

General Education Course Component Matrix

Department:

- **Department of Sociology, Anthropology, and CJS**

Proposed Course Prefix/Number: **GNED 400**

Course Title: **Exploring Public Issues through Writing**

What General Education Goal is this course intended to address? **Goal 13**

Required Outcome for Goal 13 <i>What do students need to learn?</i>	Relevant Course/Institutional Components <i>How they will learn it?</i>	Specific Assessment Method for Outcome (tracking and reporting) <i>How will we know that they've learned it?</i>
<i>Students will engage in the process of citizen leadership by investigating multiple perspectives on an important public issue.</i>	Course activities on contentious contemporary issues (e.g., the reintroduction of wolves to Yellowstone) – readings, lectures, stakeholder meetings, group discussions, etc.	Action plan project that incorporates multiple perspectives on an issue of local, regional, and/or national importance; scored with rubric Tracking/reporting: Mean scores for components of the action plan project
<i>Students will understand the nature of public discourse/debate as determined by purpose, audience, and context.</i>	Analysis of public documents Field activities (where appropriate; e.g., meetings with various stakeholders such as ranchers, activists, biologists, businesspeople, etc.) Individual action plan project	Analysis of public documents; scored with rubric Action plan project, in which students use a stepwise approach to considering an important civic issue and the potential avenues for addressing it; scored with rubric Tracking/reporting: Mean scores on analyses and action plan project

Required Outcome for Goal 13 <i>What do students need to learn?</i>	Relevant Course/Institutional Components <i>How they will learn it?</i>	Specific Assessment Method for Outcome (tracking and reporting) <i>How will we know that they've learned it?</i>
<i>Students will choose appropriate formats in writing for a variety of purposes.</i>	Analysis and production of public documents	Final revisions of documents will be scored with a rubric that includes evaluations of appropriateness of product to the assigned or the student-identified purpose, audience, and context Tracking/reporting: Mean score on analyses and new documents
<i>Students will analyze the effectiveness of their own texts and processes for specific rhetorical situations.</i>	Peer reviews of student-developed public documents Portfolio reflection	Reflection will be assessed with a rubric Tracking/reporting: Mean scores for the reflection
<i>Students will understand how the knowledge, skills, and values learned in general education are interwoven and interrelated and how they can contribute to the process of citizen leadership.</i>	Portfolio reflection Class discussions structured to assess students' progress in weaving together course content and processes with previous experiences at LU	Reflection will be assessed with a rubric Assessment of discussion participation; students' participation in discussion will be scored with a scoring guide Tracking/reporting: Mean score on the relevant category of the reflective essay rubric; number of students at or above a "satisfactory" on integration score category of rubric for class discussions

General Education Criteria	Relevant Course Components
<p>1. <i>Teach a disciplinary mode of inquiry and provide students with practice in applying inquiry, critical thinking, problem solving</i></p>	<p>Activities integrate different modes of inquiry: civic, scientific, rhetorical, creative, etc. This prepares students for the complexity of civic action in their post-higher-education lives, which requires thoughtful integration of multiple ways of approaching a problem.</p>
<p>2. <i>Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry</i></p>	<p>Students will understand how a variety of disciplinary methods or perspectives can be applied to one problem and how those different viewpoints affect how the problem is framed and addressed.</p>
<p>3. <i>Consider questions of ethical values</i></p>	<p>Students will study complex contemporary issues and consider the values of democratic discourse and diverse perspectives (e.g., conservation and land ethic for the Yellowstone case).</p>
<p>4. <i>Explore past, current, and future implications of disciplinary knowledge</i></p>	<p>Students will explore how the past influences contemporary issues. Through research and investigation, students will apply that knowledge to potential future scenarios. For the Yellowstone case, students will explore resource management and civic discourse through examples that are historical (e.g., T. Roosevelt and the advent of resource management in the US), recent (i.e., wolves in YNP), current (e.g., issues in VA and elsewhere), and likely future scenarios (e.g., human population growth, consumption, sustainability, global climate change).</p>
<p>5. <i>Encourage consideration of course content from diverse perspectives</i></p>	<p>This course promotes an interdisciplinary mode of inquiry, and the various viewpoints on the contentious issues it encompasses require students' consideration of issues from diverse perspectives.</p>
<p>6. <i>Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data</i></p>	<p>Students will engage in a variety of techniques available to the general population for investigating an issue on which they need to act.</p>

General Education Criteria	Relevant Course Components
<p>7. <i>Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams</i></p>	<p>Students will prepare a number of written assignments, including public documents and a scaffolded action plan project.</p>
<p>8. <i>Foster awareness of the common elements among disciplines and the interconnectedness of disciplines</i></p>	<p>The case study approach will immerse students in meaningful and relevant work on issues that are inherently cross disciplinary. Thus, students will need to grapple with both the common elements and the discord among the disciplines and weigh potential resolutions.</p>
<p>9. <i>Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen</i></p>	<p>Throughout the course, students will be required to explore the actual discourse addressing actual problems in the world. Course materials and activities will repeatedly make reference to taking informed action on public issues, reminding them why the particular perspectives addressed in the course are critical to this process for each of them. It is also explicit in requiring students to use writing in non-academic, context-appropriate ways, as a mode of civic action.</p>