary:

(a) Add HIST 1903, Survey of American History, to the course descriptions

(b) Replace HIST 2003, U.S. History to 1865, and HIST 2013, U.S. History since 1865, in the listing for General Education Requirements in the section titled:

Social Sciences – 12 hours

Three hours from one of the following:

HIST 1903, Survey of American History

~~HIST 2003, U.S. History to 1865 (Remove)~~

~~HIST 2013, U.S. History since 1865 (Remove)~~

POLS 2003, American Government

(c) Add HIST 1903, Survey of American History, to the section titled:

Nine additional hours from the following:

*HIST 1503, World Civilization I

*HIST 1503, World Civilization II

HIST 1903, Survey of American History

HIST 2003, U.S. History to 1865

HIST 2013, U.S. History since 1865

POLS 2003, American Government

ECON 2003, Principles of Economics I

SOC 1003, Introductory Sociology

PSY 2003, General Psychology

*ANTH 1213, Introduction to Anthropology OR

*ANTH 2003, Cultural Anthropology

*GEOG 2013, Regional Geography of the World

AMST 2003 American Studies

NOTE: HIST 2003, U.S. History to 1865, and HIST 2013, U.S. History since 1865, would remain in the section.

Catalogue Description

Survey of American History. An overview of American history from the pre-colonial period to the present. May not be taken for credit after completion of HIST 2003 or HIST 2013.

SURVEY OF AMERICAN HISTORY

INSTRUCTOR: Dr. DeBlack
OFFICE: Witherspoon 268
HOURS: MWF 9:00-10:00; 11:00-12:00
T 2:30-5:00, or by appointment
PHONE: (479) 968-0342
EMAIL: thomas.deblack@atu.edu

COURSE: HIST 1903
SEC: 1
TIME: MWF 10:00
LOCATION: WPN 274
TERM: FALL 2010

COURSE DESCRIPTION

This course is an overview of American History from the pre-colonial period to the present.

REQUIRED TEXT

Kevin M. Schultz, *HIST*

EXAMS

Students are responsible for all assigned material as well as class presentations. Exams will consist primarily of multiple-choice questions but will also include identification and essay questions.

MAKE-UP EXAMS

A student who misses one of the first two exams for any reason other than a school-sponsored activity must make up the exam(s) during the last regular class period. Those students who have to miss an exam to participate in a school-sponsored activity should present the instructor with a written form signed by the sponsor or coach of the activity and specifically describing the nature and date of the activity. The form should be submitted **prior** to the absence. **Quizzes may not be made up.**

CLASS POLICIES

Regular and punctual attendance is necessary for the successful completion of the course. A student discovered to be guilty of cheating or plagiarism on any graded assignment will be given a grade of zero on the work and will be referred to proper university authorities. Plagiarism is defined as the act of appropriating and passing off as one's own the writings, ideas, etc. of another person. **Please turn off all cell phones and/or pagers when entering the classroom.**

GRADING SCALE

100% - 90% of all graded material	A	69% - 60%	D
89% - 80%	B	59% & below	F
79% - 70%	C		

SUPPLEMENTAL READINGS

Brian Fagan, *The Great Journey: The Peopling of Ancient America*, rvd. ed. (2004)
David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (1989)
Edward Countryman, *The American Revolution*, rev. ed. (2003)
Jack Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996)
Marshall Smelser, *The Democratic Republic, 1801-1815* (1968)
Daniel Feller, *The Jacksonian Promise: America, 1815-1840* (1995)
John Blassingame, *The Slave Community: Plantation Life in the Antebellum South* (1979)
David Potter, *The Impending Crisis, 1848-1861* (1976)
James McPherson, *Battle Cry of Freedom: The Civil War Era* (1988)
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)
Edward Ayers, *The Promise of the New South: Life After Reconstruction* (1992)
Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (1990)
Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (1991)
Robert Wiebe, *The Search for Order, 1877-1920* (1967)

Arthur Link and Richard McCormick, *Progressivism* (1983)
Walter LaFeber, *The American Search for Opportunity, 1865-1913* (1993)
Robert Ferrell, *Woodrow Wilson and World War I, 1917-1921* (1985)
Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1994)
Doris Goodwin, *No Ordinary Time: Franklin & Eleanor Roosevelt: The Home Front During World War II* (1994)
David Halberstam, *The Fifties* (1993)
Stanley Karnow, *Vietnam: A History* (1983)
Garry Wills, *Reagan's America: Innocents at Home* (1987)

JUSTIFICATION

The future of democratic government in America depends on a citizenry that is not only informed and enlightened with regard to current events but one that has an understanding of its own past. This course is designed to give students that crucial understanding of the events, movements, and personalities that shaped America.

SPECIFIC OBJECTIVES

- At the conclusion of the course, the student should be able to
- describe the cultural landscape of pre-Columbian America.
 - identify the major patterns of immigration to colonial America.
 - discuss the major factors that led to the American Revolution.
 - describe the major strategies, battles, and leaders of the American Revolution.
 - describe the principles that underlay the creation of the Constitution.
 - identify the major personalities and developments of the early national period.
 - describe the characteristics of Jacksonian America.
 - describe the characteristics and various interpretations of American slavery.
 - identify the events leading to the Civil War.
 - describe the major strategies, battles, leaders, and results of the Civil War.
 - assess the successes and failures of Reconstruction
 - assess to what extent the New South differed from the Old South
 - assess the impact of immigration and industrialization on the U.S. in the late 19th century
 - discuss the ways in which the various frontiers in the American West transformed the region
 - discuss the fundamental tenets of populism and progressivism
 - trace the steps that led to the emergence of the U.S. as a world power
 - identify the causes and assess the solutions of the Great Depression
 - explain how World War I and World War II transformed America
 - identify the major developments and trends in American life since the end of World War II

GENERAL EDUCATIONAL OBJECTIVES

In addition to the specific objectives, the course is designed to:

- develop an appreciation for the arts and humanities by covering the complete narrative of American history from the colonial period to the present
- develop verbal and written communication skills by encouraging student participation in class discussions and through the use of essay questions and other written assignments.
- develop critical thinking through the analysis of historical events, concepts, and patterns of American life.

These objectives specifically address criteria of the General Educational Requirements of Arkansas Tech University.

DISABILITIES, SPECIAL CONDITIONS

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Bryan Hall 103 (968-0302).

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Van Venhuis, Univ Honors</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Shickore Tarver</i>	<i>M. Tarver (by J-L write permission)</i>	<i>10/14/09</i>
Dean <i>Dr. Tom DeBault</i>	<i>Tom DeBault</i>	<i>10/14/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/14/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Honors Intro to Philosophy</i> PHIL	Course Number: <i>2043</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors Introduction to Philosophy</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring even years)</i>
Is this course repeatable? <i>Y/N</i> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Elective Major Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: *Admission to University Honors or permission of University Honors director.*

Co-requisites:

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

No

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

Assessment of General Education criteria; University Honors Assessment criteria.

How will the effect of the change be monitored?

By the Head of the History and Political Science Department and the Director of University Honors.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Creating any Honors Intro to Philosophy course will allow the Honors designation to appear on transcripts.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

PHIL 2003-H01: HONORS INTRODUCTION TO PHILOSOPHY
Spring Semester 2006

Professor: Dr. Jeff Mitchell
Office Address: Witherspoon 255/ Social Sciences & Philosophy/ ATU/ Russellville, AR 72801
Office Tel.: (479) 964-0859
E-mail: jeff.mitchell@mail.atu.edu
Office Hours: MF 3:00-4:30; W 3:00-4:00; TR 11:00-12:00 and 2:30-4:30, and by appointment

Catalog Description: "A survey of basic problems in the major areas of philosophical inquiry—metaphysics, epistemology, ethics, esthetics, and philosophy of religion. Special emphasis will be placed on critical thinking and in-class discussion."

Required Texts: Ian Hacking, *An Introduction to Probability and Inductive Logic*
John Dewey, *Democracy and Education* (available as e-text at www.ilt.columbia.edu/publications/dewey.html)

Further Reading: Paul Edwards, ed., *The Encyclopedia of Philosophy*
Ian P. McGreal, assoc. ed., *Masterpieces of World Philosophy in Summary Form*
Frederick Copleston, *A History of Philosophy*
W. T. Jones, *A History of Western Philosophy*, 2nd ed.
Alasdair MacIntyre, *A Short History of Ethics*
John Dewey, *Types of Thinking*

Course Rationale and Objectives: A question that nearly any course sporting the title of "Introduction to Philosophy" must sooner or later address is that concerning the nature of its professed subject matter. In other words, what exactly is philosophy? John Dewey's (1859-1952) solution is one of the most plausible that this writer has yet run across. According to Dewey, philosophy represents the critique of critique, that is, thinking when thinking is turned to examine the results of its own activity. On this view, philosophers develop theories in order to explain and criticize the ideas and beliefs we rely on to get by in everyday life. One could perhaps imagine the philosopher as a sort of geographer of the worlds of human knowledge and action, who, standing back from the many activities of human beings in science, art and practical affairs, tries to get the "big picture." This metaphor holds as long as we add the condition that since the worlds of theory and practice are in a perpetual state of development, philosophers are obliged to keep revising their charts.

The beginning student could also fruitfully think of philosophy as the art of crafting an intelligent worldview. What do I mean by "worldview"? A contemporary philosopher has provided the following explanation:

"By worldview we mean a cognitive network of beliefs, attitudes, habits, memories, values, and other elements that conditions and renders meaningful the world in which we live. Beginning in infancy, our worldview emerges quietly and unconsciously from enveloping influences—culture, language, gender, religion, politics, and social and economic status. As we grow older, it continues to develop through the shaping forces of education and experience. Once it has taken root, our worldview determines how each of us sizes up the world in which we live. Given a set of circumstances, it indicates what is reasonable to believe and what is unreasonable." (Patrick J. Hurley)

We all have a worldview, and it has a major impact on how we think. However, individuals differ greatly in regard to how aware they are of their own worldview, and the extent to which they have sought to make it intelligent. Perhaps the greatest benefit of studying philosophy is the assistance it can provide us in improving our worldview. This course has three main goals: (1) to introduce the student to the special perspective that philosophy has to offer; (2) to provide the pupil with an historical overview of the discipline; and (3) to improve the student's critical thinking skills.

Philosophy is an integral part of a liberal arts education, and this class has therefore been included in the general education requirements at Arkansas Tech. As part of the general education core, *Introduction to Philosophy* should help "enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in the professional and personal lives. A well-rounded, liberal education should increase the choices available to Arkansas Tech University's graduates, thereby improving the quality of their lives and the lives of those whom they influence." (from the *Undergraduate Catalog*).

Testing and Grading: The overall course grade will be calculated according to the following scheme:

Attendance:	20%
Homework (Hacking):	20%
Pop Quizzes (Dewey):	20%
Tests (Hacking)	20%
One-page papers (Dewey)	20%

In lieu of a final exam, we will have a credit/no credit activity in the time slot designated for the examination.

Make-up tests will only be given to students who have legitimate excuses (e.g., illness, family emergencies, and events officially sponsored by the university) and who notify the instructor about the absence in advance or as soon as is reasonably possible depending on their particular difficulty. Please note that the following do *not* constitute valid excuses for missing a test: family reunions, weddings, or extended vacations. It is also understood that if a student chooses to enroll for the course, he or she has avoided time conflicts with whatever job he or she may have.

Nota Bene: My policy is to return tests to students *in person* in order to avoid violations of privacy. Please do not request a grade via e-mail, phone, fax, or a third party; if you cannot come to class the day a test or paper is handed back, you may drop by my office to pick it up.

Attendance Policy: On my understanding, attendance includes not only showing up *for* class, but also paying attention *during* class. Flagrant examples of failure to pay attention in class include dozing, talking with one's neighbor, reading the newspaper, or doing homework for another course. In addition, the student with a good attendance record is not habitually late. Repeated tardiness or blatant inattention will result in a lower grade for attendance.

I will assign the attendance grade using the traditional percentiles—i.e., students who attend 100-90% of the class sessions will receive a grade in the "A" range, those who attend 89-80% of the meetings will earn a grade in the "B" range, and so on. Note that under this system one need not have perfect attendance in order to receive an "A," and that each student is permitted a few absences over the course of the semester.

Students who experience prolonged absence due to illness or a family emergency should present me with a doctor's note or other form of written excuse upon their return to class. If participation in a university sponsored activity, such as a team sport, requires the student to miss more than 10% of the class sessions, I should also be consulted. In this latter instance I will allow the student to make up the excessive absences by doing extra written work (an option that is provided for and even recommended by the *Faculty Handbook*).

Illness Policy: If you are feeling ill please do not come to class. Most colds and flus are infectious and airborne, so our crowded, often stuffy classrooms constitute ideal vectors for their transmission. Even though you might be able to suffer through a class period with a cold or the flu, by coming to class you may be putting your classmates (and professor!) at risk of catching your virus. Furthermore, it has been my experience that students who don't feel well tend not to learn or test well either.

E-mail Policy: Please feel free to e-mail me (on the condition that you are not inquiring about a test grade--see my note about this above). However, you should also be aware that I may contact you via e-mail, and so you ought to check your university e-mail account on a regular basis for announcements regarding our class. For instance, if I ever have to cancel class I will try to notify you via e-mail as soon as I can, in order to save you an unnecessary trip.

Assignment Schedule: (Subject to modification at instructor's discretion.)

Jan. W 18 - Introduction
 F 20 - Introduction
 M 23 - Introduction
 W 25 - Dewey 1 and 2/ Hacking 1
 F 27 - Dewey 1 and 2/ Hacking 1
 M 30 - Dewey 1 and 2/ Hacking 1
Feb. W 01 - Dewey 3 and 4/ Hacking 2
 F 03 - Dewey 3 and 4/ Hacking 2
 M 06 - Dewey 3 and 4/ Hacking 2
 W 08 - Dewey 5 and 6/ Hacking 3
 F 10 - Dewey 5 and 6/ Hacking 3

M 13 - Dewey 5 and 6/ Hacking 3
W 15 - Dewey 7 and 8/ Hacking 4
F 17 - Dewey 7 and 8/ Hacking 4
M 20 - Dewey 7 and 8/ Hacking 4
W 22 - Dewey 9 and 10/ Hacking 5
F 24 - Dewey 9 and 10/ Hacking 5
M 27 - Dewey 9 and 10/ Hacking 5
March W 01 - Dewey 11 and 12/ Hacking 6
F 03 - Dewey 11 and 12/ Hacking 6
M 06 - Dewey 11 and 12/ Hacking 6
W 08 - Dewey 13 and 14/ Hacking 7
F 10 - Dewey 13 and 14/ Hacking 7
M 13 - Dewey 13 and 14/ Hacking 7
W 15 - Dewey 15 and 16/ Hacking 8
F 17 - Dewey 15 and 16/ Hacking 8
M 20 - SPRING BREAK
W 22 - SPRING BREAK
F 24 - SPRING BREAK
M 27 - Dewey 15 and 16/ Hacking 8
W 29 - Dewey 17 and 18/ Hacking 11

F 31 - Dewey 17 and 18/ Hacking 11
April M 03 - Dewey 17 and 18/ Hacking 11
W 05 - Dewey 19 and 20/ Hacking 12
F 07 - Dewey 19 and 20/ Hacking 12
M 10 - Dewey 19 and 20/ Hacking 12
W 12 - Dewey 21 and 22/ Hacking 20
F 14 - Dewey 21 and 22/ Hacking 20
M 17 - Dewey 21 and 22/ Hacking 20
W 19 - Dewey 23 and 24/ Hacking 21
F 21 - Dewey 23 and 24/ Hacking 21
M 24 - Dewey 23 and 24/ Hacking 21
W 26 - Dewey 25 and 26/ Hacking 22
F 28 - Dewey 25 and 26/ Hacking 22
May M 01 - Dewey 25 and 26/ Hacking 22
W 03 - Hacking 9
F 05 - READING DAY

****FINAL EXAM DATE:** To be announced**

Agenda
General Education Committee
Arkansas Tech University
Oct. 8, 2009
8:00 am, McEver 1

Call to Order

Approval of the Minutes

Old Business

College of Professional Studies faculty member

Review assessment for "Communicate effectively" goal

Review assessment for "Develop ethical perspectives" goal

New Business

General Education curriculum

Next meeting of General Education Committee

Friday, October 30, 2009, 9:00 am, McEver 1

Thursday, November 19, 2009, 8:00 am, McEver 1

Tuesday, December 8, 2009, 9:00 am McEver 1

Adjournment

Goal II

Communicate Effectively

Written Communication

Criteria

Students at Arkansas Tech who complete the written communication general education requirement will:

- a. Gather thoughts and present them in a cohesive, written manner.
(Criterion Service: Organization and Development)
- b. Synthesize information into a collective argument.
(Criterion Service: Style)
- c. Use proper grammar.
(Criterion Service: Grammar, Usage and Mechanics)

Administration

[Description of the Criterion software by Dr. Cory Shaman, English Department, ATU]:

"The feedback we receive covers a comprehensive range of composition skills that correlates directly to standard primary material addressed in our writing courses. With each student essay submitted to the service, we get a detailed analysis of those skills in the following three categories:

1. Grammar, usage, and mechanics (analyzed in 28 areas: from possessive errors and run-on sentences to subject-verb agreement and spelling)
2. Style (analyzed in 6 areas: from word usage and sentence variety to passive voice)
3. Organization and development (analyzed in 6 areas: from introductions and conclusions to transitions and supporting material)

The software locates specific errors, identifies ill-planned patterns, and recognizes construction flaws. As you can see, we are able to gauge student understanding in

global ways regarding large structural issues, but we can also examine their writing at the level of sentence, word, and punctuation. The scope and depth of the analysis gives us a comprehensive view of student knowledge in direct practice. Using the software's structure we can easily distill a manageable set of measurements which would supply appropriate data for general education assessment purposes."

Results

Criterion Assessment Report (Fall 2007 – Spring 2008)

I. Specific Category Analysis

Grammar: Improvements in 8 of 9 specific areas, with most notable changes in Garbled Sentences, Proofreading Errors, Wrong or Missing Word, and Possessive Errors. There was a mild increase in the number of Pronoun Errors.

Usage: Improvements in only one of 7 categories (Confused Words), though the retrograde movement was negligible except for Preposition Error and Missing or Extra Article.

Mechanics: Improvements in 9 of 11 specific areas, with most notable improvements in Missing Initial Capital Letter in Sentence and Fused Words. Missing Question Mark and Hyphen Error showed a rather small increase in errors.

Style: Improvements in 1 of 5 specific areas (Repetition of Words), though this one category accounted for the preponderance of style comments both semesters. Thus, a 34% reduction of repeated words is a significant indication of improvement in the category. However, Passive Voice remains a relative area of concern.

II. Summary Analysis

These results show a clear improvement in student writing in the Freshman writing sequence. Specific sub-categories suggest that students' writing improved in clarity and sophistication. Students are writing more complex sentences; creating fewer garbled and run-on sentences; committing fewer verb, possessive, proofreading, and repetition of word errors; and having fewer problems with specific word usage.

Specific areas of concern: repetition words (despite reductions, this one area accounted for the overwhelming majority of Style problems), use of articles, wrong form of word, and passive voice. Of special importance is the fact that there were no significant declines in areas which are generally given emphasis in composition: sentence fragments/comma errors and spelling (spelling is particularly puzzling since the assessment application has a spell-check function). While there was a decline in run-on sentences, this area still constituted a large percentage of grammar errors.

Results indicate a need to improve student performance in the following areas: fragmented and run-on sentences, use of articles, confused words, spelling, and repetition of words. These six areas account for the greatest percentage of errors in all three courses.

**Criterion Overall Summary
2007-2009**

Samples of students who are beginning the composition sequence at the start of Engl 0303 or Engl 1013 and samples of students who are completing the sequence at the end of Engl 1023 write short essays using *Criterion*, software from ETS. Their essays are immediately computer-scored by ETS.

	Mean holistic scores (1-6)	Mean number of grammar errors	Mean number of usage errors	Mean number of mechanics errors	Mean number of style comments
2007-2008					
Sample of students entering the Composition sequence Fall 2007 (n=160)	3.8	4.9	2.7	3.3	21.7
Sample of students finishing the composition sequence Fall 2007 and Spring 2008 (n=158)	4.6	3.4	2.7	2.7	15.0
2008-2009					
Sample of students entering the Composition sequence Fall 2008 (n=140)	3.8	4.4	2.9	3.4	18.1
Sample of students finishing the composition sequence Fall 2008 and Spring 2009 (n=145)	4.4	4.5	3.0	2.8	16.4
2007-2009					
Sample of students entering the Composition sequence Fall 2007 and Fall 2008 (n=300)	3.8	4.7	2.8	3.3	19.9
Sample of students finishing the composition sequence Spring 2008 through Spring 2009 (n=303)	4.5	3.9	2.8	2.7	15.6

Oral Communication

Criteria

Students at Arkansas Tech who complete the spoken communication general education requirement will:

- a. Verbally present thoughts in an organized manner.
- b. Speak with confidence on a variety of subjects.
- c. Adapt to multiple audiences including a professional audience.

Administration

Dr. Hannah Norton worked with professors teaching speech to develop the following common rubric for all speech courses.

Organization:

- 5 – very easy to follow, sets up at the start what points the speech will cover, uses many transition sentences to move the audience along
- 4 – easy to follow, sets up at the start what points the speech will cover, uses some transition sentences to move audience along
- 3 – generally easy to follow, sets up at the start what points the speech will cover
- 2 -- it is difficult to tell what point the speaker is discussing
- 1 – no discernible organizational pattern

Evidence

- 5 – speaker uses a variety of types of evidence to support claims, anticipates audience need for evidence
- 4 --- speaker uses evidence to support claims
- 3 --- speaker uses evidence to support most claims
- 2 --- speaker does not use enough evidence
- 1 --- speaker leaves claims unsupported

Language

- 5 – language is vivid and evocative, easy to understand, appropriate to a university setting
- 4 --- language is easy to understand, appropriate to a university setting
- 3 --- language is generally easy to understand, appropriate to university setting
- 2 – language is sometimes confusing, not always appropriate to a university setting
- 1 --- language is inappropriate to a university context

Delivery

- 5 --- speaker seems confident, makes eye contact, uses body language effectively, is audible/articulate
- 4 --- speaker seems confident, makes eye contact, but can use better body language and/or be more audible/articulate
- 3 --- speaker seems confident, generally uses eye contact well, is generally audible articulate
- 2 – speaker does not seem confident, only occasionally uses eye contact, not very audible/articulate
- 1 – speaker does not seem confident, is difficult to understand

Results

We have results for 72 students, presumably from SPH 1003, receiving the following results (average out of 5):

Organization	4.0
Evidence	3.5
Language	4.4
Delivery	3.8

Other Potential Measures

Extra-curricular activity including but not limited to activities sponsored by the SGA and Greek Life.

Some certification and licensure exams include communication data including that for Nursing and Education

Goal III

Demonstrate Ethical Perspectives

Criteria

Students at Arkansas Tech who complete the general education requirements will:

1. Exhibit integrity and reliability in individual action and institutional activities.
2. Practice principle-centered leadership.
3. Demonstrate responsibility when interacting with new technologies and information.

Discussed Areas for Assessing

Due to the lack of a unified curriculum and strong off-campus presence, ethics at Arkansas Tech proved extremely difficult to assess for the general student body. Dr. Roach identified an essay that can provide information for this goal. This has been administered in several courses, primarily to Business majors. Otherwise, while many assessment options were discussed, none have been implemented.

TRAIT	Unacceptable	Marginal	Acceptable	Exemplary
Identifies Dilemma	No recognition of ethical dimensions of dilemma 1 2	Limited recognition of ethical dimensions of dilemma 3 4	Accurately identifies ethical dimensions of dilemma 5 6	Accurately identifies and examines (with contemplation) ethical dimensions 7 8
Considers Stakeholders	No consideration of stakeholders 1 2	Limited consideration of stakeholders 3 4	Accurately identifies and considers most or all stakeholders 5 6	Thoroughly contemplates viewpoints of most or all stakeholders 7 8
Identifies and Analyzes Alternatives	Lists one option with little or no evaluation 1 2	Lists two alternatives with little or no evaluation 3 4	Identifies and lists some pros and cons for two or more alternatives 5 6	Accurately identifies and examines ethical dimensions (from perspectives of multiple stakeholders) 7 8
Identifies Ethical Outcomes , Implications, and Consequences	Proposes an unethical course of action 1 2	Fails to identify ethical outcome and/or consequence 3 4	Some identification of an ethical outcome or consequence 5 6	Clearly identifies and examines one or more ethical outcomes and/or consequences 7 8
Reasoning	Provides little to no rationale for decision 1 2	Attempts to provide a rationale or provides minimal rationale 3 4	Clearly and logically argues for decision; Provides a clear rationale for decision 5 6	Clearly and logically argues for decision; Provides a clear rationale for decision; Anticipates counterarguments; Qualifies statements and/or assumptions; Anticipates contingencies and need for flexibility/adjustment 7 8
Writing	Several errors in spelling, punctuation, capitalization, and/or sentence structure showing carelessness 1 2	Two or more errors 3 4	Few or no errors, but sentence structure could improve 5 6	No errors and excellent sentence structure and fluency 7 8

Rubric for the Assessment of *Written Communication*

Indicators of Effective Writing	Levels of Achievement			
	<i>1 Beginning 2</i>	<i>3 Developing 4</i>	<i>5 Competent 6</i>	<i>7 Accomplished 8</i>
Critical Thinking: Ideas, examples, reasons and evidence, point of view	Inappropriate: No viable point of view, little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence of support.	Appropriate: Develops a point of view demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, and other evidence of support; support tends towards general statements or lists.	Effective: Develops a point of view and demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the paper.	Insightful: Ideas are fresh, mature and extensively developed; insightfully develops a point of view and demonstrates outstanding critical thinking.
Organization: focus, coherence, progression of ideas, thesis developed	Lacking Structure: Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis.	Mostly Structured: Limited organization and focus; may demonstrate some lapses in coherence or progression of ideas; generally, neither sufficient nor clear enough to be convincing.	Structured: Generally organized and focused, demonstrating coherence and progression of ideas; presents thesis and suggests plan of development which is mostly carried out.	Perceptively Structured: Thesis presented or implied with noticeable coherence; provides specific and accurate support.
Language: word choice and sentence variety	Inadequate: Displays frequent and fundamental errors in vocabulary; sentences may be simplistic and disjointed.	Adequate: Developing facility in language use, sometimes uses weak vocabulary, or inappropriate usage or word choice; sentence structure tends to be pedestrian and often repetitious.	Proficient: Competent use of language and sometimes varies sentence structure; generally focused.	Sophisticated: Choice of language and sentence structure; precise and purposeful, demonstrating a command of language and variety of sentence structures.
Convention: grammar, punctuation, spelling, paragraphing, format	Distracting: Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format.	Fundamental: Errors interfere with the writer's ability to communicate purpose; contains accumulation of errors; some weakness in format.	Controlled: Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format.	Polished: Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format.
Sources: direct/indirect quotations, in-text references, bibliography citation information, format	Deficient: Very few, if any, sources are referenced in the text. Has few sources and most are of poor quality or not relevant. Quotations not indicated. Bibliography citations are incomplete, missing, or wrong.	Adequate: Many sources referenced in the text. Has sufficient relevant, good quality sources. Quotations mostly indicated. References mostly complete but some may not be correctly formatted or may not include direct quote page or paragraph. Bibliography citations are mostly complete but many may not be formatted correctly.	Acceptable: Most sources referenced completely in the text and formatted correctly. Has plenty of relevant, very good quality sources. All quotations indicated correctly. Bibliography citations are complete but a few may not be formatted correctly.	Complete: All sources referenced completely and formatted properly. Has plenty of excellent quality, relevant, and interesting sources. Bibliography citations are complete and all are correctly formatted.

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Thursday, October 8, 2009, at 8:00 a.m. in the McEiver Conference Room. The following were present:

Dr. Ruth Enoch	Dr. Robin Lasey
Dr. Annette Holeyfield	Ms. Karen Riddell
	Dr. Kim Troboy

Absent:

Dr. Jackie Bowman	Dr. Pat McCreary
Dr. Peter Dykema	Mr. Ray Moll
Dr. Ramón Magràn	Mr. Dustin Parsons

Guest: Dr. Alejandra Carballo

Call to Order: Dr. Lasey called the meeting to order and asked for approval of the September 14th minutes. There being no amendments or corrections, motion by Dr. Troboy, seconded by Dr. Holeyfield, to approve the minutes as distributed. Motion carried.

Old Business: Dr. Lasey informed the committee that she had spoken with Dr. Watson about the member from the College of Professional Studies and Community Outreach and that he had recommended that Annette Stuckey be invited to attend the meetings as an ex officio member. Dr. Lasey also spoke with Dr. Bishop, chair of the Faculty Senate, who suggested that Ms. Stuckey attend in a non-voting capacity. Dr. Lasey informed the committee that Dr. Ramon Magrans was withdrawing from the committee due to other obligations and that the Faculty Senate would appoint another faculty to be their representative.

Dr. Lasey reported to the committee on the progress made so far on the *Communicate Effectively* goal and informed them that she had spoken with Dr. Carl Brucker, Head of the English department. Dr. Brucker told her that random sections of their students are given a written assessment using Criterion software at the start of their Foundational Composition and Composition I classes and another random section is assessed at the end of their Composition II class. These assessments are showing an increase in the students "mean" scores which means that they have improved. The committee suggested that it would be good if the tests could be done on the same group of students to get a more

accurate assessment. The committee also thought that it would be good if there could be assessment of senior level students. It was suggested that the capstone projects that seniors do might be useful for this assessment. Dr. Troboy suggested having several faculty rate the students using a rubric. She mentioned that this would be time-consuming for faculty, but worthwhile. Dr. Lasey suggested that the rubrics could then be given out to faculty as resources.

For the *Oral Communications*, rubrics from Dr. Hanna Norton, Journalism, and Dr. Kim Troboy, Business, were distributed. Dr. Lasey told the committee that she could use both rubrics. Dr. Troboy suggested that the capstone projects could be a useful tool for this goal also.

Dr. Lasey suggested that it might be helpful to run some workshops on rating rubrics through the Center for Teaching and Learning and the committee agreed.

For the *Ethical Perspectives* goal, Dr. Troboy provided rubrics from the College of Business. They have used both scripts and videos and have found that students did better working from scripts than from videos to identify ethical dilemmas. They have found that seniors do better than sophomores therefore showing improvement. Dr. Troboy said that they had used a Defining Issues Test (DIT) that was very general and could be used in areas other than Business.

New Business

Dr. Lasey said she felt that all of the General Education Requirement areas were covered as far as being assessed, with the exception of Humanities, and that they needed to choose sections from that area to be assessed.

Dr. Lasey told the committee that she would like to look at the Wellness and the Arts and Humanities goals at the next meeting. She told them she would also like for them to review the General Education Report before the next meeting.

Next Meeting

Dr. Lasey announced the next meeting is scheduled for Friday, October 30, at 9:00 am in the McEver conference room.

Adjournment

The meeting adjourned at 9:10 a.m.

Agenda
General Education Committee
Arkansas Tech University
Sept. 14, 2009
9:00 am, McEver 1

Call to Order

Approval of the Minutes

Old Business

College of Professional Studies faculty member

New Business

General Education goals assessment

Next meeting of General Education Committee

Thursday October 8, 2009, 8:00 am, McEver 1

Adjournment

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, August 28th at 3:00 p.m. in the Office of Academic Affairs. The following were present:

Dr. Jackie Bowman	Mr. Ray Moll
Dr. Peter Dykema	Mr. Dustin Parsons
Dr. Annette Holeyfield	Ms. Karen Riddell
Dr. Robin Lasey	

Absent:

Dr. Ruth Enoch	Dr. Pat McCreary
Dr. Ramon Magrans	Dr. Kim Troboy

Guests: Dr. David Underwood and Ms. Pat Chronister

Call to Order: Dr. David Underwood called the meeting to order and went over the items that needed to be covered by the committee at this preliminary meeting. The agenda consisted of members drawing for length of initial terms, one, two, or three years; electing the chair, chair-elect and secretary (keeping in mind that the chair-elect must be from faculty who will serve a two year or a three year term); and to decide what to do about the member from the College of Professional Studies and Academic Outreach, since they do not have a qualified faculty member. Dr. Underwood also told the committee that the Chair of the committee would receive an overload for the fall semester instead of release time, but should work out release time for spring. Dr. Underwood then turned the meeting over to the committee members.

Election of Officers: Dr. Dykema suggested that Dr. Robin Lasey run the meeting at that point since she was the chair of the Ad Hoc committee. Dr. Lasey then made a motion to have the election of officers first and then draw for terms. Dr. Holeyfield seconded the motion. Motion carried.

Dr. Lasey asked for nominations for the position of Chair. Dr. Dykema nominated Dr. Lasey. Dr. Bowman seconded the nomination. There being no other nominations, Dr. Holeyfield moved that nominations cease and Dr. Lasey be elected by acclamation. Motion carried. Dr. Lasey then asked for nominations for the position of Chair-Elect. Dr. Dykema nominated Dr.

Bowman. Dr. Lasey seconded the motion. There being no other nominations, Dr. Holeyfield moved that nominations cease and Dr. Bowman be elected by acclamation. Motion carried.

Dr. Lasey then asked for nominations for the position of Secretary. Dr. Holeyfield nominated Dr. Enoch. Mr. Parsons seconded the motion. There being no other nominations, Dr. Dykema moved that nominations cease and Dr. Enoch be elected by acclamation. Motion carried.

The members of the committee then drew numbers for their staggered terms. The terms were as follows: Jackie Bowman, Annette Holeyfield, and Ruth Enoch - three years; Robin Lasey, Pat McCreay and Peter Dykema - two years; and Ray Moll, Kim Troboy, and Ramon Magrans - one year. Dustin Parsons drew for absent members.

Dr. Lasey proposed that the committee table the issue of the member from the College of Professional Studies and Community Outreach until the next meeting.

Dr. Lasey informed the committee that the information that is going in to TracDat is still at the gathering stage and not yet ready to analyze. She also mentioned that it might be beneficial to have the information looked at from multiple perspectives. Dr. Lasey told the committee that she would email the members that were not on the Ad Hoc committee with the documents that they would need.

Amended Curriculum Proposal Forms

Pat Chronister then joined the committee and informed them that the Registrar's office is in the process of amending the Curriculum Proposal forms to reflect the need for the General Education Committee to review proposals that involve General Education courses. The registrar will send any proposals that say that they involve General Education directly to the General Education committee for their recommendations. Any proposals that say they do not involve General Education will go to the Curriculum Committee. If the Curriculum Committee then decides that they do involve General Education, they can also send the proposal to the General Education committee for their recommendations. Ms. Chronister recommended that the chair of the General Education committee get with the registrar to determine when they will get the proposals, since the Curriculum Committee does not meet until late October. Dr. Lasey stated that she would meet with Tammy Rhodes in a couple of weeks. Ms. Chronister then left the meeting.

New Business

Mr. Dustin Parsons asked the committee to give him a clarification of his duties on the committee as the Student Government Association representative. Dr. Lasey told him that his responsibility would be to give the committee the student perspective on general education goals and whether they felt like they were being reached.

Next Meeting

Dr. Lasey told the committee that she would like for the committee to meet once a month. Members will be contacted in the next few days for their availability for meetings with the first meeting hopefully being scheduled in the next couple of weeks.

Adjournment

The meeting adjourned at 3:40 p.m.

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Monday, September 14th, at 9:00 a.m. in the McEever Conference Room. The following were present:

Dr. Jackie Bowman	Mr. Ray Moll
Dr. Peter Dykema	Mr. Dustin Parsons
Dr. Robin Lasey	Ms. Karen Riddell
Dr. Ramón Magráns	Dr. Kim Troboy

Absent:

Dr. Ruth Enoch	Dr. Pat McCreary
Dr. Annette Holeyfield	

Call to Order: Dr. Lasey called the meeting to order and asked for approval of the August 28th minutes. Dr. Dykema suggested removing the sentence "since they do not have a qualified faculty member" from the sentence regarding the College of Professional Studies and Community Outreach. He pointed out that Dr. Rollans is a qualified faculty member. Dr. Lasey added that the College and category (elected or nominated) should be added to the terms drawn section. Mr. Parsons made a motion to amend the minutes. Dr. Magráns seconded the motion. Motion carried.

Old Business: The committee discussed the issue of the College of Professional Studies and Community Outreach member and decided that since this college having only one eligible member for any committee was probably going to be an issue that went beyond the General Education Committee, that it would be best to let Dr. Watson decide on the solution. Dr. Lasey said that she would write a memo to Dr. Watson regarding this issue.

New Business Dr. Lasey asked the committee to look over the "Report on General Education Assessment" that she had sent to them via e-mail. She reminded them that each goal was divided into sub-goals and asked that they each look at these sub-goals and make sure that the meaning of these was made clear. She mentioned that the bullets are how the sentences were shorted to be put in to TracDat.

Dr. Lasey went over the report with the committee starting with the *Scientific Reasoning* goal. She reported that the College of Natural and Health Sciences is currently assessing all general education

introductory courses. Each student will be getting assessed in at least one of these courses. Dr. Lasey reported that all the data for the five questions has been entered and that starting this semester, faculty can enter these scores into Banner themselves. In the future, sections will be selected at random to do the assessment instead of doing all sections.

For the *Quantitative Reasoning* goal, Dr. Lasey reported that data was being collected from College Math and College Algebra final exams and being given to Dr. Enoch.

For the *Communicate Effectively* goal, Dr. Lasey reported that Criterion software is being used by the English department in a limited number of sections for the Written Communication, but that she has not received any data from Dr. Brucker as yet. As for the Oral Communication, nothing formal is being done. Dr. Troboy mentioned that most departments have a capstone project of some kind in which students give oral presentations and thought these might be used for this assessment. Dr. Magr ns pointed out to the committee that on page 12 of the report, under "Delivery" it states that students should make eye contact with the audience, but that this goes against the Hispanic culture. Dr. Troboy stated that in the College of Business, the students were taught to make eye contact.

For the *Demonstrate Ethical Perspectives* goal, Dr. Lasey said that nothing formal was being done at this point.

For the *Develop Knowledge of the Arts and Humanities* goal, Dr. Lasey reported that there has been some standard development, but that it is not widespread and there was not a lot of data. Dr. Dykema commented that the departments are starting to embed more in to their final exams.

For the *Critical Thinking* goal, Dr. Lasey commented that Dr. Roberts has provided considerable data from the History and Political Science courses.

For the *Understanding Wellness Concepts* goal, Dr. Holeyfield has the data, but Dr. Lasey has not received it yet. There was some concern about the content of the HPE data and whether the students were just memorizing the numbers and if so, does that really assess the general education goals. Dr. Lasey commented to the committee that that is the kind of things she would like for them to review and voice their opinions.

Dr. Lasey commented that the job of the committee is to show the H.I.C visiting team that we have assessed our general education

goals and reported our findings. It is up to the departments affected to make changes based on those findings.

Dr. Lasey then asked for any comments from the committee. Dr. Troboy stated that she had been helping with a national pilot test for the Educational Testing Service assessing critical thinking skills. She felt that this information could be useful to the committee. Dr. Lasey asked Dr. Troboy to bring this information to the next meeting. Dr. Lasey said that she would also like to look more closely at the written and oral communications goals and what is being done with these at the next meeting.

- Next Meeting Dr. Lasey announced the next meeting is scheduled for Thursday, October 8, at 8:00 am in the McEver conference room.
- Adjournment The meeting adjourned at 9:40 a.m.

Aug 28, 2009 Agenda

Need to decide on staggered terms of 1, 2 and 3 years. Terms needs to be drawn for each group (elected and appointed). Student member will not be subject to the drawing.

Need to elect Chair, a Chair Elect and Secretary - the chair elect must be from faculty who will serve a two year or three year term (it will be easier to provide release time if we know in advance who will be the upcoming chair- this first chair will receive an overload for this semester but should work out release for spring.)

The membership calls for a member from College of Professional Studies and Community Outreach, however, they do not have a regular faculty member eligible to serve. This is something the committee could address—if the membership should be changed.

5 main colleges and Ozark campus.

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, August 28th at 3:00 p.m. in the Office of Academic Affairs. The following were present:

Dr. Jackie Bowman	Mr. Ray Moll
Dr. Peter Dykema	Mr. Dustin Parsons
Dr. Annette Holeyfield	Ms. Karen Riddell
Dr. Robin Lasey	

Absent:

Dr. Ruth Enoch	Dr. Pat McCreary
Dr. Ramon Magrans	Dr. Kim Troboy

Guests: Dr. David Underwood and Ms. Pat Chronister

Call to Order: Dr. David Underwood called the meeting to order and went over the items that needed to be covered by the committee at this preliminary meeting. The agenda consisted of members drawing for length of initial terms, one, two, or three years; electing the chair, chair-elect and secretary (keeping in mind that the chair-elect must be from faculty who will serve a two year or a three year term); and to decide what to do about the member from the College of Professional Studies and Community Outreach. Dr. Underwood also told the committee that the Chair of the committee would receive an overload for the fall semester instead of release time, but should work out release time for spring. Dr. Underwood then turned the meeting over to the committee members.

Election of Officers: Dr. Dykema suggested that Dr. Robin Lasey run the meeting at that point since she was the chair of the Ad Hoc committee. Dr. Lasey then made a motion to have the election of officers first and then draw for terms. Dr. Holeyfield seconded the motion. Motion carried.

Dr. Lasey asked for nominations for the position of Chair. Dr. Dykema nominated Dr. Lasey. Dr. Bowman seconded the nomination. There being no other nominations, Dr. Holeyfield moved that nominations cease and Dr. Lasey be elected by acclamation. Motion carried. Dr. Lasey then asked for nominations for the position of Chair-Elect. Dr. Dykema nominated Dr.

Bowman. Dr. Lasey seconded the motion. There being no other nominations, Dr. Holeyfield moved that nominations cease and Dr. Bowman be elected by acclamation. Motion carried.

Dr. Lasey then asked for nominations for the position of Secretary. Dr. Holeyfield nominated Dr. Enoch. Mr. Parsons seconded the motion. There being no other nominations, Dr. Dykema moved that nominations cease and Dr. Enoch be elected by acclamation. Motion carried.

The members of the committee then drew numbers for their staggered terms. The terms were as follows: Jackie Bowman, elected member from College of Natural and Health Sciences, Annette Holeyfield, elected member from College of Education and Ruth Enoch, appointed member from Academic Affairs – three years; Robin Lasey, appointed member from Assessment Committee, Pat McCreay, appointed member from Ozark Campus and Peter Dykema, elected member from College of Arts and Humanities – two years; and Ray Moll, elected member from College of Applied Sciences, Kim Troboy, elected member from College of Business and Ramon Magrans, appointed member from Faculty Senate – one year. Dustin Parsons drew for absent members.

Dr. Lasey proposed that the committee table the issue of the member from the College of Professional Studies and Community Outreach until the next meeting.

Dr. Lasey informed the committee that the information that is going in to TracDat is still at the gathering stage and not yet ready to analyze. She also mentioned that it might be beneficial to have the information looked at from multiple perspectives. Dr. Lasey told the committee that she would email the members that were not on the Ad Hoc committee with the documents that they would need.

Amended Curriculum Proposal Forms

Pat Chronister then joined the committee and informed them that the Registrar's office is in the process of amending the Curriculum Proposal forms to reflect the need for the General Education Committee to review proposals that involve General Education courses. The registrar will send any proposals that say that they involve General Education directly to the General Education committee for their recommendations. Any proposals that say they do not involve General Education will go to the Curriculum Committee. If the Curriculum Committee then decides that they do

involve General Education, they can also send the proposal to the General Education committee for their recommendations. Ms. Chronister recommended that the chair of the General Education committee get with the registrar to determine when they will get the proposals, since the Curriculum Committee does not meet until late October. Dr. Lasey stated that she would meet with Tammy Rhodes in a couple of weeks. Ms. Chronister then left the meeting.

- New Business Mr. Dustin Parsons asked the committee to give him a clarification of his duties on the committee as the Student Government Association representative. Dr. Lasey told him that his responsibility would be to give the committee the student perspective on general education goals and whether they felt like they were being reached.
- Next Meeting Dr. Lasey told the committee that she would like for the committee to meet once a month. Members will be contacted in the next few days for their availability for meetings with the first meeting hopefully being scheduled in the next couple of weeks.
- Adjournment The meeting adjourned at 3:40 p.m.

General Education Committee Members

Ray Moll ✓ 1

Kim Troboy 1

Annette Holeyfield ✓ 3

Jackie Bowman ✓ 3 year term

Pat McCreary 2

Ruth Enoch AA 3

Ramon Magrans FS 1

Robin Lasey ✓ 2

Dustin Parsons ✓

David Underwood ✓

Peter Dykema ✓ 2