

HONR 1: GLOBAL EDUCATION, SELF-EXAMINATION, AND LIVING

In Workflow

1. SP Dean (james.german@csus.edu)
2. Academic Services (catalog@csus.edu)
3. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
4. GE Crs Rev Subcommittee Chair (perry@csus.edu)
5. Dean of Undergraduate (gardner@csus.edu)
6. Dean of Graduate (cnewsome@skymail.csus.edu)
7. Catalog Editor (catalog@csus.edu)
8. Registrar's Office (k.mcfarland@csus.edu)
9. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Sat, 13 Apr 2019 00:13:40 GMT
Chevelle Newsome (cnewsome): Approved for SP Dean
2. Wed, 08 May 2019 15:00:25 GMT
212408496: Approved for Academic Services
3. Wed, 15 May 2019 20:07:41 GMT
Katherine Chalmers (chalmers): Rollback to Initiator
4. Wed, 06 Nov 2019 21:34:20 GMT
Chevelle Newsome (cnewsome): Approved for SP Dean
5. Wed, 12 Feb 2020 00:26:38 GMT
Janett Torset (torsetj): Approved for Academic Services
6. Thu, 30 Apr 2020 04:39:58 GMT
Julie Fogarty (fogarty): Rollback to Initiator
7. Fri, 13 Sep 2024 16:19:02 GMT
Jim German (james.german): Approved for SP Dean

Date Submitted: Wed, 21 Aug 2024 15:20:53 GMT

Viewing: HONR 1 : Global Education, Self-Examination, and Living

Last edit: Wed, 21 Aug 2024 15:20:50 GMT

Changes proposed by: Lee Simpson (101042119)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Lee Simpson	lsimpson@csus.edu	916-278-2801

Catalog Title:

Global Education, Self-Examination, and Living

Class Schedule Title:

Global Education, Self-Exam

Academic Group: (College)

SP - Special Programs

Academic Organization: (Department)

All College

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

HONR - Honors Program

Catalog Number: (course number)

1

Course ID: (For administrative use only.)

191521

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating the course to move it from GE Area E to Area A3.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Exploring comparative ideas about education and self-development across cultures and time, the course develops critical thinking skills by providing a systematic approach to its process and components. Students will learn about problem solving, decision-making, and logical and creative thinking as applied to education.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

Yes

Attach Service Learning Designation Approval

Service Learning Memo HONR 1_Arnaud.docx
SL Designation Review Form HONR 1_Arnaud (1042023).docx

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Open only to students enrolled in the GE Honors Program

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify components and processes of critical thinking	Short responses, poster presentation, portfolio
2	Describe examples of critical thinking used in personal, social, and academic life	Short responses, poster presentation, portfolio
3	Identify influences on dispositions (including culture, bias, beliefs, and prior experiences)	Short responses, poster presentation, portfolio
4	Analyze the constructs of an argument using critical thinking concepts and toolss	Short writing assignments, speeches, debate
5	Evaluate primary and secondary sources, then organize and interpret information to solve a problem, make decisions, and think logically and creatively	Short writing assignments, speeches, debate

Attach a list of the required/recommended course readings and activities:

ArnaudHONRA3.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

General Education Honors, Certificate

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

A3. Critical Thinking

Which GE objective(s) does this course satisfy?

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ArnaudHONRA3.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will teach from a common syllabus

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

All courses in the GE Honors Program assess a signature assignment using the Honors Program rubrics. This course will use the Critical Thinking rubric.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The GE Honors Program Director monitors all course syllabi and works with faculty to ensure they are up to date in meeting GE learning outcomes.

General Education Details - Area A3: Critical Thinking

Section 1.

Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Students study about and consciously develop skills in critical thinking.

Assignments ask students to identify and discern the difference between reliable and unreliable sources, to identify or explain the context and assumptions shaping a source's argument, embrace contradictions, and begin the process of engaging in innovative and transformative thinking. This is done through short reflective assignments, position papers, and speeches.

Knowledge through logical analysis and argument construction is pursued throughout the course.

By exploring the writings of some of the world's major theorists and policy makers on education, students practice logical analysis and the construction of arguments.

Instruction develops understanding of logical relationships between premises and conclusions.

Students are asked to compare and contrast perspectives on education developed across time and place to understand logical relationships between premises and conclusions.

Instruction develops ability to recognize more common formal and informal fallacies.

Students are introduced to the most common fallacies in the Engaging the Mind & Heart Critical Thinking Textbook. Classroom discussion focuses on fallacies, especially in understanding the sociocultural influences on each thinker.

Grading reflects emphasis on logical processes.

Instructors use the Honors critical thinking assessment rubric for all major assignments.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

- 1) Skill in evaluating the validity, strength and relevance of arguments.
- 2) A sense of logical structure of both inductive and deductive forms.
- 3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.
- 4) Skill in handling a variety of arguments in variety of contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

The Reacting to the Past Role Playing pedagogy is particularly useful in developing skills to evaluate the validity, strength, and relevance of arguments, to develop logical structures for making arguments, and to develop the skills necessary to identify and challenge uses and abuses of language and to argue fairly.

Includes a writing component described on course syllabus.

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students complete a wide array of writing assignments from shorter, informal reflective pieces, to formal position papers. Student writing is assessed using the Honors writing rubric, which is aligned with the University Writing Rubric.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

Critical thinking is a habit of mind and an approach to information literacy that should permeate all university courses. After completing this course, students should be able to apply these skills to the rest of their studies, both GE and in the major.

Please attach any additional files not requested above:

Honors Writing Rubric (Revised Fall 2020).docx
Critical Thinking Value Rubric [REVISED 10 10-18].doc

Reviewer Comments:

212408496 (Thu, 18 Apr 2019 22:47:31 GMT): Updated ELO #4 on author's behalf to demonstrate a measurable outcome.

Katherine Chalmers (chalmers) (Wed, 15 May 2019 20:07:41 GMT): Rollback: Your assessment strategies were not tied to your expected learning outcomes. This can be done quite easily by numbering the ELOs and including them in parentheses after the relevant assessment strategy.

Julie Fogarty (fogarty) (Thu, 30 Apr 2020 04:39:58 GMT): Rollback: Author requested course be withdrawn from curriculum approval on 3/5/20.

Key: 2775