SUBJECT: Revisions to Board Policy 2:7 & 2:26 – General Education

Institutions are required to submit for consideration changes to lists established in policy of approved courses that fulfill any component of the general education requirements. Black Hills State University and South Dakota State University have submitted proposals for consideration. These changes would be included in revisions to BOR policy 2:7 and 2:26. The proposed changes are summarized here and detail will be available at the Board meeting.

Black Hills State University (Attachment I)
Institutional Graduation Requirements
- Part II Globalization/Global Issues
  Add MUS 240-Music Cultures of the World (3) to the set of approved courses in fulfillment of the Global Issues Requirements.

South Dakota State University (Attachment II)
Institutional Graduation Requirements
- Goal 2: Add ENGL 212 World Literature II (3) to the approved list of courses meeting Goal 2.
- Part II Globalization/Global Issues

(Continued)

- Part III Writing Intensive Requirement

System General Education Requirements
- Goal 5: Remove MATH 104 Finite Math (3) to the approved list of courses meeting Goal 5.
- Goal 6: Add MICR 231/231L General Microbiology and Lab (4) to the approved list of courses meeting Goal 6.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>Christopher Hahn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td>Dean's Approval Signature</td>
<td>01/31/13</td>
</tr>
<tr>
<td>Institution</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [x] Institutional Graduation Requirements
- [x] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [x] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

The Music Department is requesting the addition of MUS 240—Music Cultures of the World as an approved Arts & Humanities IGR for BHSU as well as a choice for fulfilling the Global Requirement.

Section 2. Provide the Effective Date for the Proposed Change

2014 Fall

Section 3. Provide a Detailed Reason for the Proposed Change

MUS 240-Music Cultures of the World is currently an Arts and Humanities general education offering at USD and also satisfies the globalization requirement. MUS 240 is currently listed on the BHSU Status Sheets as an acceptable Arts & Humanities course but presently does not satisfy a gen ed or a globalization requirement.

MUS 240 has been added to the BHSU music program because the Music Department’s accrediting agency, the National Association of Schools of Music (NASM), suggested that we incorporate more non-western music study in our curriculum. The Music Department decided that a dedicated world music class would best serve our students. Currently BHSU offers two general education music classes: MUS 100-Music Appreciation and MUS 200-American Music. Adding MUS 240-Music Cultures of the World—would help fulfill goal three of the BHSU Strategic Plan which states that BHSU “will be an inclusive and socially responsible learning community.” Also, adding the course is consistent with our Vision Statement which has as its focus inclusiveness. Specifically, it states, “We embrace the multi-dimensions of human differences by practicing inclusive education and unconditional positive regard, supporting multicultural learning experiences for all, and encouraging international exchange.”

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

MUS 240 fills the same goals and learning outcomes as MUS 100 and MUS 200, both of which are currently Arts & Humanities general education choices.

Students successfully completing this course will have met SD Board of Regents General Education Goal 4: Students will understand and interpret the human experience through arts and humanities. As a result of taking this course, students will:
Objective 1: Demonstrate knowledge of the variety of values, beliefs, and ideas embodied in the human experience.
   Assessment: Written tests and group discussions.
Objective 2: Identify and explain basic concepts of the selected disciplines within the arts and humanities.
    Assessment: Written tests and assignments.
Objective 4: Demonstrate creative and aesthetic understanding.
    Assessment: Written tests and assignments and group discussions
Objective 5: Understand and interpret formal and stylistic elements of the literary or fine arts.
    Assessment: Written tests and assignments and group discussions

Students successfully completing this course will have met SD Board of Regents General Education Goal 7: *Students will understand and appreciate diversity and the complexity of the human experience.*

As a result of taking this course, students will:
Objective 1: Identify and explain diverse philosophical, ethical, and/or religious views.
    Assessment: Written tests and group discussions.
Objective 2: Identify and explain social or aesthetic values of different cultures.
    Assessment: Written tests and assignments.
Objective 3: Identify and explain the contributions of other cultures.
    Assessment: Written tests and assignments and group discussions

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See attached syllabus.
Black Hills State University
College of Arts and Sciences
Course Syllabus

I. Course Prefix, Number and Title: MUS 240 Music Cultures of the World (3 credits)

II. Semester and Year: Fall 2013

III. Meeting Time and Place: TTh 2:00–3:15 pm Meier Hall 106
      Last day to drop course without transcript entry: Sept. 5, 2013
      Last day to drop course with a “W”: November 8, 2013
      IDEA Surveys administered: November 18–December 11

IV. Instructor: Christopher Hahn
       Office: Meier Hall 106
       Phone: 642–6888
       E-mail: christopher.hahn@bhsu.edu
       Office hours: MWF 11:00 am–12:00 pm, TTh 9:30–10:30 am, or by appointment

V. Catalog Description: [official] The development of music and instruments as related to the music literature, social and cultural aspects of the various historical periods of music. Section Description: An overview of how different cultures use music. PreRequisite: None. CoRequisite: None. My goal is that you will leave this course as an active, appreciative listener with the ability and the desire to continue seeking out new musical experiences.

VI. Required Text:

VII. Attendance Policy: From the online academic catalog: In general, enrollment in a class implies the responsibility for attending each class session. However, the attendance policy for a specific class is at the discretion of the faculty member teaching that class and will be outlined in the course syllabus. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor. If you are going to be late, make arrangements to turn in assignments in advance. Daily projects may only be made up if your absence is due to participation in a university-sponsored activity or in the case of a documented emergency.

VIII. Student Evaluation Procedures: Grades will be based on your performance on 3 exams (50 pts. each), one musical autobiography (20 pts.), a listening journal (50 pts.), daily participation (4 pts./day), and a discovery project (100 pts.). A report/assignment is considered late if it is turned in after class has finished meeting on the due date. You will lose 5 points each day the report/assignment is late.

General rules for written assignments: Typed, double spaced, 12 pt. font, reasonable margins, black ink. No title pages are necessary. Include your name, assignment title and date on every page. Staple or use a folder cover. Remember to cite all of your sources. You may use whatever style manual you feel comfortable with. PROOFREAD! Have someone else proofread. Proofread again.
Grading rubric:

Substance: focus, content, accuracy  50%
Structure: organization, paragraphing; transitions 25%
Mechanics: grammar, spelling; punctuation, etc. 25%

**Musical Autobiography and Listening Journal:** You will write a three page description of your own personal world of music at the beginning of the semester.

**Musical Autobiography:**
- Describe your world of music.
- What music do you listen to and when?
- What music do you find most interesting?
- What music did you listen to as a child?
- Are you a good listener? Why?
- Do you perform music? What music do you like to perform? Why?

During the semester you will be writing responses to various musical examples either from the texts or presented in class. These responses can be very informal. Actively listen and write thoughtful responses. Keep these in a special notebook, or folder so that you have a log of these responses. Remember that you will study this log of responses as you write your final five page summary at the end of the semester. You must keep all of these and turn them in with your final paper.

You will write a five page summary recording your thoughts, questions, ideas, and observations on the expansion of your world of music at the end of the semester. Any materials written in or outside of class should be included. (due Dec. 10).

**Discovery Project:** Since we are isolated here in Spearfish, you have the option of doing either a fieldwork project or a report. Both will include studying and documenting a LIVING musical culture. The final form of this assignment will include ten written pages with supporting documentation (photographs, video, recordings, etc.). Each student will present their findings to the class during the week of Dec. 3. Each presentation will last approximately ten minutes.

You will be required to submit a proposal with a sample bibliography by Oct. 1. Describe the subject and specific topic you have chosen. Will you be able to interview someone, make recordings or take photos? Are there good enough print sources (don’t rely entirely on internet sources)? Do you think you will enjoy your subject and topic?

You will be required to submit a progress report by Nov. 12. This should include any writing you have done along with an outline of the presentation. Do you have interviews, recordings and photos to use? What do you need to do to be ready to start writing your final paper? Please tell me about interesting experiences you may have had in your work! This is an excellent chance to have me proofread what you have written.

**GRADING SCALE:**

- A 90–100%
- B 80–89%
- C 70–79%
- D 60–69%
- F 0–59%

**IX. Academic Dishonesty Statement:** "Plagiarism, the act of taking the writing of another and passing it off as one’s own. This fraudulence is closely related to forgery and piracy..." From the student handbook: "A student who, in connection with his or her studies, disrupts a class, plagiarizes, cheats, or otherwise violates reasonable standards of academic behavior may, at the discretion of the faculty member involved, have his or her enrollment canceled and/or be given a failing grade." At the very least, the incident will be reported to the Vice President for Academic Affairs."
X. Test Makeup Policy: Except in the case of a documented emergency or an absence caused by a university sponsored activity, NO MAKEUP OF TESTS OR DAILY QUIZZES IS ALLOWED. The burden of proof regarding the absence lies with the student. Students that were absent with a documented emergency or university sponsored activity must see the instructor to make arrangements for taking a makeup exam. If the absence is due to a university sponsored activity, it is the student’s responsibility to reschedule with the instructor PRIOR to the absence.

XI. Course Objectives: This course has been designed to address the following standards:

Students successfully completing this course will have met SD Board of Regents General Education Goal 4: Students will understand and interpret the human experience through arts and humanities.
As a result of taking this course, students will:
Objective 1: Demonstrate knowledge of the variety of values, beliefs, and ideas embodied in the human experience.
Assessment: Written tests and group discussions.
Objective 2: Identify and explain basic concepts of the selected disciplines within the arts and humanities.
Assessment: Written tests and assignments.
Objective 4: Demonstrate creative and aesthetic understanding.
Assessment: Written tests and assignments and group discussions

Objective 5: Understand and interpret formal and stylistic elements of the literary or fine arts.
Assessment: Written tests and assignments and group discussions

Students successfully completing this course will have met SD Board of Regents General Education Goal 7: Students will understand and appreciate diversity and the complexity of the human experience.
As a result of taking this course, students will:
Objective 1: Identify and explain diverse philosophical, ethical, and/or religious views.
Assessment: Written tests and group discussions.
Objective 2: Identify and explain social or aesthetic values of different cultures.
Assessment: Written tests and assignments.

Objective 3: Identify and explain the contributions of other cultures.
Assessment: Written tests and assignments and group discussions

This course supports the College of Education’s conceptual framework, Preparing Professionals for the 21st Century by presenting to students the knowledge base for the content they will eventually be teaching. Mastery of the content in this course supports INTASC Standard One: Knowledge of Content and Pedagogy and NCATE Standard 4: Candidate Knowledge, Skills, and Dispositions.

This course also partially fulfills content requirements for the K-12 Music education degree as per ARSD 24:16:08:38. Specifically this course requires students to demonstrate their knowledge of standards (i) (ii) (iv) (v). Students demonstrate this competency through written exams and written assignments.

K-12 Music Education 24:16:08:38 (i) (ii) (iv) (v) (g)

(i) The program shall require coursework sufficient to constitute a major, which includes studies of the language and grammar of music and common elements of music, rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction.
Assessment: written exams and written assignments

(ii) The program shall require coursework sufficient to constitute a major, which includes ability to convey an understanding of music elements in both aural and visual analysis.
Assessment: written exams and written assignments

(iv) The program shall require coursework sufficient to constitute a major, which includes study of music history and literature, the relationship of music and other arts in past and contemporary cultures, and the placement of compositions according to historical and stylistic perspectives.
Assessment: written and aural exams and written assignments

(g) The program shall require coursework sufficient to constitute a major, which includes study to develop the process skills of analysis, synthesis, and evaluation essential to the arts.
Assessment: written and aural exams and written assignments

This course also meets the standards of NASM as identified in the course objectives, specifically:

Sec. VII.D.1.a.(3) An ability to address culture and history from a variety of perspectives.
Sec. VII.D.1.a.(4) Understanding of, and experience in thinking about, moral and ethical problems.
Sec. VII.D.1.a.(6) The capacity to explain and defend views effectively and reasonably.
Sec. VII.D.2.a.(1) The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
Sec. VIII.A.6.a.(4) The ability to think, speak, and write clearly and effectively.

Sec. VIII.A.6.a.(4) Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to, history, culture, moral and ethical issues, and decision-making.

Sec. IX.O.3.b.(4) Analysis/History/Literature. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

XII. ADA Statement: Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided to students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099, (Woodburn 134), fax number 605-642-6095 or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx

XIII. Academic Freedom and Responsibility: Students are responsible for learning the content of any course of study in which they are enrolled. “Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

XIV. Unit Outline:

<table>
<thead>
<tr>
<th>Tentative Calendar (Subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 (9/10) introduction/musical autobiography/elements (TM Ch. 1–2)</td>
</tr>
<tr>
<td>WEEK 2 (9/17) elements (TM Ch. 2–3)</td>
</tr>
<tr>
<td>WEEK 3 (9/24) elements (TM Ch. 3–4)</td>
</tr>
<tr>
<td>WEEK 4 (10/1) elements (TM Ch. 5–6)</td>
</tr>
<tr>
<td>WEEK 5 (10/8) Test 1 (9/12)</td>
</tr>
<tr>
<td>WEEK 6 (10/15) Music in East Africa Ch. 1</td>
</tr>
<tr>
<td>WEEK 7 (10/22) MEA Ch. 2, 3</td>
</tr>
<tr>
<td>WEEK 8 (10/29) MEA Ch. 4, 5, 6</td>
</tr>
<tr>
<td>WEEK 9 (11/5) Test 2</td>
</tr>
<tr>
<td>WEEK 10 (11/12) Music in Ireland Ch. 1, 2</td>
</tr>
<tr>
<td>WEEK 11 (11/19) MI Ch. 3, 4</td>
</tr>
<tr>
<td>WEEK 12 (11/26) NO CLASS</td>
</tr>
<tr>
<td>WEEK 13 (12/3) MI Ch. 5, 6, 7</td>
</tr>
<tr>
<td>WEEK 14 (12/10) Student Presentations/listening journals due</td>
</tr>
<tr>
<td>FINAL EXAM TBA</td>
</tr>
</tbody>
</table>

This syllabus and schedule are subject to change. Students will be informed of any changes during class. Any emails will be sent to the student’s official school email (firstname.lastname@yellowjackets.bhsu.edu).
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ENGL 212 World Literature II to the list of courses approved to meet IGR #2 Cultural Awareness and Social and Environmental Responsibility.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ENGL 212 World Literature II course correspond with the IGR #2 objectives, and thus the department seeks approval and inclusion of ENGL 212 on the designated list of IGR #2 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
IGR #2 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ENGL 212 World Literature II: Selected works of world literature in translation since the Renaissance. ENGL 211 and 212 need not be taken in sequence.

Goal: Students will acquire knowledge about the world's peoples - their cultures, arts, and environments - that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

Student Learning Outcomes: As a result of taking ENGL 212, students will be able to:
1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints,
2. Describe how personal choices derive from and affect social, cultural, and environmental
IGR #2 – ENGL 212 World Literature II

contexts,
3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience, and

Student learning outcomes 1, 2 and 3 will be addressed in written assignments and discussions. ENGL 212 World Literature II pays particular attention to people’s written expression of their understanding of the human condition, including genre, form, and style. The temporal scope of the class allows reviews how many concepts have evolved over the centuries, and insight into ideas about issues such as tolerance, gender and racial equality, and appropriate behavior as they were expressed in earlier times provides students with a context for understanding them in our own. These outcomes will be assessed as described above.

4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, and #3, or #1, #2, and #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

SOUTH DAKOTA STATE UNIVERSITY
ENGL 212.S01D

Fall 20XX
M/W/F, 10:00-10:50, Wagner Hall 0114
Dr. XXXXX
012N Scobey Hall; mailbox: 016 Scobey Hall
Office Hours: M/W/F, 11:00-1:00, and by appointment
Phone: 688-4064 (my office); 688-5191 (main office); 697-80XX (home)
E-mail: XXXX

The best way to reach me is to email me through D2L. I will make every effort to respond to you within 24 hours during the work week. Weekends and holidays may take a little longer.

Course Description: Selected works of world literature in translation since the Renaissance. ENGL 211 and 212 need not be taken in sequence. 3 credits.
Prerequisite: ENGL 101.

Additional Description: This course will be taught entirely through Desire-to-Learn (D2L). It will consist of extensive reading, writing, and discussion and will require weekly posting to a discussion group and the completion of three analytical essays.

System General Education Requirements and Student Learning Outcomes: English 212 meets Goal 4 of the System General Education Requirements, which is that “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.” The course includes five of the student learning outcomes for courses meeting Goal 4. Students taking English 212 will be able to (1) demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience, (2) identify and explain basic concepts of the selected disciplines within the arts and humanities, (3) Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities, (4) demonstrate creative and aesthetic understanding, (5) and explain and interpret formal and stylistic elements of the literary or fine arts.

Institutional Graduation Requirements and Student Learning Outcomes: English 212 can also be used to meet IGR Goal 2: “Cultural Awareness and Social and Environmental Responsibility: Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.” Note that the course cannot be used to satisfy both the SGR and the IGR requirements. It can count for one or the other.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will:
1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.

2. Describe how personal choices derive from and affect social, cultural, and environmental contexts.

3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.

As a literature class, we pay particular attention to people’s written expression of their understanding of the human condition, including genre, form, and style. The temporal scope of our class allows us to see how many concepts have evolved over the centuries, and insight into ideas about issues such as tolerance, gender and racial equality, and appropriate behavior as they were expressed in earlier times provides students with a context for understanding them in our own. These outcomes will be assessed as described above.

Globalization Requirement: “Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.” English 212 fulfills the globalization requirement for graduation: “Students will be able to identify global issues and how they impact their lives and discipline.” Our readings are drawn from a variety of early cultures from around the world. Through them students will encounter issues that remain important in today’s world, including racial and gender equality. Students will understand how multiple perspectives impact the process of globalization and will be able to interpret global issues and data utilizing the tools of literary criticism and history. Assessment of these outcomes is included in the evaluation procedures described above.

Disability Services: If you have a disability that will affect your progress in the course, please contact the Office of Disability Services in the Wintrode Student Center, 688-4504.

Freedom in Learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performances shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Attendance: This course will be conducted entirely on-line, so there will be no face-to-face class meetings. However, your “virtual attendance” is required by logging on to the course, checking your messages and announcements, posting your discussion on time, and submitting all work by the due date and time.

Late work: All assignments must be submitted by the due date and time unless you have received prior permission from me. I reserve the right not to accept unauthorized late assignments or to deduct points.

Texts: The following books are required for the class. Some of them are available used, but be aware that any page references I make will be to these editions:


Thrity Umrigar. *The Space Between Us.* 978-0-06-079156-8. (India)


Assignments and Points:

- Weekly: Substantial posting to the Discuss link. 5 pts. each
- Weekly: Substantive response to the Discussion Post of one class member. 5 pts. each
- Short Papers: Three short analytical essays. 50 pts. each
- Final Major Essay: 100 pts.

Total Number of Points Available: 550

Paper Instructions:

Paper Guidelines:

1. Each paper must be 3-4 pages in length, sufficient to adequately develop your thesis.
2. Each paper should contain a clearly stated thesis.
3. Paragraphs should be well-crafted.
4. The essay should contain an introduction, a body, and a conclusion.
IGR #2 – ENGL 212 World Literature II

5. Use specific examples from the books to support your arguments.
6. Do not summarize the plot; use the paper to analyze the novel, its characters, themes, and events.
7. If you use outside sources, be sure to cite them in the text and use a Works Cited page at the end. Failure to do so constitutes plagiarism and will result in a grade of 0 (F) on the assignment.
8. All of the usual mechanics of standard written English apply, so check your spelling and sentence construction, and paragraph development.
9. Remember: you are writing a formal essay, not a Discussion Post.
10. Papers must be submitted as a Word document in D2L by the due date and time. Please do not submit in any format other than .doc or .docx.
11. Paper topics and their detailed instructions are listed in red in the syllabus in the week they are due.

Discussion Post and Paper Grading Rubric:

I will assess your discussion posts, your short analytical essays, and your major essay upon quality of content (including any use of source materials), clarity of content (including correct documentation), and clarity of style (including grammatical correctness). And I will uphold common standards articulated in the following rubric:

The grade of “A” (“exceptional”) designates:
- fulfillment of the requirements and objectives of the assignment
- an excellent, impressive command of content
- a clear explanation, development, and application of ideas
- independent thought and analysis
- thorough and persuasive substantiation of claims
- clear and effective organization
- precise, fluent, and distinctive expression—written or oral
- correct grammar, punctuation, documentation, and format

The grade of “B” (“above average”) designates:
- fulfillment of most of the requirements and objectives of the assignment
- a competent command of content
- mostly clear explanation, development, and application of ideas
- a capacity for independent thought and analysis, though it is not fully realized
- sufficient and mostly persuasive substantiation of claims
- mostly clear and effective organization
- mostly precise, fluent, and clear expression—written or oral
- mostly correct grammar, punctuation, documentation, and format

The grade of “C” (“average”) designates:
- fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
- an adequate command of subject matter
- adequate explanation, development, and application of ideas, though lack of depth is evident
- lack of independent thought or sustained analysis
- inconsistent substantiation of claims
- adequate organization, though lapses are evident
- adequate expression—written or oral—though lapses in precision, fluency, and clarity are evident
- adequate grammar, punctuation, documentation, and format

The grade of “D” (“lowest passing grade”) designates:
- insufficient fulfillment of the requirements and objectives of the assignment
- an inadequate command of content
- insufficient explanation, development, and application of ideas
- unexamined, clichéd thinking and little analysis
- inadequate substantiation of claims
- inadequate organization, making the text hard to follow
- inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity
- numerous and significant errors in grammar, punctuation, documentation, and format
The grade of “F” (“failure”) designates:
- a failure to follow or complete the assignment
- a failure to control or comprehend the content
- a failure to sufficiently explain, develop, or apply ideas
- a failure to analyze
- a failure to sufficiently substantiate claims
- a failure to organize the content, making the text or oral presentation largely incoherent
- a failure to write or speak with any degree of precision, fluency or clarity
- a failure to abide by the conventions of grammar, punctuation, documentation or format

**Grading Standard:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-78</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>00-59</td>
</tr>
</tbody>
</table>

**Schedule:** We will follow the schedule below:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn to navigate D2L.</td>
<td>01/14-01/17</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Introduce yourself to the class by giving some information about yourself (your major, your year in school, hometown, why you are taking this class, etc.).</td>
<td>11:00PM 01/17</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Read <em>Oscar Wao</em>, pp.1-75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Post #1: This early section of the novel introduces us to the word and concept <em>fuku</em>’ an obvious play on the vulgar but ubiquitous English expression. How does <em>fuku</em>’ play a central role in Dominican Republic history and extend even into the Dominican immigrant experience in America? Who is the narrator of Oscar’s story? Is he a reliable narrator (do you believe his version of events)?</td>
<td>11:00PM 01/17</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Read <em>Oscar Wao</em>, pp. 77-201</td>
<td>01/18-01/24</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #2: This section of the book introduces us to Belicia (Beli) and her political problems in the Dominican Republic with the Dictator/Gangster. Why does she have to leave her home country and go to Patterson, New Jersey? Why is Oscar driven to his first suicide attempt? Why does the author Junot Diaz write about such tragic events with such humor and profanity?</td>
<td>11:00PM 01/24</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Respond to the Discussion Post of one class member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Read <em>Fundamentalist</em>, pp.1-107</td>
<td>01/25-01/31</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #3: Are there any true “heroes” in this book? Has the family’s immigrant experience in America been better for them than if they had remained in the Dominican Republic?</td>
<td>11:00PM 01/31</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Respond to the Discussion Post of one class member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Read <em>Fundamentalist</em>, pp.108-184</td>
<td>02/01-02/07</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #4: Who is the American who sits across the table from Changez at the café table? Why does Changez entrust him with his life story and his experiences in America? Why is Changez attracted to the American girl Erika? Why does Changez react the way he does to the bombing of the World Trade Center?</td>
<td>11:00PM 02/07</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Respond to the Discussion Post of one class member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Read <em>Fundamentalist</em>, pp. 108-184</td>
<td>02/08-02/14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #5: The ending of the novel is deliberately ambiguous. What do you think happens at the end and why?</td>
<td>11:00PM 02/14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Respond to the Discussion Post of one class member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow the Paper Guidelines in the Syllabus and write paper #1: Topic: These first two novels provide us with main characters (protagonists) who are very ill at ease in mainstream society in American and in their home countries. Compare the characters of Oscar and Changez and discuss the reasons for their alienation.</td>
<td>11:00PM 02/14</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Read <em>The Graveyard Book</em>, pp. 1-165</td>
<td>02/15-02/21</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #6: This novel received the prestigious Newberry Medal for Children’s Literature. What elements in the book make it suitable for children? Are there and elements that make it unsuitable for</td>
<td>11:00PM 02/21</td>
<td>5</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Reading</td>
<td>Due Date</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Respond to the Discussion Post of one class member.</td>
<td>The Graveyard Book, pp. 166-307</td>
<td>02/22-02/28</td>
</tr>
<tr>
<td>8</td>
<td>Respond to the Discussion Post of one class member.</td>
<td>Flight, pp. 1-97</td>
<td>03/01-03/07</td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Write Paper #2: Follow the Paper Guidelines in the Syllabus and write paper #2: Topic: In both novels, the main characters interact with people from other places and times—in other words, they time travel. How does the time traveling change Zits and Bod? What information do they receive in their travels that they would not have understood without the traveling? How do they use this information? Does the information impact them positively or negatively?</td>
<td>Flight: pp. 98-181</td>
<td>03/08-03/14</td>
</tr>
<tr>
<td>11</td>
<td>Respond to the Discussion post of one class member.</td>
<td>The Space Between Us, pp. 1-90</td>
<td>03/22-03/28</td>
</tr>
<tr>
<td>12</td>
<td>Respond to the Discussion post of one class member.</td>
<td>The Space Between Us, pp. 91-196</td>
<td>03/29-04/04</td>
</tr>
<tr>
<td>13</td>
<td>Respond to the Discussion Post of one class member.</td>
<td>The Space Between Us, pp. 197-521</td>
<td>04/05-04/11</td>
</tr>
<tr>
<td>14</td>
<td>Respond to the Discussion Post of one class member.</td>
<td>The Secret River, pp.1-71</td>
<td>04/12-04/18</td>
</tr>
</tbody>
</table>
# IGR #2 – ENGL 212 World Literature II

<table>
<thead>
<tr>
<th></th>
<th>Respond to the Discussion Post of one class member.</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Read <em>The Secret River</em>, pp. 75-185</td>
<td>5</td>
</tr>
<tr>
<td>04/19-04/25</td>
<td>Discussion Post #15: Describe the conditions the Thornhill family encountered when they migrated to Sydney. What differences do you see between William’s attitude towards the Aborigines and that of his wife, Sal? How do the other white immigrants react to the new environment?</td>
<td>11:00PM 04/25</td>
</tr>
<tr>
<td>04/26-05/02</td>
<td>Discussion Post #16: At the end of the novel, we see the Thornhills as rich, successful landowners. What price have they paid for their success? What price have the Aboriginal people and the land itself paid in order for the Thornhills to achieve their wealth? Has it been worth it?</td>
<td>11:00PM 05/02</td>
</tr>
<tr>
<td>17</td>
<td>Write and submit final essay project.</td>
<td>11:00PM 05/05</td>
</tr>
</tbody>
</table>

For this 5- to 7-page research essay, focus on one of the cultural or social issues we’ve discussed (post-colonialism, race, immigration/xenophobia, gender, sexuality, disability, or a more general kind of “otherness”) and support a specific thesis in relation to three texts, at least two of which we’ve read for class. Your research paper may be an extension of your analytical essays, or it may be on a different topic altogether.

Your essay should employ at least 5 secondary sources in addition to your primary sources. These must be academic sources—journal articles, chapters or essays from scholarly books, and/or scholarly books. For literature, the MLA International Bibliography is the best database to use (access through EBSCOhost), but you may also use theoretical sources and/or sources from other disciplines to create a context for your discussion of literature. Find books using the library catalog and essays and articles using EBSCOhost (limit to peer-reviewed sources) or Academic Search Premier (an EBSCOhost database that limits you primarily to academic sources). If you are uncertain about the difference between academic and popular sources, see the related handout under “Miscellaneous” in our D2L content.

Your paper should include close readings of specific scenes and passages from the literature, analyzing language, imagery, character, setting, etc. You must use direct quotations from the literary texts to support your ideas. You must also directly quote, paraphrase, and/or summarize your secondary sources.

Your paper must be well-organized, with a clear thesis statement, unified paragraphs in support of the thesis, topic sentences stating the main idea of each paragraph, transitions between paragraphs, and a logical pattern of organization. It must be well-written—stylistically sound and with no grammatical or mechanical errors. You must use the MLA style of documentation, and you must do so correctly. Formatting: 1-inch margins, 12-point Times New Roman, double-spaced.

You may submit a draft of your paper to me for feedback but must do so no later than April 28. This draft is optional but encouraged.

## Institutional Graduation Requirements (IGR) Course Review

**Faculty Self-Report Form**

**Directions:**
1. Complete this form for each course you are submitting for consideration as an IGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the guidelines for syllabi found on Inside State.

**NOTE:** For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section will be needed).

**Due:** September 1, 2011 to Dan Hansen, Chair, Academic Affairs Committee-IGR Task Force. E-mail copy is required (dan.hansen@sdstate.edu).

<table>
<thead>
<tr>
<th>IGR Goal</th>
<th>#1: First Year Experience</th>
<th>#2: Cultural Awareness and Social and Environmental Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGR Course prefix, number, and title:</td>
<td>ENGL 212: World Literature I</td>
<td></td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Faculty member’s name, department, college:</td>
<td>Multiple Faculty, English, A &amp; S</td>
<td></td>
</tr>
<tr>
<td>Department Head</td>
<td>Dr. Jason McEntee</td>
<td></td>
</tr>
<tr>
<td>(Electronic signature indicates approval)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DOES THIS SYLLABUS CONTAIN:**

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Goal(s) and Student Learning Outcomes Met (List Only Those Goals and Student Learning Outcomes Met by the Course) | Are the Goal(s) and Student Learning Outcomes Included on the Syllabus? (Yes/No) | List Assessment Tools and How They Demonstrate Student Performance Related to Each Student Learning Outcome+

| 1. Student Learning Outcome 1: Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. | Y | W, D  
Assessment: Through readings, discussion, and writing assignments, students will learn about and demonstrate their knowledge of literary texts that represent a variety of social, political, religious, and philosophical backgrounds and that engage with issues related to class, gender, sexuality, race, ethnicity, and/or physical ability. In doing so, students will engage with a diversity of values, beliefs, and ideas about the human experience as it pertains to the multiple environments in which it takes place.

| 2. Student Learning Outcome 2: Describe how personal choices derive from and affect social, cultural, and environmental contexts. | Y | W, D  
Assessment: Through readings, discussion, and writing assignments, and through the temporal scope of this class, students will learn how many concepts have evolved over the centuries, and they will gain insight into ideas about issues such as tolerance, gender and racial equality, and appropriate behavior as they were expressed in earlier times and will provide students with a context for understanding them in our own time.

| 3. Student Learning Outcome 3: Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. | Y | W, D  
Assessment: Through readings, discussion, and writing assignments, students will learn about and demonstrate their knowledge of the ways world literature from the Renaissance to the present is shaped by cultural interactions. These include artistic, religious, political, and philosophical interactions with other countries throughout the world.

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
V = visual arts/design studio work  
C = clinical field demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
O = Other, please specify
SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

SDSU  
Arts and Sciences / Journalism and Mass Communication  
Laurie Stenberg Nichols  1/17/14

Institution  Division/Department  Institutional Approval Signature  Date
SDSU  Mary Arnold  Kathleen Donovan  1/2/14
Institution  Form Initiator  Dean’s Approval Signature  Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ADV 476 International and Ethnic Advertising to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ADV 476 International and Ethnic Advertising course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of ADV 476 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ADV 476 International and Ethnic Advertising: This course develops an understanding of international and ethnic advertising and marketing. Students gain experience in marketing decisions that reflect an understanding of intercultural and international markets and explore the social and ethical issues in such marketing.

Course Goals
• Students will develop an understanding of international and ethnic advertising and marketing.
• Students will gain experience in marketing decisions that reflect an understanding of intercultural and international markets.
• Students will explore social and ethical issues in international and ethnic advertising and
Globalization – ADV 476 International and Ethnic Advertising

marketing.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of ADV 476, students will be able to:

- Demonstrate an understanding of the diversity of groups in a global society and in the advertising workplace.
- Develop an appreciation for ethnic and multicultural marketing within the United States and around the world.
- Gain experience making marketing and creative decisions that reflect and respect cultural differences.
- Discuss the ethical issues raised by the internationalization of advertising and the regulatory environment(s) within which international and cross-cultural advertisers must operate.
- Describe the potential influence of cultural factors on international and cross-cultural advertising.
- Compare the current status and potential future of the advertising industry in the global market.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.
Globalization – ADV 476 International and Ethnic Advertising

ADV 476 International and Ethnic Advertising
Syllabus Spring 2013
Department of Journalism and Mass Communication
South Dakota State University
MWF 9:00 AM-9:50 AM
Yeager Hall 206

Instructor Information:
Assistant Professor Didem Koroglu
Office: Yeager Hall Room 230
Office Phone: 605 688 6242
Email: didem.koroglu@sdstate.edu
Office hours: Mondays and Tuesdays 2:30 pm-5:00 pm, Fridays at 10:00 am-11:00 am or by appointment.

Catalog Description & Goals: This course develops an understanding of international and ethnic advertising and marketing. Students gain experience in marketing decisions that reflect an understanding of intercultural and international markets and explore the social and ethical issues in such marketing.

Globalization Requirement: ADV 476 fulfills the university’s General Education Globalization Requirement. Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

The primary objective of the Globalization Requirement is to present meaningful global content of contemporary relevance. Each course that fulfills this requirement must include ONE of the following two student learning objectives:

1. SLO #1 — Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.
2. SLO #2 — Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

ADV 476 meets SLO #1.

Student Learning Objectives:
At the end of this course students will be able to:
1. Demonstrate an understanding of the diversity of groups in a global society and in the advertising workplace.
2. Develop an appreciation for ethnic and multicultural marketing within the United States and around the world.
3. Gain experience making marketing and creative decisions that reflect and respect cultural differences.
4. Discuss the ethical issues raised by the internationalization of advertising and the regulatory environment(s) within which international and cross-cultural advertisers must operate.
5. Describe the potential influence of cultural factors on international and cross-cultural advertising.
6. Compare the current status and potential future of the advertising industry in the global market.

ACE/IMC Professional Values and Competencies
This course introduces the following through lecture, discussion and assignments:
1. Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
4. Understand concepts and apply theories in the use and presentation of images and information;
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
6. Think critically, creatively and independently;
7. Conduct research and evaluate information by methods appropriate to the communications professions in which you work;
8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes you serve.

Required Reading Material:
1. Dynamics of International Advertising; Theoretical and Practical Perspectives, Barbara Mueller, Peter Lang Publishing Third Edition
2. Communicating with the Multicultural Consumer Theoretical and Practical Perspectives, Barbara Mueller, Peter Lang Publishing

Additional readings and resources are introduced throughout the course. Items from additional readings and resources may be included in the tests. In addition, information from guest speaker lectures may be included in the tests.

Instructional Methods: Methods used include lectures, group discussion, textbooks and other resources, and application (lab assignments).

Grading Scale:
A=100-90 B=89-80 C=70-79 D=60-69 F=59 and below

Point Distribution:
Three Written Assignments (@100 points) 300 points 30%
Exam #1 150 points 15%
Comprehensive Project 400 points 40%
Final Exam 150 points 15%
Total: 100%
Written Assignments
Three written assignments (2-4 pages) will have to be turned in at various times (see timetable) during the semester. They will primarily cover your own reflections of aspects encountered during lecture, and will consist of reviews and evaluations of specific topics related to the discussed issue.

Assignment 1: Multicultural practices in the United States
The purpose of this assignment is to determine the latest trends and developments in cross-cultural advertising toward minorities in the US market. You are to seek two separate articles that have appeared in advertising and marketing communication industry publications (such as AdAge, Adweek, Media Week, etc.) or general interest publications and newspapers. Identify those articles – one article focused on an advertiser, product, brand, and one focused on advertising, an agency, a campaign.

Answer the following for each article:
1. What is the trend/new practice that is being discussed (what’s going on – summary)?
2. Why do you think this trend/practice is being done strategically?
3. What do you think that will be achieved by this new trend/practice?
4. What is your personal opinion about this particular article?
5. Make a photocopy of each article and attach it to your answer sheet.

Assignment #2: How Hollywood and Madison Avenue present America
Content analyze (1) a popular TV series or movie and (2) an ad campaign for a global advertiser, and speculate on how these images accurately (or not?) portray U.S. values and how they might influence viewers in other countries.
For instance, in the movie “Lost in Translation,” Bill Murray plays an actor advertising a bourbon brand to a Japanese audience in Tokyo. You could research Japanese values and comment on the movie plot by comparing differences between U.S. and Japanese consumers.

Assignment #3: International ads
The purpose of this exercise is to demonstrate your knowledge and skills of assessing international ads. You are asked to select two ads from international magazines (not for US) that were published in the last two years. You do not need to purchase a copy if the magazines are available in a library. I do prefer a color copy if the original was in color. When submitting the copies, please add the magazine name, date, month and year of the copy.

Answer the following questions:
1. What cultural values – if any – are reflected in each ad?
2. What executional style is used to make the ad attractive to this market?
3. Does the advertiser appear to understand this market? Why or why not?

Comprehensive Group Project
This is a two-part project. You will work in groups of 2-3 to complete this project.
Part One: (200 points)
Pick an international market and learn about the advertising environment and culture of that particular market. As a group you are required to put together an infographic to present your research findings.

Part Two: (200 points)
For this portion of the project, as a group you will identify a product or a service that is marketed in that culture and put together an advertising campaign. You will present your findings in class. Detailed assignment due dates and instructions will be provided separately.

Attendance: Roll will be taken each class. Student participation in course discussion is expected. Attendance and course discussion will play an important role in your final grade. Absences and lateness will be reflected in your final grade. 3 absences = automatic “D” / 4 absences = automatic “F” / Being late twice = 1 absence. Class starts promptly. After 5 minutes, you are considered late. If absent or late, valid documentation must be provided in order to not be penalized. If you need to be absent from class, you will need to notify the instructor ahead of time (preferably 24 hours before class) via email or phone.

Technology Skills: Students will be required to use web based and library resources. You will also be required to write business style reports with a word processing program. PowerPoint may be used for group presentations.

Classroom Etiquette: Professional behavior is expected in the classroom. Earphones, texting, checking social media sites, and reading email are not allowed. Use laptops for note-taking only.

ADA Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 665, the Student Union.

Academic Honesty: Integrity and ethics are important to all professions, but especially so in mass communication. Thus, the instructor will consider academic dishonesty a serious offense that may be given a maximum penalty of an F for the course. See university guidelines for the university’s policy on academic honesty.

Freedom in Learning: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college, which offers the class to initiate a review of the evaluation.
Globalization – ADV 476 International and Ethnic Advertising

<table>
<thead>
<tr>
<th>Tentative Schedule MCOM 476</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Schedule may change, will inform major changes in class)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week One</strong></th>
<th><strong>Week Five</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11 Introduction</td>
<td>Feb 4 Reaching Asian American Consumers (Chapter 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week Two</strong></th>
<th><strong>Week Six</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14 The Multicultural Marketplace, The Multi Cultural Consumer and the Marketing Mix (Chapter 1, 2)</td>
<td>Feb 6 Reaching the Native American Consumers (Guest speaker TBA)</td>
</tr>
<tr>
<td>Jan 16 The Multicultural Marketplace, The Multicultural Consumer and the Marketing Mix (Chapter 1, 2)</td>
<td>Feb 8 Advertising Agencies and Multicultural Consumers (Chapter 7)</td>
</tr>
<tr>
<td>Jan 18 The Influence of Culture on Marketing and Advertising to Multicultural Consumers (Chap 3)</td>
<td>Written Assignment # 1 Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week Three</strong></th>
<th><strong>Week Seven</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21 NO CLASS Martin Luther King Day Holiday</td>
<td>Feb 11 Ethics and Social Responsibility in Multicultural Advertising (Chapter 8)</td>
</tr>
<tr>
<td>Jan 23 The Influence of Culture on Marketing and Advertising to Multicultural Consumers (Chap 3) Continued</td>
<td>Feb 13 EXAM # 1</td>
</tr>
<tr>
<td>Jan 25 NO CLASS INTERNSHIP FAIR</td>
<td>Feb 15 Global Advertising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week Four</strong></th>
<th><strong>Week Eight</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28 Reaching the Hispanic Consumer (Chapter 4)</td>
<td>Feb 20 Growth of International Business and Advertising (Chapter 1)</td>
</tr>
<tr>
<td>Jan 30 Reaching the Hispanic Consumer Continued (Chapter 4)</td>
<td>Feb 22 The International Marketing Mix (Chapter 2)</td>
</tr>
<tr>
<td>Feb 1 Reaching African American Consumers (Chapter 5)</td>
<td><strong>Week Eight</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Week Eight</strong></th>
<th><strong>Week Eight</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 25 The International Marketing and Advertising Environment (Chapter 3)</td>
<td>Feb 27 The Cultural Environment (Chapter Four)</td>
</tr>
<tr>
<td>Feb 27 The Cultural Environment (Chapter Four)</td>
<td>March 1 The Cultural Environment continued (Chapter Four)</td>
</tr>
</tbody>
</table>
Globalization – ADV 476 International and Ethnic Advertising

Week Nine
March 4-8 Spring Break

Week Ten
March 11 Coordinating and Controlling International Advertising (Chapter 5)
Assignment # 2 Due
March 13 Creative Strategy and Execution (Chapter 6)
March 15 Advertising Media in the International Arena (Chapter 7)

Week Eleven
March 18 Research in the International Arena (Chapter eight)
March 20 Advertising Regulatory (Chapter 9)
March 22 China

Week Twelve
March 25 Brazil
March 27 India
Assignment # 3 due.
March 29 Easter Break No class

Week Thirteen
April 1 Easter Break No Class
April 3 Infographic Presentations
April 5 Infographic Presentations

Week Fourteen
April 8 Infographic Presentations
April 10 Social Responsibility and Ethics in the Global Marketplace (Chapter 10)
April 12 Ethics Continued

Week Fifteen
April 15 International Advertising in the Digital World
April 27 Time for Group Work
April 19 Review for Final Exam/Study Time for Group Work

Week Sixteen
April 22 Group Presentations
April 24 Group Presentations
April 26 Group Presentations

Week Seventeen
April 29-May 3 Finals Week
STUDENT WORK
Assignments in ADV 476 International Media fulfill the globalization learning outcome: “Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.”

The comprehensive group (2 or 3 students) project below and on the next page required students to research “an advertising environment and culture of that particular market” and present their findings in an infographic.

- **Japan**
  - **Total Population**: 137,368,088
  - **Highest age population is 25-54 at 38.5%**
  - **30% of total ad spending goes to TV advertising**
  - **22% of total ad spending goes to NEWSPAPER advertising**
  - Newspaper and magazine advertising is known to be extremely conservative
  - Businesses are required to be in business for a minimum for three years to advertise
  - Product cycles are short and the Japanese consumer continuously demand new products
  - Japanese culture puts a high value on symbolism
  - The Japanese consumer tends to be very detail-oriented
  - Prefers details and symbols over product comparison
  - Japanese place high priority in brand loyalty
  - Highly digitized country that is ahead of MOBILE TRENDS
  - The advertising industry in Japan is regulated by the JAPAN ADVERTISING REVIEW ORGANIZATION
China Advertising
Population: 1,341,335,152

5 MAJOR CITIES
- Shanghai: 16.57 million
- Beijing: 12.21 million
- Chongqing: 9.401 million
- Shenzhen: 9.005 million
- Guangzhou: 8.804 million

5 MAJOR CITIES
- Shanghai: 16.57 million
- Beijing: 12.21 million
- Chongqing: 9.401 million
- Shenzhen: 9.005 million
- Guangzhou: 8.804 million

China has one of the world's largest markets.

Top 5 Industries
- Cosmetics
- Beverage
- Pharmaceutical
- Agriculure
- Food

Values
- Ancient viewpoint
- Language
- Education
- Relationships
- Gift giving
- Birthdays
- Colors
- Numbers

Government Regulation
What to avoid:
- Sex
- Uncivilized behavior
- Disrespecting political hierarchy
- Disrespecting social hierarchy

Social Media
597 million
number of active social networking users in China

Top 5 Social Networking Sites
1. OZONE
2. TENCENT WEIBO
3. SINA WEIBO
4. WECHAT
5. PENGYOU

on average online users spend 46 minutes on social networking sites everyday
Globalization – ADV 476 International and Ethnic Advertising

System Graduation Requirement (SGR) Course Review (including SGR #7, AW and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing X Globalization

1. Course prefix, number, and title: MCOM 475: International & Ethnic Advertising
2. Number of Credits: 3
3. Faculty member’s name, department, college: Didem Koroglu, Journalism & MCOM, Arts & Sciences
4. Department Head Mary Arnold

(Electronic signature indicates approval)

GOAL(S) AND STUDENT LEARNING OUTCOMES
(SLOs) MET (LIST ONLY THOSE GOALS AND
STUDENT LEARNING OUTCOMES MET BY
THE COURSE)

Are the goal(s) and student learning outcomes included on the syllabus? (Yes/No)

Do the measurable assessment methods included measure the SLOs listed? (Yes/No)

List assessment tools and how they demonstrate student performance related to each student learning outcome:

Goal as listed in the most current SDSU Bulletin (catalog)
Students will be able to identify global issues and how they impact their lives and discipline.

Yes

W = 3 writing assignments (multi-ethnic practices in the U.S.; how Hollywood & Madison Avenue present America; international ads) and comprehensive group project that examines an advertising environment and its culture. T = Exams D = Group discussion

List all SLOs for the Goal met by this course

Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Yes

W = 3 writing assignments (multi-ethnic practices in the U.S.; how Hollywood & Madison Avenue present America; international ads) and comprehensive group project that examines an advertising environment and its culture. T = Exams D = Group discussion

+ P = portfolio T = tests/exams C = clinical field demonstration
S = speech or presentation L = lab skill demonstration W = written assignment (research paper, reaction paper, creative writing, etc.)
E = performance (music, theatre, V = visual arts/design studio work forensics)

D = group discussion O = Other, please specify
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ARTH 320 Modern Art and Architecture Survey to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ARTH 320 Modern Art and Architecture Survey course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of ARTH 320 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.


Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation,
Globalization – ARTH 320 Modern Art and Architecture Survey

education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

As a result of ADV 476, students will be able to:

- Students will learn the evolution of European Modernism from its cradle in France through various movements evolving from the mid-XIX century through the early XX century (Impressionism, post-Impressionism, Fauvism, Cubism, Orphism, Dadaism).
- Students will understand how the major visual element space has undergone change as a result of the progressive challenges to Western perspective by various European art movements.
- Students will learn how the artistic revolution from France spread across Europe in the first decades of the XX century, then migrated in the United States in the mid-XX century to acquire a further global dimension during the late modernism.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

ARTH 320 Modern Art and Architecture Survey

Credit Hours: Three
University: South Dakota State University
Academic Term: Fall 2011
Course Meeting Times and Location: South Dakota Art Museum, room 104: MW 3.35 pm – 4.50pm
Instructor: Dr. Leda Cempellin, Department of Visual Arts
Office Hours and place:
* SDSU Art Museum, room 104:
  - Tuesday 10.15-10.45am
  - Wednesday 3.00-3.30pm
  - Thursday 10.15-10.45am
* Grove Hall, office no.106C: Monday, 1.45-3.15pm
Preferred contact: by email: Leda.Cempellin@sdstate.edu (Any time: in the subject space, please write ARTH 320)
Office Phone: 688.4658

The complete syllabus must be downloaded from Desire2Learn (D2L): https://d2l.sdbor.edu/ : click on “log in: Desire2Learn” in the right column, and then log in. You will find ARTH 320. Click on the course. Click on the hyperlink “syllabus” in the upper left side: right click on it, click on “download file”. Then you can open, save, and print the syllabus.

If you need to get started, click on “I'm new to D2L” above left https://boris.sdbor.edu/idm/retrieve-email.cfm?new . If you are not familiar on how D2L works, first login into D2L, and then click on “self-registration” in the upper right corner and then click on “SDSU: Student D2L 101,” and then click on “register” and follow the instructions. If you need assistance or experience technical issues, please contact the Support Desk (688-6776).
Course Description

Catalogue Description (from the University Catalogue, 2011-2012): “Survey of modern art and architecture from its beginnings in the 19th century. Emphasis on international studies and cultural diversity.”

Course Prerequisites:

In order to take ARTH 320, you must have already taken ARTH 212 (History of World Art II)

Listing of Instructional Methods:

- Direct teaching/demonstration
- Lecture and in-class discussions
- PowerPoint presentations and videos
- One intensive-writing research paper
- An intensive-writing midterm and a final exam

Course Requirements:

Textbook:

The required textbook for the course is:

*History of Modern Art*

H.H. Arnason

Sixth Edition


ISBN# 0-205-67367-8

Students Learning Outcomes:

Advanced Writing Requirement (AW):

This course fulfills the Advanced Writing Requirement: “Advanced Writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will refine their skills through research and writing in a discipline specific context.”

Student Learning Outcomes:

As a result of taking this course, students will:

1. **Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.**

   Students will learn to perform more extensive reading on an artist chosen within the chronological and geographical boundaries of the course.
   
   - W) A term research paper, graded on an extensive rubric, will assess the level of students’ ability to focus on one artist of their choice within the chronological and geographical boundaries of the course and read extensively on the artist’s biography.
   
   Students will perform a deep analysis of selected work from the chosen artist.
   
   - W) A term research paper, graded on an extensive rubric, will assess the level of students’ ability to perform and synthesize visual and contextual analysis learned in the lower-division classes.
   
   Students will compare-contrast artworks from the artist chosen with others by the same or other artists, to better understand the chosen artist’s role within the development of modernism.
   
   - W) A term research paper, graded on an extensive rubric, will assess the level of students’ ability to compare-contrast artworks to find a more focused perspective or thesis that unifies the artist’s production, and pursue such thread.
   
   Students will learn the course’s bigger picture.
   
   - T) A Midterm test and a Final test, based on a few open-ended questions, will assess the level of students’ ability to synthesize course content and see the bigger picture.

2. **Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.**

   Students will familiarize themselves with the MLA style guidelines in OWL Purdue for both in-text citations and reference page.
Globalization – ARTH 320 Modern Art and Architecture Survey

- **W)** A term research paper, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ ability to learn to use and master the MLA style in both in-text and references page.

Students will learn the differences between quotation, paraphrase, and summary, and will gain extensive experience in using them properly to avoid unintended plagiarism.

- **W)** A term research paper, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to quote sources properly and thus avoid unintended plagiarism.

3. **Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**

Students will become familiar with Briggs Library scholarly resources in Aquabrowser and in the multi-database.

- **W)** A term research paper, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to search for good quality print and online peer-reviewed quality sources (books, catalogues, and articles) at Briggs Library and in the multiple-database.

Students will be provided feedback and suggestions on how to further refine their bibliographical research towards strengthening the focus of their paper.

- **W)** A term research paper, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to incorporate more and more sources on a focused paper to further strengthening the argument.

4. **Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**

Students will acquire and refine verbal skills in presenting their research on a topic to the class.

- **S)** A class presentation will assess students’ verbal skills in sharing their research with the class and their acquisition of additional visual skills in preparing a presentation unifying visual and written text.

Students will learn to be open to questions on their topic by other students and to navigate through the answer.

- **S)** A class presentation will assess students’ progressive level of mastery of their chosen topic by answering to questions as they are asked from other students in the class.

GLOBALIZATION REQUIREMENT:

This course also fulfills the **Advanced Writing Requirement**: “A process of integration among people, organizations, governments and cultures.”

“Globalization is defined as a process of interaction and integration among different people, organizations and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.”

Student Learning Outcomes:

As a result of taking this course, students will:

2. **“Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders. (The emphasis of this SLO is the more in-depth study of one particular country or region)”**

Students will learn the evolution of European Modernism from its cradle in France through various movements evolving from the mid-XIX century through the early XX century (Impressionism, post-Impressionism, Fauvism, Cubism, Orphism, Dadaism, Nouveau Réalisme).

- **T)** Tests – a Midterm and Final in wide, open-ended questions will assess students’ ability to explain the major changes occurred in French art during the evolution of Modernism.

Students will understand how the major visual element space has undergone change as a result of the progressive challenges to Western perspective by various European art movements.

- **T)** Tests – a Midterm and Final in wide, open-ended questions will assess students’ ability to understand spatial developments spread from France across Europe, culminating in the birth of expressive and analytical abstraction in the first decades of the XX century.
Globalization – ARTH 320 Modern Art and Architecture Survey

Students will learn how the artistic revolution from France spread across Europe in the first decades of the XX century, then migrated in the United States in the mid-XX century to acquire a further global dimension during the late modernism.

- T) Tests – a Midterm and Final in wide, open-ended questions will assess students' ability to respond to global perspectives in the mature Modern era presented by other students in class.

Class Attendance, excused absences and tardiness:

* INSTRUCTOR/DEPARTMENT ATTENDANCE POLICY: Class attendance is required. It is the policy of the Visual Arts Department that there be no further absences above the one per credit hour tolerated per semester course. Therefore, only 3 non-justified absences in the overall course will be accepted; at the fourth absence, the course grade will be subjected to a drop of a full letter grade (this means, for instance, that an average final “A” becomes a “B”); after that, there will be a drop of half grade (-5%) for every 2nd further absence. Example: a student missing 6 lectures will have a drop of 15% of the final grade (4th absence: -10%; 6th absence: -5%).

* UNIVERSITY ATTENDANCE POLICY: (Adopted by Faculty Senate on April 27, 2010) (Approved by Office of Academic Affairs on April 28, 2010)

SDSU is obligated to encourage its primary constituents, the students, to meet their responsibilities to themselves, their families, classmates, instructors and the taxpayers and donors who support higher education in South Dakota.

For these reasons, the following policy as related to attendance is outlined.

Policy: Teaching and learning is a reciprocal process involving faculty and students. Faculty members have an obligation of holding classes on a regular basis and students have an expectation to attend and participate in classes on a regular basis. Faculty members determine the specific attendance policy for courses under their direct supervision and instruction. Attendance procedures must be stated in written form and distributed or posted electronically to students at the beginning of each course. If attendance is required and will impact grading, this expectation shall be included in the syllabus.

Absence due to personal reasons: Any exceptions to the faculty member’s written attendance policy due to verified medical reasons, death of a family member or significant other, or verified extenuating circumstances judged acceptable by the instructor or the Office of Academic Affairs, will be honored. If a student has an accident, falls ill, or suffers some other emergency over which he/she has no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports or statements from health care provider) to show the instructor. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible. Absences for vacations or breaks, personal interviews do not constitute a valid reason for absence.

Absence due to approved university-sponsored/recognized trips: Faculty and administration will honor officially approved absences where individuals are absent in the interest of officially representing the University. Appropriate sanctioned activities include:

- Collegiate club sports and competitions;
- Conferences and workshops recognized by the University not related to academics;
- Commitments on behalf of the University (Students’ Association, Band, Choir, etc.);
- Intercollegiate athletics (refer to page 5 of this document for Student-Athlete Class Attendance Policy); and
- Professional activities recognized by the University related to academics (professional conference attendance, etc.)

Requests for excused absences must be submitted one week prior to the trip or event. Students must present the completed approved trip absence card to the faculty member prior to the trip or event to have an official excused absence. Faculty members are not required to honor incomplete or late cards.

Students with official excused absences: Students with excused absences will be given appropriate make up work or instructor-determined equivalent opportunities for obtaining grades as students who were in attendance. Students with official excused absences are not to be penalized in course progress or evaluation. However, should excused absences be excessive, the faculty member may recommend withdrawal from the course(s) or a grade of incomplete to the student.

TARDINESS AND EARLY LEAVE: Tardiness and early leave of the class could result in absence. Students are expected to attend all classes, to arrive on time, especially during the exams, and stay in attendance through each class meeting period. Students, who arrive late for justified reasons, are made responsible to check with the instructor right after class; students, who need to leave earlier for justified reasons, are made responsible to check with the instructor right before class.

Evaluation:

According to BOR Policy 1:11, on Academic Freedom and Responsibility:

Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Assignments, Tests, Papers, Exams

Students' final grade will be based upon:

1. A term research paper (10%+20%).

During the course, students are expected to write a research paper of approximately 13-15 pages, on a modern artist of the student’s choice. The paper will be submitted in two stages: a draft after a few weeks; a complete paper towards the end of the semester.

Failure to submit the project and respect the deadlines will result in an F=0, which will proportionately affect the overall course grade.

In order to be proficient in their papers, students are required to perform extensive bibliographical research at the SDSU Hilton M. Briggs Library, or in other libraries. Internet sources may also be included, if peer reviewed. It is expected that the MLA style be applied consistently and proficiently through the research paper.
Globalization – ARTH 320 Modern Art and Architecture Survey

2. Midterm and Finals (25%+25%) — These exams will consist in answering to a few broad thematic questions, on the materials covered through the Semester. Due to their complexity, the questions may be announced or posted on-line a few days before, in order to give students an opportunity to plan their articulation in advance. Purpose of these examinations is to test the students' assimilation of the course contents, as well as their ability to select information and give a strong and unified vision in a clear way.

3. Power point presentation of the research project (10%): In the last few weeks, each student will present his/her own research project to the class: each presentation will last up to 10 minutes, followed by questions, discussion and feedback from other students, answered by the presenter.

4. Online discussion Board (5%): An online class discussion board on D2L will assist students in the choice of their term research paper.

5. In-class discussions (5%): In-class discussions and acts of participation through the Semester will carry a final grade. Students are expected to share their intellectual curiosity and to participate, whenever an opportunity for discussion arises. Particularly important will be participation after each student’s presentation through feedback and questions. Students’ acts of participation will be marked in the class register.

All the tests and papers will become property of the University: failure to submit those materials at the exams, or to give back those materials graded (in case students are required to view them), will automatically result with an “F” in that examination, not remaining to the instructor any evidence of the student’s performance in that test. If any doubts or questions arise, students are encouraged to either contact the instructor by email or to visit during office hours. The same procedure applies in case students want to make a photocopy of their Final paper. All the exams will remain in the archives, available for review, throughout the Semester and later on.

Consider also that:

1. It is extremely important to be present in all the examinations. Absences during the exams will not be excused, unless they are cases of extreme gravity, appropriately documented. In such cases, the student is made responsible to contact the instructor as soon as he/she comes back, to show the correlated documentation. A note will be marked in the class register, and the student will take the examination the day of Finals. No make-up tests will be offered after finals.

2. Assignments and papers must be turned in on time. A paper turned in late without serious and documented reasons may not be graded, and an F=0 applied, thus affecting the overall final grade. The paper will be submitted both in hard copy in class and electronically by email (Leda.Cempellin@sdstate.edu).

Accommodation/Disability: ADA statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

ABOUT THE GRADING:

GRADING PERCENTAGE:

1. Online discussion board: .......................................................... 5%
2. In-class participation: .............................................................. 5%
3. Term research paper (two stages):............................................. 10% + 20%
4. Paper in-class presentation ........................................................ 10%
5. Midterm essay/s: ................................................................. 25%
6. Finals essay/s: ................................................................. 25%

PENALTIES:

1. 4th unjustified absence ............................................................ – 10% (then –10% every 3 extra absences)

Academic dishonesty:

Academic Dishonesty will not be tolerated. Cheating, plagiarism, fabrication, or lying will result in the student receiving zero points for the assignment. Additional action may be justified depending on the severity of the offense.

Definitions:

- **Plagiarism**: copying written sources, without appropriately giving credit to them through quotations.
- **Cheating**: to copy from somebody else during examinations.
- **Fabrication**: the falsification or invention of information and sources in the papers.
- **Facilitating dishonesty**: to present someone else’s paper as his/her own, or to come at the exam in substitution of somebody else.

Disruption of Institutional Activities (see STUDENT CODE 01:10:11): any behavior, that obstructs or disrupts teaching and the creation and maintenance of a safe learning class environment, will be punishable with expulsion of the student from the class and recorded absence for that day.

**GRADING SCALE**: A+ (98-100/100); A (93-97/100); A- (90-92/100); B+ (87-89/100); B (83-86/100); B- (80-82/100); C+ (77-79/100); C (73-76/100); C- (70-72/100); D+ (67-69/100); D (63-66/100); D- (60-62/100); Below 60 = F

**GENERAL DEFINITIONS OF GRADES**:

A: earned for work and participation, which exceeds requirements and is conceptually outstanding;
Globalization – ARTH 320 Modern Art and Architecture Survey

B: earned for work, which meets requirements and is conceptually more-than-successful for the level expected in the course. Good to excellent work receives a B grade;

C: earned for work that meets requirements, and which is conceptually successful for the level expected in the course;

D: earned for work which meets minimum requirements;

F: earned for work that does not meet the minimum expectations of the course. F is not a passing grade.

Tentative course Schedule:
(It may be subjected to changes and/or reductions)

IMPORTANT NOTE: Due to the length and breadth of the book’s chapters, against class time constraints, only selected aspects will be covered in class, aimed at guiding students through the reading of the book. It is expected that students use the lecture notes as references, and read the corresponding entire chapters from the textbook.

Week 1 (Aug. 29) THIS CLASS STARTS ON WEDNESDAY, AUGUST 31st, 2011.
* Wednesday: course introduction; syllabus; D2L; term research paper guidelines. Please, be acquainted with the syllabus policies and with the term paper guidelines.

Discussion Board on the paper’s topic: 5% of the grade for this course:
* OPENS: Wednesday, September 1st;
* CLOSES: Wednesday September 7th.

Week 2 (Sept. 5)  * Monday, September 5th: LABOR DAY HOLIDAY. No classes.
* Wednesday: Chapter 1. The Origins of Modern Art: pp.1-16 GLOBALIZATION: FOCUS ON FRANCE
The online discussion board closes.

Week 3 (Sept. 12)  * Monday and Wednesday: Chapter 2. Early Photography, Realism, Impressionism : pp.17-50. GLOBALIZATION: FOCUS ON FRANCE
Monday: we will compile a list of artists for the term paper, possibly avoiding redundant topics.


Week 5 (Sept. 26)  * Monday, September 26 : draft paper due (5-7 pages) : 10% of the grade for this course.


Week 7 (Oct. 10)  * Monday, October 10 : NATIVE AMERICAN DAY HOLIDAY. No classes.
* Wednesday, October 12 : MIDTERM. 25% of the overall grade for this course.

NOTE : on Wednesday, class might be canceled, due to the faculty participation to the National Collegiate Honors Conference in Phoenix, Oct. 19-23. If that case occurs, the following assignment will substitute for the missing class : attend one event of the SoDak Animation Festival (Oct. 20-22) and write a 100-words reaction paper, to be submitted next Tuesday in class. Students sick on Tuesday may email the paper (Leda.Cempellin@sdstate.edu ). Failure to submit the reaction paper will cause a recorded absence.


Week 12 (Nov. 14): * Monday, November 14: term research papers due (one hard copy in class and an electronic file doc, docx or pdf via email: Leda.Cempellin@sdstate.edu ). 20% of the overall grade for this course (to be added to previous grade).
* Wednesday: student presentations of the term research paper (4-5). 10% of the overall grade for this course.

Week 13 (Nov. 21)  * Monday: student presentations of the term research paper (4-5). 10% of the overall grade for this course.
* Wednesday, November 23rd; THANKSGIVING RECESS. No classes.
Globalization – ARTH 320 Modern Art and Architecture Survey

Week 14 (Nov. 28) * Monday and Wednesday: student presentations of the term research paper (8-9). **10% of the overall grade for this course.**

Week 15 (Dec. 5) * Monday and Wednesday: student presentations of the term research paper (8-9). **10% of the overall grade for this course.**

Week 16th FINAL EXAMINATION:
(X 3.00): Thursday, December 15th 2011: 2.00 - 3.40 PM (SMU, room 104). **25% of the overall grade for this course.** The essay will cover the part of the program from Midterm.

Grade Reporting
- Final grades will be reported to Webadvisor by Wednesday, December 21st, and should be available after that date.
- Whenever possible, partial grades for each test will be uploaded each time on D2L (section GRADES, yellow bar above). Grades will not be disclosed by phone or by email.

ARTH 320 – Fall 2011

SPACE DEVELOPMENTS IN MODERNISM

**TYPOLOGY OF ASSIGNMENT:**
- It is a very broad topic, and therefore it should allow students a vast number of choices.
- For its characteristics, this project will give students a good training in focused search, as well as a maturation of a solid perspective in the evolution of XX century art.

Each student will choose one **ARTIST** to focus on.

1. **Stage: online discussion board from Wednesday, August 29th, to Wednesday, September 7th.**

Discussion Board on the paper’s topic: **5% of the overall grade for this course:**
- OPENS: Wednesday, August 29th;
- CLOSES: Wednesday, September 7th.

- **Student’s objectives:**
  - Search for two artists as possible topics: look at their works in books; also search for bibliographical material online (Briggs Library), to make sure there are enough books and/or articles to write a research paper on those artists.
  - Justify your choices in the discussion board.
  - Monday, Sept. 12th, will be compiling a list of scheduled time slots for student presentations, and will fill out with the name of the artist chosen, by trying to avoid redundant topics.

2. **Stage: Monday, September 26th:**

- **Grade:** **10% of the overall grade for this course**
- **Estimated length:** about 5-7 pages (with at least 5 bibliographical sources cited).
- **Typology of information:** the artist’s biography drafted.

- **Student’s objectives:** at this point, the student should:
  - Have already matured a clear idea of the topic choice for the paper;
  - Have already performed some research in the libraries and databases, and should be confident to have some good materials to work on in the next stages;
  - Have a good acquaintance with the artist’s biography.

- **Paper’s objectives: GENERAL INFORMATION.** This first stage should make the student well acquainted with the work of the specific artist chosen, and it should be evident in the paper.

- **Bibliographical sources expected:**
  - Biographical sources on the evolution of the artist’s life and work.
  - General sources (surveys).

3. **Stage: Monday, November 14:**

- **Grade:** **20% of the overall grade for this course**
- **Estimated length:** about 13-16 pages (with at least 12 bibliographical sources cited), which come from the integration of new, more selected and focused knowledge to the first draft.

- **Student’s objectives:** at this point, the student:
  - Should be able to analyze the development of space in the specific artist chosen, taking into account several stages and artworks produced by the artist in time.
  - Should be able to combine:
    - A solid panoramic knowledge of Modernism as a survey;
Globalization – ARTH 320 Modern Art and Architecture Survey

- A very focused knowledge of the artist chosen;
- An awareness of multiple viewpoints on the artist chosen, especially in regards to space (when applicable).

☑ Should be able to answer the following questions:
  - How has the treatment of space evolved in the artist chosen?
  - In the artist chosen, how is the treatment of space connected to the general evolution of Modernism?

- **Paper’s objectives: MORE FOCUSED INFORMATION.** As the course develops, the student should be able to ‘navigate’ around the artist chosen for the paper, by choosing a number of artists, belonging to the same and other periods in Modernism, whose treatment of space is connected in some ways. The student will then recreate those connections by keeping the paper’s chosen artist as the focal viewpoint, and having all the other selected information rotate around it.

- **Bibliographical sources expected:**
  - Very focused articles and books (where students find specific information that can support the student’s awareness of space in that artist).
  - Artists’ statements or treatises in critical anthologies (art theory) are welcome.

**PAPER TOPIC:**

- The **student** has the **choice of the topic** for his/her own paper, and also the **responsibility to carry that topic to completion** (in terms of content and requested bibliography).

- The topic chosen for the final paper must follow the chronology of Modernism (let’s choose 1855 to 1980); papers in the area of post-Modernism (1980 on) will also be welcome.

- The student must make sure that there are enough bibliographical sources to cover the chosen topic.

- **Internet sources must be peer-reviewed/refereed** (If you have any doubts, please ask me). Encyclopedic/generic sources will not be accepted.

- The paper must follow the MLA style throughout (see links at the end of this document).

- A **LIST OF ILLUSTRATIONS**, with hyperlinks, must follow the paper.

- For the overall format of the paper, please look at the following example from an SDSU alumna:

  ✔ **SUPER PAPER, PUBLISHED NATIONALLY:**

  ✔ We also have an SDSU JUR, Journal of Undergraduate Research: [http://www.sdstate.edu/jur/index.cfm](http://www.sdstate.edu/jur/index.cfm): will there be an author from this class for the JUR 2012 (deadline for articles ready for publication: May 2012)?

**TIPS FOR SUCCESS IN WORKING ON THE PAPER:**

- **Approach your paper often, more than once a week:** read what you have so far written; find the problematic points in the paper and take notes in your paper; ask yourself questions, whose solution would take you a step further, by solving a problem you find in the paper, or adding a new information you need in order to go on; then, look for possible solutions in new bibliographic documentation.

- **Remember that you will not find a direct answer, for your paper, in just one book:** on the contrary, you will need to approach a number of sources, with questions already in your mind, so that your reading will be focused on looking for the answer you need. Books and essays do not have to take control over you: you have to control them, and search in them to find what you need.

- **If at a certain point contradictions arise,** in terms of information, or concepts, this could mean you have found new perspectives, and therefore you need to review your entire paper, and adjust for it.

**PAPER’S LIST OF ILLUSTRATIONS:** at the end of the paper text, students will add the Bibliography and also a List of Illustrations, with the basic information (artist’s name, title of the artwork, year, medium, measures, location), followed by a hyperlink where the image can be found online.

**PAPER’S NOTES AND BIBLIOGRAPHY:** The use of MLA style and bibliography are mandatory features. Please, become acquainted with the examples provided above.

The group paper will be graded on the following criteria:

**SCALE:**

5   Fully meets the requirements (100%)
4   Mostly meets the requirements (80%)
3   Meets half of the requirements (60%)
2   Mostly does not meet the requirements (40%)
1   Almost completely missing (20%)
0   Totally missing (0%)
Globalization – ARTH 320 Modern Art and Architecture Survey

1) PANORAMIC VIEW – GENERAL INFORMATION
   5 4 3 2 1 0

2) ANALYSIS OF THE ARTWORKS
   5 4 3 2 1 0

3) COMPARE-CONTRAST (ARTWORKS, IDEAS, OPINIONS)
   5 4 3 2 1 0

4) INTRODUCTION-CONCLUSION
   5 4 3 2 1 0

5) COHESION-COHERENCE
   5 4 3 2 1 0

6) FLUENCY (SPELLING ERRORS, STYLE)
   5 4 3 2 1 0

7) PERSONAL CRITICAL OPINION
   5 4 3 2 1 0

8) TITLE, NOTES, BIBLIOGRAPHY, MLA STYLE
   5 4 3 2 1 0

USE OF BIBLIOGRAPHICAL SOURCES:

When you use some bibliographical materials (such as books, journal or catalog essays, magazine articles, Internet sources) for your paper, you have to cite your sources and avoid plagiarism. PLAGIARISM means to take someone else’s words or contents and make them pass as your own. This is a clear COPYRIGHT INFRINGEMENT and must be avoided. Students are the sole liable for plagiarism in their papers.

On the contrary, you must give FULL CITATION of your bibliographical sources, through the following:

- **QUOTATION**: use of the original words of an author, within quotation marks. Remember to fully cite the original source at the end of the sentence.
- **PARAPHRASE**: say the same content of the original source, but in different words. No use of quotation marks, but the source must be quoted at the end of the sentence.
- **SUMMARY**: briefly give the most important contents of a book, of a page or paragraph. No use of quotation marks, but the source must be quoted at the end of the sentence. Remember that, in case of summary, the risk of misunderstanding the overall meaning of the original source, or its actual context is higher: students must avoid to attribute meanings, to the original source, that the author has not meant.

BIBLIOGRAPHICAL SEARCH IN THE BRIGGS LIBRARY DATABASE:

**BOOKS**: Go to AQUABROWSER, which is SDSU Briggs Library’s new interface: (http://searchsdln.aquabrowser.com/?c_profile=SDB): insert your query above and SEARCH; or, click on ADVANCED in the upper blue bar and insert any information you have (author, or title, etc.) in the left. When clicking on SEARCH, the books will appear in the center, and in the left a word cloud to help you refining your research around your subject.

**ARTICLES**:
- If you wish to look for articles around a topic, go to Briggs’ homepage (http://lib.sdstate.edu/); just below the welcome note, or in the left blue bar, click on FIND LIBRARY RESOURCES; then look down on MULTI-DATABASE SEARCH and click on the link; in META SEARCH on the left, click on CATEGORY and select VISUAL ARTS: six databases will appear in the central column of the page. Click on ADVANCED above in the right; then, you can select the typology of information you have available for your query (such as “author”, “title”, “ISBN number”, etc. Select (for instance, “subject”), type in the information (for instance, “Lascaux” and then click on GO. Under COMBINED RESULTS, you may click on VIEW. The articles will appear, and you can click on the title to view the details. Then, if you wish to go back to the other results, click above on TABLE VIEW.
- Sometimes, when you click on the article’s title, you will see that the FULLTEXT is provided online.
- Sometimes, the article is online, sometimes not. If not online, then you need to find out if Briggs has the paper journal (otherwise, you may need to talk with a Librarian on requesting interlibrary loans), and in affirmative case where it is located in the Library . For instance, the article on Lascaux by Dumas I am looking for is published in Historia May 2008. Arts & Humanities Citation Index (ISI) Title: Lascaux Author: Dumas, V Citation: HISTORIA (737): 92-92 MAY 2008 Year: 2008 ISSN: 0018-2281
- Go up the page to the link FIND JOURNALS (next to multi-database search): click on that link, then insert the name of the journal (Historia); while we find out that Historia is online and accessible through ProQuest (click there), other titles, such as Historia Mathematica (see below) is in print form. The Call No. S10.9 H629 is the location at Briggs (when you ask a Librarian to give you some orientation on how to search for the journal, you need to provide that call no.).
Globalization – ARTH 320 Modern Art and Architecture Survey

USE OF MLA STYLE:

• General guidelines:
  http://owl.english.purdue.edu/owl/resource/747/01/
• In-text citations:
  http://owl.english.purdue.edu/owl/resource/747/02/
• Formatting quotations:
  http://owl.english.purdue.edu/owl/resource/747/03/
• Footnotes and endnotes:
  http://owl.english.purdue.edu/owl/resource/747/04/
• Works cited page - general:
  http://owl.english.purdue.edu/owl/resource/747/05/
• Works cited page – books:
  http://owl.english.purdue.edu/owl/resource/747/06/
• Works cited page – periodicals:
  http://owl.english.purdue.edu/owl/resource/747/07/
• Work cited page – electronic sources:
  http://owl.english.purdue.edu/owl/resource/747/08/
• Sample bibliography:
  http://owl.english.purdue.edu/owl/resource/747/12/

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy _X__ Advanced Writing _X___ Globalization

1. Course prefix, number, and title: ARTH 320 – Modern Art & Architecture Survey

2. Number of Credits:

3. Faculty member’s name, department, college:
   Dr. Leda Cempellin, Department of Visual Arts, College of Arts & Sciences

4. Department Head
   Professor Tim Steele
   (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDSU Bulletin (Catalog) description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As stated in SDSU Bulletin (Catalog)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology skills (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td>X</td>
<td></td>
<td>Both class and University attendance policies are included in the syllabus. All requested policies included. Key deadlines are in the Tentative Course schedule on pp.10-11.</td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class attendance policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td></td>
<td>Advanced writing and globalization goals included</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td>Application for retention of the advanced writing requirement. First-time application for globalization.</td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td>Includes description of variable assessment forms and grading percentages.</td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

Goal as listed in the most current SDSU Bulletin (catalog)

- List all SLOs for the Goal met by this course

#### ADVANCED WRITING REQUIREMENT

1. **SLO: Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.**
   - Students will learn to perform more extensive reading on an artist chosen within the chronological and geographical boundaries of the course.
   - Students will perform a deep analysis of selected work from the chosen artist.
   - Students will compare-contrast artworks from the artist chosen with others by the same other artists, to better understand the chosen artist’s role within the development of modernism.
   - Students will learn the course’s bigger picture.

2. **SLO: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.**
   - Students will familiarize themselves with the MLA style guidelines in OWL Purdue for both in-text citations and reference page.
   - Students will learn the differences between quotation, paraphrase, and summary, and will gain extensive experience in using them properly to avoid unintended plagiarism.

3. **SLO: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**
   - Students will become familiar with Briggs Library scholarly resources in Aquabrowser and in the multi-database.
   - Students will be provided feedback and suggestions on how to further refine their bibliographical research towards strengthening the focus of their paper.

4. **SLO: Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**
   - Students will acquire and refine verbal skills in presenting their research on a topic to the class;

#### ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)

- YES

#### DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)

- YES

#### LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME:

(W) **A term research paper**, graded on an extensive rubric, will assess the level of students’ ability to:
- Focus on one artist of their choice within the chronological and geographical boundaries of the course.
- Read extensively on the artist’s biography.
- Perform and synthesize visual and contextual analysis learned in the lower-division classes.
- Compare-contrast artworks to find a more focused perspective or thesis that unifies the artist’s production, and pursue such thread.

(T) **A Midterm test** and a **Final test**, based on a few open-ended questions, will assess the level of students’ ability to synthesize course content and see the bigger picture.

(W) **A term research paper**, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to:
- Use and master the MLA style in both in-text and references page.
- Quote sources properly and thus avoid unintended plagiarism.

(W) **A term research paper**, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to:
- Learn to search for good quality print and online peer-reviewed quality sources (books, catalogues, and articles) at Briggs Library and in the multi-database.
- Learn to progressively incorporate more and more sources on a focused paper to further strengthening the argument.

(W) A **term research paper**, graded on an extensive rubric and in more than one phase (draft or abstract with instructor’s feedback, plus final paper) will assess students’ progressive ability to:
- Verbal skills in sharing their research with the class.
- Acquire additional visual skills in preparing a presentation unifying visual and written text.
- Demonstrate mastery of their chosen content.

### Globalization – ARTH 320 Modern Art and Architecture Survey
Globalization – ARTH 320 Modern Art and Architecture Survey

- Students will learn to be open to questions on their topic by other students and to navigate through the answer.
- Students will learn the evolution of European Modernism from its cradle in France through various movements evolving from the mid-XIX century through the early XX century (Impressionism, post-Impressionism, Fauvism, Cubism, Orphism, Dadaism).
- Students will understand how the major visual element space has undergone change as a result of the progressive challenges to Western perspective by various European art movements.
- Students will learn how the artistic revolution from France spread across Europe in the first decades of the XX century, then migrated in the United States in the mid-XX century to acquire a further global dimension during the late modernism.

<table>
<thead>
<tr>
<th>GLOBALIZATION REQUIREMENT</th>
<th>YES</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. SLO: Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders. (The emphasis of this SLO is the more in-depth study of one particular country or region).</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Students will learn the evolution of European Modernism from its cradle in France through various movements evolving from the mid-XIX century through the early XX century (Impressionism, post-Impressionism, Fauvism, Cubism, Orphism, Dadaism).</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Students will understand how the major visual element space has undergone change as a result of the progressive challenges to Western perspective by various European art movements.</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Students will learn how the artistic revolution from France spread across Europe in the first decades of the XX century, then migrated in the United States in the mid-XX century to acquire a further global dimension during the late modernism.</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

Tests – a Midterm and Final in wide, open-ended questions will assess students’ ability to:
- Explain the major changes occurred in French art during the evolution of Modernism.
- Understand spatial developments spread from France across Europe, culminating in the birth of expressive and analytical abstraction in the first decades of the XX century.
- Respond to global perspectives in the mature Modern era presented by other students in class.

+ P = portfolio  T = tests/exams  C = clinical field demonstration  D = group discussion
S = speech or presentation  L = lab skill demonstration  W = written assignment (research paper, reaction paper, creative writing, etc.)  O = Other, please specify
E = performance (music, theatre, forensics)  V = visual arts/design studio work

See SAMPLE MIDTERM and FINALS
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ENGL 249 Literature of Diverse Cultures to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ENGL 249 Literature of Diverse Cultures course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of ENGL 249 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ENGL 249 Literature of Diverse Cultures: Study of the literature of the world’s peoples to appreciate ethnicity and cultural diversity. Course materials may range from early times to the present and may also include literature from Asia, Africa, South America, and Australia, as well as works from Native American, African American, Hispanic, Chicano, Jewish, Scandinavian, etc., sources. Accepted as humanities credit.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but
Globalization – ENGL 249 Literature of Diverse Cultures

not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of ENGL 249, through discussions, writings, exams, and presentations, students will demonstrate knowledge of the cultural forces, with both the affordances and constraints they provide, that facilitate the global exchange of capital and ideas. Students will analyze international literary texts through a variety of critical lenses, including post-colonial theory, to understand cultural and economic relationships between nations and the interconnection between them. In doing so, students will familiarize themselves with the human aspects of globalization that cannot be measured simply through metrics.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

ENGL 249: The New Americans (3 credits)
South Dakota State University
Spring 2013—Instructor: Steven Wingate

Section 01 (54533) M-W-F 11:00 - 11:50AM, Avera Health & Science Center, Room 382
Office: Scobey 001 Mailbox A3 in Scobey 016 Phone: 605-688-4063 (no messages)
Office hours: Mon & Fri 12:00-2:30 and by appointment
E-mail: steven.wingate@sdstate.edu (preferred method of contact)
Website: www.stevenwingate.com

Course Description

America is almost completely a nation of immigrants, who have come in many waves that shape our culture. In this class we will take a close look at several significant contemporary writers in both poetry and fiction who were not born in the U.S. but contribute to—and in fact are leading lights of—this thing we call contemporary literature.

We will read our books closely, and I will focus our conversations on how words work on the page instead of on some external meaning. I believe that the meaning of a work of art is the experience of that work of art, and I will teach in that spirit. While we will no doubt discuss our books from a variety of critical perspectives, we will not focus on any particular “-ism.”

This is also a course on writing about literature and, by extension, writing itself. For experienced English majors, this aspect of the class will be a refresher on what you have already encountered in our curriculum. For non-English majors—and I expect there to be quite a few of you, since this course fulfills an SGR or IGR requirement—it will be an introduction to the ways people critically encounter and write about literature. At the absolute least, I expect you to come out of this class as a more attentive and more curious reader who seeks out what is unique, excellent, and out of your usual cultural orbit.

Course Prerequisites

Successful completion of ENGL 101 (or testing out upon admission), sufficient technology skills and access to technology to work with SDSU’s Desire to Learn (D2L), library databases, the Internet, and an SDSU email you check daily.

Description of Instructional Methods/Teaching Philosophy
Globalization – ENGL 249 Literature of Diverse Cultures

This course will involve group discussion, in-class writing time, limited lectures, presentations, and small-group peer workshops. The combination of these will vary from day to day, depending on our activities.

I enjoy teaching literature and want to have a good time with this class. In order to do so, I’ll provide a structured and inquisitive environment where students can learn actively according to their own specific interests. A successful class also requires students who pull their own weight; experience gives me a strong sense of which students are putting forth a strong effort and which are not. Your fellow students can tell too, so don’t be a freeloader. Show up, contribute to the class, and put your best foot forward. Every student/teacher relationship it unique, yet over the years I have found that students who fare well in my classes do specific things that help them succeed. Please read “How to Get the Most Out of This Class” in the nuts & bolts section of the D2L site for this course.

Course Requirements

1. Required Textbooks and Supplies

1. Junot Diaz, Drown
2. Jumpa Lahiri, Interpreter of Maladies
3. Edwidge Danticat, Krik? Krak!
4. Hi Jin, Waiting
5. Kwame Dawes, Midland
6. Ilya Kaminsky, Dancing in Odessa

These are all available at Textbooks for Less. Please note that we will have other readings in addition, which I will post electronically on 2DL as PDF documents or web links.

2. Attendance/Classroom Behavior Policy

SDSU’s full guidelines are available in the documents called “SDSU Attendance Policies” and “Student Athlete Class Attendance Policies” on 2DL; my more specific personal guidelines are below. It the student/athlete policy applies to you, inform me immediately. I will run this course like a business—this means that it’s important for you to show up on time and follow basic rules:

7. You have four “free” absences (for which you will not be penalized) and should keep track of them yourself. I make no distinction between “excused” and “unexcused” absences. If you have a genuine reason to miss a class, let me know in advance and I will take this into consideration.

8. Students who miss more than four classes automatically receive 0% on attendance and participation, which reduces the overall grade. For each further class you miss beyond the fourth, your overall course grade will drop by a letter grade (i.e., A to B, etc.)

9. Students who miss more than six classes automatically fail the course except under verified extenuating circumstances that affect attendance in all classes (not just mine). I expect that a university administrator (such as the Dean of Students or the Office of Academic Affairs) will inform me of such conditions.

10. Don’t listen to music, chat, talk on the phone, read non-class material, email, text, or web surf in the classroom. (We will have designated time for your computers and handheld devices to work; at all other times they must be off.)

11. Consistent lateness will be noted and will adversely effect your course grade.

3. Academic Honesty Policy

Since you are free to write what you want in this class (hate speech excepted—please keep that to yourself, or better yet eradicate it from your life), I anticipate no problems with dishonesty. My one rule beyond SDSU’s stated policy (below) is that you cannot hand in work you do for another class as original work for my class. This applies both to work from this semester and from previous semesters. SDSU’s policy states that:

In written papers and other class projects (electronic format, hard copy or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the students is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/guardian (when the students is a dependent for financial aid purposes). Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include uncited work from journals, books, work of others or electronic sources (World Wide Web (www), CD Rom, video and audio, graphic materials, etc.)

In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor and based on the seriousness of the situation:

1. a grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2. a grade of F for the course
3. referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action.

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in College Departmental Offices and the Dean’s Office. No final course grades will be given until all avenues of appeal have been completed or the case resolved. If repeated offenses
Globalization – ENGL 249 Literature of Diverse Cultures

occur in either a specific class or in 2 or more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School.

4. Key Deadlines
Friday, January 18: Last day to drop or add and adjust final fees
Saturday January 19: “W” grade begins
Monday, January 21: Martin Luther King holiday (no classes)
Monday-Friday March 4-8: Spring break (no classes)
Monday, March 11: First half Fall Term ends
Thursday, March 14: Deficiency reports due on WebAdvisor by midnight
Friday-Monday, March 29-April 1: Easter recess (no classes)
Wednesday, April 3: Last day to drop a course
Monday-Friday April 29-May 3: Final exams (ours is Friday May 3, 9:00-10:40 AM)
Wednesday, May 8: Grades due on WebAdvisor by midnight
Visit http://sdstate.edu/academic/upload/2012-2013-Academic-Calendar.pdf for full calendar.

Course Goals and Student Learning Outcomes

This course fulfills either System General Education Requirement #4: Humanities and Arts/Diversity or Institutional Graduation Requirement #2: Cultural Awareness and Social and Environmental Responsibility, but not both. Work with your advisor to determine which is best for you to fulfill at this time; I cannot give you a definitive answer. This course also fulfills the system-wide Globalization Requirement (see below).

SGR #4: System General Education Goals: Humanities and Arts/Diversity

This course meets System General Education Core for the Baccalaureate Degree Goal #4. As a result of taking this course, students will:

II. System Goal #4: This course satisfies System Goal #4. The South Dakota State University Undergraduate Programs Catalog 2012-2013 states that: “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.”

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;
4. Demonstrate creative and aesthetic understanding;
5. Explain and interpret formal and stylistic elements of the literary or fine arts;
6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

English 249 meets the following Student Learning Outcomes for SGR #4:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience by:
   a. Reading and discussing contemporary literary works by writers who are immigrants to America through in class discussions, presentations, exams, and writing assignments;
   b. Examining how these works present a variety of representations of diverse peoples, particularly those who are new to the U.S., as well as the forces that shape the immigrant experience.

2. Identify and explain basic concepts of the selected disciplines within the arts and humanities by
   c. Reading and studying literary fiction and poetry as modes of expression that are fundamental to human culture;
   d. Using terminology from literary criticism and the craft of creative writing to examine and evaluate how the texts function as stand-alone aesthetic objects;
   e. Using terminology from literary criticism and the craft of creative writing to examine and evaluate how texts function within a broad historical and literary context.

3. Identify and explain the contributions of other cultures from the perspectives of the selected disciplines within the arts and humanities by
   f. Reading and examining contemporary works writers of non-American origin who have immigrated here;
   g. Exploring other cultures (such as continental Indian, Dominican, and Nigerian) both in their own right and as they interact with American cultures and customs;
   h. Developing an understanding of the ways in which literature engages a range of social and cultural issues, allowing readers to explore these ideas.
Globalization – ENGL 249 Literature of Diverse Cultures

4. Explain and interpret formal and stylistic elements of the literary or fine arts by
   i. Examining and studying a variety of literary forms in class lecture and discussion, exams, and written assignments;
   j. Explain and interpret formal and stylistic elements of the literary or fine arts, in this case the stylistic elements of literary
      forms, such as metaphor, symbol, form, voice and so forth;
   k. Develop a solid foundation for future study of geographically and ethnically diverse literature.

IGR Goal #2 – Cultural Awareness and Social and Environmental Responsibility

Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will:

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.
   Assessment: Through discussions, writings, presentations, and exams, students will articulate how a diverse body of international literature allows them to see alternative means of expressing both the human condition and the environmental situations that peoples from other nations and cultures face; these alternative means of expressing will both correspond with, depart from and help to shape, an American worldview.

2. Describe how personal choices derive from and affect social, cultural, and environmental contexts.
   Assessment: Through discussions, writings, presentations, and exams, students will describe—via the literary experience—how the personal choices of literary characters (and also of the authors who compose them) are influenced by the cultures in which they participate. They will also examine through these means how the decision-making process of literary characters and their authors correspond to their own; in so doing, this interplay between reader and text can enhance their ability to contribute positively to their respective social, cultural, and environmental contexts.

3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.
   Assessment: Through discussions, writings, presentations, and exams, students will engage in creative and aesthetic understanding of "global" artistic expression while they will also examine the cultural relationships between artist and audience. They also will explain and interpret formal and stylistic elements of the literary or fine arts, in this case the stylistic elements of literature, such as metaphor, symbol, form, voice, and so forth. Finally, students interested in the further study of geographically and ethnically diverse literature will find that the overview provided by this course creates a solid foundation for future work in the field.

4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.
   Assessment: N/A

ENGL 249 meets Outcomes #1, #2, and #3.

This course also fulfills the Globalization Requirement. Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will be able to:

1. Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization and interpret consequences of global issues through various forms of analysis.
   OR

2. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders.

The primary objective of this requirement is to offer courses that present meaningful global content. Each course that fulfills this requirement includes the following student learning outcomes: #1 or #2. ENGL 249 meets Outcome #1 in that students, through discussions, writings, exams, and presentations, will 1) demonstrate knowledge of the cultural forces, with both the affordances and constraints they provide, that facilitate the global exchange of capital and ideas; and 2) analyze international literary texts through a variety of critical lenses, including post-colonial theory, to understand cultural and economic relationships between nations and the interconnection between them. In doing so, students will familiarize themselves with the human aspects of globalization that cannot be measured simply through metrics.

Evaluation Procedures

I. Grading Criteria
Grading student writing is notoriously difficult and not by nature objective. I will honestly assess your work in relation to that of other students (past and present). Below is a grading rubric in common use by the English Department. Please also see SDSU’s general grading rubric at http://catalog.sdstate.edu/content.php?catoid=20&navoid=1523#Grad.

Grading Rubric for ENGL 249
Applies to Response Papers, Exams, Presentations, and Class Participation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A (4.0)</th>
<th>B (3.0)</th>
<th>C (2.0)</th>
<th>D (1.0)</th>
<th>F (0.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULFILLMENT OF ASSIGNMENT</strong></td>
<td>fulfillment of the requirements and objectives of the assignment</td>
<td>fulfillment of most of the requirements and objectives of the assignment</td>
<td>fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled</td>
<td>insufficient fulfillment of the requirements and objectives of the assignment</td>
<td>a failure to follow or complete the assignment</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>an excellent, impressive command of content</td>
<td>a competent command of content</td>
<td>an adequate command of subject matter</td>
<td>an inadequate command of content</td>
<td>a failure to control or comprehend the content</td>
</tr>
<tr>
<td><strong>IDEAS</strong></td>
<td>a clear explanation, development, and application of ideas</td>
<td>mostly clear explanation, development, and application of ideas</td>
<td>adequate explanation, development, and application of ideas, though lack of depth is evident</td>
<td>insufficient explanation, development, and application of ideas</td>
<td>a failure to sufficiently explain, develop, or apply ideas</td>
</tr>
<tr>
<td><strong>INDEPENDENT THOUGHT</strong></td>
<td>independent thought and analysis</td>
<td>a capacity for independent thought and analysis, though it is not fully realized</td>
<td>lack of independent thought or sustained analysis</td>
<td>unexamined, clichéd thinking and little analysis</td>
<td>a failure to analyze</td>
</tr>
<tr>
<td><strong>SUBSTANTIATION</strong></td>
<td>thorough and persuasive substantiation of claims</td>
<td>sufficient and mostly persuasive substantiation of claims</td>
<td>inconsistent substantiation of claims</td>
<td>inadequate substantiation of claims</td>
<td>a failure to sufficiently substantiate claims</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>clear and effective organization</td>
<td>mostly clear and effective organization</td>
<td>adequate organization, though lapses are evident</td>
<td>inadequate organization, making the text hard to follow</td>
<td>a failure to organize the content, making the text or oral presentation largely incoherent</td>
</tr>
<tr>
<td><strong>EXPRESSION</strong></td>
<td>precise, fluent, and distinctive expression—written or oral</td>
<td>mostly precise, fluent, and clear expression—written or oral</td>
<td>adequate expression—written or oral—though lapses in precision, fluency, and clarity are evident</td>
<td>inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity</td>
<td>a failure to write or speak with any degree of precision, fluency or clarity</td>
</tr>
<tr>
<td><strong>GRAMMAR &amp; PUNCTUATION</strong></td>
<td>correct grammar, punctuation, documentation, and format</td>
<td>mostly correct grammar, punctuation, documentation, and format</td>
<td>adequate grammar, punctuation, documentation, and format, though errors are evident</td>
<td>numerous and significant errors in grammar, punctuation, documentation, and format</td>
<td>a failure to abide by the conventions of grammar, punctuation, documentation or format</td>
</tr>
</tbody>
</table>

Neatness, both on a document and a sentence level, are important to me. I expect that students will work all semester to continually improve their mastery of the English language. Do not expect anything more than a C if you will not distinguish between “it’s” and “its” or consistently make other such errors. Since I will grade individual assignments on a percentage scale with +/- grading, please refer to my personal grading standards below (and note that some of these observations may apply to final grades as well).

A work is stellar, memorable, and stands out from the crowd not only in a given class, but among all the students I have taught. I am stingy with this grade.
Globalization – ENGL 249 Literature of Diverse Cultures

A- work is consistently excellent, but falls a bit shy of the highest level. A- students are helpful to their fellow students and leaders in the classroom. Their creative work impresses me and reads cleanly. Through their example, they make it easier for me to teach.

B+ work has strong potential, but doesn’t meet it fully; the work often has many “holes” in it and doesn’t hang together as well aesthetically. B+ students do most of what A- students do, but they aren’t as consistently strong in the work they submit. They also don’t quite reach the same “high notes” in their work for the class.

B work is solid, but doesn’t excel. It often has issues with the level of polish and detail—it’s disorganized, internally inconsistent, etc. B students put forth a solid effort and learn what I’m asking them to learn, but their work is not as fully realized as it ought to be; they may also have problems with consistency, with large gaps between their strongest work and their weakest.

B- work usually suffers from a significant lack of polish, as if the author didn’t care to put forth the best work possible. B- students may “get” what I’m teaching, but they haven’t put it together. Their work isn’t particularly well polished and they frequently don’t respond well (or at all) to critique. Many B- students have difficulty managing their time outside of school, and it shows in their class performance.

C+ work is significantly off the mark: sloppy, aesthetically underdeveloped, etc. C+ students don’t seem to “get” some part of the writing process—very often, they can’t revise their work meaningfully. They also tend to put forth a lackadaisical effort in class and show up late, both in person and with assignments.

C (or less) work is only partially done and shows little sign of significant effort outside the classroom. It’s not fun for me to give a final grade C or less in a creative writing project or class, but I have to do it sometimes in order to preserve the value of the grades above it. Students who get this grade for the course have done something significantly wrong—missed time for no good reason, handed in scantily developed work with major flaws, missed or been irredeemably late with assignments, etc.

F work is plagiarized, never handed in, or has been produced for another class. Students who earn an F overall for the course have typically failed to show up or to turn in assignments. They also don’t take advantage of the opportunity to withdraw from classes when it is the wisest choice (due to multiple absences, for instance). As in life, you are ultimately on your own recognizance.

2. Assignments/Calculation of Grade

Your course grade derives from the following assignments. Remember to keep all of your work, including drafts, as computer files. See your course schedule for specific distribution and due dates.

Reading Quizzes (10%)

Random in-class quizzes on your reading will cumulatively account for 10% of your grade. I do this to ensure that my students are reading their assigned work. If I give a quiz on a day that you have a legitimate absence you tell me about in advance, I will not count that against you; if you are merely absent, you’ll get a zero for that day’s quiz. There is no set number of quizzes; I will give them as necessary.

The quizzes will ask you to answer simple questions about the day’s readings—not mere facts to test your comprehension but the beginnings of interpretive conversations that show how you comprehend a given text. Your answers will demonstrate that you have (a) read the material, and (b) given consideration to how the material coheres on the page and in the imagination of the active reader. Though your answers will be no more than a paragraph, feel free to use these as gateways to your papers; other students of mine have done this quite successfully.

“The Literature of My DNA” project part 1 (5%)

We all come from somewhere, like the writers we will study in this class, and every place/ethnicity has its literature. In this three-page essay you will discuss your heritage—where your family came from and when. You will also begin the process of identifying poets and writers who have written about the cultures of those places and ethnicities that shaped you. This may include both writers from the “mother country” and “hyphenated” writers of your same heritage from America. (If you are of Greek descent, for instance, you might be interested in Nikos Kazantzakis and the U.S. brother/sister duo of Dean and Natalie Bakopoulos.)

Some very basic web research is expected. This assignment is partly diagnostic; reading it will allow me to pinpoint specific strengths, weaknesses, and tendencies in your writing so I can help you become a better writer over the course of the semester. You will follow up on the basic idea of this assignment in part 2 after the midterm.

Reader Response Paper (10%)

You will write four pages on either specific aspects of an individual story from one of our books, or a comparison between works that share common traits. You might, for instance, discuss the way Junot Diaz uses voice or Jhumpa Lahiri uses silence and gesture. My goal with this assignment is to get you writing about how texts work rather than about some external meaning. I anticipate that this piece will be more observational than analytical, and I do not expect you to do outside research on your topic.

In our class discussion I will bring up paper ideas as they emerge, and I will devote class time to the formation of good writing ideas. I anticipate that what you write in this assignment will flow into your oral presentation, which should improve upon its points and clarity through feedback.

Oral Presentation (15%)

Developing from your reader response, you will present your specific perspective on how your chosen texts work. I encourage the use of PowerPoint etc., and you will have space on D2L to post these for easy use in your presentation. Specific lengths of your base presentation and Q & A time will depend on the number of students enrolled; generally this will be 8-10 minutes total.

Mid-term Take Home Exam (10%)

I will give you short essay exam questions on topics we have covered in our readings and class discussion; keep in mind that I will probably ask you to compare and contrast different works that we have read. The questions may be about the cultures represented in the works, about the writers’ rendering of those cultures, or both.
Keep your answers between 250-300 words and be sure to provide specific, directly-cited examples (MLA style, including page numbers) from the texts. Vague references will be insufficient.

“The Literature of My DNA” project part 2 (15%)

You will build upon part 1 of this project, in which you identified a personal lineage and the literature that derives from it. In this assignment, you will dig deeper into that literary tradition and produce a 6-8 page essay exploring in detail one or more of the writers you find in that lineage. We will spend classroom time developing this project, and your subject matter must be cleared with me before you begin writing. You may also, as part of this essay, make direct comparisons and contrasts between the cultural customs, traditions, and world views of your own lineage and those you see written about in books you read for this course.

Note that this project will require research over the course of the semester; though many weeks separate part 1 from part 2, you should keep this project in the back of your mind during that time. Though I view it as more of a personal essay than an academic one—a personal record of your own inquiry into literary work and its writers—I do anticipate that it will include direct citations from text in MLA style.

Literary Analysis (20%)

This 8-10 page critical essay, with specific textual citations in MLA style, will be the single largest project you do for the class. Outside research is required for this assignment; I anticipate that you will use the databases of Briggs Library, as well as internet sources, to learn more about your subject matter. Please note that you cannot cover the same topic you used for reader response paper and oral presentation. We will spend ample time in class discussing the general qualities of good literary analysis as well as your own individual work. I will give you more detailed instructions as the assignment approaches.

Take-Home Final Exam (10%)

On the last day of classes, I will give you a number of questions about the material we have read and discussed over the semester, particularly (but not exclusively) during the second half. Clarity in your writing is of supreme importance, so polish this if you want a good grade. As with your midterm, keep your answers between 250-300 words and be sure to provide specific, directly-cited examples (MLA style, including page numbers) from the texts. Vague references will be insufficient.

Attendance, Participation, Intangibles (5%)

See the “Attendance and Classroom Behavior” section earlier for basic attendance guidelines. Note that this portion of the overall grade factors in most heavily when a student is straddling the boundaries between two grades (e.g., B and C). A student who has been a solid citizen will get the higher of those two grades, while a student who has not will get the lower. This is necessarily subjective but it accurately reflects student performance over the course of a semester. Note that to help determine this grade, I will keep track of how you participate in the class—particularly when you are called upon to lead a conversation. Peer feedback will factor into this part of the grade.

3. Assignment Logistics

For prose assignments that you hand in to me on paper for feedback, use a 12pt font with double spacing and print single-sided so that I can read and comment on them.

For projects that you workshop in small groups, we will distribute electronically via Desire to Learn (D2L) as long as students remain responsible about it. Please upload ONLY PDF FILES to D2L so that everyone can read your work. Please notify me of any problems with the D2L component immediately.

Course Schedule

12. This schedule is subject to change; I will notify you of any changes with plenty of time beforehand.
13. Complete assigned readings by the designated date and bring them to class for discussion.

Friday, January 11
◆ Course introduction and how we’ll use our readings.
◆ We’ll establish common interest groups through a “speed dating” kind of exercise.
◆ Introduce “The Literature of My DNA” project.

Monday, January 14
◆ A closer look at the syllabus.
◆ Introduce terms I use in teaching, proofreading, language history, etc.
◆ Watch interviews with Junot Diaz and Jhumpa Lahiri (links posted on D2L)

Wednesday, January 16
◆ Who is America? Immigration information, historically and today.
◆ Waves of immigrants, waves of literary influence.
◆ Watch interviews with Edwidge Danticat and Ha Jin (links posted on D2L)

Friday, January 18
◆ Part 1 of “Literature of My DNA” project due (on paper; see “Assignment Logistics” above).
Globalization – ENGL 249 Literature of Diverse Cultures

- Read excerpts from Danticat, *Create Dangerously* and Jin, *The Writer as Immigrant* (D2L).
- Note: Today is the last day to drop or add and adjust final fees; “W” grade starts tomorrow.

**Monday, January 21**

*Martin Luther King Day—no class*

**Wednesday, January 23**

- Read Diaz, “Ysrael” and “Fiesta, 1980” in *Drown*.
- “The Literature of My DNA” part 1 due (on paper, in class).

**Friday, January 25**

- Read Diaz, “Aurora” through “Boyfriend” in *Drown*.

**Monday, January 28**

- Read Diaz, “Edison, New Jersey” through “No Face” in *Drown*.

**Wednesday, January 30**

- Read Diaz, “Negocios” in *Drown*.

**Friday, February 1**

- Read Lahiri, “A Temporary Matter” and “When Mr. Pirzada…” in *Interpreter of Maladies*.

**Monday, February 4**

- Read Lahiri, “Interpreter of Maladies” through “Sexy” in *Interpreter of Maladies*.

**Wednesday, February 6**

- Read Lahiri, “Mrs. Sen’s” and “This Blessed House” in *Interpreter of Maladies*.

**Friday, February 8**

- Read Lahiri, “...Bibi Haldar” and “The Third and Final Continent” in *Interpreter of Maladies*.

**Monday, February 11**

- Read Dandicat, “Children of the Sea” and “Nineteen Thirty-Seven” in *Krik? Krak!*
- Reader response paper due (on paper, in class).

**Wednesday, February 13**

- Read Dandicat, “A Wall of Fire Rising” to “Between the Pool…” in *Krik? Krak!*

**Friday, February 15**


**Monday, February 18**

*President’s Day—no class*

**Wednesday, February 20**

- Read Dandicat, “Caroline’s Wedding” and “Epilogue: Women Like Us” in *Krik? Krak!*

**Friday, February 22**

- Read Ha Jin, pages 3-75 in *Waiting*.
- Discussion on the differences between reading short story collections and novels.

**Monday, February 25**

- Read Ha Jin, pages 76-150 in *Waiting*.

**Wednesday, February 27**

- Read Ha Jin, pages 151-235 in *Waiting*.

**Friday, March 1**

- Read Ha Jin, pages 236-308 in *Waiting*.

**Monday-Friday March 4-8**

*Spring break—no class*

**Monday, March 11**

- Basic notes on making oral presentations.
- Small group workshops on oral presentations.
- Have a working outline of your presentation for me *in writing* by today. I will assign dates based on how ready I think you are to present.
Globalization – ENGL 249 Literature of Diverse Cultures

Wednesday, March 13
✦ Continued small group workshops on oral presentations.
✦ I will definitely have feedback for students presenting Friday.

Friday, March 15
✦ Oral presentations (students TBA)
✦ I will have feedback for balance of students.

Monday, March 18
✦ Oral presentations (students TBA)

Wednesday, March 20
✦ Oral presentations (students TBA)

Friday, March 22
✦ Oral presentations (students TBA)
✦ I will give out questions for mid-term exam.

Monday, March 25
✦ Class today will be at the Great Plains Writers’ Conference (TBA)

Wednesday, March 27
✦ Lecture/discussion on the differences between reading fiction and poetry.
✦ Introduction to basic scansion and the poetic line.
✦ Mid-term exams due to (on paper, in class).

Friday, March 29 - Monday, April 1
✦ Easter recess: no class

Wednesday, April 3
✦ Read Kaminsky, pages 1-26 in Dancing in Odessa.
✦ Give me an overview of your literary analysis project.
✦ Note: Today is the last day to drop a class.

Friday, April 5
✦ Read Kaminsky, pages 27-55 in Dancing in Odessa.

Monday, April 8
✦ Read Dawes, Parts I and II of Midland.
✦ “Literature of my DNA” part 2 due (on paper, in class).

Wednesday, April 10
✦ Read Dawes, Parts III and IV of Midland.

Friday, April 12
✦ Work on literary analysis paper. Our activities will be determined by where the class is as a whole.

Monday, April 15
✦ Work on literary analysis paper (as above).

Wednesday, April 17
✦ Work on literary analysis paper (as above).

Friday, April 19
✦ Pod workshops with me; only scheduled students (TBA) need attend.

Monday, April 22
✦ Pod workshops with me; only scheduled students (TBA) need attend.

Wednesday, April 24
✦ Notes on revision and polish.
✦ Bring current drafts of your literary analysis essays.

Friday, April 26
✦ Course wrap-up: Exploring literature beyond ENGL 249.
✦ IDEA surveys.
✦ Literary analysis due (on paper, in class).
✦ Prepare to hand in take-home finals to me by exam time.

FINAL EXAM DATE
Globalization – ENGL 249 Literature of Diverse Cultures

Our final exam is from Friday May 3, 9:00-10:40 AM. You do not need to be there the entire time, but simply hand in your final course materials (final portfolio, exam, reflective essay) to me in my office (or in my mailbox) by the end of exam time. If you leave them in my mailbox, I will email you to confirm that I have gotten them.

ADA Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Freedom in Learning Statement

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences ___ Globalization

1. SGR/global Course prefix, number, and title: ENGL 249: The New Americans (Literature of Diverse Cultures)
2. Number of Credits: 3
3. Faculty member’s name, department, college: Prof. Steven Wingate
4. Department Head Dr. Jason McEntee

(Electronic signature indicates approval)
Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national boundaries.
## Globalization – ENGL 249 Literature of Diverse Cultures

<table>
<thead>
<tr>
<th>borders.</th>
<th>X</th>
<th>T, W, D, S; Assessment: Through discussions, writings, exams, and presentations, students will demonstrate knowledge of the cultural forces, with both the affordances and constraints they provide, that facilitate the global exchange of capital and ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization.</td>
<td></td>
<td>T, W, D, S; Assessment: Through discussions, writings, exams, and presentations, students will demonstrate knowledge of the cultural forces, with both the affordances and constraints they provide, that facilitate the global exchange of capital and ideas.</td>
</tr>
<tr>
<td>1. Interpret consequences of global issues through various forms of analysis.</td>
<td>X</td>
<td>T, W, D, S; Assessment: Through discussions, writings, exams, and presentations, students will analyze international literary texts through a variety of critical lenses, including post-colonial theory, to understand cultural and economic relationships between nations and the interconnection between them. In doing so, students will familiarize themselves with the human aspects of globalization that cannot be measured simply through metrics.</td>
</tr>
</tbody>
</table>

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio  
  S = speech or presentation  
  E = performance (music, theatre, forensics)  
  T = tests/exams  
  L = lab skill demonstration  
  C = clinical field demonstration  
  W = written assignment (research paper, reaction paper, creative writing, etc.)  
  O = Other, please specify  
  D = group discussion  
  V = visual arts/design studio work
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU  Arts and Sciences / Modern Languages and Global Studies  Laurie Stenberg Nichols  1/17/14
Institution  Division/Department  Institutional Approval Signature  Date

SDSU  Maria Ramos  Kathleen Donovan  1/2/14
Institution  Form Initiator  Dean’s Approval Signature  Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
X  Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X  Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add FREN 201 Intermediate French I to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of FREN 201 Intermediate French I course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of FREN 201 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: FREN 201 Intermediate French I: Goals of the introductory course continued. Emphasis on cultural and intellectual aspects of French life and literature. Class work may be supplemented with required aural/oral practice outside of class.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and
Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In FREN 201, through tests and presentations students will be able to identify global issues and how they impact their lives. Topics related to Francophone cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, assessed in a written cultural portfolio, and included on exams, quizzes, and homework assignments.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

French 201: Intermediate French I, 4 credit hours
Section 1, MTWR, 10:00-10:50, Wagner Hall 159

Instructor and Contact Information
Instructor: Dr. Molly Enz
Phone: 688-6590
Textbook Supersite: https://www.vhlcentral.com/

Office: Wagner Hall 101
Office Hours: Tu/Th 12:30-1:30; by appointment
E-mail: molly.enz@sdstate.edu

COURSE DESCRIPTION AND PREREQUISITE
French 201 is the first half of a year-long intermediate French course series. It is designed for students who have successfully completed French 102 at SDSU or its equivalent at another university or for students who have studied two years or more of high school French. If you have had previous French, you will need to take the online placement exam that can be found at the following website: http://www.sdstate.edu/mfl/placement.cfm When asked for the password, enter jacks1 (all lower-case letters followed by the number 1). Choose “French” as your language of choice. Your instructor reserves the right to place you in the appropriate course depending upon your background in French and placement exam score. Depending on your score, you may apply for and receive credit for up to 4 semesters; that is 16 credits of French for a minimal fee through Academic Evaluation and Assessment Office, in the Old Foundation Building. Until you are sure you belong in French 201, do not open your book package.

Emphasis in this course is placed on the four language skills: listening, speaking, reading, and writing. In addition to improving your skills in the French language, Intermediate French I promotes intercultural understanding through the study of cultural topics aimed at helping you to understand both your own and French and Francophone cultural perspectives and histories.

It is strongly suggested for students who would like to pursue a major or minor in French or for those who would just like to improve their speaking ability to take this class concurrently with FREN 211, a 2 credit class aimed specifically at improving conversation skills. (Note: FREN 211 counts towards the major or minor in French but it DOES NOT fulfill the four-semester Modern Language requirement for BA students).

INSTRUCTIONAL METHODS
This is a web-enhanced online course using Desire2Learn. You will be expected to follow the weekly course schedule that is found at the end of this syllabus and should plan on completing all assigned homework by all due dates listed on it. You will find all of your assignments, grammar worksheets, composition and oral exam topics, and grading rubrics on D2L.

This course is conducted in French. Class components may include workbook exercises, reading assignments, internet searches, presentations, oral and written work in small groups, quizzes, and exams. For a thorough explanation of each of these components, see the Assessment category below. A combination of interactive activities, pair and group work, and individual written exercises require continued active student participation in order to facilitate communication through practice.

REQUIRED MATERIALS
• Imaginez: le français sans frontières. Mitschke, Cherie. 2nd edition. (Textbook)
• Supersite Plus Code for Imaginez 2nd edition (workbook and lab audio programs, video program, cultural activities, e-book)
• Le chandail de hockey. Carrier, Roch.

You will need to bring your textbook with you every day to class. If you choose not to purchase the textbook for some reason, I expect you to arrive in class with the appropriated printed pages of your e-book placed in a binder. You may not view your e-book on a laptop in class as a substitute for having the textbook. If you fail to bring your textbook to class in some form of hard copy, your participation grade will be lowered.

RECOMMENDED MATERIALS
Globalization – FREN 201 Intermediate French I

- French-English English-French dictionary (80,000 words or more; Collins-Robert or Le Petit Larousse are both good possibilities)

COURSE GOALS FOR FRENCH 201
- To increase aural comprehension and oral proficiency in French through class discussion, lab work, and small-group activities designed to encourage the use of French in and outside of the classroom.
- To develop and easy in written communication through regular compositions and carefully guided writing assignments.
- To deepen cultural understanding and heighten sensitivity to cultural differences through the integration and study of authentic material on art, literature, architecture, music, civilization, and history (texts, films, videos) and through discussion and research assignments on various websites.
- To develop reading comprehension and expand vocabulary through reading assignments and in-class discussions.
- To review and expand upon French grammatical structures necessary to support communicative skills and develop greater accuracy in spoken and written French through sequenced study of linguistic structures, in-class exercises, and related homework assignments.

GRADING COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>5 Chapter Exams</td>
<td>30%</td>
</tr>
<tr>
<td>2 Compositions</td>
<td>20%</td>
</tr>
<tr>
<td>2 Oral Assessments</td>
<td>20%</td>
</tr>
</tbody>
</table>

GRADING SCALE

A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

ASSESSMENT

- Attendance & Participation  10%
  Our class is conducted entirely in French. Your participation grade reflects the quality and the frequency of your input into class discussions, preparation for class, your respect for your professor and peers, and the quality of your responses and assignments. You are encouraged to share your opinion and to ask questions as often as possible. Practice and repetition are crucial in language acquisition, so I encourage you to seize any opportunity to listen to, read, and write in French.

Attendance is mandatory and daily attendance will be taken. Because this is a language class, communicative and cultural proficiencies are the primary goals, and extensive practice is a necessity. Furthermore, for most students, classroom interaction provides the only exposure to French during a given day. Class attendance and participation are, therefore, crucial. Four unexcused absences are allowed. I will pass around a sign-in sheet at the beginning of class so that I know who attended and can keep track of your total absences throughout the semester. You will receive 2 points if you’re in class and are engaged, 1 point if you are tardy or not alert during class, and 0 points if you miss class. At the end of the week, you will receive a point total (with 8 being the maximum for the week) for your attendance and participation during that week of class.

If you have more than 4 unexcused absences, 1% will be deducted from your final grade for each class period missed. Students who present their instructor with an excuse for missed class and will receive a participation grade of 0 for that class period. Sending text messages in class, communicating with a cell phone, eating, drinking, or sleeping in class are not acceptable behavior and will negatively affect your participation grade. There are no make-ups on quizzes, exams, compositions, or presentations unless you have an excused absence and have informed me of it in advance.

Note on cell phone use: You must turn off your cell phone prior to the start of class. If you send a text message during class, you will be asked to leave and will receive a participation grade of 0 for that class period. Sending text messages in class is distracting and disrespectful to your peers and professor.

- Homework  15%
  The majority of your homework for the semester is assigned from your online Student Activities Manual (SAM) found on the Imaginez Supersite. The due dates for all the workbook assignments are listed on the Supersite site. Each night, you are expected to study the lesson from your Imaginez textbook and then do the corresponding online workbook exercises. These exercises will be both written (workbook) and oral (lab manual). All assigned material is due by 11:59 p.m. on the due date listed online so be sure to give yourself enough time to complete your homework exercises. Do not wait until the last minute in case you run into technical problems. The textbook gives grammar explanations in English, so I expect you to use your textbook while completing your homework activities. If you complete the few exercises that are assigned each night, you will be well prepared for class the next day when we will expand upon those concepts and address questions. All of these online activities are graded and based on the material covered in Imaginez, and for certain activities you will be given the correct answers after you submit your answers. These are meant to be quick self-checks to ensure that you have properly learned the material. If you get more than a few answers wrong, be sure to go back and study the grammatical explanations from your textbook and then resubmit the exercise. Some activities will require you to write sentence or paragraph-length answers, which I may check online or else ask you to print out and bring to class. Homework assignments must be completed before their due date or you will not be allowed to submit answers. Please check your online Imaginez Supersite daily so that you review a little every day and complete your assigned exercises in a timely manner. In addition to your online exercises, I will also assign several short writing activities that you will need to complete on piece of paper to hand in during class. These are all found on your course schedule at the end of this syllabus. At the end of each chapter you will receive a homework grade for the chapter that will be posted on D2L.

- Quizzes  5%
  Each chapter will begin with a reading on various cultural topics dealing with the Francophone world. You will be assigned these readings as homework the night before the quiz along with several homework activities designed to help you comprehend and analyze the text. Most of these are in the practice section of the Supersite, so you can get immediate feedback to see if you understood the text. The quizzes will last approximately 10 minutes and will
Globalization – FREN 201 Intermediate French I

be very similar to the exercises from your Supersite. Since these quizzes are designed to make sure that you arrive to class ready to discuss the reading, there will be no make-ups allowed. However, at the end of the semester I will drop your lowest quiz grade.

- Chapter Exams 30%
This category includes 5 chapter exams (1 per chapter) that will each last one class period. Since this is a language class, all learning is cumulative. You will always be expected to use previously acquired knowledge, including questions specifically designed to review aspects of previous chapters. The exams will be very similar in format to your classroom and workbook activities, so if you attend class regularly and complete your homework there should not be any surprises. They are divided into sections testing your aural comprehension, reading and writing skills, grammatical structures, and familiarity with the chapter vocabulary and cultural information. The dates for each exam can be found in the course schedule at the end of this syllabus. There will be no make-ups on exams without prior permission from the professor.

- Compositions 20%
The writing activities will utilize vocabulary and grammatical structures studied to date. The first composition will be traditional in nature where you are assigned a topic and write on it in class, and the second will be a portfolio related to a cultural topic explored in class. Each composition will be explained in detail at the time of the assignment and will be graded according to the grading rubric found at the end of each composition description. These are always posted on our course D2L site at least 2 weeks in advance of the due date. Use your previously graded writing assignments, homework, quizzes and exams to improve your writing. Unless you have spoken with me beforehand and have an excused absence, compositions must be turned in at the day and time they are due to avoid receiving a zero.

- Oral Assessments 20%
These are activities used to assess oral proficiency. They will be based on the structures and vocabulary learned to date. The first one will be a conversation with a partner and the second will be a presentation. Maximize your in-class opportunities to speak French with your classmates and the instructor in order to prepare for these assessments! More details will be provided prior to each oral assessment, but the first will be a conversation with a partner and the second will be a presentation. The dates for each oral assessment can be found on the course schedule at the end of this syllabus. Each student will receive individual grades according to the grading rubric which can be found at the end of the handout describing each oral assessment. They will be posted on D2L at least 2 weeks prior to the assessment.

CLASS ATTENDANCE POLICY
Attendance is mandatory and daily attendance will be taken. Because this is a language class, communicative and cultural proficiencies are the primary goals, and extensive practice is a necessity. Furthermore, for most students, classroom interaction provides the only exposure to French during a given day. Class attendance and participation are, therefore, crucial. Four unexcused absences are allowed. I will pass around a sign-in sheet at the beginning of class so that I know who attended and can keep track of your total absences throughout the semester. You will receive 2 points if you’re in class and are engaged, 1 point if you are tardy or not alert during class, and 0 points if you miss class. At the end of the week, you will receive a point total (with 8 being the maximum for the week) for your attendance and participation during that week of class.

If you have more than 4 unexcused absences, 1% will be deducted from your final grade for each additional class period missed. Students who present their instructor with an excused absence card for a university-related activity or with a written excuse from a physician are excused from class but not from submitting assignments on time. Written homework assignments or must be turned in before your absences. Other absences that may be considered “excused” will be determined at the instructor’s discretion. Please notify me before the absence whenever possible; if you are ill, notify me the same day – do NOT wait until you return to class. Also, habitual late arrival and/or early departure are impolite and disruptive and will negatively affect your attendance/participation grade. There are no make-ups on quizzes, exams, compositions, or presentations unless you have an excused absence and have informed me of it in advance.

HOMEWORK POLICY
Assignments from the Student Activities Manual on the Imaginez Supersite are due by 11:59 on the due date listed online. Homework that is written or typed is due at the beginning of the class hour for which it was assigned. If you miss a class for an excused reason, it is your responsibility to contact me before the absence to arrange turning in your homework and to find out the assignments for the next class period. For all unexcused absences (where there is no prior notification or valid excuse), any homework collected or participation points assigned for the day will be lost and cannot be made up. Even for excused absences, it is your responsibility to contact me or another student to find out the assignments for the next class period (in case there is a change to the homework sheet). If you need help with the material that was covered during your absence, come see me during office hours or make an appointment. Your homework grades will be posted on D2L.

ACADEMIC INTEGRITY
Academic dishonesty of ANY FORM will not be tolerated and will result in the student receiving zero points for the assignment. Additional action may be justified depending on the severity of the offense. Please see definitions that follow:

Cheating – An act of deception by which a student misrepresents that she or he has mastered information on an academic enterprise that she or he has not mastered. This includes using an on-line translator, having a native speaker complete or correct ANY graded assignment for you – such as an oral dialogue, or copying another student’s daily homework.

Plagiarism – The offering of the words, ideas or arguments of another person as one’s own, without the appropriate attribution by quotation, reference or footnote. This includes lifting sentences or paragraphs from a website, book, article, another student’s old paper or any other source.

Fabrication – The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty – Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty. This means that you can found guilty and held accountable, for writing another student’s journal, oral dialogue or for giving your work to another so that they can copy.

Please note that all graded assignments (i.e., homework activities, compositions, oral assessments, quizzes, and exams) must be your own work. If you work with a tutor or consult a friend or native speaker about a writing activity, corrections or in preparation for your oral exam, they may indicate errors for you on a draft and/or point you in the right direction for corrections but they may NOT write the activity, provide entire sentences or correct the errors for you.

According to the English Department form on “Honesty in Freshman English Papers,” cheating includes submitting a paper previously submitted by another student, turning in papers taken from other sources (other campuses, the internet, books, articles, etc.) faking sources or information, turning in a paper written by someone else (tutor, friend, family member, native speaker, etc.) Except for dictionaries, online resources to translate assignments are
Globalization – FREN 201 Intermediate French I

unacceptable. Only you can write your compositions, homework assignments and any other written assignments. The policies on academic dishonesty contained in Chapter 1 of the student handbook (01:10:25:01 – 01:10:25:04) are adhered to strictly in this class.

SPECIAL ACCOMMODATIONS
This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065 of the Student Union.

FREEDOM IN LEARNING
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

COURSE LEARNING GOALS, OUTCOMES, AND ASSESSMENT
The primary goals of third-semester French are to:
(a) develop oral, aural, written, and receptive communicative competence (assessed through oral activities, exams, compositions, and quizzes)
(b) gain a broader understanding and appreciation of cultural issues from the Francophone world (assessed through exams, quizzes, a written cultural portfolio, and an oral presentation),
(c) gain factual knowledge about how the French language works (assessed through oral activities, exams, and compositions)
(d) acquire skills in working with others as a member of a team (assessed through participation evaluation).

I. BOR SGR Goal #4
This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
As a result of taking French 201, students will be able to:
1) Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. Students will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams, class work, a cultural portfolio, and a presentation on a Francophone country, students will compare and contrast general perspectives, practices, and products from the French-speaking world and the U.S. and identify the unique characteristics of specific groups within the French-speaking world.
2) Identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic French grammar, apply it in their language production and discuss basic cultural topics related to the French-speaking world.
3) Demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of French 101, students will demonstrate foundational competency in French in daily class work, homework, quizzes, exams (both oral and written), and compositions.

Listening: Students will comprehend tailored speech over familiar topics (introductions, classroom expressions, descriptions of self and others, discussions of daily activities, leisure activities, telling time, discussing the weather, etc.)
Speaking: Students will ask and answer a number of basic questions, as well as initiate and maintain a short conversation over a familiar topic.

II. BOR SGR Globalization Requirement
French 201 also fulfills the Globalization Goal:
Students will be able to identify global issues and how they impact their lives and discipline.
As a result of taking French 201, students will be able to:
1) Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization.
2) Interpret consequences of global issues through various forms of analysis.
3) Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.

Assessment: Topics related to Francophone cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, assessed in a written cultural portfolio, and included on exams, quizzes, and homework assignments.

French 201: Fall 2012
Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>À lire avant le cours (to read BEFORE class)</th>
<th>Devoirs à faire avant le cours (homework to do BEFORE class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semaine 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mardi 28</td>
<td>Introduction au cours Présentations</td>
<td>Achetez vos livres ! (Buy your books) Allez à notre site D2L et imprimez (print) votre syllabus</td>
</tr>
<tr>
<td>août</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mercredi</td>
<td>Leçon 1 : Ressentir et vivre (2) Vocabulaire (4-5) Culture : Préparation (31)</td>
<td>Set up your Supersite with the passphrase that came in your book; Take “Student Guided Tour” located on right-hand side of Supersite after you log in.</td>
</tr>
<tr>
<td>29 août</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jeudi 30</td>
<td>Culture : Les francophones d’Amérique (32-34) Stratégies de lecture</td>
<td>Supersite WebSAM (Student Activities Manual) : Get into the habit of checking the Supersite SAM daily, as the due dates for all of your homework will be posted here.</td>
</tr>
<tr>
<td>août</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semaine 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lundi 3</td>
<td>Pas de cours : Labor Day</td>
<td></td>
</tr>
<tr>
<td>septembre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mardi 4</td>
<td>Interro 1 : Les francophones d’Amérique (32-34) Zachary Richard: “Ma Louisiane” et d’autres chansons</td>
<td>Préparez l’interro (quiz will be on your cultural reading and will last 10 minutes; the comprehension questions on page 34 of Imaginez are also found on the practice section of lesson 1 on your Supersite)</td>
</tr>
<tr>
<td>septembre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mercredi 5</td>
<td>Present tense of regular –er, -ir, and –re verbs (392-393)</td>
<td>Supersite WebSAM</td>
</tr>
<tr>
<td>Septembre</td>
<td>Last day to drop/add without a fee</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jeudi 6</td>
<td>Spelling-change verbs (18-21)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td><strong>Séance 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 10</td>
<td>Irregular verbs (22-25)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>Mardi 11</td>
<td>Forming questions (26-29)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>Mercredi 12</td>
<td>Révision de la leçon 1</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>Jeudi 13</td>
<td>Révision : Leçon 1</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td><strong>Rédaction : Julie T. : Marre de la solitude!</strong> (topic and description found on Supersite WebSAM but you will NOT submit it electronically)</td>
<td></td>
</tr>
<tr>
<td><strong>Séance 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 17</td>
<td>Examen 1 : Leçon 1</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Préparez l’examen 1</td>
<td></td>
</tr>
<tr>
<td>Mardi 18</td>
<td>Leçon 2 : Habiter en ville (40)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Vocabulaire (42-43)</td>
<td></td>
</tr>
<tr>
<td>Mercredi 19</td>
<td>Culture : La fête de la musique (70-72)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Le Zapping : Un OVNI dans l’information numérique (93)</td>
<td></td>
</tr>
<tr>
<td>Jeudi 20</td>
<td>Reflexive and Reciprocal verbs (56-59)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>A lire avant le cours</td>
<td>Devoirs à faire avant le cours</td>
<td></td>
</tr>
<tr>
<td>Séance 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 24</td>
<td>Descriptive Adjectives and Adjective Agreement (60-63)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>Mardi 25</td>
<td>Adverbs (64-67)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td>Mercredi 26</td>
<td>Court métrage : J’attendrai le suivant (46-49)</td>
<td></td>
</tr>
<tr>
<td>Septembre</td>
<td>Supersite WebSAM</td>
<td><strong>Imaginez</strong> : Exercise 4 Petites annonces (45 ; write on a sheet of paper)</td>
</tr>
<tr>
<td>Jeudi 27</td>
<td>Révision : Leçon 2</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td><strong>Rédaction : Ma première journée à l’université</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Préparez la Rédaction de la leçon 2 : You will find the rédaction description and topic on the Supersite’s WebSAM. You will complete Étapes 1-2 on a separate sheet of paper (either handwritten or typed) and will bring them to class to turn in.</td>
<td></td>
</tr>
<tr>
<td><strong>Séance 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 1er</td>
<td>Examen 2 : Leçon 2</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Préparez l’examen 2</td>
<td></td>
</tr>
<tr>
<td>Mardi 2</td>
<td>Leçon 3 : L’influence des médias (80)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Vocabulaire (82-83)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Le Zapping : Un OVNI dans l’information numérique (93)</td>
<td></td>
</tr>
<tr>
<td>Mercredi 3</td>
<td>Culture : Guy Laliberté (110-112)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Un chanteur québécois : Roch Voisine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Le Zapping : Un OVNI dans l’information numérique (93)</td>
<td></td>
</tr>
<tr>
<td>Jeudi 4</td>
<td>Examen oral</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>During and/or outside of class on Wednesday and Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Préparez l’examen oral</td>
<td></td>
</tr>
<tr>
<td><strong>Séance 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 8</td>
<td>Pas de cours : Native American Day</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 9</td>
<td>The passé composé avec avoir (96-99)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Le Chandail : Biographie de Rock Carrier et Pré-lecture (handout sur D2L)</td>
<td></td>
</tr>
<tr>
<td>Mercredi 10</td>
<td>The passé composé avec être (100-103)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Le Chandail : Partie I (Les hivers…numéro 9)</td>
<td></td>
</tr>
<tr>
<td>Jeudi 11</td>
<td>L’imparfait (402-403)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Le Chandail : Partie II (Un jour…nous recevions le chandail)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions de compréhension : Le Chandail Partie I</td>
<td></td>
</tr>
<tr>
<td><strong>Séance 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 15</td>
<td>The passé composé vs. the imparfait (104-107)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Le Chandail : Partie III (Ce jour-là…les mots Toronto Maple Leafs)</td>
<td></td>
</tr>
<tr>
<td>Mardi 16</td>
<td>The passé composé vs. the imparfait (104-107)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Le Chandail : Partie IV (Je pleurais…à la défense, plus tard)</td>
<td></td>
</tr>
<tr>
<td>Mercredi 17</td>
<td>Le Chandail : Partie V (À la troisième période…la fin)</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Préparation de la composition I avec un(e) partenaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supersite WebSAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions de compréhension : Le Chandail Partie II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions de compréhension : Le Chandail Partie III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions de compréhension : Le Chandail Partie IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions de compréhension : Le Chandail Partie V</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>À lire avant le cours</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Devoirs à faire avant le cours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Séance 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 22</td>
<td>Composition I : première version</td>
<td></td>
</tr>
<tr>
<td>Octobre</td>
<td>Préparez la composition I</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>À lire avant le cours</td>
<td>Devoirs à faire avant le cours</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>lundi 19</td>
<td>Culture : les richesses du Pacifique (380-382)</td>
<td>Préparez l’interro (review comprehension questions on page 382 that are also on practice section of Supersite)</td>
</tr>
<tr>
<td>mardi 20</td>
<td>Le conditionnel (296-299 ; moved from leçon 8)</td>
<td>Supersite WebSAM – check leçons 8 and 10 for assigned activities</td>
</tr>
<tr>
<td>mercredi 21</td>
<td>Pas de cours : Thanksgiving Recess</td>
<td>Supersite WebSAM</td>
</tr>
<tr>
<td>jeudi 25</td>
<td>Pas de cours : Thanksgiving Recess</td>
<td></td>
</tr>
<tr>
<td>lundi 26</td>
<td>Le conditionnel (296-299; moved from leçon 8)</td>
<td>Supersite WebSAM – check leçons 8 and 10 for assigned activities</td>
</tr>
<tr>
<td>mardi 27</td>
<td>Si clauses (374-377)</td>
<td>Supersite WebSAM – check leçons 8 and 10 for assigned activities</td>
</tr>
<tr>
<td>mercredi 28</td>
<td>Si clauses (374-377)</td>
<td>Supersite WebSAM – check leçons 8 and 10 for assigned activities</td>
</tr>
<tr>
<td>jeudi 29</td>
<td>Court métrage : l’homme qui plantait des arbres (354-357)</td>
<td>Imagines : exercices 1-2 Définitions et Complètez (354) ; Lisez la page 357 pour que vous comprenez mieux le documentaire que nous regarderons ensemble.</td>
</tr>
<tr>
<td>mardi 3</td>
<td>Rédaction : l’environnement</td>
<td>Préparez votre présentation</td>
</tr>
<tr>
<td>mercredi 4</td>
<td>Présentations</td>
<td>Préparez votre présentation</td>
</tr>
</tbody>
</table>
Globalization – FREN 201 Intermediate French I

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 Activities</td>
<td>Les États-Unis: Une amitié historique</td>
<td>Français (US)</td>
</tr>
<tr>
<td></td>
<td>La France: Marseille et Lyon</td>
<td>Français (France)</td>
</tr>
<tr>
<td></td>
<td>Le Québec: La souveraineté du Québec</td>
<td>Français (Québec)</td>
</tr>
<tr>
<td>Chapter 2 Activities</td>
<td>Galérie de créateurs</td>
<td>Français (General)</td>
</tr>
<tr>
<td>Chapter 3 Activities</td>
<td>Sans titre</td>
<td>Français (General)</td>
</tr>
<tr>
<td>Chapter 4 Activities</td>
<td>Galérie de créateurs</td>
<td>Français (General)</td>
</tr>
<tr>
<td>Chapter 10 Activities</td>
<td>Galérie de créateurs</td>
<td>Français (General)</td>
</tr>
</tbody>
</table>

Final Exam : Wednesday, December 12th from 12-1 :40 pm

Français 201
Final Exam – Culture Section
Fall 2012

V. Culture: Répondez en anglais à 3 des 4 questions sur la culture francophone. Utilisez les détails précis des textes et des films que nous avons étudiés ce semestre et écrivez 3 phrases complètes pour chaque question. (Translation : Respond in English to 3 of the 4 questions related to Francophone culture. Use precise examples from the texts and films we have studied this semester, and write at least 3 complete sentences per question) (12 points)

1. What did you learn about Haitian history as well the current situation in Haiti this semester? Base your answer on the reading Haïti, soif de liberté, the film Black Dawn, the PBS documentary The Quake, and the presentations of your classmates.

2. What did you learn about the history and culture of Québec as well as some things that might attract a tourist to this province? Base your answer on the short story Le Chandail by famous Canadian author Roch Carrier, your readings in Imaginez, and the presentations of your classmates.

3. What types of things would attract a tourist to French Polynesia? What islands might a tourist visit? What types of things would one do here? What are some of the “riches” of both French Polynesia and New Caledonia that you read about in Imaginez?

4. Why are there so many francophones in Louisiana? Describe briefly the history of why French-speaking people came to Louisiana. Is French still spoken today in Louisiana? Why or why not? What types of music and food are popular? What are some of the traditions associated with the Mardi Gras celebration in New Orleans?

French 201: Composition II
Cultural Portfolio
Fall 2012

For our second writing activity, we will not be writing a traditional composition. Instead, we will work on a cultural portfolio using the Supersite that will integrate various activities and culminate with a final written project. In each chapter of the textbook and on the website, there is a section titled Imaginez that introduces a country or region from the French-speaking world. You can find this section by clicking on the “Assignments” and then the “Practice” tabs of your Supersite. Your job will be to pick one of the chapters we are studying this semester (1, 2, 3, 4, 10) whose topic interests you, complete activities to learn more about the topic, and finally develop it into a cultural project. After selecting a chapter, you should complete the activities on the Supersite that are listed below. Rather than submit them online, you will need to print each activity after you have completed it. You will then submit these in your final portfolio to be turned in later in the semester. They will help you prepare for your final project that is the culminating piece of your cultural portfolio.

Chapter 1 Activities
Les États-Unis: Une amitié historique
1. Vrai ou faux?
2. Que sais-je?
3. Épreuve
4. Des francophones

Galérie de créateurs
1. Vrai ou faux?
2. Questions

Chapter 2 Activities
La France: Marseille et Lyon
1. Vrai ou faux?
2. Questions
3. Épreuve
4. Quelle ville?

Galérie de créateurs
1. Questions
2. Vrai ou faux?

Chapter 3 Activities
Le Québec: La souveraineté du Québec
1. Vrai ou faux?
2. Questions
3. Épreuve
4. C’est…

After you have completed all of your activities, printed them, and compiled them in your portfolio, you can begin working on your cultural project. Your project will allow you to conduct research on a specialized cultural topic. The project topics for each leçon vary and you should select one from the list below. Your project should be at least two pages in length, double spaced, 12 point font, and include typed accents. You should write it in paragraph/composition form that includes a title, a well-developed introduction, body, and conclusion. You will be conducting online research to learn more about your topic, but your composition should be in YOUR OWN WORDS. If you cut and paste from a website, another source, or an online translator you are plagiarizing and will receive a 0 for your project. For more specifics on Academic Integrity, please see our course syllabus.

Your project should not simply be a list of places, people or activities but rather a detailed description and an analysis. To make your project more interesting and attractive, you should insert various images and drawings. If you are creative, you may also opt to create a brochure or a poster rather than simply type your
composition in a Word document. If you do this, you must be sure to have at least 2 pages of text (cut and paste from a Word document to be sure). There are three possible project topics per chapter, and you may choose the one that interests you the most.

Chapter 1 Project Topics

- Un voyage à la Nouvelle-Orléans – Imagine that you are planning a trip to New Orleans for Mardi Gras this spring. Describe the history and traditions of Mardi Grass and then talk about your trip. Where will you stay? What will you eat?
- La vie et les contes de Charles Perrault – Research the life and works of Perrault, author of many famous folk tales such as Cinderella and the Little Red Riding Hood, that were often made into films or operas. Include a review of at least one of his folk tales. Who were the characters? What is the message of the tale? Would you recommend it to others?
- La vie et les œuvres de George Rodrigue - Research the artwork of George Rodrigue, a Cajun who painted the famous Blue Dog series. Include a brief synopsis of his life and analyze several of his paintings. What do they represent? What colors and figures are included? What is your interpretation of the painting’s message? Would you recommend his art to others?

Chapter 2 Project Topics

- Un voyage à Lyon et Marseille – Imagine that you are planning a two week trip next spring or summer to visit these two French cities. Create your itinerary and then describe the trip you will take. When will you go? For how long? Where will you stay? What activities will you do in each city? Will you visit any museums? What types of foods will you eat?
- Les cafés parisiens – Imagine that you will be spending a week in Paris and will visit a different café each day. Describe your trip and the various cafés you plan to visit. What are some of the most famous cafés? Where are they found? What types of drinks or food can you find? Who frequents these cafés?
- La cuisine de Paul Bocuse – Research the life, food, and culinary institutes of Paul Bocuse, voted as the “Cook of the Century.”

Chapter 3 Project Topics

- Une brochure pour un festival francophone au Québec – Imagine you are an advertising agent and were assigned the tasks to create a promotional brochure for one or more Francophone festival(s) in Quebec. Which one(s) will you profile? When do they take place? Who will perform? What events are included in the festival? Who might be interested in attending?
- Une brochure pour Cirque de Soleil – Imagine you are an advertising agent and need to create a brochure to promote Cirque de Soleil. Describe the organization’s history and discuss one or more of its shows. If possible, try to find clips of the show on youtube so you can view part of it. When and where do the shows take place? Who might be interested in seeing them?
- Un voyage à Montréal – Imagine that you are a tour guide and you are planning a trip to Montréal this winter or next summer; decide where you will stay, how long you will go, and what types of activities you will do there.

Chapter 4 Project Topics

- La vie et la danse de Léna Blou – Research the life and work of this famous Guadeloupean dancer and choreographer. Then, find a youtube clip where you watch either her or her company perform. Include a review of the performance. What is it called? Who dances? What is your interpretation of the performance? Would you recommend it to others?
- Nou Bouké – A film festival is coming to Brookings and this Emmy award-winning documentary focusing on the 2010 earthquake in Haiti will be shown. Your task is to create the promotional brochure for the film to provide audience members with more information. Include a brief synopsis of life in Haiti pre-earthquake and an analysis of the struggles Haiti faces today. Give your critique of the film (it can be found online) and explain why you think that it is important to see.
- La vie, la politique et la littérature d’ Aimé Césaire – Research the life, political background, and literary works of famous Martinican author Aimé Césaire who was one of the co-founders of the négritude movement.

Chapter 10 Project Topics

- Un voyage en Polynésie Française - Imagine a past or future trip to French Polynesia that you will take with your family or friends. Where will you stay? What will you do? What will you eat?
- Une analyse de l’art de Paul Gauguin – Research the art of French painter Paul Gauguin who lived in French Polynesia. Include a brief synopsis of his life and analyze several of his paintings. What do they represent? What colors and figures are included? What is your interpretation of the painting’s message? Would you recommend his art to others?
- La vie et le cinéma de Rithy Panh – Imagine that you are a film critic and must write a review of Cambodian filmmaker Rithy Panh who fled his country during the genocidy by the Khmer Rouge. Include a synopsis of his life and a review of one of his films (which means you should probably watch it). What characters were in it? What was it about? Would you recommend it to others?

The grade for the portfolio will be based on the creativity, organization, content and grammar of your portfolio. Please be sure to document all activities and sites that you use at each stage of your project. That’s to say, you should print (or copy and paste into a Word document) each on-line activity you do along the way; print out any websites that you use to search for information, songs, poems, etc.; or include any notes that you take during your investigation. Your portfolio should be in a 3 hole binder or folder and all of the contents should be neatly organized and divided into sections so that I can scan through it and grade each section without trying to find missing pages or decipher what is what. You should also include a cover page. Your cultural portfolio will be graded on its creativity and professionalism, so keep this in mind when you are choosing a binder, compiling your sections, and creating your cover page, poster, and/or brochure.

French 201

Grading Rubric: Composition II

<table>
<thead>
<tr>
<th>Cultural Portfolio</th>
<th>Name:</th>
<th>Leçon:</th>
<th>Project Topic:</th>
</tr>
</thead>
</table>

OVERALL CREATIVITY (10%)

- Lacks creativity; lacks effort, consideration and curiosity. 3 4
- Somewhat creative; elements of effort, consideration and curiosity. 5 6
- Creative; evident effort, consideration and curiosity. 7 8
- Very creative; final product exhibits ample effort, consideration and curiosity. 9 10

ORGANIZATION OF PROJECT & NEATNESS OF PORTFOLIO (10%)

- Entries disorganized; did not include any activities 0 4
- Entries are a series of separate activities with no transitions; no folder; lacks a logical structure; contents are confused and disorderly. 5 6
- Entries are disjointed in places but have some flow and a logical structure; contents are organized and delineated but have room for improvement; some entries
Globalization – FREN 201 Intermediate French I

ATTACHMENT II

IV. ORGANIZATION: Remember that you want your presentation to flow smoothly, so include transition words.

NOTE: Make sure that your selection will provide enough to talk about for the required time.

You will work in pairs but still receive individual grades for this assignment. You must be present in class all three days, as attendance will be taken and there will be questions from the presentations on your final exam.

Cultural Comparison

Oral Activity II

French 201

Comments:                                    TOTAL ________ / 100 points

Turned in more than 48 hours late:  no credit for portfolio

Turned in 24-48 hours late:  -25 points

Turned in late, within 24 hours:  -10 points

CONTENT (40%)

- Did not put forth any effort or treated the wrong subject; evidence of plagiarism       0 - 20
- Limited information is provided; ideas inadequately developed; no bibliography could go further with composition & activities; 1 ½ pages or less; bibliography present but not in MLA style 21 22 23 24 25
- Ideas adequately developed; most information is provided but some essential information may be lacking: 1 ½ pages; MLA bibliography with many errors 26 27 28 29 30
- Essential information is provided for all elements; ideas very well developed and analysis is present; 2 pages; MLA bibliography with minimal errors 31 32 33 34 35
- Ample information is provided for all elements; ideas are developed with detail & analysis; goes beyond portfolio guidelines; MLA bibliography without errors. 36 37 38 39 40

FRENCH EXPRESSION and COMPREHENSIBILITY (40%)

- Well below 201 level; errors throughout that impede comprehensibility; evidence of plagiarism
- Simple, repetitive vocab; uncertain language control; errors throughout 21 22 23 24 25
- General, basic vocabulary; frequent errors 26 27 28 29 30
- Satisfactory vocabulary; fair control of the language; some errors 31 32 33 34 35
- Broad and precise vocabulary; very good language control; very few errors 36 37 38 39 40

Un pays francophone:

Based upon your research, what are at least 3 primary differences between your francophone country and South Dakota? Presentations will take place in class during the last week of the semester. You will work in pairs but still receive individual grades for this assignment. You must be present in class all three days, as attendance will be taken and there will be questions from the presentations on your final exam.

1. Un pays francophone: You are free to choose a francophone country from the list below, however, each group must present a different country. Countries will be selected on a first-come, first-serve basis:

   - Haiti
   - La Martinique
   - L’Algérie
   - Le Maroc
   - La Tunisie
   - La Côte d’Ivoire
   - Le Cameroun
   - Le Mali
   - Le Burkina Faso
   - Le Gabon
   - Le Gabon
   - Le Gabon

   The same member should describe this country’s climate and compare it with SD or another state’s climate. What is the weather typically like in the winter/summer? How many seasons are there?

   Another group member should present on the influence of education in this country. What types of things are studied in school? What are the major universities? What are the major areas of study at the university level?

   The same member should describe this country’s gastronomy. Are there any foods particularly unique to this country? How is the food related to the climate? If you would like, you can cook something from your country and bring it to class to share with everyone (there are 27 students), but this is NOT mandatory by any means.

   Another group member should present any important musical traditions or festivals held in this country. When are they held and why? How long have these traditions existed? What are some famous musical groups? Can you find any short music clips from famous groups? Are they listened to outside of this country (such as in the US)?

   Education: The same group member should present on the influence of education in this country. What types of things are studied in school? What are the major universities? What are the major areas of study at the university level?

   Music and festivals: Another group member should present any important musical traditions or festivals held in this country. When are they held and why? How long have these traditions existed? What are some famous musical groups? Can you find any short music clips from famous groups? Are they listened to outside of this country (such as in the US)?

   Comparison with South Dakota (or another US state): Based upon your research, what are at least 3 primary differences between your Francophone country and South Dakota? Some possible points of comparison: Is the climate similar or different from SD and how so? Is the geography similar or different from that of SD? Are the foods similar or different from those we eat in SD or in another US state? Is the music found in this country listened to in the US? Are there any differences that you can find between universities in this country and those in SD?

II. Length: Your presentation should be 7-8 minutes long (for a group of 2) and must include several visual aids.

   Note: You will NOT be permitted to simply read a written-out version of your presentation or read your PowerPoint. If you simply read a written-out version or what is on the screen, you will receive a zero.

III. Content: You should include the following, as well as any other miscellaneous info that you feel is pertinent. The following categories are the basic information needed, with some questions to help you start thinking:

   - Geography: Both group members should participate in this part of the presentation. Include a map of the country and situate it in terms of its continent, bodies of water and other countries surrounding it. Some things to consider: Where is this country located? On what continent? What other countries are nearby? Are there mountains, lakes, oceans, etc? How does it compare in size and geography to SD or another US state?

   - Climate: One member of the group should describe the country’s climate and compare it with SD or another state’s climate. What is the weather typically like in the winter/summer? How many seasons are there?

   - Food: The same member should describe this country’s gastronomy. Are there any foods particularly unique to this country? How is the food related to the climate? If you would like, you can cook something from your country and bring it to class to share with everyone (there are 27 students), but this is NOT mandatory by any means.

   - Music and Festivals: Another group member should present any important musical traditions or festivals held in this country. When are they held and why? How long have these traditions existed? What are some famous musical groups? Can you find any short music clips from famous groups? Are they listened to outside of this country (such as in the US)?

   - Education: The same group member should present on the influence of education in this country. What types of things are studied in school? What are the major universities? What are the major areas of study at the university level?

   - Comparison with South Dakota (or another US state): Based upon your research, what are at least 3 primary differences between your Francophone country and South Dakota? Some possible points of comparison: Is the climate similar or different from SD and how so? Is the geography similar or different from that of SD? Are the foods similar or different from those we eat in SD or in another US state? Is the music found in this country listened to in the US? Are there any differences that you can find between universities in this country and those in SD?
Globalization – FREN 201 Intermediate French I

Example transition words are: d’abord, puis, ensuite, après, enfin. Be sure that you finish your presentation with a short conclusion that sums up your presentation. Be sure to practice at least a few times so that your presentation flows smoothly and so that you and your partner have equal amounts of time speaking.

V. Visual aides: You will need several images that help to facilitate your discussion and that maintain your listeners’ attention. One of your visual aids needs to be a map of the country that includes surrounding bodies of water and countries as well as its capital city (attention: be sure you can pronounce the capital!) and another needs to be a short bibliography of the websites you used to conduct your research. The rest of your images are up to you. Be sure though that whatever form(s) you choose, the visuals enhance what you say about your country so that we understand it better—not just because you found some pretty images of the country. Your images should enhance your presentation but should not take the place of your words!

VI. Vocabulary: You are the teacher here—it is up to you to make your presentation understood by EVERYONE. Therefore, use words that you already know and that we are studying in imagines. DO NOT look up a bunch of words in the dictionary that you know no one else will understand. A basic rule of thumb: If you didn’t know it and had to look it up, most likely no one else will know it either. Note: You may include a list of 5 key words (max.) in your presentation, but they must be shown to your audience so they understand what you are saying. You can write them on the white board or put them in your presentation—whichever works best for you.

VII. Research: Since you are giving a brief introduction to a Francophone country that you have probably never studied in great depth before, you will need to do a bit of basic research. A good search engine to start with is www.google.fr. It is always good to read in French since this is the language of your presentation, but conducting research in French is not required. If you do read in French, you SHOULD NOT just take the information you find and read it or take it directly from the website. This is considered cheating, and this has severe consequences such as failing the presentation. You will be required to give me a bibliography of your sources as part of your visual aides.

VIII. Grading Criteria: You will be graded on your creativity/spontaneity/visual aids, vocabulary, grammar, content, fluency, and pronunciation. You will work with a partner but will be graded individually.

French 201 Oral Activity II – Cultural Comparison Nom: ____________________________

Grading Rubric Pays: ____________________________

CREATIVITY, SPONTANEITY, VISUAL AIDES (10%)
- Lacks creativity; lacks preparation and practice; scripted; no or not enough visual aids 3 4
- Somewhat creative; elements of preparation and practice; language; 4-5 min. production is somewhat scripted; visual aids lacking in quality; 5-6 min. 5 6
- Creative; evident preparation and practice; some spontaneity; clear visual aids; 6-7 min. 7 8
- Very creative; final product exhibits ample preparation and practice; very spontaneous – impressive effort for unscripted language production; 7-8 min. 9 10

VOCABULARY (15%)
- Inadequate and / or inaccurate for this level 8 9
- Barely satisfactory for the situation and level OR repetitive 10 11
- Satisfactory for the situation and level 12 13
- Broad, precise, impressive for this level 14 15

GRAMMAR (25%)
- Mostly inaccurate except for stock (standard) phrases 14 15 16
- Uncertain control of the language; frequent errors 17 18 19
- Fair control of the language; some errors 20 21 22
- Very good control of the language; very few errors 23 24 25

CONTENT (30%)
- Limited information is provided; narrow variety of subjects; ideas not well developed – could go further w/assignment 22 23 24
- Essential information is provided; reasonable variety of subjects; ideas fairly well developed 25 26 27
- Ample information is provided; wide variety of subjects; ideas very well developed – goes beyond assignment guidelines 28 29 30

Instructor will check topics included below

map: _______    bodies of water _______    continent _______    climate: _______
surrounding countries: _______    food: _______    music: _______    festivals: _______
education: _______    comparison with US state (at least 3 points of comparison): _______

FLUENCY (10%)
- Halting, fragmented, unnatural pauses 5 6
- Generally natural and continuous 7 8
- Very natural, with no unnecessary pauses 9 10

PRONUNCIATION (10%)
- Pronunciation is frequently unintelligible 3 4
- Heavy English influence requires concentrated listening 5 6
- Occasional mispronunciations 7 8
- Very few mispronunciations 9 10

Comments: ____________________________

TOTAL: _______/ 100 points
<table>
<thead>
<tr>
<th>Participation French 201</th>
<th><strong>Superior performance</strong></th>
<th><strong>Good performance</strong></th>
<th><strong>Fair performance; Improvement is needed</strong></th>
<th><strong>Poor performance; Major improvement is needed</strong></th>
<th><strong>Self-grade—top lines</strong></th>
<th><strong>Instructor grade—bottom lines</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attentiveness and Engagement</strong></td>
<td>Is fully engaged and attentive in class. Cell phone is off and out of sight. Frequently takes the lead in small group activities.</td>
<td>Is generally engaged and attentive in class. Participates actively in small group activities.</td>
<td>Is sometimes engaged and attentive in class. Pays attention during small group activities but contributes the minimum possible.</td>
<td>Is sometimes disengaged and inattentive in class. Uses cell phone in class. Often off-task OR unable to participate during small group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Demonstrates a thorough knowledge of assigned materials. Always works with all vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a good knowledge of assigned materials. Consistently works with vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a general knowledge of assigned materials. Typically looks at vocab, oral proficiency topics, grammar, and/or readings before coming to class.</td>
<td>Demonstrates little knowledge of assigned materials. Frequently unfamiliar with vocab, oral proficiency topics, grammar, and readings. Has not prepared before class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eagerness to volunteer</strong></td>
<td>When has the opportunity, frequently volunteers.</td>
<td>When has the opportunity, sometimes volunteers.</td>
<td>Rarely volunteers; waits to be called on.</td>
<td>Unable or refuses to answer even when called on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of French</strong></td>
<td>Always speaks in French in class even after group work is completed. Attempts to ask questions in French and uses English only as a last resort. Uses Spanish outside of class.</td>
<td>Usually speaks in French in class but sometimes uses English with peers or when asking a question.</td>
<td>Sometimes uses French in class but only as much as required.</td>
<td>Only speaks French when forced to do so.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Appropriateness and Knowledge</strong></td>
<td>Conscious of cultural differences. Always applies cultural knowledge to situations and activities when appropriate.</td>
<td>Mostly conscious of cultural differences and tries to apply that knowledge in the classroom.</td>
<td>Sporadically applies cultural knowledge to situations and activities. Does not always demonstrate awareness of cultural differences.</td>
<td>Unable to apply cultural knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRADING PERIODS**

<table>
<thead>
<tr>
<th>I (Week 5)</th>
<th>II (Week 10)</th>
<th>III (Week 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4.25 3.5 3 or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-grade total**

**Instructor total**

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).


1. SGR/global Course prefix, number, and title: FRENCH 201
2. Number of Credits: 4 credits
3. Faculty member’s name, department, college: Molly Enz; Department of Modern Languages & Global Studies; College of Arts & Sciences
4. Department Head Maria T. Ramos-Garcia

DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>Course Prefix, Number Title, Credit Hours</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: Catalog description Technology skills (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes specific reference to SGR goal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)*

<table>
<thead>
<tr>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED M EASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Graduation Requirement Goal #4: Humanities and Arts/Diversity - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

T- All tests include sections that ask about the diversity of values, beliefs, and ideas embodied in the human experience, specifically in the cultures of the target language.
### Globalization Requirement

Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

<table>
<thead>
<tr>
<th>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;</th>
<th>YES</th>
<th>YES</th>
<th>T; S; W- In languages, the linguistic concepts learned are usually demonstrated through their application in controlled exercises and more open-ended activities, both orally and in writing. Student achievement is demonstrated through written and oral examinations as well as written activities. <em>Sample culture section from final exam attached</em> <em>Sample oral activity attached (including rubric)</em> <em>Sample composition/cultural portfolio (including rubric)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>YES</td>
<td>YES</td>
<td>T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language. <em>Sample oral activity attached (including rubric)</em> <em>Sample composition/cultural portfolio (including rubric)</em> <em>Participation rubric attached</em></td>
</tr>
</tbody>
</table>

Globalization Requirement

Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

| 3. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region. | YES | YES | T; S *Test attached including cultural questions (highlighted)* *Written cultural portfolio assignment attached (including rubric)* *Cultural Presentation attached (including rubric)* *Participation rubric (cultural aspect highlighted)* |

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio  
+ S = speech or presentation  
+ E = performance (music, theatre, forensics)  
+ T = tests/exams  
+ I = lab skill demonstration  
+ L = clinical field demonstration  
+ W = written assignment (research paper, reaction paper, creative writing, etc.)  
+ V = visual arts/design studio work  
+ O = Other, please specify  
+ D = group discussion
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add FREN 202 Intermediate French II to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of FREN 202 Intermediate French II course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of FREN 202 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: FREN 202 Intermediate French II: Continues FREN 201.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.
Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In FREN 202, through tests and presentations students will be able to identify global issues and how they impact their lives. Topics related to Francophone cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, assessed in a written cultural portfolio, and included on exams, quizzes, and homework assignments.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
Globalization – FREN 202 Intermediate French II

FRENCH 202: COURSE INFORMATION
French 202, Intermediate French II, 4 credit hours
South Dakota State University
Department of Modern Languages
Spring 2013

Section 01, MTWTh, 12:00-12:50, SWG 169

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dr. Marie-Pierre Caquet Baggett
Office: SWG 169
Phone: 605-636-4578
Email: marie-pierre.baggett@sdstate.edu
Office Hours: M 1:00-2:00 W 1:00-2:50 or by appt.
Textbook Website: https://www.vbcentral.com/

COURSE DESCRIPTION AND PREREQUISITE
Goals of the introductory courses are continued. Emphasis is on the cultural and intellectual aspects of French life and literature. Course work may be supplemented with required aural-oral practice outside of class.

French 202 is the second half of an intermediate French course. It is designed for students who have successfully completed French 201 at SDSU or its equivalent at another university or for students who have studied three years or more of high school French. If you have had previous French, you will need to take the online placement exam that can be found at the following website: http://www.sdstate.edu/placement.cfm When asked for the password, enter jacket (all lower-case letters followed by the number 1). Choose "French" as your language of choice. Your instructor reserves the right to place you in the appropriate course depending upon your background in French and placement exam score. Depending on your score, you may apply for and receive credit for up to 4 semesters that is 16 credits of French for a minimal fee through Academic Evaluation and Assessment Office, in the Old Foundation Building. Until you are sure you belong in French 202, do not open your book package.

Emphasis in this course is placed on the four language skills: listening, speaking, reading, and writing. In addition to improving your skills in the French language, Intermediate French II promotes intercultural understanding through the study of cultural topics aimed at helping you to understand both your own and French Francophone cultural perspectives and histories.

It is strongly suggested for students who would like to pursue a major or minor in French or for those who would just like to improve their speaking ability to take this class concurrently with FREN 212, a 2-3 credit class aimed specifically at improving conversation skills. (Note: FREN 212 counts towards the major or minor in French but it DOES NOT fulfill the 14-credit hour Modern Language requirement for BA students).

TECHNOLOGY SKILLS
Knowledge of e-mail, Microsoft Office, Desire2Learn, and the Internet are required.

INSTRUCTIONAL METHODS
This is a web-enhanced course using Desire2Learn. All of your assignments, grammar worksheets, composition and oral exam topics, and grading rubrics are posted on D2L. You are expected to follow the weekly course schedule that is posted on D2L and should plan on completing all assigned homework by all due dates listed on it. Please note that all assignments are due by 11:59 p.m. on the due date listed online.

This class is conducted in French, using a communicative approach that emphasizes communication as contextualized by the student's experience and environment. Students are required to come to class having read the assigned pages and done the assigned exercises in advance. Although class time may include brief clarification of assigned concepts and question on assignments, the primary function of class is to allow students to participate in a series of interactive activities to strengthen communicative abilities.

REQUIRED MATERIALS
- Imaginiez! le français sans frontières: Superset Plus Code: (Superset + Web Student Activities Manual or SAM + text)
- Imaginiez! website: www.imaginiez.vbcentral.com
- Le pyjama de Tita: Rebaña, Fredric & Zidou
- Pocket folder(s) or 3-ring binder for handouts plus notebook or loose-leaf paper

Please note that you are required to purchase a hard copy of your textbook and bring it with you every day to class. If you choose not to purchase the textbook for some reason, I expect you to arrive in class with the appropriate printed pages of your e-book placed in a binder. You may not share your classmate's textbook or view your e-book on a laptop as a substitute for having the textbook. If you fail to bring your textbook to class in some form of hard copy, your participation grade will be lowered.

RECOMMENDED MATERIALS
- French-English-English-French dictionary (80,000 words or more; Collins-Robert or Le Petit Larousse are both good possibilities)
- L'art de conjurer by Beschirrell (Hatier)

KEY DEADLINES
Dates for Exams, Quizzes, Writing assignments, and Oral activities are listed in bold on the course schedule. Also listed are key university deadlines.

COURSE GOALS
The primary goals for intermediate-level French are:
- To increase oral comprehension and oral proficiency in French through class discussion, lab work, and small-group activities designed to encourage the use of French in and outside of the classroom.
- To develop an ease in written communication through regular compositions and carefully guided writing assignments.
- To deepen cultural understanding and heightened sensitivity to cultural differences through the integration and study of authentic material on art, literature, architecture, music, civilization, and history (texts, films, videos) and through discussion and research assignments on various websites.
- To develop reading comprehension and expand vocabulary through reading assignments and in-class discussions.

...
Globalization – FREN 202 Intermediate French II

1. To review and expand upon French grammatical structures necessary to support communicative skills and develop greater accuracy in spoken and written French through sequenced study of linguistic structures, in-class exercises, and related homework assignments.

I. BOR SGR Goal #4

This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking French 202, students will be able to:
1) Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. Students will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams, class work, a cultural brochure, and a presentation on a Francophone artist, students will compare and contrast general perspectives, practices, and products from the French-speaking world and the U.S. and identify the unique characteristics of specific groups within the French-speaking world.
2) Identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic French grammar, apply it in their language production and discuss basic cultural topics related to the French-speaking world.
3) Demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of French 202, students will demonstrate foundational competency in French in daily class work, homework, quizzes, exams (both oral and written), and compositions.

Listening: Students will comprehend tailored speeches over familiar topics (introductions, classroom expressions, descriptions of self and others, discussions of daily activities, leisure activities, telling time, discussing the weather, etc.)

Reading: Students will comprehend the basic content of a reading passage on a familiar topic.

Writing: Students will write short compositions and homework assignments on basic contexts presented in class.

II. BOR SGR Globalization Requirement

French 202 also fulfills the Globalization Goal:

Students will be able to identify global issues and how they impact their lives and discipline.

As a result of taking French 202, students will be able to:
1. Demonstrate a basic understanding of globalization, including outlining the benefits and costs implications of globalization.
2. Interpret consequences of global issues through various forms of analysis.
3. Express knowledge of the customs and cultures of a country or a specific region outside of one's own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.

Assessment: Topics related to Francophone cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, assessed on an oral cultural presentation, and included on exams, quizzes, and homework assignments.

III. IGR # 2

This course also fulfills the Institutional Graduation Requirement Goal #2, Cultural Awareness and Social and Environmental Responsibility: Students will acquire knowledge about the world's peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility. As a result of taking this course, students will be able to do the following:
1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in French-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them, is a primary element of this course. This understanding implies recognition of the individual's responsibility to act in culturally appropriate ways according to a variety of contexts.
2. Describe how personal choices derive from and affect social, cultural, and environmental contexts. Students will work with new linguistic and cultural systems while comparing them with their own. Thus, they will begin to recognize how our "personal" practices and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us.
3. Engage in aesthetic experiences in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artists and audiences. This goal is covered through the cultural content of the course, which will include explorations of various artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning in any cultural product.

IDEA OBJECTIVES TO BE EVALUATED AT THE END OF THE COURSE

- Developing skill in expressing oneself orally or in writing – this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation, and negotiation of meaning. This objective aims to "put to use" all of the components studied in the course.
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) – this objective will be addressed through various short cultural presentations and discussions throughout the semester (this includes information found throughout the textbook as well as that shared by the instructor).
- Gaining factual knowledge (terminology, classifications, methods, trends) – this objective will be addressed through the study of the linguistic system (phonetics, grammar, syntax, vocabulary), as well as the acquisition of new vocabulary.
- Acquiring skills in working with others as a member of a team – this objective will be addressed through peer and small-group work. Communication, by definition, takes more than one person, and through in-class group work you will learn not only to express yourself and negotiate meaning, but to collaborate with others in your exploration and negotiation of new linguistic and cultural systems.

STUDENT LEARNING OUTCOMES

The primary learning outcomes of fourth-semester French are to:
(a) develop oral,ural, written, and receptive communicative competence (assessed through oral activities, exams, compositions, and quizzes);
(b) gain a broader understanding and appreciation of cultural issues from the Francophone world (assessed through exams, quizzes, a written cultural portfolio, and an oral presentation);
(c) gain factual knowledge about how the French language works (assessed through oral activities, exams, and compositions);
(d) acquire skills in working with others as a member of a team (assessed through participation evaluation).

GRADING SCALE
A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

**GRADING COMPONENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes (5 x 10 points)</td>
<td>5%</td>
</tr>
<tr>
<td>Chapter Exams (5 x 100 points)</td>
<td>5%</td>
</tr>
<tr>
<td>Compositions (2 x 100 points)</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Activities (2 x 50 points)</td>
<td>10%</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

- **Participation**  
  The oral participation grade is based on your attendance, participation, and engagement. Your participation will be evaluated regularly throughout the semester. In-class participation is 10% of your grade. Please be prepared for class. If you are absent, you can make up the missed participation points by coming to class the next day and showing that you were prepared.

- **Homework**  
  This category includes: daily homework assignments, quizzes, and tests. Homework assignments are listed in the syllabus as well as on the course website. All assignments are due by 11:59 PM on the due date listed on the syllabus or the assignment. If you submit an assignment late, it will be graded as if it were submitted on the due date.

- **Quizzes**  
  Each chapter will begin with a reading on various book topics. You will be asked to participate and discuss the text. You must read the text before coming to class. If you do not read the text, you will receive a zero for the quiz.

- **Chapter Exams**  
  This category includes 5 chapter exams (1 per chapter) that will be given during the semester. The exams are based on the material covered in class. If you are absent, you will not be able to make up the missed exams.

- **Compositions**  
  These writing activities are designed to help you develop your writing skills. Encourage your students to write compositions on a variety of topics. Compositions are due by 11:59 PM on the due date listed on the syllabus. If you submit an assignment late, it will be graded as if it were submitted on the due date.

- **Oral Activities**  
  These activities are assessed orally. They are based on the material covered in class. If you are absent, you will not be able to make up the missed oral activities. Oral activities are due by 11:59 PM on the due date listed on the syllabus. If you submit an assignment late, it will be graded as if it were submitted on the due date.

The final grade is determined by the following:

- **Grading Scale**
  - A: 90-100
  - B: 80-89
  - C: 70-79
  - D: 60-69
  - F: 0-59

- **Policy**
  - Late assignments are not accepted.
  - Missed quizzes are not made up.
  - Missed exams are not made up.
  - Compositions are due by 11:59 PM on the due date listed on the syllabus.
  - Oral activities are due by 11:59 PM on the due date listed on the syllabus.

Please review the syllabus for any other important information.
you can plan and prepare appropriately. In addition to preparing outside of class, maximize your in-class opportunities to speak French! Speak French with your classmates and the instructor.

CLASS ATTENDANCE POLICY
Attendance is mandatory. Daily attendance will be taken. Because this is a multicultural communication class, communicative and cultural proficiencies are the primary goals, and extensive practice is a necessity. Furthermore, in class provides the unique and vital opportunity to interact with your classmates and your instructor in French. Regular attendance and active participation in classroom activities are therefore mandatory and central to your success in this course. Four (4) unexcused absences are allowed. For each absence beyond that, 1% will be deducted from your final grade for each day missed.

There are no make-ups on quizzes, exams or compositions unless you have an excused absence. Students who present their instructor with an excused absence card for a university-related activity or with a written excuse from a physician are excused from class but not from submitting assignments on time. An absence is considered justified if the cause is:
- University-sponsored activity (sports game, concert, field trip)
- Death of immediate family member
- Major illness (with medical proof)
- In other cases, the decision whether an absence is justified or not will be up to the instructor’s discretion.

All assignments must be made up in advance except when the absence cannot be anticipated. Arrangements for any missed tests must be made in advance too. In any case, all the work must be completed by the student within a week of coming back, due to a justified absence, and it is the student’s responsibility to make any necessary arrangements forth that to be done. Only under extenuating circumstances and upon his or her own discretion, an instructor may give a student an extension.

Other absences that may be considered “excused” will be determined at the instructor’s discretion. Please notify me before the absence whenever possible; if you are ill, notify me the same day – DO NOT wait until you return to class.

Finally, punctuality is essential. As instructors’ discretion, every three tardy arrivals may be counted as one absence. Habitual late arrival and/or early departure are impolite and disruptive and will negatively affect your attendance/participation grade.

HOMEWORK POLICY
Assignments are due at the beginning of class, the hour for which they were assigned. If you are sick or have an excused absence, you may hand it in for 50% of the credit up to 24 hours late. Homework will NOT be accepted after 24 hours past the due date and time it is due. If you miss a class for an excused reason, it is your responsibility to contact me before the absence to arrange turning in your homework and to find out the assignments for the next class period.

For all unexcused absences (where there is no prior notification or valid excuse), any homework collected or participation points assigned for the day will be lost and cannot be made up. Even for excused absences, it is your responsibility to contact another student (or me) to find out the assignments for the next class period (in case there is a change to the homework sheet). If you need help with the material that was covered during your absence, come see me during office hours or make an appointment.

ACADEMIC INTEGRITY
1. Tutor policies
   Please note that all graded assignments (i.e., writing activities, corrections, oral activities and exams) done inside or outside of class must be your own work. A tutor can only help you, rather than do the work for you. A tutor may help you with any (workbook) assignments, help you study for an exam, serve as a practice conversation partner, help you clarify and study assigned material, but may not help you for compositions. Only you can work on your compositions. If you work with a tutor or consult a friend or native speaker about a writing activity, corrections or in preparation for an oral, they may indicate there are errors on a draft and/or point you in the right direction for corrections but they may NOT write the activity, provide entire sentences or correct the errors for you. If you work with a tutor, you need to give me his/her name and phone number. In case of uncertainty, I may ask you to explain your work and demonstrate that you can justify what you wrote at home, the words and structures you chose.

2. Cheating and plagiarism policy
   Academic dishonesty of ANY FORM will not be tolerated and will result in the student receiving zero points for the assignment. Additional action may be justified depending on the severity of the offense. Please see definitions that follow:
   Cheating — An act of deception by which a student misrepresents that she or he has mastered information on an academic enterprise that she or he has not mastered. This includes: using an un-cited online or published source, using a native speaker complete or correct ANY graded assignment for you — such as an oral dialogue, or copying another student’s daily homework.
   Plagiarism — The offering of the words, ideas or arguments of another person as one’s own, without the appropriate attribution by quotation, reference or footnote.
   Fabrication — The intentional and unauthorized falsification or invention of any information or opinions in an academic exercise.
   Facilitating Academic Dishonesty — Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalties. This means that you can be found guilty and held accountable, for writing another student’s journal, oral dialogue or for giving your work to another so that they can copy.
   Translating/Correcting: Note that use of an online translator and/or external help (native foreign language speaker) for a language class constitutes cheating.

The policies on academic dishonesty contained in Chapter 1 of the student handbook (03.10.25.01 – 00.10.25.04) are adhered to strictly in this class. For more details, please read through them carefully at: http://www3.sdsu.edu/Students/AcademicAffairs/StudentCode/CodeIndex.cfm

SPECIAL ACCOMMODATIONS
Any student who feels that he/she may need an accommodation based on the impact of a disability should contact Nancy Hartman-Crooks, Coordinator of Disability Services (605-688-4501 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in the Student Union, room 065.

FREEDOM IN LEARNING (BOR policy 1:11)
Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasonable exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head or dean of the college which offers the class to initiate a review of the evaluation.

French 202
Course Schedule
Spring 2013

Note: The columns on the right list what you need to do before that day’s class period:
-“a faire” lists what to do before class
-“a faire” lists what to complete in Jugglem and/or the website http://www.chentral.com/ (homework, WebSAM, WebPrudice or WebAssessment)
<table>
<thead>
<tr>
<th>Semaine 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jour</td>
<td>Date</td>
<td>A faire en classe</td>
<td>À apprendre avant le cours</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulaire « en famille » : Oral practice/Discussion (1.99)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grammar : Les pronoms possessifs ; Oral practice (415)</td>
<td>Imagier : 414</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Reading : préparations (275)</td>
<td></td>
</tr>
<tr>
<td>Mardi 15</td>
<td>Cultural Reading : Wedding in Algeria (226-7)</td>
<td>Quiz 1 : Wedding in Algeria</td>
<td>Imagier : 226-7 (Quiz)</td>
</tr>
<tr>
<td>Jeudi 17</td>
<td>Grammar : Le sujet objectif (Introduction) (213)</td>
<td>Last day to drop or add</td>
<td>Imagier : 213</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 21</td>
<td><strong>Jour Férié</strong> (Martin Luther King Day)</td>
<td></td>
<td>WebSAM : « Pendant la réunion de famille » « Tante Lucile » [Cahier : 4 p. 55]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 4</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mardi 29</td>
<td>Cultural Activity : Yves Saint Laurent, revolutionary designer born in Algeria</td>
<td>Préparer des questions</td>
<td>WebSAM : « La vie en famille » « Je n'y comprends rien » [Cahier 1, 2 p. 57 (relatif)] « Une famille normale » « Mais non, tu te trompes » [Cahier 2, 2 p. 134 (verbes en -RI)]</td>
</tr>
<tr>
<td>Mercredi 30</td>
<td>Synthèse (224) Révision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeudi 31</td>
<td>Exam : Leçon 6</td>
<td>Réviser la leçon 6</td>
<td>Composition Prompt D2L Writing practice (D2L practice topics)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 5</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mardi 5</td>
<td>Cultural Reading : Scientific Research in Switzerland (265) Quiz 2 : Scientific Research in Switzerland</td>
<td>Imagier : 265 (Quiz)</td>
<td>Écrire : « Compréhension » Imagier : 1 p. 266</td>
</tr>
<tr>
<td>Jeudi 7</td>
<td>Grammar : Le subjonctif avec les expressions de doute (excluding the)</td>
<td>Imagier : 258-9</td>
<td>WebSAM : « Prédications » « Un garçon pessimiste » [Cahier : p. 140-1 et 2]</td>
</tr>
<tr>
<td>Série 7</td>
<td>Série 8</td>
<td>Série 9</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Semaine 7</strong></td>
<td><strong>Semaine 8</strong></td>
<td><strong>Semaine 9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lundi 18</strong></td>
<td><strong>Jour férié (Presidents' Day Holiday)</strong></td>
<td><strong>Lundi 11 mars</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mardi 19</strong></td>
<td><strong>Exam : Leçon 7</strong></td>
<td><strong>Mardi 12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mercredi 20</strong></td>
<td><strong>Réviser la leçon 7</strong></td>
<td><strong>Mercredi 13</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Jeudi 21</strong></td>
<td><strong>Prepare oral exam (D2L)</strong></td>
<td><strong>Jeudi 14</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Semaine 8**

<table>
<thead>
<tr>
<th><strong>Lundi 25</strong></th>
<th><strong>Mardi 26</strong></th>
<th><strong>Mercredi 27</strong></th>
<th><strong>Jeudi 28</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 8 : Sport Tourism and Ecology</strong></td>
<td><strong>Reading : Sport Tourism and Ecology in La Réunion Island</strong></td>
<td><strong>Grammar : Propositions avec Finitif</strong></td>
<td><strong>Grammar : Les infinitifs : Mise en pratique</strong></td>
</tr>
<tr>
<td><strong>Vocabulary : Leisure activities : Mise en pratique (275)</strong></td>
<td><strong>Reading : Le voyage de Djahou</strong></td>
<td></td>
<td><strong>Reading : Le voyage de Djahou</strong></td>
</tr>
<tr>
<td><strong>Reading : La Réunion Island (301)</strong></td>
<td><strong>Reading : Petit test culturel p. 72</strong></td>
<td><strong>Imaginez : les prépositions 420</strong></td>
<td><strong>Imaginez : Ecrire 1 p. 241</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Imaginez : Ecrire 1 p. 318</strong></td>
<td></td>
</tr>
</tbody>
</table>

4-8 mars : vacances de printemps

**Semaine 10**

<table>
<thead>
<tr>
<th><strong>Lundi 18</strong></th>
<th><strong>Mardi 19</strong></th>
<th><strong>Mercredi 20</strong></th>
<th><strong>Jeudi 21</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition IE : Pre-Writing/Brainstorming</strong></td>
<td><strong>Composition IE : Writing</strong></td>
<td><strong>Composition IE : Peer-editing</strong></td>
<td><strong>Révision</strong></td>
</tr>
<tr>
<td><strong>Last Day to drop a course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semaine 11**

<table>
<thead>
<tr>
<th><strong>Lundi 25</strong></th>
<th><strong>Mardi 26</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exam : Chapter 8</strong></td>
<td><strong>Chapter 9 : Workplace and Gender</strong></td>
</tr>
<tr>
<td><strong>Réviser la leçon 8</strong></td>
<td><strong>Vocabulary : Work, Society and Education : Oral practice/Discussion (315)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grammar : Savoir et connaître, Mise en pratique (314)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WebAssessment : Structure 8.2 Interro 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WebPractice : Souvenirs de vacances : À situer</strong></td>
</tr>
</tbody>
</table>

**ATTACHMENT II**
# Globalization – FREN 202 Intermediate French II

## ATTACHMENT II

<table>
<thead>
<tr>
<th>Jour/Friday</th>
<th>Heure/Hour</th>
<th>Activité/Activity</th>
<th>Description/Description</th>
<th>Révision/Revision</th>
<th>Notes/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semaine 12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 1er avril</td>
<td>9h30-10h30</td>
<td>Lecture et révision</td>
<td>Lecture 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 2</td>
<td>9h30-10h30</td>
<td>Grammaire : La prononciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 3</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercredi 3</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeudi 4</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semaine 13</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 8</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 9</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercredi 10</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeudi 11</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semaine 14</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 15</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 16</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercredi 17</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeudi 18</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semaine 15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lundi 22</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mardi 23</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercredi 24</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeudi 25</td>
<td>9h30-10h30</td>
<td>Grammaire : La phrase nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**
- **Semaine 12:**
  - **Lundi 1er avril:** Jour Férié (Lundi du Paquet)
  - **Mardi 2:** Grammaire : La prononciation
  - **Mardi 3:** Grammaire : La phrase nominative
  - **Jeudi 4:** Grammaire : La phrase nominative

**Semaine 13:**
- **Lundi 8:** Grammaire : La phrase nominative
- **Mardi 9:** Grammaire : La phrase nominative
- **Mercredi 10:** Grammaire : La phrase nominative
- **Jeudi 11:** Grammaire : La phrase nominative

**Semaine 14:**
- **Lundi 15:** Grammaire : La phrase nominative
- **Mardi 16:** Grammaire : La phrase nominative
- **Mercredi 17:** Grammaire : La phrase nominative
- **Jeudi 18:** Grammaire : La phrase nominative

**Semaine 15:**
- **Lundi 22:** Grammaire : La phrase nominative
- **Mardi 23:** Grammaire : La phrase nominative
- **Mercredi 24:** Grammaire : La phrase nominative
- **Jeudi 25:** Grammaire : La phrase nominative

---

**Oral Presentations:**
- **Lundi 29 avril, 14h00-15h00 dans la salle SWG 169.**
- **Grades posted:** mercredi 8 mai

---

**2. SAMPLE CULTURE SECTION from the final exam**

**Français 202**

**Final Exam – Culture Section**
V. Culture: Répondez à trois questions sur la culture francophone. Utilisez des détails précis des textes et des extraits de films que nous avons étudiés ce semestre et écrivez 5 phrases complètes pour chaque question. (12 points)

1. In this class, what did you learn about the history of immigration from Africa in France and the contributions of African immigrants living in France today? Base your answer on the readings of “Le Jour de l’Émancipation”, the film “Bouba”, and the presentation on clips seen in class, and the presentations of your classmates.

2. What did you learn about French culture? Would you like to visit this country? Base your answer on our study of Magritte’s paintings, the film clips we watched in class, your readings in Imagica, and the presentations of your classmates.

3. What topics or events would attract a visitor to the Indian Ocean island of La Réunion? sport, culture, the environment? Which specific places might a tourist visit there? Which sport and cultural activities would be able to participate in? Which activities would you like to do there? Use specific examples from the clips we watched in class and the readings from Imagica.

4. What did you learn about wedding traditions in Algeria, France and the US? Briefly identify similarities and differences between these traditions and ceremonies in Algeria, France, and your own family. Are there separate religious and civil ceremonies? Why or why not? How are customs and food different? Which ceremony (Algerian or French) is the most different from weddings in your family? Why? Would you like to attend a wedding in Algeria or France? Why or why not? Use specific examples from the clips and pictures we studied in class and the readings from Imagica.

3. SAMPLE WRITTEN ACTIVITY: second writing assignment (cultural brochure)

French 202
Composition II

TOPIC:
Un plaisir touristique sur Rouen.

Every year, SDSU hosts French interns from the Institut National Polytechnique in Toulouse, France. They spend the summer working in various SDSU labs and science departments. On weekends, they are free. They plan their free time in advance, however, they are not familiar with South Dakota and faculty members in their respective SDSU units do not know French.

These academic units are calling on your job to entice the French interns to use their spare time to explore the area, its cultural, social, and outdoor activities, and to have fun. Create a brochure complete with pictures and contact information to highlight fun activities in the Brookings area and state of South Dakota.

Things to include:
- a basic introduction comparing and contrasting Brookings with French cities
- a presentation of interesting activities in the Brookings area for the summer
- a presentation of fun social activities in the Brookings area for the summer
- a presentation of great outdoor activities in the Brookings area for the summer
- a list of exercise activities for all listed activities
- a conclusion about how these activities will help the French interns experience cultural differences between France and the US

GOALS:
- Learn to use and practice the structures and vocabulary you have studied in Lec 3, 6, 7, and 8 in Imagica.
- Think in cross-cultural terms.
- Have fun with French!
- Practice your writing skills in the areas of description and persuasion.

REQUIREMENTS:
- Two (minimum) to two and a half pages, typed, double-spaced (pictures excluded).
- Organization: introduction, paragraphs to develop main points, conclusion, transitions
- Font size 12, one-inch margins.
- Deadlines: see below.

STEPS:
Writing is a learning process, and I want you to benefit as much as possible, but I also want you to be able to use your French in a fun, meaningful way. The following steps involved in this writing assignment will help you improve your writing skills in French:

1. Pre-Writing/Brainstorming: individual work on TBA
2. Writing: individual work on TBA
3. Peer-Editing: collaborative work on TBA
4. Write, revise and compose: collaborative work. FINAL VERSION due TBA

REMINDEERS:
Your compositions must be typed and must include contents. If you can't remember how to type foreign accents, you can find the shortcuts at the following website if you look under “Links for foreign accents” about % down the page: http://www.babelfish.com/to preserves/languages/lab. While you can use a dictionary for a few words, try to limit yourself to the vocabulary you already know and are studying in French 202 this semester. Your French is always much better when you are writing within a context that is familiar to you. The minute that you begin to look up every other word, the quality of both your grammar and your vocabulary suffer. If there are words you don't know, think of something else to say or a way to work around it (DESCRIBE it). If all else fails, write the word in English and then go back when you are finished writing the composition and look it up again — I would limit this strategy to a few words. Your composition should be 2 pages, 1" margins, double spaced, Times New Roman, 12 pt. font.

ACADEMIC INTEGRITY:
Of course, it goes without saying that you can use your textbook and a dictionary, BUT YOU CANNOT USE AN ONLINE TRANSLATOR even for a sentence fragment or a phrase OR HAVE A FRIEND IN AN ADVANCED CLASS OR A NATIVE SPEAKER REVIEW YOUR WORK AND CORRECT YOUR GRAMMAR. All work must be your own. Cheating (having someone else correct your errors and using an on-line translator) and plagiarism (plagiarism information from another source) will result in a zero for this assignment. For more specific on the university cheating policy, please refer to our course syllabus.
Writing compositions in French is no different than writing compositions in English. Structure, grammar and spelling do not go out the window. This is an academic composition and should follow a format (i.e. Title, Introduction, Main Body with supporting information, Conclusion). You are NOT writing one long paragraph. Your ideas (paragraphs) should flow logically, and you will be graded on your organization, quality of your content, vocabulary, and grammar.

### French 202
Writing Activity II—Grading Rubric
Brochures : un dépliant touristique

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal assigned information is present; information is superficial</td>
<td>1</td>
</tr>
<tr>
<td>or includes irrelevant information; not enough information to evaluate</td>
<td>2</td>
</tr>
<tr>
<td>Limited information; some ideas present your life, but not very developed; lack of supporting detail and intro or conclusion.</td>
<td>3</td>
</tr>
<tr>
<td>Adequate information; some development of ideas in main body; information only partially covered, lacking introduction, conclusion or title</td>
<td>4</td>
</tr>
<tr>
<td>Very complete information; body of paper very well developed; no more can be said; thorough, relevant information.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.</td>
<td>1</td>
</tr>
<tr>
<td>Limited order of content; lacks logical sequencing of ideas; ineffective ordering; very choppy or disjointed.</td>
<td>2</td>
</tr>
<tr>
<td>An apparent order to content is intended; somewhat choppy in places; loosely organized but main points do stand out; sequencing of ideas is incomplete.</td>
<td>3</td>
</tr>
<tr>
<td>Logically and effectively ordered; main points and details are connected, fluid.</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate, repetitive, incorrect usage or non-use of words studied; literal translation that does not correspond to French; many invented words; or not enough to evaluate.</td>
<td>1</td>
</tr>
<tr>
<td>Erroneous word use or choice leads to confused or obscure meanings; some literal translation or invented words; limited use of words studied; used English words.</td>
<td>2</td>
</tr>
<tr>
<td>Adequate, but not impressive; some erroneous word usage or choice but meaning is not confused or obscured; not beyond comprehension; some use of words studied.</td>
<td>3</td>
</tr>
<tr>
<td>Broad and impressive; precise and effective word use and choice; extensive use of words studied.</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors throughout; non-French sentence structure; erroneous use of language makes</td>
<td>1</td>
</tr>
</tbody>
</table>
Globalization – FREN 202 Intermediate French II

1. FREN 202 Intermediate French II

- Peer to peer job editing or no peer editing

  - Poor: Incomplete editing, not enough editing
  - Fair: Incomplete editing, some errors
  - Good: Incomplete editing, some errors

  - Excellent: Incomplete editing, no errors

2. Visual Quality

  - Lacks creativity and imagination
  - Poor layout and presentation
  - Average layout and presentation
  - Good layout and presentation
  - Excellent layout and presentation

3. Oral Activity

  - Oral activity: second oral presentation and grading rubric

  - Natacha Aliass (Morocco, Belgium)
  - Dyura (Morocco, Algeria)
  - Aliessa Alaa (Mediterranean, Tunisia)
  - Nadia Taha (Liberia, Lebanon)
  - Sylvie Forey (Cuba, Spain)
  - Lorn Ferres Durbiné (France, Belgium)
  - Khid Toulouby (Literature, cinema, Re Maurice)
Globalization – FREN 202 Intermediate French II

NOTE: Make sure that your selection will provide enough to talk about for the required time.

II. Length: Your presentation should be a minimum of 8 minutes long and must include several visual aids.
   Note: This is an oral presentation. You need to engage your audience (your classmates). You will NOT be permitted to simply read a written-out version of your presentation or read your PowerPoint. You will be allowed ONE 3x5 note card on which you can put isolated words (NOT complete sentences) that jog your memory and help you with order. This means that you MUST 1) thoroughly research your topic, 2) carefully prepare and correct your script 3) practice several times before your presentation. If you simply read a written-out version or what is on the screen, you will receive a zero.

III. Content: You should include the following, as well as any other miscellaneous info that you feel is pertinent. The following categories are the basic information needed, with some questions to help you start thinking:
   - Artist bio/introduction: Both group members should participate in this part of the presentation. Give relevant information about the artist: name, dates, significant life events, context for the significance of his/her art in the art world. This last item constitutes the guiding theme of your presentation. If you choose Yves Saint Laurent, you may want to organize your presentation around the following ideas: he gave women power through clothes. Add any information about the artist’s life that is pertinent to your theme. For instance, in the case of Yves St. Laurent, you may want to discuss the influence of his mother and sisters on his interest in fashion designing.
   - Country: Both group members should participate in this part of the presentation. Include a map of the country of origin of the artist you chose. Situate it in terms of its continent, bodies of water and other countries surrounding it. Some things to consider: Where is this country located? On what continent? What other countries are nearby? In what cultural/religious/ethnic traditions did this country shape the art of your artist? What are some of the country’s cultural influences on his/her medium? In the case of Yves Saint Laurent, you may want to emphasize how the bold colors of Algeria and artists of the Mediterranean region (Matisse, Picasso, Van Gogh) influenced him visually and how he influenced them in turn (Hitchcock).
   - Art and Style: One member should present this section. What art form does your artist practice? Why? How? What are the major aspects of his/her artwork? How does his/her art contribute to and differ from a particular art current? What particular artwork is your artist known for? Be sure to include at least 2 slides and to comment on them in detail (avoid the rapid slide show). For instance, for Yves Saint Laurent, you may want to show examples of his bold palette and contrast them with more traditional tones reserved for women in the fashion world. You can also show slides of the more tapestry-like dress demonstrating how he magnified volumes to destress the silhouette of women.
   - Artwork and Message: The other member should present this section. Discuss how your artist’s body of work specifically addressed a social or historical issue. Give some historical background about the issue; period, previous situation, supporters and opponents on both sides, etc. What drove your artist to react to this issue? In what way did this response innovate? How was it received? Did it have a social impact? For instance, for Yves Saint Laurent, you could show 2 pictures: one of le sableur-pas-ponson or le sucre (smoke), and another one of le smoking, all inspired by men’s tailoring. Use these visual aids to explain in detail how his clothes exemplified the Woman’s Lib movement and the increasing presence of strong, yet feminine women in the workplace in France.
   - Legacy/conclusion: Both partners need to present this section. Why were you personally drawn to this artist? What did you learn during your research? Why should your classmates learn about him/her? Is his/her artistic and social legacy?

IV. Organization: Remember that you want your presentation to flow smoothly. Include an introduction and a conclusion. Structure your presentation around one guiding theme and divide it into several parts connected with transition words. Example transition words as well as additional vocabulary can be found in the document “Vocabulaire utile à l’écrit” on the course E-Reserves site. Be sure to practice at least a few times so that your presentation flows smoothly and so that you and your partner have equal amounts of time speaking.

V. Visual aids: You will need several visual aids to facilitate your discussion and that maintain your listeners’ attention. They can be in the form of a PowerPoint presentation, a poster board, several websites, a handout, etc. Be sure that whatever format(s) you choose, the visuals enhance—rather than replace—what you are saying about your artist so that we understand his/her relevance better—not just because you found some pretty images. Some portions of your presentation require detailed analysis of an artwork not necessarily from the visual arts but from literature, dance, film or music; so plan on the appropriate technology to present it.

VI. Vocabulary: The script to your presentation needs to be your own work and the result of your collaboration with your partner. Do not copy material (sentences, paragraphs, presentations, assignments) that is not your own work. Acknowledge your sources. Write your own presentation while keeping your audience in mind (your classmates). Therefore, use words that you already know and that we are studying in Imaginiez. DO NOT look up a plethora of words in the dictionary or one else will understand, unless it is a recurring word that is crucial to your message. A basic rule of thumbs: If you don’t know it and had to look it up, most likely no one else will know it either. Note: You may include a list of 5 key words (max) in your presentation, but they must be shown to your audience so they understand what you are saying.

VII. Research: Since you present on a Francophone artist that you have probably never studied in great depth before, you will need to do some research. Start with Imaginiez’s vignettes in each Leçon under “Galerie de Créateurs” and the Suppléte’s activities (http://imaginez.cleveland.edu/). Click on “Galerie de Créateurs” to find pictures, dates, short biographies, and other relevant links about artists featured in each chapter. Activities in the "mini-test" section help you test your comprehension while "Questions" and "En profondeur" help you reflect on material presented in Imaginiez. "En profondeur" also includes useful links to continue your research. Another helpful site is www.google.fr. While conducting research in French is not required, it is always beneficial to read in French since this is the language of your presentation. However, if you do read in French, you SHOULD NOT just take the information you find and input it in the application. This is considered cheating, and this has severe consequences such as failing the presentation. You will be required to give me a bibliography of your sources as part of your visual aids.

VIII. Grading Criteria: You will be graded on your creativity/competency/visual aid, vocabulary, grammar, content, fluency, and pronunciation. You will work with a partner but will be graded individually. For grading criteria, see the grading rubric on our course E-Reserves site.

TOPIC CHECK
My artist: ___________________________
My partner: ___________________________
Our presentation date and time is: __________

Grading Rubric
Artist: ___________________________
CREATIVITY, SPONTANEITY, VISUAL AIDS (10%)
- Lacks creativity; lacks preparation and practice, scripted; no or not enough visual aids
- Somewhat creative; some elements of preparation and practice; language, 4-5 min.
- Creative; evident preparation and practice; some spontaneity; clear visual aids; 6-7 min.
- Very creative; final product exhibits ample preparation and practice; very spontaneous – impressive effort for unscripted language production; 7-8 min.

VOCABULARY (15%)
- Inadequate and / or inaccurate for this level
- Barely satisfactory for the situation and level OR repetitive
- Satisfactory for the situation and level
- Broad, precise, impressive for this level

GRAMMAR (25%)
- Mostly inaccurate except for stock (standard) phrases
- Uncertain control of the language; frequent errors
- Fair control of the language; some errors
- Very good control of the language; very few errors

CONTENT (30%)
- Limited information is provided; narrow variety of subjects; ideas not well developed – could go further with assignment
- Essential information is provided; reasonable variety of subjects; ideas fairly well developed
- Ample information is provided; wide variety of subjects; ideas very well developed – goes beyond assignment guidelines

Instructor will check topics included below:

name:_________ date:_________ relevant life events:_________ content for artwork:_________

guiding theme:_________ art form:_________ major features of artwork:_________ 2 detailed example slides:_________

influenced art:_________ minor features of artwork:_________ your own interest in artist:_________

artist’s message:_________ background issue:_________ recommendation to learn about artist:_________

artist’s legacy:_________

FLUENCY (10%)
- Halting, fragmented, unnatural pauses
- Generally natural and continuous
- Very natural, with no unnecessary pauses

PRONUNCIATION (10%)
- Pronunciation is frequently unintelligible
- Heavy English influence requires concentrated listening
- Occasional mispronunciations
- Very few mispronunciations

Comments:_________

TOTAL: ________/100 points

5. PARTICIPATION RUBRIC (most relevant section highlighted)

<table>
<thead>
<tr>
<th>Participation</th>
<th>French 202</th>
<th>Superior performance</th>
<th>Good performance</th>
<th>Fair performance; Improvement is needed</th>
<th>Poor performance; Major improvement is needed</th>
<th>Self grade—top lines</th>
<th>Instructor grade—bottom lines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>4.25</td>
<td>3.5</td>
<td>3 or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Attentiveness and Engagement | Is fully engaged and attentive in class. | Is generally engaged and attentive in class. | Is sometimes engaged and attentive in class. | Is sometimes disengaged and unattentive in class. |
|                              | Cell phone is off and put away in book bag. Frequent taking the lead in small group activities. | Participates actively in small group activities. | Pays attention during small group activities but contributes the minimum possible. | Uses cell phone in class. Often off-task OR unable to participate during small group activities. |

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Demonstrates a thorough knowledge of assigned materials. Always works with all vocabulary, oral proficiency topics.</th>
<th>Demonstrates a good knowledge of assigned materials. Consistently works with vocabulary, oral proficiency.</th>
<th>Demonstrates a general knowledge of assigned materials. Typically looks at vocab oral</th>
<th>Demonstrates little knowledge of assigned materials. Frequently unfamiliar with vocab, oral proficiency topics, grammar, and</th>
</tr>
</thead>
</table>
### Institutional (SDSU) Graduation Requirements (SGR) Course Review

#### Faculty Self Report Form

**Institutional (SDSU) Graduation Requirements (SGR) Course Review**

- **SGR Goal**
  - #1: Written Communication
  - #2: Oral Communication
  - #3: Social Sciences/Diversity
  - #5: Mathematics
  - #6: Natural Sciences
  - **X** Globalization

#### Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDSCGR guidelines for syllabi found on Inside State.
3. Note: For multiple-section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR, and/or globalization requirements.

**Date:** January 14, 2013

- **SGR Goal**
  - #1: Written Communication
  - #2: Oral Communication
  - #3: Social Sciences/Diversity
  - #5: Mathematics
  - #6: Natural Sciences
  - **X** Globalization

- **FRENCH 292**
  - 4 credits

#### Department Head
- Marie-Pierre Baggett, Department of Modern Languages & Global Studies, College of Arts & Sciences
- Maria T. Ramos-Garcia
- Maria T. Ramos-Garcia

#### DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office Hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Additional course description (optional)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: Catalog description</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Technology skills (optional)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

#### Self-Grade Total

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Instructor Total

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal(s) and Student Learning Outcomes (SLOs) Met (List Only Those Goals and Student Learning Outcomes Met by the Course)</strong></td>
<td><strong>Are the Goal(s) and Student Learning Outcomes Included in the Syllabus? (Yes/No)</strong></td>
<td><strong>Do the Measurable Assessment Methods Included Measure the SLOs Listed? (Yes/No)</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Globalization Requirement**

Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

| 1. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region. | YES | YES | T: *Attached test cultural questions *Written cultural brochure assignment attached (including rubric) *Cultural oral Presentation attached (including rubric) *Participation rubric (cultural aspect highlighted) |

* For courses meeting SGR/IER/globalization requirements include goals and SLOs for all.

- P = portfolio
- T = tests/exams
- C = clinical field demonstration
- D = group discussion
- S = speech or presentation
- L = lab skill
- W = written assignment (research paper, reaction)
- O = Other; please specify
- E = performance (music, theatre, forensics)
- V = visual arts/design
- D = studio work
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add GE 231 Technology, Society and Ethics to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of GE 231 Technology, Society and Ethics course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of GE 231 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GE 231 Technology, Society and Ethics: An examination of technological change by means of current problems and case studies. The creation and utilization of tools, machines, materials, techniques and technical systems will also be studied, as well as their environmental impacts.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic
Globalization – GE 231 Technology Society and Ethics

and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. **Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.**
   
   This student learning outcome will be assessed through discussion, where instructor-supplied questions will help guide the students to describe their own choices’ impacts and writing assignments; and writing assignments, where students will gain a deeper understanding of their own choices’ impacts on global issues.

or

2. **Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.**

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

Please see attached.

**COURSE SYLLABUS**

GE 231  Technology, Society & Ethics

South Dakota State University  3 credit course

TIME:  May 28 to Aug 2, 2013 - 10 weeks

LOCATION:  Online, via D2L software, log on at least three times a week.

INSTRUCTOR:  Associate Professor Byron Garry, M.S. Engineering  
Department of Construction & Operations Management  
115C Solberg Hall  605-688-6229

OFFICE HOURS:  On-line office hours will be posted on the class D2L page.

EMAIL:  Regular email:  Byron.Garry@sdsstate.edu  
D2L email:  bgarry@d2l.sdbor.edu  This address will work within the D2L course shell only. You can expect a reply within 48 hours (excluding weekends and holidays).

WEB PAGE:  All class handouts, assignment sheets, reading references, discussion postings, chat sessions, submission of papers, grades, etc., will be through the class D2L page:  https://d2l.sdbor.edu/index.asp

The instructor’s SDSU home page is [here](#)
Globalization – GE 231 Technology Society and Ethics

TEXTBOOK: Required
(Editions 9 or earlier will not work)

Or, you may purchase a 180-day rental of an electronic eBook version of this title. Go to http://www.coursesmart.com/IR/1316403/0077503813?hdv=6.7

There may be additional readings that will accessed online, as indicated on the class D2L page.

SDSU CATALOG COURSE DESCRIPTION: An examination of technological change by means of current problems and case studies. The creation and utilization of tools, machines, materials, techniques and technical systems will also be studied, as well as their environmental impacts.

FURTHER DESCRIPTION: Those who deal with the scientific and technological issues of today must be able to consider, evaluate, and choose from among alternatives. Public debate about these alternatives can only be done if the science and technology involved are studied thoroughly. Experts are always ready to give their opinions, and we as active citizens must be able to choose from among these opinions, before we can help to begin to decide on what course of action to take, to do our part to find solutions for societies’ problems.

SDSU GENERAL EDUCATION: This course meets the requirements for IGR Goal #2, Cultural Awareness and Social and Environmental Responsibility and for Globalization Requirement under the 2014-2015 and later SDSU catalogs.

COURSE PRE-REQUISITES: There are no formal prerequisites for this course; however, technology skills are required. These skills relate to use of internet resources, primarily browsers, Adobe Acrobat Reader, and the D2L course management system. The recommended browser is the Firefox (newest) or Chrome (newest). Basic technology (e.g., computer system, network, and software) requirements and assistance are seen at https://d2l.sdbor.edu/shared/sdsu/require.htm

TECHNICAL SUPPORT: For D2L support, call the SDSU Helpdesk at 688-6776, or email to SDSU.supportdesk@sdstate.edu

COURSE REQUIREMENTS: See the course schedule and later in the syllabus for when these requirements are due.

1. Students are required to complete all assigned readings and view instructor presentations on your own.
2. Students are required to participate in seven D2L Discussions.
3. Students are required to complete three Learning Module Quizzes.
4. Students are required to complete three essay writing assignments: two Reaction Papers and one Final Paper.

INSTRUCTIONAL METHODS USED TO MEET THE COURSE REQUIREMENTS: See the Course Schedule for details on when these instructional methods are used. You are required to work at the pace of the class, generally 1 Learning Module per week, through all 10 Learning Modules. This is to facilitate student-student discussion of selected topics. There are some Learning Modules where you will do an online quiz, and those can be done at any time before that week’s deadline. If you have work or personal conflicts that come up in the summer that will prevent you from keeping to the 10-week schedule listed, contact Prof. Garry and work out a personal schedule, in writing, ahead of time.

1. Text Readings & Instructor Presentations: There will be Camtasia (voice added) PowerPoints posted in D2L for all learning modules to facilitate comprehension, and to summarize, from Prof. Garry’s viewpoint, the readings from the text. The presentations will provide key points on which the online discussion can begin. You are expected to read the text and any additional reading assignments given, and then view the presentations to gain ideas on how to begin the on-line discussions. The presentations will not cover all information that is presented in the text. The Powerpoints will also be posted as pdf files that can be downloaded as files to read.

2. Student-student D2L Discussion: Most Learning Modules will have assigned discussion, which take place in D2L. There will be 7 D2L Discussions due for the summer session. There will be clear discussion guidelines and rules explained via a Camtasia-produced presentation and D2L postings. You will be expected to go online a minimum of 3 times during these weeks, once by Wednesday of that week to post an original reflection of the readings, and then again twice later in the week to post replies to other students’ comments.

See the rubric on the course D2L page for how your discussion postings will be evaluated.

You are required to participate in D2L Discussions for Modules 1, 2, & 9

You may choose to do the Alternative Learning Strategies, below, in place of Discussions for Modules 4, 5, 7 & 8.
If you know ahead of time you will be unable participate for a week on the schedule, you may do the Alternative Learning Strategy ahead of time. You may do a maximum of two of any one type of these alternative strategies, up to a total of four.

3. Alternative Learning Strategies:
   A. Individual effort –
Globalization – GE 231 Technology Society and Ethics

a) Test Your Knowledge: As a replacement for up to two D2L Discussions (Discussions for Modules 4, 5, 7 & 8), you may use the “Textbook Test Your Knowledge” Form (based on material from the McGraw-Hill website, reproduced on the D2L Content page) on the article in the text you read. This form includes a specific set of questions will guide you to summarize and assess the text readings.

See the rubric on the course D2L page for how your writing will be evaluated.

b) TED Talks: “Ideas worth spreading” http://www.ted.com/

As a replacement for up to two D2L Discussions, (Discussions for Modules 4, 5, 7 & 8), you may watch and respond to a TED Talk that is categorized as a Technology talk, instead of the text readings. Use the “TED Test Your Knowledge” form (based on material from the McGraw-Hill website, reproduced on the D2L Content page) to summarize and assess the video talk. You may have to watch the talk several times in order to do this properly.

B. Collaborative effort -

c) Collaborative PowerPoint: As a replacement for up to two D2L Discussions (Discussions for Modules 4, 5, 7 & 8) you may create a collaborative PowerPoint. Your jacks email account allows you access to Windows Live SkyDrive, and the Office cloud implementation of PowerPoint. You may, in groups of 2, prepare a PowerPoint that summarizes and assesses the readings.

Please email Prof. Garry in D2L ahead of time with your and your partner’s name before you begin work on the PowerPoint. See the rubric on the course D2L page for how your writing will be evaluated.

d) Student-Student-Instructor Live discussion using Collaborate: As a replacement for up to two D2L Discussions (Discussions for Modules 4, 5, 7 & 8), you may participate in a live discussion of the text topics. This strategy allows a synchronous, audio and/or video, discussion to take place among the students and the course instructor. Prof. Garry will poll you in D2L at the beginning of the summer session to see what time of the day and week will work best, and if you have the appropriate computer technology available to do audio. Prof Garry will make a Camtasia-guided talk to show you the mechanics of using Collaborate.

See the rubric on the course D2L page for how the live discussion will be evaluated.

4. Learning Module Quizzes: For the Learning Modules 3 and 6, as indicated in the course schedule, discussion will not take place. Instead, there will be an online quiz, administered in D2L, which must be completed by the end of that week. If you wish to do these quizzes earlier than the schedule indicates, you may, but your results will not be released until that week is past. Questions on the quiz will be randomly chosen from a group of questions generated by the textbook author and the course instructor.

There is also a Syllabus Quiz, to be done during the 1st week of the course – by June 2. This quiz is in place to ensure that you read through this syllabus and understand the major points of the course.

5. Reaction Papers & Final Paper: After the first 3 weeks of readings and discussions, choose a topic to explore in more depth. You may choose any of the text readings for your topic, not just the topics from Modules 1 - 4. The course schedule will detail when these papers are due.

Start with Reaction Paper 1, required length 250 words, describing the background of the topic you wish to investigate further. At minimum, the text must be used as one source. You will receive feedback from the course instructor.

Reaction Paper 2, on the same topic as Paper 1, required length 500 words. Include the instructor’s feedback and also find at least 3 sources of information other than the text, being sure to properly cite your sources. Again, you will receive feedback from the course instructor.

Final Paper, on the same topic as Papers 1 & 2. Include the instructor’s feedback from Reaction Papers 1 & 2, and include at least 5 other properly cited sources of information (a minimum of 6 sources total), and write at least 1000 words total.

See the rubric on the course D2L page for how your three papers will be evaluated.

Collaborative Reaction Paper: You can work in pairs (2 people only) on the reaction & final papers. Using email or Windows Live SkyDrive, you can work collaboratively with someone at a distance on the Reaction and Final papers. You will submit these on the same schedule as the individual effort, as detailed on the course schedule.

QUESTIONS & INSTRUCTOR FEEDBACK: If you have questions, you can get help from the instructor either:

Asynchronously Questions can be submitted by D2L Email or Discuss. The class instructor will monitor these on a daily basis, but you may not get an answer to your question immediately.

Prof. Garry will not be keeping to a specific work schedule or office hours during this summer session. The poll done at the beginning of the term will ask if there is a specific time of day that will work well for many students, and Prof. Garry MAY establish Online Office Hours, in order to give immediate feedback. You will be notified via D2L email if this is done.

If the questions/answers submitted using either fashion would be helpful to the class as a whole, they will be posted on Frequently Asked Questions (FAQ) page on D2L.

ATTENDANCE: Attendance, that is logging into D2L and participating in discussions, is required at least three times per Learning Module (per week) when we are using D2L Discussion. D2L records when you enter the system, and how often you come to D2L will be considered for grades that are borderline.
Globalization – GE 231 Technology Society and Ethics

MAKE-UP POLICY: Graded for this on-line summer course will be submitted by Aug 8. An Incomplete will not be given unless you have made arrangements with the class instructor, in writing, by July 15.

ACADEMIC HONESTY POLICY: The official SDSU policy on student affairs may be found at http://www.sdstate.edu/campus/loader.cfm?csModule=security/getfile&pag eid=101262

Section 01:10:27 of the code defines several areas of Dishonesty, including the following. None of these practices are allowed in the class.

Cheating, which is defined as, but not limited to, the following: use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff

Plagiarism – Which is defined as, but is not limited to, the following: the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline; and the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers

Proper Citation of sources will follow general APA guidelines for the Reaction & Final Paper assignments. See the postings in D2L Content, which will detail the level of APA format usage.

COURSE OBJECTIVES: As described in the SDSU catalog, this course is an examination of technological change by means of current problems and case studies. The creation and utilization of tools, machines, materials, techniques and technical systems will also be studied, as well as their environmental impacts. Students will read, write about, and discuss the scientific and technological issues of today. Students must be able to consider, evaluate, and choose from among alternatives that are presented in the communication-filled world. Thorough understanding of the public debate about these alternatives can only be done if the students acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility. This course fulfills the requirements for Globalization in the 2014-15 and later SDSU catalogs. Globalization is defined as a process of interaction and integration among different people, organizations and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

One of the two SLOs must be met by each course, and for this course we choose to meet outcomes 1, 2, and 4.

As a result of taking the course, students will:

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.

   This student learning outcome will be assessed through discussion, where instructor-supplied questions will help guide the students to articulate their personal technology issues; writing assignments, where the students, using instructor feedback from initial writings, will gain a deeper understanding of their opinions and attitudes; and quizzes, where short answer questions will assess student’s appreciation of different culture’s response to environmental issues.

   2. Describe how personal choices derive from and affect social, cultural, and environmental contexts.

   Three of the four SLOs must be met by each course, and for this course we choose to meet outcomes 1, 2, and 4.

As a result of taking the course, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

   This student learning outcome will be assessed through discussion, where instructor-supplied questions will help guide the students to describe their own choices’ impacts and writing assignments; and writing assignments, where students will gain a deeper understanding of their own choices’ impacts on global issues.
Globalization – GE 231 Technology Society and Ethics

This student learning outcome will be assessed through discussion, where instructor-supplied questions will help guide the students to describe their own choices’ impacts and writing assignments; and writing assignments, where students will gain a deeper understanding of their own choices’ impacts on society and the environment.

4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.

This student learning outcome will be assessed through discussions, where instructor-supplied questions will guide the students as they discuss and assess their own ethical responses to issues; and with quizzes, where short answer questions will assess students’ ethical thinking in response to global issues.

STUDENT LEARNING OUTCOMES (SLOs) ASSESSMENT:
The DoCOM programs are Accredited (or preparing for Accreditation) by ABET – Applied Science Accreditation Commission (for Operations Management) and ABET- Engineering Technology Accreditation Commission (for Electronics Technology) and the American Council for Construction Education (for Construction Management)

Graduates of the program will have the ability to demonstrate:

1. ABET-ASAC Criterion 3 f) an understanding of professional and ethical responsibility
   ABET-ETAC Criterion 3 i) an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity,
   ACCE 1.2 Ethics - an ability to articulate and apply to specific cases ethical work practices

This student learning outcome will be assessed through the two Reaction Papers and Final Paper

2. ABET-ASAC Criterion 3 h) the broad education necessary to understand the impact of solutions in a global and societal context
   ABET-ETAC Criterion 3 j) a knowledge of the impact of engineering technology solutions in a societal and global context

This student learning outcome will be assessed through the D2L Discussions.

IDEA LEARNING OBJECTIVES: At the end of each SDSU course, students get a chance to evaluate the course and instructor with the IDEA Student Survey. This is required by the SD Board of Regents for all courses. The information gathered is used as a part of an ongoing process to improve and enhance the course and the instructor’s teaching techniques and style. We ask that you carefully and thoughtfully assess the class when you fill out the survey. For this course, there are four (of the twelve total) learning objectives that we concentrate on. You will fill out the survey online, using a link provided in D2L, during the last two weeks of the course.

Describe the amount of progress you made on each of these learning objectives: For this course, there are three [of the twelve total] learning objectives that are assessed.

1. (Student Survey #29) Learning how to find and use resources for answering questions or solving problems.
   This learning objective will be assessed through the two Reaction Papers and Final Paper.

2. (Student Survey #30) Developing a clearer understanding of, and a commitment to, personal values
   This learning objective will be assessed through the two Reaction Papers and Final Paper.

3. (Student Survey #31) Learning to analyze and critically evaluate ideas, arguments, and points of view.
   This learning objective will be assessed through course quizzes and multiple D2L Discussions in which you will participate.

4. (Student Survey #32) Acquiring an interest in learning more by asking my own questions and seeking answers
   This learning objective will be assessed through the two Reaction Papers and Final Paper.

EVALUATION AND GRADING: There will be 3 different types of evaluation of your learning done by the course instructor:

D2L Discussion – You will be required to participate in Discussions for Modules 1, 2, & 9, but may choose to do the Test Your Knowledge/TED Talk/Collaborative PowerPoint/Blackboard Collaborate learning strategies (as detailed above) in place of Discussions for Modules 4, 5, 7 & 8.

When you participate in a D2L Discussion, you must go to the Discuss section for that Learning Module at least three times during the week. Once by Wednesday to post your initial thoughts, and again twice later to respond to other’s postings. Rules for proper online discussion etiquette may be found the course D2L homepage, in the SDSU Getting Started area.

See the rubric on the course D2L page for how your participation in the discussions will be evaluated.

Quizzes – You are required to individually do 3 online quizzes, the Syllabus Quiz during Module 1, and textbook quizzes or Modules 3 & 6, as indicated in the course schedule, and which must be completed by the end of that week. If you wish to do these quizzes earlier, you may, but your results will not be released until that week of the summer session is completed. There will be multiple choice and short answer questions on the quiz, with a strict time limit. The questions on the quiz will be randomly chosen from a group of questions generated by the textbook author and Prof. Garry.

Reaction Papers & Final Paper – You will write 2 Reaction Papers and 1 Final Paper, either individually or in instructor-approved pairs. See D2L for details on the papers.
Globalization – GE 231 Technology Society and Ethics

GRADING: Grades will be posted on D2L, and updated on a weekly basis, not every day. It is a part of your responsibility to check your grades periodically, not just at the end of the semester, in order to find/correct errors that the course instructor may make.

A percentage of total points are used for grading. There will be a total of approx. 400 points that may be accumulated. See the rubrics posted in D2L for how grading is done.

<table>
<thead>
<tr>
<th>Method</th>
<th>Points</th>
<th>Pct. of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2L Discussions</td>
<td>25 pts each x 7 = 175</td>
<td>45%</td>
</tr>
<tr>
<td>Alternative Learning Strategies (pg 4):</td>
<td>25 pts each, as a substitute for a D2L Discussion during Modules 4, 5, 7 &amp; 8.</td>
<td>A part of the D2L Discussion points</td>
</tr>
<tr>
<td>a) Test Your Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) TED Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Collaborative PowerPoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Blackboard Collaborate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes – Syllabus Quiz &amp; Modules 3 &amp; 6</td>
<td>25 pts each x 3 = 75</td>
<td>18%</td>
</tr>
<tr>
<td>Reaction papers</td>
<td>25 pts each x 2 = 50</td>
<td>12%</td>
</tr>
<tr>
<td>Final paper</td>
<td>100 pts</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grades will be based on total points for the semester. The course instructor will guarantee at least these levels; a curve may go lower.

90 – 100% = A          80 – 89% = B          70 – 79% = C          60 – 69% = D          59% & less = F

FREEDOM IN LEARNING: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

ADA STATEMENT: Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately to discuss your specific needs. The Office of Disability Services is located in the Student Union Room 065.

COURSE SCHEDULE: See separate section (following)

<table>
<thead>
<tr>
<th>Learning Module Number</th>
<th>Dates (Sunday to Sunday)</th>
<th>Easton Text Section</th>
<th>Readings: Text Reading</th>
<th>Course Work Requirement due (see footnotes at bottom)</th>
<th>Covered IGR 2* SLOs</th>
<th>Covered Accred. SOs **</th>
<th>Covered IDEA*** Objectives</th>
<th>Covered Globalization SLOs*****</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 28 - June 2 (Tues-Sun)</td>
<td>Introduction: Analyzing Issues in Science &amp; Technology</td>
<td>Introduction – pages xix - xxxii</td>
<td>Syllabus Quiz &amp; @ D2L Discussion for Module 1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>June 2 – June 9</td>
<td>UNIT 1: The Place of Science &amp; Technology in Society</td>
<td>Issue 3. Should the Internet Be Neutral?</td>
<td>@ D2L Discussion for Module 2</td>
<td>1,2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>June 9-June 16</td>
<td>UNIT 2: Energy &amp; the Environment</td>
<td>Issue 5. Is It Time to Revive Nuclear Power?</td>
<td>Quiz for Module 3</td>
<td>1,4</td>
<td>1,2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>June 16-June 23</td>
<td>UNIT 2</td>
<td>Issue 6. Is America Ready for the Electric Car?</td>
<td># D2L Discussion for Module 4</td>
<td>1,2,4</td>
<td>1,2</td>
<td>2,3</td>
<td>1</td>
</tr>
</tbody>
</table>

June 23

Reaction Paper 1

2,4 | 1,2 | 1,4 |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Topic</th>
<th>Assignment</th>
<th>Discussion for Module</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Are Genetically Modified Foods Safe to Eat?</td>
<td>Quiz for Module 6</td>
<td>1,2,4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Are We Doing Enough to Protect Earth from Asteroid and Comet Impacts?</td>
<td># D2L Discussion for Module 7</td>
<td>1,4</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Do Humans Belong in Space?</td>
<td># D2L Discussion for Module 8</td>
<td>1,2</td>
<td>1,4</td>
<td>1,4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Do Government Internet Surveillance Efforts Threaten Privacy and Civil Rights?</td>
<td>@ D2L Discussion for Module 9</td>
<td>1,2,4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

@ All must participate in D2L Discussions for Modules 1, 2, & 9, as described on page 2 of the syllabus.

# Participate in D2L Discussions for Modules 4, 5, 7 & 8, or you may choose to do Alternative Learning Strategies a)–d) {No more than two of any one type}, as described on pages 2 & 3 of the syllabus.

* Student Learning Outcomes (SLOs) for SDBOR IGR2 are listed on page 4 of the syllabus.

** Student Learning Outcomes for program Accreditations (SLOs) are listed on page 4 of the syllabus.

*** IDEA Student Learning Objectives for GE 231 are listed on page 5 of the syllabus.

**** Globalization Student Learning Objectives for GE 231 are listed on page 4 of the syllabus.

GE 231 Technology, Society & Ethics

Applying for this course to count toward the Globalization requirement.

Evidence attached:

1. An example of an IGR #2 Goal currently being assessed and evaluated.

   Student Paper Rubric. Depending on the assignment, one of two goals in the rubric is assessed - “Understanding of the human condition” or “Personal choices affect social, cultural, and environmental contexts”. The other 5 categories – Analysis, Organization, Facts, APA, and Style - are always assessed.

2 & 3. Student examples of work on final paper for course, assessing “Personal Choices” for the IGR #2 Goal.

4. Discussion Rubric for Globalization that will be used in the future. Since this course was not on the Globalization list in the past, there are no student examples of work to attach. Included are possible topics for the course, and how rubrics and student feedback will be implemented.

GE 231 Rubric – Paper – 100 pts total – Depending on the assignment, one of two goals in the rubric is assessed - “Understanding of the human condition” or “Personal choices affect social, cultural, and environmental contexts”. The other 5 categories – Analysis, Organization, Facts, APA, and Style - are always assessed.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Below Average</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis supporting evidence</td>
<td>30 points Evidence clearly supported the assertion/thesis. Evidence and quotes were sufficient, and personal experience is used expertly as support for the impact of technology on everyday life</td>
<td>25 points Evidence and quotes clearly supported the assertion/thesis, but there were not enough. Personal experience is used for support but not entirely reflective of the impact of technology</td>
<td>20 points Assertion/thesis was supported by limited evidence/quotes. Some are improperly cited. Personal experience is mentioned but does not support the impact of technology on everyday life</td>
<td>15 points One or two improperly cited quotes that support assertion/thesis statement. Personal experience is barely mentioned.</td>
<td>0 points No properly cited quotes that support assertion/thesis statement. Personal experience is not mentioned.</td>
</tr>
<tr>
<td>Express an understanding of the human condition</td>
<td>20 pts Shows insight, depth and understanding of the human condition. Personal opinion is expressed in an appropriate style and is clearly related to the discussion topic</td>
<td>15 pts Shows insight and understanding of the human condition. Personal opinion is expressed in an appropriate style and is related to the discussion topic</td>
<td>10 pts Shows some insight and understanding of the human condition. Personal opinion may not be on task and is mostly related to the discussion topic</td>
<td>5 pts Shows little insight or understanding of the human condition. Personal opinion is somewhat on task and is little related to the discussion topic</td>
<td>0 pts Shows no insight or understanding of the human condition. Personal opinion is not on task nor related to the discussion topic</td>
</tr>
<tr>
<td>Personal choices affect social, cultural, and environmental contexts</td>
<td>20 pts Shows insight, depth and understanding of personal choices. Personal opinion is expressed in an appropriate style and is clearly related to the discussion topic</td>
<td>15 pts Shows insight and understanding of personal choices. Personal opinion is expressed in an appropriate style and is related to the discussion topic</td>
<td>10 pts Shows some insight and understanding of personal choices. Personal opinion may not be on task and is mostly related to the discussion topic</td>
<td>5 pts Shows little insight or understanding of personal choices. Personal opinion is somewhat on task and is little related to the discussion topic</td>
<td>0 pts Shows no insight or understanding of personal choices. Personal opinion is not on task nor related to the discussion topic</td>
</tr>
<tr>
<td>Organization</td>
<td>10 points Had an introduction that hooked the reader into the paper. Also had a clear beginning, middle, and end. Paragraphs had at least 5-7 sentences and were well developed. Effective transitions were used.</td>
<td>8 points Introduction was interesting. Had a beginning, middle and end. Most paragraphs had 5-7 sentences, were developed and transitions were used.</td>
<td>6 points The writer tried to create an introduction to grab the reader's attention. Some paragraphs had between 5-7 sentences and are only somewhat developed. Some transitions were used.</td>
<td>4 points Introduction was trite, showing little originality. Paper jumped from topic to topic with little or no apparent organization.</td>
<td>0 points Unacceptable. There was a total lack of structure.</td>
</tr>
<tr>
<td>Facts -- website sources are found and believable</td>
<td>10 points All websites cited can be found, and are from &quot;reputable&quot; websites</td>
<td>8 points All websites cited can be found. Only some are from &quot;reputable&quot; websites</td>
<td>4 points All websites cited can be found.</td>
<td>2 points One website cited cannot be found. Only some are from &quot;reputable&quot; websites</td>
<td>0 points More than 1 website referenced cannot be found</td>
</tr>
<tr>
<td>APA standard citations</td>
<td>20 points All in-paper citations are written correctly and all References are written correctly</td>
<td>18 points Most in-paper citations are written correctly and all References are written correctly</td>
<td>14 points Some in-paper citations are written correctly and most References are written correctly</td>
<td>10 points Few in-paper citations are written correctly and few References are written correctly</td>
<td>0 points Unacceptable - no citations are written correctly and no References are written correctly</td>
</tr>
<tr>
<td>Style and Conventions</td>
<td>10 points Paper was a full 1000 words long. No mistakes in spelling, punctuation or grammar.</td>
<td>8 points Paper was a full 1000 words long. Some mistakes in spelling, punctuation or grammar.</td>
<td>6 points Paper was a full 1000 words long. Many mistakes in spelling, punctuation or grammar.</td>
<td>4 points Paper was a less than 1000 words long. Some mistakes in spelling, punctuation or grammar.</td>
<td>2 points Paper was a less than 1000 words long. Many mistakes in spelling, punctuation or grammar.</td>
</tr>
</tbody>
</table>
The technological advancement of medicine has been nothing short of extraordinary. Medicine advancement has greatly affected the lives of human beings for the positive. Today however, it is becoming an issue as to how much we should affect our own lives. Human beings now have the technology and ability to alter genetics prior to even being born. Many believe it is no longer a question of if we can build “a better human” but rather if we should. Transhumanists are those who believe we should. It promotes an interdisciplinary approach to understanding and evaluating the opportunities for enhancing the human condition and the human organism opened up by the advancement of technology (Bostrom, 2004). Obviously those who oppose this idea say it is unethical. Good place for a reference. Ethics alone surrounds this issue, as well as where you stand with your morals. I believe there is no place in this world for genetically altering our race for a number of reasons.

Transhumanists are in a constant battle with society trying to prove to them that there is no need to fear this new belief. Transhumanists know that many of their ideas frighten people and have taken steps to reduce this fear. For example, "in 2008, as part of a rebranding effort, the World Transhumanist Association changed its name to 'Humanity+' in order to project a more humane image." (Somerville, 2011). These people also want society to understand that they are not proposing anything new. Humans have been continuing to learn and grow with the help of technology all throughout time. Altering our genetics to better ourselves would be just that according to transhumanists. They feel that the idea of life extension or even immortality would be appealing to everyone. From Summerville? However, I think that this would be unsuccessful. Often times you hear about how people would not want to live forever. It is even portrayed in many movies and stories. Reference needed Characters always talk about the pain felt when everyone around has passed on. I think this would become a very real reality if a few were to ever become immortal. Some would want it certainly, but I do not think everyone would and that would cause some people to lose loved ones. They then, would have to live with the emotional pain and I think that would be a burden not wanted by many after awhile.

We are not God, nor should we act as though we are. Genetically altering humans is very scary. We stand with our morals. I believe there is no place in this world for genetically altering our race for a number of reasons. Other issues I have with it are issues surrounding race, population, and potential dangers. If someone unequipped to handle such technology were to obtain this could potentially alter the world. They may have the ability to genetically alter a race of people to extinction over time. Another issue I have with this is the potential to drastically increase our life expectancy. However, right now we cannot continue to populate the world like we are without any way to feed or house them. Creating longer life for humans would greatly increase the overpopulation problem and would lead to new problems. As the world’s population grows unsustainably, so do its unyielding demands for water, land, trees and fossil fuels — all of which come at a steep price for already endangered plants and animals. Most biologists agree we’re in the midst of the Earth’s sixth mass extinction event; species are disappearing about 1,000 times faster than is typical of the planet’s history. This time, though, it isn’t because of geologic or cosmic forces but unsustainable human population growth (“Human population: A.”)

As I said before, there are potentially many dangers surrounding a transhumanist world or “post-human” as it is starting to be called. One of these dangers is racism. Some are worried that if we begin to make the transition to a post-human society that those who have been modified will start to see those who are not as inferior, which could lead to slavery or worse, genocide. In 2002, for instance, the liberal bioethicists George Annas and Lori Andrews published an argument for an international treaty to make cloning and germline genetic therapy "crimes against humanity," a call taken up by other would-be defenders of humanness (Hughes, 2010). Annas opined: The posthuman will come to see us (the garden variety human) as an inferior subspecies without human rights to be enslaved or slaughtered preemptively. It is this potential for genocide based on genetic difference, that I have termed "genetic genocide," that makes species-altering genetic engineering a potential weapon of mass destruction looks like a quote that need quotation marks (Hughes, 2010). The idea that today’s humans could one day be slaves to genetically altered humans is very scary.

It is my hope that we can end such awful things such as cancer and other genetically influenced problems, but for right now we, as a race, are not capable of supporting the effects of this great power. That is why I feel rejection of the transhumanist goal is necessary right now, in 2013.

Bibliography

Globalization – GE 231 Technology Society and Ethics


Example 2:

XXStudent NameXX             Final Reaction Paper

Feedback in red.

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Personal choices</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Organization</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Facts</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>APA standard</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Style</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

I would like to look into the openness of the internet. I think it is very important to keep the internet free from government control there is nothing in the discussion about government control, only by companies limiting access or bandwidth. By stating this here and in the next sentence, your introduction throws the reader off of the purpose of the writing and being limited by companies. We went over this earlier but I think it is important to keep in mind why it is important to keep government and limits off of the internet. There has been talk of limiting the internet and it put a lot of people in rage because the people want to have free access to internet. They mentioned YouTube in the book and said it was a pipedream in 2002 (McSlarrow, in 2008) but grew to something far beyond anyone’s expectations. If they were limited by the tiers then it is very possible that YouTube never would have happened and people would have missed out on all of the very good and yes, the very stupid time wasters.

They also mention in the book (Easton, 2012) that companies such as Google have grown without a tier system and are thriving. So I think that says a lot about how having the internet unrestricted allows people to grow their ideas into huge companies that have a positive benefit to society. Many of these companies would have had a hard time surviving in a condition with a tiered structure because they didn’t have the initial money needed to grow their idea in conditions like that. So only the companies have large amounts of money would survive and grow. It doesn’t make for a competitive environment and it makes prices go up. It would be like cable companies offering only certain TV stations. If you didn’t have the money to make a huge station it’s nearly impossible to make your way onto their list of stations. So keeping the internet open and free is very important in order to keep people innovating and growing our society as a whole. According to (Beesley, 2012) it costs around $30,000 for a brand new online business to start up. It doesn’t sound like much but you need to think about the amount of money it takes to get your name out there so people know your company exists. I think if there was a tiered system some people with great ideas wouldn’t be able to make those ideas into reality because they wouldn’t have to money to start it up. So companies such as google could have a hard time starting up because they wouldn’t be able to pay the amount that was required to be because of using a lot of data.

Another thing to think about when wondering if the internet should be regulated, is how it would effect other countries. Other people in other countries use sites that originated in the United States and would miss out on much of the information on those sites would people miss out on because of not being able to survive because of limited bandwidth, reduced speeds, etc. There are places in the world that have to deal with limited bandwidths. One such example is the UK. They are charged on a tiered structure where they can pay for the lowest tier at 10 gigabytes per month to unlimited but the tiers are separated by a little more than ten dollars. The lowest being around ten dollars and the unlimited being around forty five dollars per month. (David, 2011). So to me it seems like it would be harder to start my business in a situation like this. If I had to worry about how much data I could use instead of focusing on what my company is doing it would be even more stress and make it harder for me to make my company work.

There are many things that make a company work but one of the most important and biggest liability is employees. With limited bandwidth you need employee internet usage is very important. If there was a limit of how much bandwidth you could use you would have to restrict your employees to a very certain amount. “When Procter & Gamble shut down some access to the Internet this week, it wasn’t to keep employees from messing around on Facebook or crafting personal e-mails on company time. Instead, it was to get them to quit sucking up the company’s Web bandwidth by listening to music and watching movies.” (Shellie, 2012). As Shellie said in her quote employees would use the companies’ bandwidth on personal things such as Facebook.com and music websites such as Netflix.com.

As (Gaudin, 2009) says in this quote some people use them a lot and waste a lot of company time “Nucleus said the survey found that “some” employees use the social networking site as much as two hours a day at work. It did not say how many workers fit into that category, but did note that one in 33 workers surveyed use Facebook only while at work.” This makes it very difficult for a company to know how much bandwidth they need to buy. But the obvious problem with this is that the employees are wasting the companies’ money for personal use. This isn’t something companies want to waste money on. So to counteract this some companies use site blockers to keep people from getting to
Globalization – GE 231 Technology Society and Ethics

specific websites. The problem with this is that people can get around this by going to other sites or connecting with other devices to the
companies’ internet source. Another problem with blocking sites is that a lot of companies use social media websites to promote their product or
website. This could also cause for unhappy workers. These problems only exist in places with tiered bandwidth restrictions. Everywhere else that
doesn’t have to pay for a specific amount of bandwidth does not have to deal with these problems.

Here in the United States the only company that restricts the amount of data usage is Comcast. “Except for Comcast, Internet providers in the United States typically do not impose monthly data quotas although the process tends to be more common in some other
countries.” (Bradley, 2013) This means that we are behind the data usage tiers that many other countries have set up. How long is it before we
start seeing more of these restrictions brought up between all the companies here in the United States? I hope we are not close to adapting that
system and instead keep the system we have now and allow companies to grow easier.

Bibliography

http://www.maximumpc.com/article/features/how_bad_do_we_really_have_it_bandwidth_caps_around_world
Shellie, N. (2012, April 8). Internet use restricted by employers preserving bandwidth. Retrieved from
Bradley, M. (2013, April 7). What is a bandwidth cap?. Retrieved from
Gaudin, S. (2009, October 9). Study: 54 percent of companies ban Facebook, Twitter at work. Retrieved from

4. GE 231 Discussion: Topics, Questions, and Rubrics – reply from Byron Garry

Comments on revisions needed for GE 231:

Insufficient evidence was provided that the course contains a substantial global content. According to the syllabus, the Globalization
SLO will be assessed “through discussion, where instructor-supplied questions will help guide the students to describe their own choices’
impacts and writing assignments; and writing assignments, where students will gain a deeper understanding of their own choices’
impacts on global issues.” Without any indication what those discussion topics and format might be, the subgroup had no way to evaluate
the global component of the course. A discussion rubric was provided, but no examples of the discussion topics and questions that will be
used to guide discussions.

The text for summer 2014 (course taught by Byron Garry only during the summer session) has not been chosen yet. The topics below were used
in 2013. When the new text is chosen, the discussion topics, questions, and rubrics will be handled in a similar manner. Three examples, to
assess how well students meet the Globalization learning outcomes through discussions, which would be done in summer 2014, are shown here.

Initial information (prompt) in Discussion area that the students see:
1. Post by Wednesday an original reflection of the readings, and return to D2L at least twice by the end of the day Sunday to reply to
other students’ comments.

Textbook Issue 11. Are Genetically Modified Foods Safe to Eat?

Henry I. Miller and Gregory Conko of Stanford University's Hoover Institution argue that genetically modified (GM) crops are safer for the
consumer and better for the environment than non-GM crops. People have failed to embrace them because news coverage has been dominated by
the outlandish claims and speculations of anti-technology activists. Jeffrey M. Smith, director of the Institute for Responsible Technology and the
Campaign for Healthier Eating in America, argues that genetically modified foods are dangerous to health and should be removed from the
marketplace. You may choose either side of the issue to argue for/against, or you can criticize both side’s arguments. For this week’s post,
concentrate on the cost and implications to society of genetically modified foods, as the attached rubric illustrates.

The following rubric is used to assess the student’s initial postings of meeting this SLO: 1. Demonstrate a basic understanding of modern-day
globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various
forms of analysis.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 10 points</th>
<th>Level 3 7 points</th>
<th>Level 2 4 points</th>
<th>Level 1 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Post - Understanding</td>
<td>Post shows thorough knowledge of facts. Entry is relevant with reference to supporting material.</td>
<td>Post shows good knowledge of facts. Entry is relevant with reference to supporting material.</td>
<td>Post shows some knowledge of facts. Entry is relevant with reference to supporting material.</td>
<td>Post shows little knowledge of facts. Entry is relevant with reference to supporting material.</td>
</tr>
<tr>
<td>of Facts of Globalization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original Post - Understanding</td>
<td>Post shows thorough understanding of the costs of change. Entry is relevant with reference to supporting</td>
<td>Post shows good understanding of the costs of change. Entry is relevant with reference to supporting</td>
<td>Post shows some understanding of the costs of change. Entry is relevant with reference to</td>
<td>Post shows little understanding of the costs of change. Entry is relevant with reference to supporting</td>
</tr>
<tr>
<td>of Costs of Globalization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Globalization – GE 231 Technology Society and Ethics

<table>
<thead>
<tr>
<th>Original Post - Understanding of Implications &amp; Consequences of Globalization</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post shows insight, depth and understanding. Entry is relevant with reference to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the discussion topic.</td>
<td>Level 4 5 points</td>
</tr>
<tr>
<td>Post shows insight and understanding. Entry may contain some irrelevant material. Personal opinion is expressed in an appropriate style and is related to the discussion topic.</td>
<td>Level 3 4 points</td>
</tr>
<tr>
<td>Post shows some insight and understanding. Entry may contain some irrelevant material. Personal opinion may not be on task and is mostly related to the discussion topic.</td>
<td>Level 2 2 points</td>
</tr>
<tr>
<td>Post shows little insight or understanding. Entry is short and contains mostly irrelevant material. Personal opinion is not on task and is little related to the discussion topic.</td>
<td>Level 1 1 point</td>
</tr>
</tbody>
</table>

In addition to the evaluation done using the rubric, the course instructor responds to students’ posting in detail by Thursday. Some are individual to students, some are more general and addressed to all students. There are no examples to show here, as the assessment of Globalization was not done previously. The prompt to all students for the replies required for the rest of the week:

**Reply at least twice by the end of the day Sunday to other students’ comments.**

Read through the original posting done by other students in the class, and replies done by Prof. Garry. Reply to others’ original posts, or to others’ replies to the posts. You are required to add at least 2 substantial replies by Sunday, and your replies will be assessed using the rubric shown.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 5 points</th>
<th>Level 3 4 points</th>
<th>Level 2 3 points</th>
<th>Level 1 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referencing</td>
<td>Student refers to other posts. The reply post is related to the thread.</td>
<td>Student refers to other posts. The reply post is mostly related to the thread.</td>
<td>Student does refer to other posts. The reply post is little related to the thread.</td>
<td>Student does not refer to other posts or the referred post is inappropriate or unrelated to the thread.</td>
</tr>
<tr>
<td>Critique</td>
<td>The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner.</td>
<td>The student is somewhat judging other posts on their merits. The student provides a critique of posts in an appropriate manner.</td>
<td>The student provides a simple critique of posts in an appropriate manner.</td>
<td>Student does not provide any critique of other posts or comments.</td>
</tr>
</tbody>
</table>

After the end of the week, and students have responded to each other’s original posts, this rubric is used. Students are encouraged to review the instructor’s evaluation of both their original post and reply, as they prepare to do the next week’s discussion.

**Other topics that will be assessed to see if students are meeting the Globalization goal, and their prompts (but not repeating the rubrics):**

2. **Post by Wednesday an original reflection of the readings, and return to D2L at least twice by the end of the day Sunday to reply to other students’ comments.**

Textbook Issue 12. Are We Doing Enough to Protect the Earth from Asteroid and Comet Impacts?

There are many asteroids and comets in space whose orbits are such that they may someday strike the Earth, causing colossal amounts of damage. Physics professor J. Anthony Tyson argues that NASA can fulfill its Congressionally-mandated mission of surveying Near-Earth Objects that may pose future hazards to Earth by funding the proposed Large Synoptic Survey Telescope (LSST) project (http://www.lsst.org/lsst). Russell L. Schweickart, Chair of the Association of Space Explorers International Panel on Asteroid Threat Mitigation, argues that in order to deal with the potential threat of asteroid and comet impacts, the United Nations must oversee an international effort not only to catalog potential threats but also to decide when and how to ward off potential impacts. You may choose either side of the issue to argue for/against, or you can criticize both side’s arguments. For this week’s post, concentrate on the cost and implications to what would happen to the world environment if a large impact from space were to happen. The attached rubric will be used to evaluate your posting.

**Reply at least twice by the end of the day Sunday to other students’ comments.**

Read through the original posting done by other students in the class, and replies done by Prof. Garry. Reply to others’ original posts, or to others’ replies to the posts. You are required to add at least 2 substantial replies by Sunday, and your replies will be assessed using the rubric shown.
Globalization – GE 231 Technology Society and Ethics

3. Post by Wednesday an original reflection of the readings, and return to D2L at least twice by the end of the day Sunday to reply to other students’ comments.

Textbook Issue 5: Is America Ready for the Electric Car?

Electric cars are often mentioned as a solution to fossil fuel dependence, pollution, and global warming. Retired aerospace scientist Michael Horn argues that the technology already exists to replace gasoline-burning cars with electric cars. All we need is organization and determination. Journalist Rick Newman argues that because electric car technology is still new, expensive, and unreliable it will be at least a decade before consumers are willing to shift from gas-burners to electric cars. It will be longer than that before they replace more than a small fraction of the gas-burner fleet. You may choose either side of the issue to argue for/against, or you can criticize both side’s arguments. For this week’s post, concentrate on the cost and implications of the use of electric cars worldwide, as the text reading highlights. The attached rubric will be used to evaluate your posting.

Reply at least twice by the end of the day Sunday to other students’ comments.

Read through the original posting done by other students in the class, and replies done by Prof. Garry. Reply to others’ original posts, or to others’ replies to the posts. You are required to add at least 2 substantial replies by Sunday, and your replies will be assessed using the rubric shown.

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing X Globalization

1. Course prefix, number, and title: GE 231 Technology Society & Ethics
2. Number of Credits: 3
3. Faculty member’s name, department, college: Assoc. Prof. Byron Garry, Dept. of Construction & Operations Management, College of Engineering
4. Department Head Dr. Teresa Hall

(Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td>Page 1 10 week summer session only</td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td>Page 1 Fully online</td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>Additional course description (optional)</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>X</td>
<td>Page 1</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td>Pages 2-3</td>
<td></td>
</tr>
<tr>
<td>Course Requirements: Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy</td>
<td>X</td>
<td>Page 1 for textbook, supplementary website Page 3 for Attendance, Academic Honesty Page 8 – course schedule – for key deadlines</td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td>Page 4</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td>Pages 4-6</td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td>Page 6</td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td>Page 6</td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td>Page 7</td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td>Page 7</td>
<td></td>
</tr>
</tbody>
</table>
**Globalization – GE 231 Technology Society and Ethics**

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME±</th>
</tr>
</thead>
</table>
| Goal as listed in the most current SDSU Bulletin (catalog)  
Globalization – (2013-14) | | | As indicated on the course schedule portion of the syllabus, specific learning outcomes will be assessed during specific Learning Modules. There will be rubrics in place to assess the student’s level of achievement of these learning outcomes. – examples are in ‘Evidence’ file |
| List all SLOs for Goal met by this course | | | |
| 1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis. | Yes | Yes | D - Instructor-supplied questions guide the discussions so students assess different culture’s response to environmental issues – Rubric attached in ‘Evidence’ file |
| 1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints | Yes | Yes | D - instructor-supplied questions guide the discussions so students assess different culture’s response to environmental issues  
W – Using instructor feedback from initial writings, assess if the students attain a deeper understanding in later writings of their own choices’ impacts - Rubric attached in ‘Evidence’ file |
| 2. Describe how personal choices derive from and affect social, cultural, and environmental contexts. | Yes | Yes | D - instructor-supplied questions guide the discussions so students describe their own choices’ impacts  
W - Using instructor feedback from initial writings, assess if the students attain a deeper understanding in later writings of their own choices’ impacts - Rubric attached in ‘Evidence’ file |
| 4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship. | Yes | T – short answer quiz questions will assess students’ ethical thinking  
D - instructor-supplied questions guide the discussions so students discuss and assess their own ethical responses to global issues |

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
C = clinical field demonstration  
T = tests/exams  
L = lab skill demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
V = visual arts/design studio work  
O = Other, please specify
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add GER 201 Intermediate German I to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of GER 201 Intermediate German I course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of GER 201 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GER 201 Intermediate German I: Develop active listening skills, functional language skills, reading skills related to student learners immediate environment, guided free writing and understanding of interrelationships of language and culture.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health,
Globalization – GER 201 Intermediate German I

health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.
   or
2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In GER 201, through tests and presentations students will be able to identify global issues and how they impact their lives. Topics related to Germanic cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

South Dakota State University
Department of Modern Languages and Global Studies
Fall 2012
German 201, Intermediate German I
3 credit hours
Mon, Wed, Fri, 11:00 pm -11:50 pm, SWG 159

Instructor: Dr. Eckhard Rölz
Office:   SWG 111
Office Hours: Mo - Fr 10:00 am, by appointment or when I am in my office
Office Phone:  688-4276
E-Mail:  eckhard.roelz@sdstate.edu

Course Description:
Develop active listening skills, functional language skills, reading skills related to student learners immediate environment, guided free writing and understanding of interrelationship of language and culture. This course meets IGR #2

Course Prerequisites:
German 101 and German 102. This is an intermediate level course and is designed for students who have completed German 102 or have completed two years of language study at the high school level.

Technology Skills: Knowledge of e-mail, Microsoft Office, Desire2Learn, and the internet are required.

Description of Instructional Methods:
The class will be conducted exclusively in German, using a communicative approach that emphasizes communication as contextualized by the student’s experience and environment. Students are required to come to class having read the assigned pages and done the assigned exercises in advance. Although class time may include brief clarifications of assigned concepts and questions on assignments, the primary function of class is to allow students to participate in a series of interactive activities to strengthen communicative abilities. Student active participation and preparation before class are mandatory.

Students are also required to prepare written activities assigned by their instructor outside of class. These may include, but are not limited to: (1) grammar drills, (2) writing assignments, (3) brief research projects, (4) activities in the workbook and the laboratory manual. Examinations, quizzes and presentations are also instructional methods that are used in this course.

This is a web-enhanced course using Desire2Learn (D2L). Students will be expected to log-in to D2L regularly and to follow the course schedule that is found at the end of this syllabus. You should plan on completing all homework before coming to class on the day the assignment is due.
Globalization – GER 201 Intermediate German I

Course Requirements:

Required Texts:
This text comes with a web access key to the Vista Super Site and WebSAM where all the web exercises and short films can be found.
Web site: http://www.vhlcentral.com/
Or http://www.vhldirect.com/store/

Attendance:
When learning a foreign language, time in class provides a unique and important opportunity to interact with classmates and the instructor in German. The foreign language classroom is a place where you can practice communicative skills in a supportive environment. Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Punctuality is also important. At instructors’ discretion, every three tardy arrivals may be counted as one absence.

If you miss class without justification more than 4 times in the semester you will have 1% deducted from the final grade maximum per day missed,starting on absence five. The first four absences are not an entitlement, but are meant to provide flexibility understanding that sometimes unexpected things happen. Your instructor is not required to offer any type of make-up for tests or homework for students whose absence is not justified. If the absence is justified, student may be required to bring proof of the justification.

An absence is considered justified if the cause is:
- University-sponsored activity (sports game, concert, field trip)
- Death of immediate family member
- Major illness (with medical proof)
- In other cases, the decision whether an absence is justified or not will be up to the instructor’s discretion.

Attendance and participation are essential in a language class, so an excessive number of absences, even if justified, will more likely hurt the student chances to achieve the level of proficiency expected in the course. For that reason, if a student missed 12 classes, it is strongly recommended that student immediately discuss with the instructor the situation and consider dropping the course.

STUDENTS ARE ALWAYS RESPONSIBLE FOR THE MATERIAL COVERED IN CLASS AND ALL MISSED ASSIGNMENTS. If you know in advance that you will miss in class, you must complete any assignments BEFORE they are due. In case of an emergency, you must contact your instructor as soon as possible to plan how you will make up the missed work in the shortest period of time possible.

Cheating and Plagiarism: Cheating in any form will not be tolerated, and will result in the student receiving a zero for the assignment in question. Additional action may be justified depending on the severity of the offense (i.e., failure of the course or dismissal from the university). Examples of cheating include, but are not limited to:

- An act of deception by which a student misrepresents that (s)he has mastered information on an enterprise that (s)he has not mastered.
- The offering of the words, ideas, or arguments of another person (student or author) as one’s own.
- The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.
- Note that use of an online translator and/or external help (native foreign language speaker) for a language class constitutes cheating.

Deadlines: See D2L and daily assignment schedule for deadlines

Important Dates:
September 5: Last day to drop/add a course.
September 6: “W” grade begins.
November 8: Last day to drop a course.
December 12: Final 2 pm

Course Learning Goals, Student Learning Outcomes, and Assessment

The primary goals of second-year German are to:

a) speak the language well enough to converse about a limited variety of topics with class members;
b) have short, simple conversations with native speakers of German about everyday topics;
c) comprehend the spoken language well enough to get the main ideas and a few details from conversations with native speakers and from audio and video materials;
d) read and get the general idea of authentic, short texts such as news and magazine articles, poems, stories, etc.;
e) write compositions (descriptive and narrative) a few paragraphs in length on a variety of topics;
f) understand the basic rules of a number of German grammar topics and recognize them in written form; and
g) understand some of the cultural products, practices, and perspectives of the German-speaking world as well as the underlying similarities and differences between those cultures and their own and gain a broader understanding and appreciation of Germanic cultural issues.

1. BOR SGR Goal #4

This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking German 201, students will be able to:

1) Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. They will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams and class work, students will compare and contrast general perspectives, practices, and products from the Germanic world and the U.S. and identify the unique characteristics of specific groups within the Germanic world.
Globalization – GER 201 Intermediate German I

2) Identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic German grammar, apply it in their language production and discuss basic cultural topics related to the German-speaking world.

3) Demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of German 201, students will demonstrate foundational competency in German in daily class work, homework, quizzes, exams (both oral and written), and compositions.

Listening: Students will comprehend tailored speech over familiar topics (introductions, classroom expressions, descriptions of self and others, discussions of daily activities, leisure activities, telling time, discussing the weather, etc.)

Speaking: Students will ask and answer a number of basic questions, as well as initiate and maintain a short conversation over a familiar topic.

Reading: Students will comprehend the basic content of a reading passage on a familiar topic.

Writing: Students will write short compositions and homework assignments on basic contexts presented in class.

II. BOR SGR Globalization Requirement

German 201 also fulfills the Globalization Goal:

- Students will be able to identify global issues and how they impact their lives and discipline.

As a result of taking German 201, students will be able to:

3. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.

Assessment: Topics related to Germanic cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.

This course also fulfills the Institutional Graduation Requirement (IGR) Goal #2, Cultural Awareness and Social and Environmental Responsibility. Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

As a result of taking this course, students will be able to do the following:

Student Learning Outcomes:

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in German-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a primary element of this course. This understanding implies recognition of the individual’s responsibility to act in culturally appropriate ways according to a variety of contexts.

2. Describe how personal choices derive from and affect social, cultural, and environmental contexts. Students will work with new linguistic and cultural systems while comparing these with their own. Thus, they will begin to recognize how our “personal” practices and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us.

3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. This goal is covered through the cultural content of the course, which will include explorations of various artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning inherent in any cultural product.

GRADING PROCEEDURES

- Homework ch 1-5 points: 200 = 10%
- Oral Participation 200 = 10%
- 4 Chapter Tests 1 600 = 30%
- 2 Culture Quizes 200 = 10%
- 4 Essays 350 = 15%
- Oral Final / Project 350 = 10%
- Final Exam 350 = 15%

COURSE EVALUATION:

I. Homework: Denk mal Supersite Practice Activities and assigned by instructor

This category includes daily homework assigned from your Work and Lab Books (WebSAM) or from your textbook. Practice due dates are posted on the course’s D2L page and on Vista Denk mal. All assigned material is due by 11:59 p.m. of the day before class so plan to complete your homework the evening before your class. Do not wait until the last minute in case you run into technical problems. Late activities are not accepted except under extenuating circumstances. With anticipated absences, assignments must be completed before the deadline. Most homework in this class will be completed online through the Vista Denk mal Supersite. As we are aware that not all students have ready access to a personal computer, a number of computer labs are available on campus.

In order to spend as much time as possible in the classroom practicing and communicating, part of your homework assignment will be in many cases to look over the English explanations of the new material in your textbook before going to class. Some of the homework exercises assigned for that day will be basic practice for that new material, so you can check how well you understood and revise as needed.
Globalization – GER 201 Intermediate German I

An overview of the material will be provided in the classroom the next day. If you still have questions after the class, you should make an appointment to see your instructor so you can get help with that specific concept.

Technical Problems with Vista: Use the link provided by Vista and contact the administrator or call toll free 800-618-7375

I. Written Assignments
Different assignments will be given by your instructor to bring done to class. See D2L for details.

II. Participation
Participation does not just mean attending class. Participation will be assessed by your instructor considering preparedness for class, following instructions, doing your best during communicative activities, and speaking exclusively German during class time as much as possible. Cell phones ringing, texting, chatting in English or any other behavior that will prevent the student and/or others to pay attention and participate fully in class are not allowed. If a student persists in any of those activities, the instructor may ask him/her to leave the classroom and that day will count as an absence. Everyone is expected to follow basic rules of courtesy and show respect towards others at all times.

Please come to class each day prepared and ready to interact in German with your instructor and classmates! Readings and written homework will be assigned daily and should be done before coming to the next class to insure your ability to participate fully. Classes are conducted in German to maximize your exposure to the language. Practice is the key to a good command of German, so the more you speak the better you will get! The Participation Rubric can be found on the course D2L site.

III. Exams: There will be four chapter exams that will each last one class period. Since this is a language class, all learning is cumulative. You will be evaluated on grammar, vocabulary, listening, reading, culture, and writing. NO MAKE-UP TESTS ARE GIVEN for unjustified absences. For justified absences documentation will be required prior to making any make-up arrangements. The dates for each exam can be found in the course schedule. **There will be no make-ups on exams without prior permission from the professor.**

IV. Quizzes: Each chapter will begin with a reading on various cultural topics dealing with the Germanic world. You will be assigned these readings as homework and we will discuss the topics in class. There will be two quizzes which generally cover the culture material in the book and culture class discussions and presentations. The above policy for exam make-ups applies for quizzes as well.

V. Compositions
The writing activities will utilize vocabulary and grammatical structures studied to date. Each activity will be explained in detail at the time of the assignment and will be graded according to the grading rubric found at the end of each composition description. These are always posted on our course D2L site well in advance of the due date. Use your previously graded writing assignments, homework, quizzes and exams to improve your writing. Unless you have spoken with me beforehand and have an excused absence, compositions must be turned in at the day and time they are due to avoid receiving a zero.

VI. Oral assessments: These are activities used to assess oral proficiency. They will be based on the structures and vocabulary learned to date. Maximize your in-class opportunities to speak German with your classmates and the instructor in order to prepare for these assessments! More details will be provided prior to each oral. The dates for each oral activity can be found on D2L. Each student will receive individual grades according to the oral exam grading rubric which can be found on D2L. The final oral assessment is an interview with the instructor.

VII. Final Exam: This will be a comprehensive final exam covering many of the concepts reviewed during the semester. The test will assess your listening, reading, writing ability, as well as grammatical and cultural knowledge. It is your responsibility to make arrangements with me at least a week in advance if the date and time of the final exam conflict with another exam. Check our course D2L site for a description of the format and content of the final exam.

Grading Scale
A……………………………………… 90-100%
B……………………………………… 80-89%
C……………………………………… 70-79%
D……………………………………… 60-69%
F……………………………………… Less than 60%

ADA STATEMENT:
South Dakota State University is committed to providing equal access to University programs and services for all students. Under University policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. If any member of the class has such a disability and needs special academic accommodations, please notify me and make the appropriate arrangements with the Office of Disabilities Services. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services, (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Special needs and services: Students who anticipate needing any type of accommodation in order to participate in this class may inform your instructor in full confidence of privacy and must make the appropriate arrangements with Disability Services in Student Union Room 065. To make the arrangements, call 688-4504 and request to speak with Ms. Nancy Hartenhoff-Crooks, Coordinator of Disability Services. Additionally, if you need a private meeting with the instructor, let him/her know what’s going on. Free tutoring is available through the Wintrode Center. Please take advantage of this valuable resource if you are struggling.

Freedom in learning:
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University
Globalization – GER 201 Intermediate German I

policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course.

If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

The Master Plan:
- Get Syllabus
- Read and Study the Syllabus
- Prepare for Class
  - do written homework
  - learn vocab
  - learn grammar
- Attend Class
- Participate in Class
- Ask Questions
- SPEAK GERMAN
- Workbook
- Lab Book
- Review

The Master Plan:

learn
apply
review

German 201 – Fall 2012
SWG 159

ASSIGNMENTS / DAILY SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>Homework – prepare before coming to class</th>
<th>In der Klasse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29 W</td>
<td></td>
<td>Einführung, Diskussion, Kennenlernen, Syllabus</td>
</tr>
<tr>
<td>Aug. 31 F</td>
<td><strong>Kap 1 Fühlen und erleben</strong></td>
<td><strong>Kapitel 1 Fühlen und erleben</strong></td>
</tr>
<tr>
<td></td>
<td>Schreiben S.5: 1,2,3</td>
<td>S. 5-11 Die deutsche Familie (Traditionell und untraditionell). Unterschiede zw. deutschen und amerikanischen Familien. Sehen: Outsourcing und Diskussion: Die Rolle der Mutter</td>
</tr>
<tr>
<td></td>
<td>Schreiben Sie 9 – Beim Zuschauen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. 10 – 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 2   |                                          |               |
| Sept. 3 M | **No Class—Labor Day**                   |               |
| 5 W      | Lesen S. 12-13, Beantworten S. 13        | In der Klasse: Diskussion des Artikels Stellen Sie sich vor: Die Vereinigten Staaten ; Grammatik S. 14 – 17 Fragen |
|          | Lesen und lernen S. 14 – 17 Fragen.     |
|          | Schreiben S. 16: 2,3                     |
| 7 F      | Lernen S. 18 – 20, 21                   | In der Klasse: S. 18 – 20 Present tense S. 21 Kommunikation |
|          | Schreiben S. 20 Übung 1,2               |
|          | **Schreiben Sie ein Gedicht – instructions are below.** |
|          | **Nächste Woche:**                      |
|          | **Schreiben Sie einen Aufsatz S. 30 topic 1 or 2 (German immigrants) – due Th Sep 12. (1/2 Seite)** |
| Week 3   |                                          |               |
| 10 M     | S. 22 – 24 Nominative und Accusative    | In der Klasse: S. 22 – 24 Nominative und Accusative |
|          | Schreiben S. 24 Übung 1,2               |
|          | Lesen S. 26 Synthese und Schreiben Übung, 2 |
| 12 W     | Lesen und beantworten S. 27- 1,2,3 und Artikel "Amerika, du hast es besser." + Analyse S. 30 |
|          | Essay due                               |
|          | In der Klasse: S. 22 – 24 Nominative und Accusative (der words) |
|          | In der Klasse: S. 27-30 "Amerika, du hast es besser." Diskussion why Germans came to the US and are still coming, |
| Week 4 | 14 F | In der Klasse: Grammatik Wiederholung  
Film: *Germans in America* und *German Contributions to the World.* |
|--------|------|--------------------------------------------------|
|        | 17 M | **Prepare for Test**  
**Test Kapitel 1** |
|        | 19 W | **Kapitel 2 Zusammen leben**  
Schreiben S. 43 1,2, S. 44, 1,  
Lesen S. 50 – 51  
Schreiben 51 Was haben Sie gelernt? |
|        | 21 F | **Erste Episode der Sitcom**  
SWG 124 Language Lab  
Lernen S. 52 -53 Dative und Genitive  
Schreiben S. 54, 1,2,3 |

**Week 5**

|        | 24 M | **Wiederholung Dative und Genitive**  
Lesen und lernen S. 56 – 58 Präpositionen  
Schreiben 58, 1,2,3 |
|        | 26 W | **Wiederholung Dative, Genitiv, Präpositionen**  
Lesen S. 59 + S. 65  
Lesen S. 60 – 63 The Perfect  
Schreiben 62 – 1, 2 |
|        | 28 F | **Wiederholung die Perfect**  
Lesen S. 65 -68 *Berlin, multikulturell seit Jahrhunderten*  
Schreiben S. 68-1,2,  
Schreiben 64 – 2 Essay – choose one of the topics und write one page double-spaced. (due Friday, Oct. 5.  
Put draft on-line for peer editing. For instructions see D2L) |

**Week 6**

| Oct. 1 | M | **Lesen S. 69 – 74**  
Bereiten Sie sich auf Fragen vor  
Schreiben p.72 – 1,2,3 |
|--------|---|--------------------------------------------------|
|        | 3 W | **Test Kapitel 2**  
SWG 124 Language Lab  
**Kapitel 3 Medieneinflüsse**  
Lesen S. 77-85  
Schreiben 79 – 1,2  
Film: *Worst Case – Ein Tag in der Werbung*  
Beantworten S. 84 – 1,2,3 |
|        | 5 F | **Lesen S. 86 – 89**  
Schreiben S. 87 Was haben Sie gelernt?  
Lesen S. 88 -91 Präteritum  
Schreiben S. 90 – 1,2,3  
**Essay due!** |

**Week 7**

| 8 M | **Keine Klasse—Native American Day**  
Schreiben Sie einen Aufsatz bis Oct 19. |
| 10 W | **Wiederholung Präteritum 88-91**  
Lesen und lernen S. 92 – 95 Konjunktionen  
Schreiben 94 – 1,2 |
| 12 F | **Wiederholung, Wiederholung, Wiederholung**  
**No Class Today (Conference)** |

**Week 8**

| 15 M | **Culture Quiz**  
Lesen und lernen 3.3 S. 96 – 99 Relativpronomen  
Schreiben 98 – 1,2,3 |
| 17 W | **Relativpronomen**  
**Online Culture Quiz**  
3.3 Relativpronomen |
<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19 F</td>
<td>Aufsatz!</td>
<td>Repativpronomen</td>
</tr>
</tbody>
</table>
| 22 M | Wiederholung  
| 24 W | Test Kapitel 3 | Test Kapitel 3 |
| 26 F | Kapitel 4 Wegfahren und Spaß haben: Reisen in Europa  
Film: Björn: Türkische Einwanderer in Deutschland  
Lernen 115-123 – Schreiben S. 122 – 1-3 | Kapitel 4 Wegfahren und Spaß haben: Reisen in Europa  
Film: Björn: Türkische Einwanderer in Deutschland |

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Oct. 29 M | Lesen S. 124 – 128  
Bremen, Nordrhein-Westphalen, Niedersachsen  
Schreiben S. 125 Was haben Sie gelernt?  
Lernen 4.1 Futur  
Schreiben S. 128 – 1-3 | Bremen, Nordrhein-Westphalen, Niedersachsen  
4.1 Futur |
| 31 W | Lernen 4.2 Adjektive  
Schreiben S.132 – 1,2,3  
Aufsatz fällig | 4.2 Adjektiv  
Adjektive ohne Artikel  
Adjektive mit Artikel |
| Nov. 2 F | Lesen 4.2 Adjektive Teil 2  
Schreiben Übungen auf D2L  
Schreiben 136 – 1,2,3  
Lesen 137-139 | Adjektive mit “ein”  
Alle Adjektive  
S. 130-139 |

<table>
<thead>
<tr>
<th>Week 11</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 5 M | Lesen S. 139-142  
Schreiben S. 139 – 1,2  
Schreiben 142 – 1,2 | Diskussion Artikel Badefreuden oder Großstadtabendteuer? (Reisen und Urlaub in Deutschland) –Was ist anders in den USA? |
| 7 W | Wiederholung | Wiederholung |
| 9 F | Test | Test Kapitel 4 |

<table>
<thead>
<tr>
<th>Week 12</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 12 M | Veterans Day | Kapitel 5 Kunstschätze  
German Sitcom  
Meet in SWG 124 Language Lab |
| 14 W | Kapitel 5 Kunstschätze  
German Sitcom  
Meet in SWG 124 Language Lab | Kapitel 5 Kunstschätze  
"Sam geht einkaufen"  
Meet in SWG 124 Language Lab |
| 16 F | Lernen 5.1 Modale  
Schreiben 166 -1,2 | 5.1 Modale |

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 19 M | Lernen 5.2 Komparativ und Superlativ  
Schreiben 170 – 1  
Culture Quiz | 5.2 Komparativ und Superlativ  
Culture Quiz |
| 21 W | No class—Thanksgiving | |
| 23 F | No class—Thanksgiving | |
| 26 M | Lernen 5.2 Komparativ und Superlativ  
Schreiben 170 – 1 | 5.2 Komparativ und Superlativ |
Globalization – GER 201 Intermediate German I

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Dec 3 M</th>
<th>Wiederholung + Präsentationen</th>
<th>Wiederholung + Präsentationen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 W</td>
<td>Meet in Language Lab SWG 124</td>
<td>Meet in Language Lab SWG 124</td>
</tr>
<tr>
<td></td>
<td>7 F</td>
<td>Wiederholung + Präsentationen</td>
<td>Wiederholung + Präsentationen</td>
</tr>
</tbody>
</table>

Final: Wednesday, December 12, 2-3:40pm

Instructions for Poem:
Finish each line however you want – in German.
Ich . . .
Du . . .
Er/sie/es/Herr/Frau . . .?
Wir . . .
Ihr . . .
Sie etc. . . .

Additional Assignments:

Blog
You must blog at least once a week on the D2L Blog

Language Journal
You are expected to keep a Language Journal (on paper). Record what grammar or language principles you have learned and also record your common / favorite mistakes.

Peer Editing
Write an essay (see instructions) and give others a chance to peer edit in. Collaborate and learn from each other.

You may keep a journal in D2L – click on “Journal”
You may share your language tips and tricks with fellow students on D2L – in the “Diskussion” section.

German 201
Herbst 2012
Test Lektion 4

Hörverständnis:

Hören Sie den Dialog und markieren Sie die korrekten Antworten.
(4x3 pts. = 12)

1. Wo waren Heike und Thomas letztes Jahr im Urlaub?
   a. Am Strand
   b. Ski fahren
   c. Beim Segeln

2. Warum will Heike dieses Jahr an die Nordsee?
   a. Spanien ist zu teuer
   b. Es gibt zu viele Probleme mit Flügen und Flugzeugen
   c. Italien ist zu heiß.

3. Will Heike auf eine Insel?
   a. Nein
   b. Ja
   c. Sie waren letztes Jahr auf einer Insel
4. Was wollen Heike und Thomas im Sommer machen?
   a. Schwimmen
   b. Ski fahren
   c. Eine Badehose kaufen.

A. Dativ
   Bald ist Weihnachten. Was kaufen Sie wem? Benutzen Sie den Dativ! Benutzen Sie nicht „für!!!“ (4x3=12)

1. Ich kaufe (Vater)
2. Ich schenke (Mutter)
3. Ich geben (Freundinnen)
4. Ich kaufe (Mädchen)

B. Adjektivendungen
   Bitte füllen sie die korrekten Adjektivendungen in die Lücken. (27x1=27)

   Homer, arbeitet mit lustig_____ Männern im gefährlich_____ Atomkraftwerk. Homer ist ein dick_____, fett______ Mann, der immer frisch_____ Donuts (plural) ißt. Homer hat drei klein____ Kinder.

   Marge ist die lieb_____ Mutter. Lisa ist ein intelligent_____ Mädchen, aber Bart ist sehr dumm_____. Die klein_____ Maggie spricht nie.

C. Was haben Sie (you personally) nicht? (4x3=12)
1. Ich habe
2. Ich habe
3. Ich habe
4. Ich habe

D. Konjunktionen

<table>
<thead>
<tr>
<th>aber</th>
<th>also</th>
<th>als</th>
<th>indem</th>
</tr>
</thead>
<tbody>
<tr>
<td>denn</td>
<td>außerdem</td>
<td>bevor</td>
<td>nachdem</td>
</tr>
<tr>
<td>oder</td>
<td>dann</td>
<td>bis</td>
<td>ob</td>
</tr>
<tr>
<td>sondern</td>
<td>deshalb</td>
<td>da</td>
<td>obwohl</td>
</tr>
<tr>
<td>und</td>
<td>deswegen</td>
<td>damit</td>
<td>seitdem</td>
</tr>
<tr>
<td>sonst</td>
<td>dass</td>
<td>während</td>
<td></td>
</tr>
<tr>
<td>trotzdem</td>
<td>ehe</td>
<td>weil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>falls</td>
<td>wenn</td>
<td></td>
</tr>
</tbody>
</table>

I. Leseverständnis Lesen Sie den Text und beantworten Sie dann die Fragen in vollständigen / ganzen Sätzen auf Deutsch! (Write in German!). (6 x 3 pts. each = 18 pts.)

Globalization – GER 201 Intermediate German I

Abschluss dieses letzten Auftrags sollte (was supposed) Lola ihn mit ihrem Mofa abholen, damit er die 100.000 D-Mark, die er für seinen letzten Deal bekommen hat, an seinen Chef abliefern (hand over) kann. Doch sie kommt nicht und Manni fährt mit der U-Bahn. Aus alter Gewohnheit kauft er keinen Fahrschein. Als dann Kontrolleure in die Bahn einsteigen, steigt er schnell aus und läuft weg. Dabei vergisst er aber die Tasche mit dem Geld in der U-Bahn. Nun hat er ganze zwanzig Minuten, um das Geld wiederzubekommen…

Manni ist verzweifelt (desperate) und weiß nicht, was er machen soll. Er ruft Lola an und bittet sie um Hilfe. Sie verspricht, dass sie ihm hilft, und rennt los. Die Zuschauer sehen drei verschiedene Versionen, in denen Lola und Manni versuchen, das Geld wiederzubekommen. Deshalb gibt es auch drei verschiedene Schlussszenen.

Der Film ist eine tolle Mischung aus Action-, Liebes- und leichtem Unterhaltungsfilm mit poppiger Hintergrundmusik. Und obwohl man den Film quasi dreimal sieht, ist er überhaupt nicht langweilig, sondern macht immer wieder Spaß.

1. Wo wurde der Film Lola rennt gedreht (produziert)?

2. Was für einen Job hatte Manni?

3. Warum fuhr Manni mit der U-Bahn?

4. Warum lief Manni vor den Kontrolleuren weg?

5. Warum war Manni verzweifelt?

6. Warum denken Sie, hat der Film drei verschiedene Schlussszenen?

Kultur: (7x5=35)

1. Wie kamen deutsche Würste in die USA?
   How did German sausages arrive in the US?
2. Woher kommt der Frankfurter?
   Where does the Frankfurter sausage originate? Note to Reviewer: Not in Frankfurt!
3. Was ist das "Deutsche Athen"?
   What is the German Athens?
4. Warum kamen viele Deutsche im 19. Jahrhundert in die USA?
   Why did many Germans come to the US in the 19th century?
5. Wofür ist John Augustus Roebling bekannt?
   What is Johann Augustus Roebling known for?
6. Warum kamen deutsche Mennoniten und Amischen nach USA?
   Why did German Mennonites and Amish come to the US?

Oral Assessment Rubric
Please sign up for a 15 minute time slot with a partner.
The instructor will ask you questions from the list covering topics we discussed in class. We will have a conversation and you will be graded as follows:

German 201
Grading Criteria for the Oral Evaluation

VOCABULARY (20%)
- Inadequate, inaccurate for this level 6 8 10
- Barely adequate for the situation and level, repetitive 12 14 16
- Adequate for the situation and level 17 18
- Broad, precise, impressive for this level 19 20

FLUENCY (20%)
Globalization – GER 201 Intermediate German I

- Halting, fragmented, unnatural pauses 8 10 12
- Generally natural and continuous 14 15 16
- Very natural, with no unnecessary pauses 18 19 20

INFORMATION PROVIDED (25%)
- Little information is provided; ideas not well developed 13 15 17
- Only basic information is provided; ideas fairly well developed 19 21 23
- Most necessary information is provided; ideas very well developed 24 25

GRAMMAR (25%)
- Almost inaccurate except for stock phrases 14 15 16
- Uncertain control of the language; frequent errors 17 18 19
- Fair control of the language, some errors 20 21 22
- Very good control of the language; very few errors 23 24 25

PRONUNCIATION (10%)
- Pronunciation is frequently unintelligible 3 4
- Heavy English influence requires concentrated listening 5 6
- Occasional mispronunciations 7 8
- Very few mispronunciations 9 10

TOTAL / 100 points

Questions for the Oral Final German 201:

Woher kommen Sie? Sind Sie aus South Dakota?
Erzählen Sie mir von Ihrer Familie
Was haben Sie an Thanksgiving gemacht?
Was denken Sie von SDSU
Was denken Sie von Brookings?
Wo kann man in Brookings gut essen?
Was machen Sie in Ihrer Freizeit?
Was machen Sie immer im Sommer?
Wo essen Sie?
Wo wohnen Sie?
Arbeiten Sie?
Warum studieren Sie an der SDSU und nicht USD?
Was denken Sie von South Dakota?
Gibt es Ausländer in Brookings?
Kennen Sie Ausländer? Woher kommen Sie? (Do you know any foreigners and where do they come from?)
Warum wollen Ausländer in die USA kommen? Was wollen sie hier?
Was bedeutet multikulturell? (What does multi-cultural mean to you?)
Wir haben den Film Outsourcing gesehen – was denken Sie von dem Film? (We have seen the movie „Outsourcing“ What do you think of the movie and the topic it discusses?)
Warum wollen Ausländer in die USA kommen? Was wollen sie hier?
Was macht das Leben in einer großen Stadt attraktiv?
Was sind typische Merkmale einer Großstadt?
Was sind typische Merkmale einer Kleinstadt?
Wie heißen ethnische Restaurants in Brookings?
Liest du die Nachrichten im Internet? Warum oder warum nicht?
Liest du die Zeitung aus Papier / im Internet / nicht?
Was ist der wichtigste Teil in der Zeitung?
Schreibst du Briefe oder lieber Emails und SMS?
An wen schreibst du Emails / Briefe / SMS?
Was denkst du von Facebook?
Sie treffen einen Ausländer in Brookings – Sie möchten ihn kennenlernen. Was fragen Sie?
Wo würden Sie in Deutschland lieber Urlaub: Am Strand, in den Bergen oder in der Großstadt? Warum? (Where would you like to vacation in Germany and why – mountains, beach, city?)
Mit wen möchtest du lieber reisen? Mit Freunden? Mit Familie? Oder alleine?
Was haben Sie gemacht?
Was haben Sie gegessen?
Wie war das Essen?
Globalization – GER 201 Intermediate German I

Wo waren Sie?

Sample Essay Topics for German 201:

We read the story “Geschäftstarnung” which talks about an Italian restaurant which was run by a group of Bosnian men. Have you ever been in an ethnic restaurant in which the owner/waiters/etc only pretended to be from a certain country (like in the story)? How did you feel? How did you react? Did it bother you? Why or why not? Or, if you have never been, how would you react etc?
Please write two pages, double-spaced.

We read the story “Die Leihgabe." Describe a celebration, festival or custom which was important to you as a child. What impressed you? Are traditions important? Why or why not?
Please write two pages, double-spaced.

German Essay Grading Rubrics

CREATIVITY
- Lacks creativity, inability to create w/language 1
- Somewhat creative; occasional ability / willingness to create w/language 2
- Creative; some ability to create w/language 3
- Very creative; demonstrates an ability/willingness to create with language 5

VOCABULARY
- Inadequate and / or inaccurate for this level 10
- Barely adequate for the situation and level, repetitive 14
- Adequate for the situation and level 18
- Broad, precise, impressive for this level 22

GRAMMAR
- Does not understand German grammar 16
- Mostly inaccurate except for stock (standard) phrases 20
- Certain control of the language; frequent intermediate level mistakes 24
- Fair control of the language; some intermediate level errors 28
- Very good control of the language; very few intermediate-level errors 32

CONTENT and PREPARATION
- Limited information is provided; ideas not well developed; 1
- Essential information is provided; ideas fairly well developed 3
- Ample information is provided; ideas well developed; 4

FLOW
- Text does not flow at all; sentence fragments; no cohesive sentence structure1
- Text flows fairly well but is choppy and hard to understand at times 2
- Text flows well with some problems 5
- Good flow, very few problems 8

OVERALL UNDERSTANDING
- Text is mainly incomprehensible 6
- Text is very difficult to understand 9
- Text can be understood with some effort 12
- Text can be understood fairly well 15
- Few or no problems 18

ON TIME
- Essay was not handed in on time minus 5 points for every day late

Total Possible Points: 100 Points Earned: ______________ Grade: ___________

RE-WRITE:
Recommended: YES Not necessary but helpful Not necessary
w/o = wrong word order sp = spelling
w/w = wrong word underlined and ? = I don’t understand
~ sounds rough
Globalization – GER 201 Intermediate German I

The following is the print version of an on-line multiple-select culture quiz. The quiz is based on readings from the book and culture segments introduced during class time.

1. Desire2Learn 001 (4.0 points)
Wo wird Karneval in Deutschland gefeiert?
   a. Nur in Bayern
   *b. In ganz Deutschland
   c. Im Sommer
   d. In New Orleans

2. Desire2Learn 002 (4.0 points)
Wann beginnt die Karnevalssaison offiziell?
   a. Wenn der Hoppeditz begraben wird.
   *b. Wenn der Hoppeditz aus dem Senftopf springt
   *c. Am 11.11. um 11 Uhr 11
   d. Wenn Frauen die Krawatten abschneiden

3. Desire2Learn 003 (4.0 points)
Was passiert am Altweibertag?
   *a. Frauen schneiden den Männern die Krawatten ab.
   b. Männer schneiden den Frauen die Haare ab
   *c. Frauen nehmen eine Schere mit.
   d. Der Jecken springt aus dem Senfglas

4. Desire2Learn 004 (4.0 points)
Wann ist der Karneval vorbei?
   *a. Am Aschermittwoch
   b. Am 21. Februar
   *c. 46 Tage vor dem Ostersonntag
   d. Zu Ostern

5. Desire2Learn 005 (4.0 points)
Warum sind Kostüme wichtig im Karneval?
   *a. Man kann nicht erkannt werden.
   *b. Man kann besonders verrückt sein.
   c. Man muss katholisch sein.
   d. Weil das Wetter kalt ist

6. Desire2Learn 006 (4.0 points)
Was beginnt, wenn der Karneval vorbei ist?
   *a. Die Fastenzeit
   b. Ostern
   c. Die katholische Kirche
   d. Der Karneval

7. Desire2Learn 007 (4.0 points)
Wo wurde das erste Eau de Cologne erfunden?
   a. Frankreich
   b. Italien
   *c. Deutschland
   *d. Köln

8. Desire2Learn 008 (4.0 points)
Was war das Problem mit dem ersten Eau de Cologne?
   *a. Es war sehr teuer
   *b. Nur die reichen Menschen konnten es kaufen
   c. Es war sehr billig
   d. Alle haben es gekauft und es gab nicht genug

9. Desire2Learn 009 (4.0 points)
Wangerooge ist . . .
   *a. eine Insel
   *b. an der Nordsee
   c. autofrei
   *d. bewohnt

10. Desire2Learn 010 (4.0 points)
Wie erreicht man Wangerooge?
   *a. Mit einem Boot
   *b. Mit einem Flugzeug
   c. Mit dem Zug
   *d. Mit der Fähre

11. Desire2Learn 011 (4.0 points)
Gibt es Hotels auf Wangerooge?
   *a. Ja
   b. Nein
   c. Nur Ferienwohnungen
   d. Keine Info im Text

12. Desire2Learn 012 (4.0 points)
Was ist ein IC?
   *a. Ein Zug
   b. Eine Disko
   c. Ein Bus
   d. Ein Fensterplatz

13. Desire2Learn 013 (4.0 points)
Was ist das Ruhrgebiet?
   *a. Wo früher Kohle abgebaut wurde
   *b. 53 Städte
   c. Wo es viele Zechen gibt
   d. Ein Erlebnispark

14. Desire2Learn 014 (4.0 points)
Was war früher das Problem im Ruhrgebiet?
   *a. Umweltverschmutzung
   *b. Viel Russ
   c. Die Luft war rein
   d. der Karneval
<table>
<thead>
<tr>
<th>Participation</th>
<th>Superior performance</th>
<th>Good performance</th>
<th>Fair performance; Improvement is needed</th>
<th>Poor performance; Major improvement is needed</th>
<th>Self-grade—top lines</th>
<th>Instructor grade—bottom lines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attentiveness and Engagement</strong></td>
<td>Is fully engaged and attentive in class. Cell phone is off and out of sight. Frequently takes the lead in small group activities.</td>
<td>Is generally engaged and attentive in class. Participates actively in small group activities.</td>
<td>Is sometimes engaged and attentive in class. Pays attention during small group activities but contributes the minimum possible.</td>
<td>Is sometimes disengaged and inattentive in class. Uses cell phone in class. Often off-task OR unable to participate during small group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Demonstrates a thorough knowledge of assigned materials. Always works with all vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a good knowledge of assigned materials. Consistently works with vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a general knowledge of assigned materials. Typically looks at vocab, oral proficiency topics, grammar, and/or readings before coming to class.</td>
<td>Demonstrates little knowledge of assigned materials. Frequently unfamiliar with vocab, oral proficiency topics, grammar, and readings. Has not prepared before class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eagerness to volunteer</strong></td>
<td>When has the opportunity, frequently volunteers.</td>
<td>When has the opportunity, sometimes volunteers.</td>
<td>Rarely volunteers; waits to be called on.</td>
<td>Unable or refuses to answer even when called on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of German</strong></td>
<td>Always speaks in German in class even after group work is completed. Attempts to ask questions in German and uses English only as a last resort. Uses German outside of class.</td>
<td>Usually speaks in German in class but sometimes uses English with peers or when asking a question.</td>
<td>Sometimes uses German in class but only as much as required.</td>
<td>Only speaks German when forced to do so.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Appropriateness and Knowledge</strong></td>
<td>Conscious of cultural differences. Always applies cultural knowledge to situations and activities when appropriate.</td>
<td>Mostly conscious of cultural differences and tries to apply that knowledge in the classroom.</td>
<td>Sporadically applies cultural knowledge to situations and activities. Does not always demonstrate awareness of cultural differences.</td>
<td>Unable to apply cultural knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADING PERIODS</th>
<th>I (Week 5)</th>
<th>II (Week 10)</th>
<th>III (Week 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-grade total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Globalization – GER 201 Intermediate German I

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences ___ Globalization

1. SGR/global Course prefix, number, and title: German 201
2. Number of Credits: 3 credits
3. Faculty member’s name, department, college: Eckhard Rolz; Modern Languages & Global Studies; Arts & Sciences
4. Department Head Maria T. Ramos-Garcia

GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET
(LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)*

Are the goal(s) and student learning outcomes included on the syllabus? (YES/NO)

Do the measureable assessment methods included measure the SLOs listed? (YES/NO)

List assessment tools and how they demonstrate student performance related to each student learning outcome+

System Graduation Requirement Goal #4: Humanities and Arts/Diversity - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;

2. Identify and explain basic concepts of...
### Globalization Requirement

Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

<table>
<thead>
<tr>
<th>6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</th>
<th>YES</th>
<th>YES</th>
</tr>
</thead>
</table>
| YES | YES | T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language.
*Sample test attached.  
*Model oral test attached (including rubric).  
*Composition/written activity assignment attached (including rubric).  
*Participation rubric attached. |

<table>
<thead>
<tr>
<th>3. Express knowledge of the customs and cultures of a country or a specific region outside of one's own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.</th>
<th>YES</th>
<th>YES</th>
</tr>
</thead>
</table>
| YES | YES | T; S  
*Test attached including cultural questions (highlighted)  
*Participation rubric (cultural aspect highlighted) |

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
C = clinical field demonstration  
D = group discussion  
V = visual arts/design studio work  
O = Other, please specify
Indicate (X) the component of the General Education Curriculum that the proposal impacts.
  ____ X ___ Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
  ____ X ___ Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add GER 202 Intermediate German II to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of GER 202 Intermediate German II course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of GER 202 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GER 202 Intermediate German II: Develop interactive listening and speaking skills toward initiating and responding to simple statements and questions, ability to understand selected descriptive readings to include literature of various types, and continued refinement of language and culture, traditions, customs, folklore, etc.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but
Globalization – GER 202 Intermediate German II

not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In GER 202, topics related to the culture of Germany, Austria, Switzerland, Liechtenstein and Luxembourg, their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

SYLLABUS

for German 202, Intermediate German II-- 3 credit hours
meets Mon, Wed, Fri 12:00-12:50 pm during Spring 2013
in Wagner Hall (formerly known as SNF, NFA, HEN, ETC)  Room 159
Dr. Jason Owens (known to students as Herr Owens)

Office: Wagner 105. Turn right when exiting our classroom, turn left, and find me on the right. Office Hours: Mondays 12-1 pm. Tuesdays 10-11, Wednesdays 3-4 pm and Thursdays 3:30-4:30 pm and Fridays 2-3 pm, or by appointment. I am there most times, most days, so stop by my office or the neighboring dept. library.

Office telephone: (605) 688-5538 CALL HERE FIRST. If I don’t answer, you’ll be transferred to the departmental secretary. After you have already tried my office phone and gotten no answer, please then feel free to call my cell phone 8 am-8:45 pm: 691-1066

E-mail me at jason.owens@sdstate.edu via your JACKS address (not via another address) using a subject line that is meaningful and specific, such as “adjective endings patterns (page 47)?” (not “German 202”; “question,” “eine kurze Frage,” or “one more thing”).

Course prerequisites: GER 101, GER 102 and 201 at SDSU or through placement beyond these courses via the placement test. Until you are sure you belong in 202, do not open your shrink-wrapped book package.

Course description (from the SDSU catalog):
GER 202 Intermediate German II (COM)...............................................3
Develop interactive listening and speaking skills toward initiating and responding to simple statements and questions, ability to understand selected descriptive readings to include literature of various types, and continued refinement of language and culture, traditions, customs, folklore, etc. Prerequisites: GER 101, GER 102, GER 201. Notes: * Course meets SGR #4

Required Learning Materials: available at the SDSU Bookstore http://www.sdstatebookstore.com/

Title ISBN Author Edition Publisher
Denk Mal! (Required paper textbook) 9781-61767-033-6 Barske 1st Vista

AND

Denk Mal! Supersite Plus code 978-1-60576-917-2 Shrink-wrapped with textbook at SDSU Bookstore or available via http://www.vhlcentral.com/
Globalization – GER 202 Intermediate German II

- Class participation = 30%. This includes being prepared and attending class, oral work in class, and homework. Points will be deducted for every unexcused absence (after the first 3) and for each uncompleted assignment.
- Essays 20% (See below)
- Tests 30%
- Final Project 10%
- Final exam 10%

Essay Instructions: Essays should contain real umlauts and ß where appropriate—ask me now if you don’t know how to make these. Essays should have a subject line stating the essay number and theme e.g. subject: Aufsatz 1: Mein erstes Haustier. Essays should have an original title [not “Mein erstes Haustier”] but rather .e.g. “Rover wollte Kalifornien sehen” if your story happens to be about your dog who wanted to go on a family vacation who later ran away.

Attendance: When learning a foreign language, time in class provides a unique and important opportunity to interact with classmates and the instructor in German. The foreign language classroom is a place where you can practice communicative skills in a supportive environment. You can fall behind and later catch up in many subject areas but not in a foreign language. Daily preparation is absolutely necessary because our work proceeds in steps and is a cumulative process. One lesson is a prerequisite for the next—one day for the other. You also need the oral practice which you can get only in class. Thus you cannot afford to skip class. Daily attendance is necessary and expected, and absences will affect your grade. Class participation = 30% of the grade, including being prepared and attending class, oral work in class, and homework. Points will be deducted for every unexcused absence (after the 1st 4) from class and for each uncompleted written assignment. Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Punctuality is also important. At instructors’ discretion, every three tardy arrivals may be counted as one absence. If you miss class for whatever reason, you will not have the exposure to the language that is expected and required in this course, so your instructor will record all absences regardless of the reason. If you have more than 4 unexcused absences, you will have 1% deducted from the final grade maximum per day missed, starting on absence five. Students whose absences after the first four are justified will be allowed to make up for the absence with an equivalent exposure to the language outside of class. This may be done by attending and participating for one hour on the Roundtable (open conversation sessions offered for all students) or by participating in other activities that your instructor deems appropriate. In all cases, evidence of having participated in the activity will be required.

Your instructor is not required to offer any type of make-up for tests or homework for students whose absence is not justified.

An absence is considered justified if the cause is:
- University-sponsored activity (sports game, concert, field trip)
- Death of a loved one
- Illness (with medical proof)

In other cases, the decision whether an absence is justified or not will be up to the instructor’s discretion. Even if an absence is justified, students are still responsible for all the missed work and material covered. My door is open to help you “get back in the saddle.”

If you know in advance that you will miss in class, you should still complete any assignments by the date they are due, unless you contact your instructor in advance to plan how you will make up the missed work in the shortest period of time possible. This does not apply to unforeseen absences due to such causes as health or family matters.

Attendance and participation are essential in a language class, so an excessive number of absences, even if justified, will more likely hurt the student chances to achieve the level of proficiency expected in the course. For that reason, if a student missed 12 classes, it is strongly recommended that student immediately discuss with the instructor the situation and consider dropping the course.

Partnerarbeit = you work with 1 other person. 1 group per classroom may consist of 3 people. Anyone in a “group” of 1 or a superfluous group of 3 students will receive a lower participation grade.

Cutural Activities: You are required to attend 3 of the many cultural activities related to a German-speaking country occurring on campus this semester. I will announce them.

The Department of Modern Languages and Global Studies faculty will offer free tutoring throughout the semester. The sheet with the tutoring hours will be posted on D2L and on the office doors of each professor. Please take advantage of this valuable resource whether you are struggling or not.

Partnerarbeit = you work with 1 other person. 1 group per classroom may consist of 3 people. Anyone in a “group” of 1 or a superfluous group of 3 students will receive a lower participation grade.

Cutural Activities: You are required to attend 3 of the many cultural activities related to a German-speaking country occurring on campus this semester. I will announce them.
Globalization – GER 202 Intermediate German II

The Department of Modern Languages and Global Studies faculty will offer free tutoring throughout the semester. The sheet with the tutoring hours will be posted on D2L and on the office doors of each professor. Please take advantage of this valuable resource whether you are struggling or not.

Make-up Policy: An assignment, quiz or test may be made up only at the discretion of the instructor and, barring special circumstances, only when the student has arranged for a make-up before the original due date of the assignment, quiz or test.

Instructional Methods and Expectations: The class will be conducted in the target language (German) using a communicative approach that emphasizes communication as contextualized by the student’s experience and environment. There will be a combination of presentations by the instructor, interactive activities, and work in pairs and/or small groups. Activities will be oral and written. Your active participation and preparation before class are mandatory. You are required to come to class having prepared the lesson for the day. This includes reading assigned pages and completing written or online assignments. Class time may include brief clarifications of the concepts studied and questions on assignments. However, the primary function of class sessions will be to allow you all to participate in a series of interactive activities to strengthen your practical abilities in the language.

Students are also required to prepare written activities assigned by their instructor outside of class. These may include, but are not limited to: (1) vocabulary activities, (2) writing assignments, (3) projects involving outside materials. Examinations, quizzes and presentations are also instructional methods used in this course.

Course Learning Goals, Student Learning Outcomes and Assessment: The primary goal of classes in German is to develop the students’ communicative competence in the language. That is, students in German 202 are expected to develop the ability to read, write, speak and comprehend oral messages in German. However, the study of a language also includes the study of the culture where the language is spoken. In intermediate language courses, students will be developing their knowledge of values and beliefs prevalent in the German-speaking world. They will examine issues of global importance, explore the social and aesthetic values of these cultures and examine the unique contributions that the German-speaking world has made to world culture. These are all assessed to varying degrees via tests, writing assessments, quizzes oral assessments and daily class work, most often with a partner or as part of a group.

I. BOR SGR Goal #4: This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking German 202, students will be able to:

1) demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. They will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams and class work, students will compare and contrast general perspectives, practices, and products from the German-speaking countries and the U.S. and identify the unique characteristics of specific groups within Central Europe.
2) identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic German grammar, apply it in their language production and discuss basic cultural topics related to the German-speaking world.
3) demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of German 202, students will demonstrate foundational competency in German in daily class work, homework, quizzes, exams (both oral and written), and compositions.

a) Listening: comprehend the spoken language well enough to get the main ideas and a few details from conversations with native speakers and from audio and video materials;

b) Speaking: speak the language well enough to converse about a variety of topics with class members; behave short, simple conversations with native speakers of German about everyday topics;

c) Reading: read and get the general idea of authentic, short texts such as news and magazine articles, poems, stories, etc.;

d) Writing: write compositions (descriptive and narrative) a few paragraphs in length on a variety of topics; understand the basic rules of a number of German grammar topics and recognize them in written form; and

e) Understanding culture, globally and specifically: understand some of the cultural products, practices, and perspectives of Germany, Austria, Switzerland and neighboring areas, as well as the underlying similarities and differences between those cultures and their own.

II. BOR SGR Globalization Requirement

German 201 also fulfills the Globalization Goal:

Globalization Requirement

Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes:
The primary objective of this requirement is to offer courses that present meaningful global content. Each course that fulfills this requirement includes the following student learning outcomes: #1 and #2 combined, or #3.

In German 201 Students will be able to:

3. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders.

Assessment: Topics related to the culture of Germany, Austria, Switzerland, Liechtenstein and Luxembourg, their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.
Globalization – GER 202 Intermediate German II

III. SDSU IGR Goal #2: This course also fulfills the Institutional Graduation Requirement Goal #2, Cultural Awareness and Social and Environmental Responsibility: Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility. As a result of taking this course, students will be able to do the following:

1. **Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.** Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in German-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a primary element of this course. This understanding implies recognition of the individual’s responsibility to act in culturally appropriate ways according to a variety of contexts.

2. **Describe how personal choices derive from and affect social, cultural, and environmental contexts.** Students will work with new linguistic and cultural systems while comparing these with their own. Thus, they will begin to recognize how our “personal” practices and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us.

3. **Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.** This goal is covered through the cultural content of the course, which will include explorations of various artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning inherent in any cultural product.

**Prerequisite Technology Skills:** Students may be required to communicate with their instructor via e-mail or to do simple web searches. Students are required to submit compositions that are typed (i.e. word-processed and not handwritten) and to use technology in their homework or in-class presentations, thus, students are assumed to have basic computer skills.

**SDSU E-mail Policy Statement:** The following can be found in the Undergraduate Programs catalog. The upshot, for this class, is that I will use your SDSU email address for class communication, and will not use or maintain records of your non-SDSU email addresses for this communication. It is your responsibility to stay current with email to your SDSU email account. E-mail messages sent by the University to the university assigned student e-mail addresses will constitute an official means of communication. It is the student’s responsibility and obligation to access official university e-mail messages in a timely manner. Students can check their e-mail by using their university issued e-mail accounts or by forwarding their e-mail to a system of their choice, if allowed by their home institution. If choosing the latter option, students will be responsible for keeping their forwarding information current. The University will have no obligation to track down returned mail due to a forwarding address that has expired or is incorrect for whatever reason. The University will only monitor returned e-mail coming from the university assigned e-mail account.

**Cheating and Plagiarism:** The policies on cheating and plagiarism contained in the student handbook are adhered to strictly in this course. Presenting another student’s work as one’s own or cheating on quizzes and tests may receive any of the following punishments: (1) failure on the individual assignment, (2) failure in the course, (3) dismissal from the university. See further information about SDSU Conduct Code 01:10:25 at [http://studentaffairs.sdstate.edu/JudicialAffairs/StudentCode/Chapter10.pdf](http://studentaffairs.sdstate.edu/JudicialAffairs/StudentCode/Chapter10.pdf).

Cheating in any form will not be tolerated, and will result in the student receiving a zero for the assignment in question. Additional action may be justified depending on the severity of the offense (i.e., failure of the course or dismissal from the university). Examples of cheating include, but are not limited to:

- An act of deception by which a student misrepresents that (s)he has mastered information on an enterprise that (s)he has not mastered.
- The offering of the words, ideas, or arguments of another person (student or author) as one’s own.
- The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.
- Note that use of an online translator for a language class constitutes cheating.

**Supplementary Digital Materials:** You are expected to make use of the available exercises in your book in order to practice your listening and speaking skills. Working with these latter sources will improve your ability to understand spoken German, to pronounce German properly, and to speak more fluently and correctly. It will help you by involving your motor memory and by using your facial muscles, tongue and vocal cords. Learning a language means practicing it as much and as often as possible.

**Outside sources:** Opportunities to encounter German are not limited just to our class or to the internet. The Hasslinger Library, just across the hall from my office in WAGNER, is full of books and magazines in several languages. I will share a plethora of audio/visual materials in German from my office upon request.

**Freedom in Learning:** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of the course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation.
Globalization – GER 202 Intermediate German II

If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Special needs and services: The Americans with Disabilities Act: Students with special needs are entitled to "reasonable accommodation" under this law, the ADA. If you require such accommodation, please see your instructor and also make appropriate arrangements with the Office of Disability Services, Disability Services in Student Union Room 65. (605) 688-4504. Coordinator: Nancy.Crooks@sdstate.edu. Additionally, if any of you feel you are having trouble with any aspect of the class, please let me know what’s going on. Free tutoring may be available through the Wintrode Center.

German 202 Owens TEST Lektion 6

Silvester (am 31. Dezember) Vervollständigen Sie die Sätze mit den richtigen Reflexivpronomen. (6 x 1 pt. each = 6 pts.)

1. Wir sollten ___________ überlegen, wie wir Silvester feiern wollen.
2. Alle müssen ___________ warme Kleidung anziehen, damit wir um Mitternacht das Feuerwerk sehen können.
3. Kannst du ___________ das Fest ohne Feuerwerk vorstellen?
4. Nein, natürlich nicht. Kauft ihr ___________ immer Knallkörper (firecrackers)?

Reflexive Verben Bilden Sie mit den Elementen aus den drei Spalten sinnvolle Sätze. (6 x 1.5 pts. each = 9 pts.)

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Katharina</td>
<td>sich beehlen</td>
</tr>
<tr>
<td></td>
<td>sich entschuldigen</td>
<td>schnell</td>
</tr>
<tr>
<td></td>
<td>sich erkälteten</td>
<td>oft schlecht</td>
</tr>
<tr>
<td>Meine Freunde</td>
<td>sich umziehen</td>
<td>regelmäßig</td>
</tr>
<tr>
<td></td>
<td>sich fühlen</td>
<td>vor dem Theaterbesuch</td>
</tr>
<tr>
<td>Klaus und ich</td>
<td>sich verspätten</td>
<td>im Winter</td>
</tr>
</tbody>
</table>

HÖREN: NOT PRINTED BUT RATHER READ INTO AN MP3


1. Muttertag in Mai kennt man nur in den USA.
2. Viele Väter feiern mit ihren Söhnen und Töchtern am Vatertag.
Globalization – GER 202 Intermediate German II

4. Vatertag kommt im Winter wie Weihnachten oder Sylvester.
5. Es gibt 50% so viel Probleme mit Alchohol um Vatertag als zum Oktoberfest oder im Dezember.

Schreiben: Mengen (quantities, volume)

Sie und 3 Freunde besteigen die Zugspitze, der höchste Berg in den bayrischen Alpen. Was nehmen Sie alles mit? wieviel? in welchen Mengen?

______________________________

Thema 2: Warum sind Traditionen wichtig? Wie bereichern sie unser Leben? Können sie das Leben von Menschen auch negativ beeinflussen? Wenn ja, wie?

______________________________

AUFSATZ

Zum Thema

Beschreiben Sie in einem kurzen Aufsatz von fünf Sätzen einen Brauch, der mit einem bestimmten Land oder einer bestimmten Region verbunden ist.

Vergleichen Sie es mit Ihrem Lieblingsfest Wie wird es gefeiert, welche besonderen Bräuche verbinden Sie damit, und warum ist es Ihr Lieblingsfest?

______________________________

(3 pts. for grammar + 4 pts. for vocabulary = 7 pts.)

German 202 Owens TEST Lesson 6

TRANSLATION FOR ADMINISTRATORS

New Year's Eve (Dec. 31). Complete the sentences with correct reflexive pronouns (6 at 1 point = 6 points)

1. We should consider ____________ how we want to celebrate New Year's Eve.
2. Everyone must wear warm clothes ____________, at midnight so we can see the fireworks.
3. ____________ can you imagine the party without fireworks?
4. No, of course not. Do you buy firecrackers always ____________?
5. No, Father makes ____________ always worry that someone is violating ____________.
6. Hopefully that does not happen. ____________ I wish a happy new year anyway.

______________________________

MORNING ROUTINE James "Sulley" Sullivan is a monster. In his culture good hygiene is taboo. Describe everything Sulley DOES NOT do each morning. For example: He smears no Right Guard deodorant stick under his arms. Write 5 sentences. At least 4 of them must be reflexive.

Reflexive verbs. Create meaningful sentences with the elements of the 3 columns. (6 at 1.5 points = 9 points)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine always hurries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I apologize quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you catch cold often poorly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends change clothes regularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you feel before the theater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Klaus and I are late in winter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ____________________________________________________________

Listening passage : NOT ACTUALLY PRINTED HERE BUT RATHER READ INTO AN MP3

We celebrate Mother's Day on the same day in May in the U.S. and Germany; and just as in many other countries with cards, flowers and other gifts. Father's Day exists in Germany, primarily in northern Germany, but it is different. Traditionally the celebration does not involve women or children. Men walk along from one pub or restaurant to the other in a "Father's Day Tour." Sometimes they bring many bottles of beer. Sometimes the men go on specially modified bikes for 2 or 3, or 12 riders. Sometimes they fish, barbecue or play sports. Police say there are more problems on the streets due to alcohol on this weekend than during Christmas or New Year's Eve, , and three times more than on a normal weekend.

1. Mother's Day in May is only known in the United States.
In northern Germany:
2. Many fathers celebrate with their sons and daughters on Father's Day.
3. You spend Father's Day mostly in church.
4. Father's Day comes in the winter, such near Christmas or New Year.
5. There are so many problems with 50% Alcohol to Father's Day than at the Oktoberfest or in December.

Writing: You and 3 friends climb the Zugspitze, the highest mountain in the Bavarian Alps. What do you take? How much? In what quantities?
Globalization – GER 202 Intermediate German II

Issue 2: Why are traditions important? How do they enrich our lives? Can they influence the lives of people negatively? If so, how?

Describe the topic in a short essay of five sentences: a custom that is associated with a particular country or a particular region. Compare it with your favorite festival as it is celebrated, what special traditions do you associate with it, and why it is your favorite holiday? (3 pts. for grammar + 4 pts. for vocabulary = 7 pts.)

Mündliche Aktivität

• Sie planen ein SDSU Sprachen-und-Kulturen-Fest!
• In Gruppen von 4! Planen Sie ein Fest über Sprachen (zum Beispiel DEUTSCH, Lakota, Chinesisch, Französisch, Spanisch) und die Kulturen in diesen Ländern.
• Seite 218, 3 a & b gibt Ihrer Gruppe Ideen.
• Was für Poster und Aktivitäten zeigen am besten den Kontrast zwischen hüben und drüben?
• Schreiben Sie Ihre Ideen auf ein Dumm-Brett!
• Sie werden mir am Ende der Stunde heute Ihre Ideen geben

Oral Activity

• Planning a SDSU languages and cultures festival!
• In groups of 4! You are planning a celebration of languages (for example, GERMAN, Lakota, Chinese, French, Spanish), and the cultures of these countries.
• Page 218, exercises 3 a & b can give your group's ideas.
• What kind of posters and activities best show the contrast between here and there?
• Write your ideas on a dumb-board (small dry erase board)
• You will present your ideas to the class today

GER 202 – ORAL ASSESSMENT

Evaluation Rubric

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
<th>COMMENTS (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>Student’s answers are easily understood:</td>
<td></td>
</tr>
<tr>
<td>5 6 7 8 8.5 9 9.5 10</td>
<td>___Always ___Most times</td>
<td></td>
</tr>
<tr>
<td>low</td>
<td>___Sometimes ___Rarely</td>
<td></td>
</tr>
<tr>
<td>Task Completion</td>
<td>___Student’s descriptions are thorough, address all the questions asked, preparation is very evident.</td>
<td></td>
</tr>
<tr>
<td>11 12 13 14 15 16 17 18 19 20</td>
<td>Low high</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>___Student’s descriptions are mostly complete, but may not address all questions asked; preparation is present.</td>
<td></td>
</tr>
<tr>
<td>Oral Competence</td>
<td>Student displays command of a variety of vocabulary, including, but not limited to physical/personal descriptions, (including age, nationality, occupation, hair/eyes); current condition/mood of subject; subject’s likes/dislikes; student recognizes gender difference in German:</td>
<td></td>
</tr>
<tr>
<td>11 12 13 14 15 16 17 18 19 20</td>
<td>Low high</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>___Always ___Most times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___Sometimes ___Rarely</td>
<td></td>
</tr>
</tbody>
</table>

Schriftliche Übung / Written exercise (due Friday April 19.; 1.5-2 pages double-spaced via dropbox)

Aufsatz: Anhand der Beispiele im Lehrbuch, sowie anhand dessen was Sie gelesen bzw. erlebt haben, vergleichen Sie das US-amerikanische Konzept von „pride“ mit dem deutschen Begriff „Stolz“(theoretisch dasselbe Wort).

Essay: Based on the examples in your textbook, in class, and your own readings and experiences, compare and contrast the concept of “pride” in US culture and “Stolz” (ostensibly the same word) in German culture.
### Criteria for Writing Exercise

<table>
<thead>
<tr>
<th>Content, Organization, &amp; Coherence</th>
<th>Points</th>
<th>Quality of Language</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Included all of the required elements of the assignment</em></td>
<td>10</td>
<td>__<em>Accuracy in structure is very good for the level, although there may be a few errors, particularly in structures beyond the student’s level</em></td>
<td>10</td>
</tr>
<tr>
<td><em>Included extensive detail—very thorough and well written</em></td>
<td>9.5</td>
<td>__<em>Very good accuracy and breadth of vocabulary; no direct English translations noted.</em></td>
<td>9.5</td>
</tr>
<tr>
<td><em>Wrote sentences of excellent length</em></td>
<td>9</td>
<td>__<em>Errors do not greatly affect comprehensibility</em></td>
<td>9</td>
</tr>
<tr>
<td><em>Developed each idea containing more than enough information to describe your friend well</em></td>
<td>8.5</td>
<td>__<em>Largely free of typos or spelling errors, including accent marks.</em></td>
<td>8.5</td>
</tr>
<tr>
<td><em>Included all of the required elements of the assignment</em></td>
<td>8</td>
<td>__<em>Accuracy in structure is good, although there may be some errors in structures with which the student should be familiar</em></td>
<td>8</td>
</tr>
<tr>
<td><em>Included some detail</em></td>
<td>8</td>
<td>__<em>Some use of incorrect vocabulary, lack of vocabulary resources and/or evidence of direct translation from English</em></td>
<td>8</td>
</tr>
<tr>
<td><em>Wrote sentences of good length</em></td>
<td>7.5</td>
<td>__<em>Errors somewhat affect comprehensibility</em></td>
<td>7.5</td>
</tr>
<tr>
<td><em>Developed each idea with some information to describe your friend adequately</em></td>
<td>7</td>
<td>__<em>Some distracting typos or spelling errors.</em></td>
<td>7</td>
</tr>
<tr>
<td><em>Included most of the required elements of the assignment</em></td>
<td>6.5</td>
<td>__<em>Accuracy structure is acceptable, but there are a number of errors in structures with which the student should be familiar</em></td>
<td>6.5</td>
</tr>
<tr>
<td><em>Included few details</em></td>
<td>6</td>
<td>__<em>A number of instances of misuse of vocabulary, lack of vocabulary resources, and/or direct translation from English.</em></td>
<td>6</td>
</tr>
<tr>
<td><em>Wrote mostly short, but complete, sentences</em></td>
<td>5</td>
<td>__<em>Many typos and spelling errors that detract from the message.</em></td>
<td>5</td>
</tr>
<tr>
<td><em>Missing some of the required elements for the assignment</em></td>
<td>5</td>
<td>__<em>Accuracy of structure is weak with errors in almost every sentence</em></td>
<td>5</td>
</tr>
<tr>
<td><em>Included little to no detail</em></td>
<td>4.25</td>
<td>__<em>Poor grasp of vocabulary usage and lack of even the most basic vocabulary.</em></td>
<td>4.25</td>
</tr>
<tr>
<td><em>Wrote mostly short, choppy sentences, sometimes incomplete</em></td>
<td>3.5</td>
<td>__<em>Errors strongly affect comprehensibility.</em></td>
<td>3.5</td>
</tr>
<tr>
<td><em>Did NOT answers some/most questions</em></td>
<td>3</td>
<td>Very poor in all ways. Error-ridden and difficult to understand</td>
<td>3</td>
</tr>
</tbody>
</table>

Virtually no structure or organization. Meaning may frequently be hard to decipher. Very poor in terms of content and length. Does not complete the assignment.

<table>
<thead>
<tr>
<th>Quality of Language Comments:</th>
<th>Quality of Language Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal:</td>
<td>Subtotal:</td>
</tr>
</tbody>
</table>

TOTAL _______________________

### Participation

<table>
<thead>
<tr>
<th>Participation</th>
<th>Superior performance</th>
<th>Good performance</th>
<th>Fair performance; Improvement is needed</th>
<th>Poor performance; Major improvement is needed</th>
<th>Self-grade—top lines</th>
<th>Instructor grade—bottom lines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4.25</td>
<td>3.5</td>
<td>3 or less</td>
<td>GRADING PERIODS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I (Week 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>II (Week 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>III (Week 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attentiveness</td>
<td>Is fully engaged and attentive in class. Cell phone is off and out of sight. Frequently takes the lead in small group activities.</td>
<td>Is generally engaged and attentive in class. Participates actively in small group activities.</td>
<td>Is sometimes disengaged and inattentive in class. Uses cell phone in class. Often off-task OR unable to participate during small group activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td>Demonstrates a thorough knowledge of assigned materials. Always works with all vocabulary, oral</td>
<td>Demonstrates a good knowledge of assigned materials. Consistently works with vocabulary.</td>
<td>Demonstrates a general knowledge of assigned materials. Typically looks at</td>
<td>Demonstrates little knowledge of assigned materials. Frequently unfamiliar with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Globalization – GER 202 Intermediate German II

<table>
<thead>
<tr>
<th></th>
<th>Eagerness to volunteer</th>
<th>Use of German</th>
<th>Cultural Appropriateness and Knowledge</th>
<th>Self-Grade Total</th>
<th>Instructor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When has the opportunity, frequently volunteers.</td>
<td>Always speaks in German in class even after group work is completed. Attempts to ask questions in German and uses English only as a last resort. Uses German outside of class.</td>
<td>Conscious of cultural differences. Always applies cultural knowledge to situations and activities when appropriate.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>When has the opportunity, sometimes volunteers.</td>
<td>Usually speaks in German in class but sometimes uses English with peers when asking a question.</td>
<td>Mostly conscious of cultural differences and tries to apply that knowledge in the classroom.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Rarely volunteers; waits to be called on.</td>
<td>Sometimes uses German in class but only as much as required.</td>
<td>Sporadically applies cultural knowledge to situations and activities. Does not always demonstrate awareness of cultural differences.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Unable or refuses to answer even when called on.</td>
<td>Only speaks German when forced to do so.</td>
<td>Unable to apply cultural knowledge.</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Use of German</th>
<th>Cultural Appropriateness and Knowledge</th>
<th>Self-Grade Total</th>
<th>Instructor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SGR/global Course prefix, number, and title:</td>
<td>GERMAN 202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Number of Credits:</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Faculty member’s name, department, college:</td>
<td>Jason Owens Modern Languages &amp; Global Studies; Arts &amp; Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Department Head</td>
<td>Maria T. Ramos-Garcia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**System/Institutional (SDSU) Graduation Requirements (SGR) Course Review Faculty Self-Report Form**

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

**Due:** January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).


<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Globalization – GER 202 Intermediate German II

**System Graduation Requirement Goal #4: Humanities and Arts/Diversity** - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
   - Yes
   - *Test attached including cultural questions (highlighted)
   - Participation rubric (cultural aspect highlighted)

2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;
   - Yes
   - *Sample test attached.

6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.
   - Yes
   - *Sample test attached.

**Globalization Requirement**

Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

3. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.
   - Yes
   - *Test attached including cultural questions (highlighted)
   - Participation rubric (cultural aspect highlighted)

**Goal(s) and Student Learning Outcomes (SLOs) Met (List Only Those Goals and Student Learning Outcomes Met by the Course)**

<table>
<thead>
<tr>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Graduation Requirement Goal #4: Humanities and Arts/Diversity - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>T- All tests include sections that ask about the diversity of values, belief systems, and ideas embodied in the human experience, specifically in the cultures of the target language.</td>
<td><em>Sample test attached.</em></td>
<td></td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
| T; S; W- In languages, the linguistic concepts learned are usually demonstrated through their application in controlled exercises and more open-ended activities, both orally and in writing. Student achievement is demonstrated through written and oral examinations as well as written activities. | *Sample test attached.*
*Model oral test attached (including rubric).*
*Composition/written activity assignment attached (incl. rubric).* |
| 6. Demonstrate foundational competency in reading, writing, and speaking a non-English language. | YES | YES |
| T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language. | *Sample test attached.*
*Model oral test attached (including rubric).*
*Composition/written activity assignment attached (incl. rubric).*
*Participation rubric attached.* |

**Goal (as listed on the IGR attachment): Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.**

**IGR Goal #2: SLO’s 1, 2, and 3**

**Student Learning Outcome 1:** Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.

- Yes
- D= For every chapter, students are assigned cultural and literary readings that explore the human condition in response to one’s cultural and physical environments. Students are first required to respond to these readings through homework. During subsequent class periods students engage in a more in-
Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in German-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a primary element of this course. This understanding implies recognition of the individual’s responsibility to act in culturally appropriate ways according to a variety of contexts.

### Student Learning Outcome 2: Describe how personal choices derive from and affect social, cultural, and environmental contexts.

Students will work with new linguistic and cultural systems while comparing these with their own. Thus, they will begin to recognize how our “personal” practices and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us.

<table>
<thead>
<tr>
<th>Yes</th>
<th>yes</th>
</tr>
</thead>
</table>

T= Students will take four chapter exams and one final exam. Every test includes a culture or area studies section. They include multiple choice and short answer essays covering topics discussed in class. In the short answer section, students will be asked to relate class readings and discussions to their personal choices about related issues. See “D” below for the chapters highlighting choices and their consequences.

W= Students write essays covering topics related to globalization such as the expansion of trade and the dissemination of knowledge.

Lektion 7 Wissenschaft [science] und Technologie. The (im)moral choices that Germany’s scientists faced in the Nazi period surface. Groups of students debate technology past and present, including the practical and philosophical sides of what 21st century humans have gained/lost. Building upon a look at Roman technology among the old Teutons and the spread of ideas.

Lektion 8 Recht [law] und Umwelt [Environment]. Is the

<p>| D= Of course, every aspect of this course is embedded in another social and cultural context and the language that grew out of that context. Students will participate in class discussions of daily readings and guest-discussants covering topics related to German-speaking society, culture, and environment, most prominently: Lektion 7 Wissenschaft [science] und Technologie. The (im)moral choices that Germany’s scientists faced in the Nazi period surface. Groups of students debate technology past and present, including the practical and philosophical sides of what 21st century humans have gained/lost. Building upon a look at Roman technology among the old Teutons and the spread of ideas. |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcome 3: Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience.</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although only chapter 6 is centered on culture explicitly by its very title, all chapter tests access knowledge gained through the reading of literary texts in each chapter. German icons Johann Wolfgang von Goethe and Bertolt Brecht (both of whom contemplated artist and audience explicitly) are the highlights. Furthermore students are tested on what they learned by viewing and discussing films that (unlike in most first-year language courses) were made for art’s sake, as films for a German-speaking public, not as language lessons. Students will write a reaction paper after listening to a piece of music or viewing visual art. [see information on text’s website below].</td>
<td>E=</td>
<td>E=</td>
</tr>
</tbody>
</table>
| P= For their final written composition, students are asked to complete a cultural project that is compiled in the form of a portfolio. Each chapter of the textbook contains a cultural section entitled “Stellen Sie sich vor (imagine)” that introduces a country or region from the German-speaking world and also a “Gallery of Creators” that highlights important cultural and artistic figures from the country or region. The readings in the textbook are complemented by various on-line activities on the book’s website. In order to understand how meaning emerges from the cultural context of artist and audience, students are required to complete a cultural portfolio based on one of the five chapters in the second half of the textbook. Each chapter has a different cultural theme: Chapter 6 Fests with tradition. | }
Globalization – GER 202 Intermediate German II

| Chapter 7 | Baden-Württemberg: Land of Automobiles |
| Chapter 8 | The costs of being/not being green |
| Chapter 9 | Switzerland |
| Chapter 10 | German Reunification |

After choosing their chapter, students complete the activities in the “Stellen Sie sich vor” and “Gallery of Creators” sections. This includes listening to songs by a German-speaking musician from the country examined and completing some online homework activities about an artist from the country in question. Following this preliminary research and online homework activities, students must write a formal composition (2-3 pages) based upon what they have learned from their cultural research. The portfolio must have a title, cover page with an attractive image, and at least four sections: Stellen Sie sich vor, Gallery of Creators, Composition, and Online Research and Websites Consulted.

The portfolio is graded according to a rubric divided into Overall Creativity, Organization and Neatness, Content, Expression and Comprehensibility.

D = Each chapter of Denk mal highlights a different German-speaking country or region. As stated above, early in each chapter, students are required to examine a cultural reading. In our class discussions about the cultural topic, we discuss topics such as how cuisine or land use laws reflect a country and its people. In order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience, we listen to the songs in each chapter. These songs vary in genre: folk, jazz, pop, rap, rock.

The songs are all found on the book’s website and include activities as well as an iTunes playlist for students to download on their own. Students are exposed to a variety of musical styles and artists and also learn to identify the relationship between the musician/group’s background and the meaning found in their lyrics.

O = In chapter 10, students have the honor of free “24/7” access to the Oscar-winning short film Spielzeugland by Jochen Alexander Freydank with or without subtitles in German. As in other departments, we start students on sharpening skills to view films from/as literature and as The Seventh Art.

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
C = clinical field demonstration  
D = group discussion  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
O = Other, please specify  
V = visual arts/design studio work  

[Note: The table contains additional symbols and categories not directly transcribed from the image.]
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add GLST 101 Introduction to Global Studies to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of GLST 101 Introduction to Global Studies course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of GLST 101 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GLST 101 Introduction to Global Studies: This course introduces students to global issues from an interdisciplinary perspective. Emphasis will be given to the concepts of globalization and global citizenships and to cross-cultural communication.

Course Goals:
1. To acquire knowledge about issues pertinent to the field of global studies such as transnational market, political economy, migration of labor, transnational media system, global warming, sustainable agriculture, food security, identities, inequalities and global citizenship.
2. To gain a better understanding the importance of intercultural competence as they relate to the human conditions.
Globalization – GLST 101 Introduction to Global Studies

3. To develop students’ critical thinking and analytical skills and to able to articulate their ideas orally and in writing.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of taking GLST 101, students will be able to:

1. Demonstrate a basic understanding of globalization and global studies,
2. Identify the benefits and cost implications of globalization,
3. Identify and analyze global issues including how multiple perspectives impact such issues,
4. Interpret global issues and data utilizing (inter)discipline specific analytical and/or philosophical tools.

The Student Learning Outcomes highlighted above will be assessed through two reaction papers treating topics related to globalization such as migration of labor, climate change, sustainable agriculture, inequalities, global economics, and transnational media system; two exams, mandatory attendance and presentation of cultural events and common, guest speakers from experts in the field of global studies, daily readings of texts, class discussion of these texts as well as guest lectures, two in-class debate, class participation and one large group presentation. The two reaction papers will be 50 points each and will be graded according to a rubric that includes clarity of arguments, organization, and integration of course material; there will be two examinations each worth 100 points that will be graded according to correctness of responses; the debate will be worth 50 points each and will be graded according to a rubric that includes preparedness, clarity of arguments and rebuttal, and overall organization; one large group presentation worth 100 points and will be graded according to a rubric that includes preparedness, organization, clarity of expression and team collaboration; attendance and presentation of one cultural event and one Common Read activity that is worth 25 points each will be graded according to a rubric that includes preparedness, content and active participation, and class attendance will be assessed while the semester continues and graded according to attendance, respect for instructor and peers, and engagement in small and large group discussions.
Globalization – GLST 101 Introduction to Global Studies

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

South Dakota State University
Department of Modern Languages
Global Studies 101: Introduction to Global Studies (3 credits)
Charlie Y. Zhang
e-mail: Charlie.Zhang@sdstate.edu
Telephone: 688-5700 Office SWG 116
M/W 9:00 a.m.-10:15 a.m. Location TBD
Office Hours: TBD; Semester: TBD

Course description:
This course introduces students to global issues from an interdisciplinary perspective. Emphasis will be given to the concepts of globalization and global citizenship and to cross-cultural communication.

In this class, we will engage with key issues about globalization, such as international organizations, global political economy, human rights, environmental changes, etc. Students will also have the chance to explore the emerging field of global studies to understand how it is different from the traditional international studies, and why it provides a better perspective on the multiple aspects of globalization. In addition, we will discuss social changes deriving from globalization, and how people of different racial, gender and class groups have been unequally impacted by it. Students will have plenty of opportunities to apply this knowledge to a variety of socio-cultural examples to better understand how the globalizing process is impacting our daily life. This course seeks to not only make students aware of the opportunities opened up by globalization, but also enhance their critical thinking skills and encourage reflection on what is expected of a global citizen in the 21st Century.

Course Prerequisites: There are no prerequisites for this course.

Technology Skills: Knowledge of e-mail, Microsoft Office, Desire2Learn, and the Internet are required.

Instructional methods: This is a web-enhanced course using Desire2Learn (D2L). Students will be expected to log-in to D2L regularly and to follow the tentative course schedule that is found at the end of this syllabus. You should plan on completing all homework before coming to class on the day the assignment is due. We will be reading and discussing two texts as well as selected articles, will watch one film, and will listen to presentations by several guest lecturers from different disciplines. Thus, it is imperative that you come to class having read the assigned pages in advance. Assignments outside of class may include, attendance to lectures, cultural events, and other “global” activities on campus that promote and enhance your knowledge of global studies. All of these events as well as articles, assignments, exam dates, and guest lectures will be posted on D2L.

Required Texts: All books can be purchased at the SDSU Bookstore or online.

Common Read (TBD)
Other required articles will be available on D2L.

Course Goals
1. To acquire knowledge about issues pertinent to the field of global studies such as transnational market, political economy, migration of labor, transnational media system, global warming, sustainable agriculture, food security, identities, inequalities and global citizenship.
2. To gain a better understanding the importance of intercultural competence as they relate to the human conditions.
2. To develop students’ critical thinking and analytical skills and to able to articulate their ideas orally and in writing.

Student Learning Outcomes
I. This course fulfills the System General Education Core Goal of Globalization:
*Students will understand globalization, how it affects the human community and individuals can also shape the globalizing process.*

As a result of taking this course, students will be able to do the following:

5. Demonstrate a basic understanding of globalization and global studies
6. Identify the benefits and cost implications of globalization
7. Identify and analyze global issues including how multiple perspectives impact such issues
8. Interpret global issues and data utilizing (inter)discipline specific analytical and/or philosophical tools.
Assessment
The Student Learning Outcomes highlighted above will be assessed through two reaction papers treating topics related to globalization such as migration of labor, climate change, sustainable agriculture, inequalities, global economics, and transnational media system; two exams, mandatory attendance and presentation of cultural events and common, guest speakers from experts in the field of global studies, daily readings of texts, class discussion of these texts as well as guest lectures, two in-class debate, class participation and one large group presentation. The two reaction papers will be 50 points each and will be graded according to a rubric that includes clarity of arguments, organization, and integration of course material; there will be two examinations each worth 100 points that will be graded according to correctness of responses; the debate will be worth 50 points each and will be graded according to a rubric that includes preparedness, clarity of arguments and rebuttal, and overall organization; one large group presentation worth 100 points and will be graded according to a rubric that includes preparedness, organization, clarity of expression and team collaboration; attendance and presentation of one cultural event and one Common Read activity that is worth 25 points each will be graded according to a rubric that includes preparedness, content and active participation, and class attendance will be assessed while the semester continues and graded according to attendance, respect for instructor and peers, and engagement in small and large group discussions.

IDEA Objectives to be evaluated at the End of the Course:
1. Developing skills in expressing yourself orally or in writing: this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation and negotiation of meaning. This objective aims to “put to use” all of the components studied in the course.
2. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.): this objective will be addressed on a daily basis through your readings from the texts, in-class activities, guest lectures, film viewings, and cultural events related to the field of Global Studies.
3. Learning to analyze and critically evaluate ideas, arguments, and points of view: this objective will be addressed through course readings and class discussions that will present diverse and divergent views.
4. Acquiring skills in working with others as a member of the team: this objective will be addressed through the debate and the group presentation held at the end of the semester. For the debate, students will be asked to investigate topics related to the field of global studies so that they are prepared to present their arguments and a rebuttal of the opposing team’s stance. Also, students will work in teams and perform group presentations on your own chosen subject.

EVALUATION PROCEDURES
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>600-540</td>
</tr>
<tr>
<td>B</td>
<td>539-480</td>
</tr>
<tr>
<td>C</td>
<td>479-420</td>
</tr>
<tr>
<td>D</td>
<td>419-360</td>
</tr>
<tr>
<td>F</td>
<td>359-0</td>
</tr>
</tbody>
</table>

Evaluation Factors | Points | Notes |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Essays</td>
<td>200</td>
<td>2@100 pts</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>100</td>
<td>1@100 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>1@100 pts</td>
</tr>
<tr>
<td>Group Project</td>
<td>100</td>
<td>1@100 pts (group)</td>
</tr>
<tr>
<td>Common Read/Cultural Events</td>
<td>50</td>
<td>2@25 pts</td>
</tr>
<tr>
<td>Pop-up Quizzes</td>
<td>50</td>
<td>5@10 pts</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
<td>2@25 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
<td>Grade based on points (not %)</td>
</tr>
</tbody>
</table>

NOTE: There is no “extra credit” given in this course.

Evaluation Factors:

1. Critical Essay # 1 (100 points):

This assignment asks you to critically analyze the movie, *The Other End of the Line*, for the way it demonstrates globalization—in other words, how does it engage with the cultural differences and cross-cultural communication? How does it address the globalized economy? How does it situate the issue of gender, race and class in the global context? Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and adherence to the assignment guidelines. Your paper should be double-spaced, one-inch margins all-around, TIMES font, no less than THREE (3) full pages long, and include:

1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: “In this paper I will show how *The Other End of the Line* demonstrates the ongoing process of globalization through (name specific actions)…”.
Globalization – GLST 101 Introduction to Global Studies

2) The actions you identify should form the structure of your essay and, hence, function as evidence in support of your thesis.

3) Use and explicitly refer to the readings and lecture materials from Week 1 through 8. Make sure to incorporate the many definitions/concepts we have covered in the lectures and readings. Take care to footnote your sources.

1. Critical Essay # 2 (100 points):

This assignment asks you to reflect on your own personal experiences to analyze the local-global dynamics—in other words, how does globalization change your daily life? How do you benefit from/are you challenged by these changes? How do these benefits/challenges relate to your gender, racial and class identity? How about the people around you? How would you better prepare yourself for the challenges from globalization? What would you do to make the globalization process beneficial to more people? Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and adherence to the assignment guidelines. Your paper should be double-spaced, one-inch margins all-around, TIMES font, no less than THREE (4) full pages long, and include:

1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: “In this paper I will show how my daily life is related to the ongoing process of globalization in (name specific aspects) ________.”

2) The aspects you identify should form the structure of your essay and, hence, function as evidence in support of your thesis.

3) Use and explicitly refer to the readings and lecture materials from Week 9 through 15. Make sure to incorporate the many definitions/concepts we have covered in the lectures and readings. Take care to footnote your sources.

2. Midterm exam (100 points): There will be a midterm exam covering the themes studied during the first half of the semester (week 1 through 8). NO MAKE-UP TESTS ARE GIVEN without a documented reason for absence (i.e., medical reasons, death of family member or significant other, verified extenuating circumstances judged acceptable by the instructor or the institution, and absent in the interest of officially representing the University). A study guide with details about the midterm exam will be posted on D2L at least 3 days prior to the midterm exam.

3. Final exam (100 points): There will be a final exam covering many of the themes covered in your course readings, guest lectures, and class discussions during the second half of the semester (week 9 through 15). NO MAKE-UP TESTS ARE GIVEN without a documented reason for absence (i.e., medical reasons, death of family member or significant other, verified extenuating circumstances judged acceptable by the instructor or the institution, and absent in the interest of officially representing the University). A study guide with details about the midterm exam will be posted on D2L at least 3 days prior to the final exam.

4. Group project (100 points): Students will be divided into groups and work on a small project about the impact on the local community by globalization. Each group will identify a local issue that is related to globalization, and draw upon the concepts, theories and frameworks covered in this class to conduct research about this issue. The result needs to be presented by the end of the semester. In this presentation, you need to illustrate: 1) what is this issue 2) the history of this issue 3) how it is related to globalization 4) what (negative/positive) impact does it have on your community 5) what are people’s responses to it 6) how it is covered in mass media and 7) your suggestions to solve the problem/enhance the benefits. Each group should make a PowerPoint presentation to share with the class, which is about 20 minutes. After the presentation, you are also supposed to have a Q&A session of 5 minutes. This work requires that students should become the “teachers” of the class and be responsible for presenting the material to your classmates. To make your presentations more interesting to your classmates, you are encouraged to add audio, pictures, and additional texts. Each group will hand in an outline and their PowerPoint presentation to the instructor prior to the class period during which they deliver their presentation. The group presentation will be graded based on your preparedness, the thoroughness of your presentation, clarity of expression, and collaboration between group members.

5. Cultural events/Common Read (25 points each): The book for 2014 Common Read will be recommended for this class (though not required). The will also be several cultural events related with globalization, and you can find the list on D2L. You are supposed to attend at least one of the Common Read activities and cultural events. Remember to take notes of the activities and write a short essay to describe what you have done in and learnt from this event. The essay should be at least 400 words. After the day you attend the event, you need to post your short essay onto the discussion area on D2L. Every student is supposed to write a response to at least one of your classmates’ work, and post it onto the D2L. This response should be at least 200 words.

6. Pop-up quiz (50 points): The instructor will have 5 random pop-up quizzes (5 points each) during the semester. In these quizzes, you are supposed to answer the questions about the readings assigned to that day. There are NO MAKE-UPS on the quiz.

7. Attendance/Participation (50 points):

This category includes classroom participation, which will be evaluated 2 times throughout the semester (see Tentative Course Plan for dates) and will be based on the rubric found on D2L. Since class participation and daily preparation are vital components of this academic experience, please come to class each day prepared and ready to interact with your instructor and classmates! Readings will be assigned daily and should be completed before coming to class that day to ensure your ability to participate fully. In addition, throughout the semester, SDSU hosts a number of guest lectures, speakers, and cultural events that are relevant to the field of Global Studies. Your attendance at some of these events will be mandatory, and the dates and times are all listed on the tentative course schedule at the end of the syllabus. It will be mandatory to attend TWO cultural events; one in the first half of the semester and the other in the second half of the semester. You will be asked to discuss these events in your reaction papers and in class, so you should plan on taking notes when appropriate. Furthermore, a portion of the Participation grade will be based on your attendance to TWO ADDITIONAL (2 total; 1 for each rubric check) cultural activities. The instructor will inform students of these
Globalization – GLST 101 Introduction to Global Studies

cultural activities and post a list on D2L. The course Participation Rubric can be found on the D2L course website. (Please use the SAME rubric throughout the semester. This helps you to see your progress in the course.) The Participation rubric must be handed in during class on the day it is assigned. For every day it is late, you will be deducted 3 points. If it’s more than a week late, you will receive a grade of 0.

Class Attendance Policy
Attendance is required, and daily attendance will be taken by your instructor. Since we will cover many important themes and topics, many of which will be lectures by other SDSU professors that cannot be found in your readings or online, it is important that you attend class! The classroom provides a unique and important opportunity to interact with classmates, discuss global themes, and ask questions to experts in the field. Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Thus, your instructor will record all absences regardless of the reason. However, because unexpected things will happen at times, you are allowed three unexcused absences without penalty to your grade other than a loss of participation associated with the absence. At instructors’ discretion, every three tardies may be counted as one absence.

Beginning with unexcused absence number four, your grade will be reduced by ten points for every absence. For example, four absences means that ten points will be deducted from your grade, five absences equals twenty points, etc. (See graphic illustration below.)

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>0-3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Deducted from Grade</td>
<td></td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

You may make up work missed for “excused” reasons (i.e., verified medical reasons, death of family member or significant other, verified extenuating circumstances judged acceptable by the instructor or the institution, and absent in the interest of officially representing the University). For absences in which you represent the University, a single trip cannot keep you away from classes more than five consecutive class days. Requests for excused absences must be submitted one week prior to the trip. You must present a completed approved trip absence card to the faculty member prior to the trip to have an official “excused absence.”

Make-Up Policy
If you are absent from class, you are responsible for contacting another student or your professor to find out what material was covered in class, what was collected, and if any additional homework assigned for the next class period. Exams and reaction papers will not be accepted late.

Students who present their instructor with an excused absence card for a university-related activity are excused from attending class, but not from submitting assignments on time. The same is true for students who provide the instructor with a written excuse from a physician. For all unexcused absences (where there is no prior notification or valid excuse), any homework collected or participation points assigned for the day will be lost and cannot be made up. Homework that is turned in BEFORE a planned unexcused absence (e.g., a long weekend home) will be accepted, but only if it is turned in BEFORE the absence.

Cheating and Plagiarism: Cheating in any form will not be tolerated, and will result in the student receiving a zero for the assignment in question. Additional action may be justified depending on the severity of the offense (i.e., failure of the course or dismissal from the university).

Examples of cheating include, but are not limited to:
- An act of deception by which a student misrepresents that s/he has mastered information on an enterprise that s/he has not mastered.
- The offering of the words, ideas, or arguments of another person (student or author) as one’s own.
- The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.

The policies on academic dishonesty contained in Chapter 1 of the student handbook (01:10:25:01 – 01:10:25:04) are adhered to strictly in this class. This online link doesn’t work—I can’t locate the link, so we should just delete it.

Special Accommodations: This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services at 688-4504 to privately discuss your specific needs. The Office of Disability Services is located in room 065 of the University Student Union.

Freedom in learning: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation.

If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

Course Goals
1. To acquire knowledge about issues pertinent to the field of global studies such as transnational market, political economy, migration of labor, transnational media system, global warming, sustainable agriculture, food security, identities, inequalities and global citizenship.
2. To gain a better understanding of the importance of intercultural competence as they relate to the human conditions.
3. To develop students’ critical thinking and analytical skills and to able to articulate their ideas orally and in writing.

IDEA Objectives to be evaluated at the End of the Course:
Globalization – GLST 101 Introduction to Global Studies

1. Developing skills in expressing yourself orally or in writing: this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation and negotiation of meaning. This objective aims to “put to use” all of the components studied in the course.

2. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.): this objective will be addressed on a daily basis through your readings from the texts, in-class activities, guest lectures, film viewings, and cultural events related to the field of Global Studies.

3. Learning to analyze and critically evaluate ideas, arguments, and points of view: this objective will be addressed through course readings and class discussions that will present diverse and divergent views.

4. Acquiring skills in working with others as a member of the team: this objective will be addressed through the debate and the group presentation held at the end of the semester. For the debate, students will be asked to investigate topics related to the field of global studies so that they are prepared to present their arguments and a rebuttal of the opposing team’s stance. Also, students will work in teams and perform group presentations on your own chosen subject.

Course Schedule

The following schedule is tentative and the instructor reserves the right to change it according to class needs or unforeseen circumstances. Students are responsible for keeping up to date with any updates to this schedule and for checking the course D2L site regularly. You should have all reading and questions/assignments completed BEFORE coming to class on the day it is assigned so that you can discuss the assigned pages during class that day.

Part One: Introduction to Globalization and Global Studies

Week 1 1/8: Introduction and Going over the Syllabus (No readings)
1/10: The Multiple Faces of Globalization
   Required reading: Patricia Campbell et al., An Introduction to Global Studies, Chapter 1: Going Global
   Required activity: Research Polity’s online project of “What is globalization,” http://www.polity.co.uk/global/whatisglobalization.asp

Week 2 1/15: From Cold War to Global Capitalism
   Required reading: Thomas Friedman, The New System
   1/17: Introduction to Global Studies
   Required reading: Jan Nederveen Pieterse, What is Global Studies?

Part Two: Key Issues of Globalization

Week 3 1/22: Nation-State System
   Required reading: Benedict Anderson, Imagined Community
   1/24: Nation-State System (continuing)
   Required reading: Campbell, chapter 2: Nation-State System

Week 4 1/29: International Organizations
   Required reading: Campbell, chapter 3: International Organization
   1/31: International Organizations (Continuing)
   Required activity: Researching the website of NGOs by the University of Minnesota: http://www1.umn.edu/humanrts/links/ngolinks.html. Find out the INGOs that are related to your community and prepare to discuss it in the class.

Week 5 2/5: Human Rights
   Watch online video about Magna Carta: http://www.youtube.com/watch?v=CqQVY1Z6b0M
   2/7 Human Rights (continuing)
   Required reading: Campbell, chapter 4: Human Rights
   Required activities: Research a website of ONE organization about human rights, and prepare to discuss what kind of human rights this organization tries to address and how this organization does that

Week 6 2/12: The Ecological System
   Required reading: Campbell, chapter 5: The Natural Environment
   2/14: The Ecological System (continuing)
   Required activity: Research the website of Greenpeace, http://www.greenpeace.org/usa/en/ and prepare to discuss how the work of this international organization is related with your local community

Week 7 2/19: Regulation of Population
   Required reading: Campbell, chapter 6: Population and Consumption
   2/21: Regulation of Population
   Required reading: Charlie Y. Zhang, Untangling the Intersectional Biopolitics: Asia, Asian and the Asia-Pacific

Week 8 2/26: Health
   Required reading: Campbell, chapter 7: Infectious Disease and Globalization
   2/28: Midterm Exam, 12:00-2:15 pm.

Week 9 3/5: New Communication Technologies
   3/7: New Communication Technologies (continuing)
   Required reading: Campbell, chapter 9: Information and Communication Technologies
   Essay #1 Due on March 9th

Week 10 Spring Break

Week 11 3/19: The Debate over Global Inequalities
   Required reading: Scott Sernau, Social Inequality in a Global Age, Dimensions of Inequality: The Gordian Knot of Race, Class, and Gender and The Great
Globalization – GLST 101 Introduction to Global Studies

Debate
3/21: Part Three: Common Read and Cultures

Week 12
3/26: Common Read (specific activities TBD)
3/28: Film: China Blue

Week 13
4/2: Guest Lecturer (France and French-speaking Africa)
4/4: Common Read (specific activities TBD)

Week 14
4/9: Common Read (specific activities TBD)
4/11 Guest Lecturer (Latin America and Latinos in the US)

Week 15
4/16: Guest Lecturer (Asia)
4/18: Group project presentation

Week 16
4/23: Group project presentation
4/25: Group project presentation

Essay #2 Due on April 26th

Week 17
4/30: Wrap-up of the class

Final Exam: Wednesday, May 2nd, 12:00-2:15 pm.

Global Studies 101: Grading Rubric for Essays

Content/Analysis
1. Overall themes are clearly and concisely stated and related synthetically to themes of globalization/culture covered in class readings, guest lectures, and discussions. Substantial evidence to support thoughts, comments, and arguments from readings, guest lectures, and discussions. Provides excellent textual evidence and cites examples to support thesis. Major points are covered and relevant to thesis. Strong introduction and conclusion.

2. Overall themes of globalization/culture are stated, and an attempt is made to relate them to class readings, guest lectures, and discussions. Adequate evidence to support thoughts, comments, and arguments from readings, guest lectures, and discussion. Provides adequate textual evidence and cites some examples to support thesis. Most points are covered and somewhat relevant to thesis.

3. Overall themes of globalization/culture appear to be present but ambiguous; little attempt to relate them to class readings, guest lectures, and discussions. Lacks evidence to support thoughts, comments, and arguments from readings, guest lectures, and discussion. Provides minimal textual evidence and cites few examples to support thesis. Limited relevance to thesis. Introduction and conclusion are general and need improvement.

4. Little or nothing about themes of globalization/culture overtly stated; no attempt to relate them to class readings, guest lectures, and discussions. No evidence to support thoughts, comments, and arguments from readings, guest lectures, and discussion. Does not provide textual evidence and does not cite examples to support thesis. Minimal information relevant to thesis. Conclusion either absent, totally unrelated, inconsequential or not enough to evaluate.

Organization
1. Very coherent; transitions between ideas are smooth; title, introduction, and conclusion are easily discernible and connected well by the body of paper. Strong and focused introduction and conclusion.

2. An apparent order to content but lacking in transitions or complete sequencing of ideas; title, introduction, and conclusion adequate, but body could be better organized

3. Limited order to content, main points not always discernible; introduction and/or conclusion not present, not focused or not clear.

4. No apparent order to content or not enough to evaluate.

Language
1. Well-edited, excellent grammar, very conscientiously written; includes proper punctuation, spelling, and syntax.

2. Fairly well-edited, although with occasional errors in punctuation and spelling. Quality of language and syntax is generally good.

3. Poorly edited, many errors in grammar, spelling, punctuation, syntax; quality of language inadequate (colloquial, repetitive) for a college-level paper.
Globalization – GLST 101 Introduction to Global Studies

4. No apparent editing. Many errors in spelling, punctuation, grammar, and syntax. Much repetitious use of language, colloquial expressions, and word misuse.  

_______/50

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing ___ Globalization

1. Course prefix, number, and title: GLST 101: Intro to Global Studies
2. Number of Credits: 3
3. Faculty member’s name, department, college: Charlie Yi Zhang, The Department of Modern Languages and Global Studies, College of Arts and Sciences
4. Department Head Maria Ramos-Garcia

(Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description Addition course description (optional)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Globalization – GLST 101 Introduction to Global Studies

<table>
<thead>
<tr>
<th>Goal as listed in the most current SDSU Bulletin (catalog)</th>
<th>Y</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes: The primary objective of this requirement is to offer courses that present meaningful global content of contemporary relevance (i.e., content based on trends, events or interactions from the post-WWII era to the present). Each course that fulfills this requirement must include ONE of the following two student learning outcomes.</td>
<td>Y</td>
<td>W T S</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.</td>
<td>Y</td>
<td>W T S</td>
</tr>
</tbody>
</table>

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
V = visual arts/design studio work  
C = clinical field demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
O = Other, please specify
## SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

**SDSU**  
Arts and Sciences / Journalism and Mass Communication  
Laurie Stenberg Nichols  
1/17/14  

**Institution**  
Division/Department  
Institutional Approval Signature  
Date

<table>
<thead>
<tr>
<th>SDSU</th>
<th>Mary Arnold</th>
<th>Kathleen Donovan</th>
<th>1/2/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td>Dean’s Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Addition of a course to the set of approved courses

### Section 1. Provide a Concise Description of the Proposed Change
Add MCOM 413 International Media to the list of courses approved to meet the Globalization/Global Issues requirement.

### Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

### Section 3. Provide a Detailed Reason for the Proposed Change
The components of MCOM 413 International Media course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of MCOM 413 on the designated list of Globalization/Global Issues courses.

### Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

**Course Description:**  
MCOM 413 International Media: This course is a survey of international media systems, news and related issues, the role and characteristics of international journalists, and issues facing media around the world.

**Course Goals & Objectives**
- Students will obtain an overview of global journalism and world media systems.  
- Students will obtain in-depth knowledge of media systems in specific countries.  
- Students will gain insight into how culture affects media.  
- Students will gain a better understanding of media in the United States by obtaining a broader, global perspective.
Globalization – MCOM 413 International Media

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.
   As a result of MCOM 413, students will be able to:
   • Identify journalists from countries outside the United States (on the bio quiz/worksheet).
   • Give examples of six major barriers to media development in the world’s countries (discussion, final exam).
   • Demonstrate general knowledge of media systems from regions around the world (discussion, final exam).
   • Demonstrate specific knowledge of the media and journalism education of one country (discussion, reports, final exam).
   • Give examples of how culture affects media (discussion, final reports, final exam).
   • Explain how the United States’ view of press freedom is unique (discussion).

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

MCOM 413: International Media
South Dakota State University
Spring 2013, 3 credits

Location: This course is delivered entirely via the Internet, through Desire2Learn.

Time: 24/7. For almost all of the coursework, you have the flexibility to work when it’s convenient for you to do so. Weekly assignments are due each Sunday at midnight CST.

Instructor: Lyle D. Olson, Ed.D., professor, Journalism & Mass Communication (for more information, see the Your Professor link or my Profile at the Classlist link).
Office: Yeager Hall 226, 688-6516. E-mail: lyle.olson@sdstate.edu
Once class begins, e-mail me within D2L. I try to monitor and respond to e-mail several times a day. If I won’t be able to respond for more than two days, I’ll notify you in advance. I also try to provide feedback on assignments and post grades within five days of the due date.
Globalization – MCOM 413 International Media

Catalog description: This course is a survey of international media systems, news, and related topics, the roles and characteristics of international journalists, and issues facing media around the world.

Pre-requisite: Undergraduate students should be juniors or seniors. For graduate credit, on-campus and online students must be admitted to the SDSU Graduate School.

Technology skills/requirements/help: Basic computer, Internet, and word processing skills are necessary. Taking an Internet-delivered course typically requires problem-solving ability. Basic computer requirements for SDSU’s online classes are outlined on the D2L homepage. Technical support is available from the Help Desk at 605/688-6776.

SDSU resources: On the course D2L site (lower left side), there is a list of links to useful university resources, including the SDSU Support Desk Call Center, Briggs Library, and a Student D2L 101 tutorial.

Instructional methods include mini-lectures, a textbook and various other resources, and active learning (extensive discussion and hands-on media monitoring).

Course goals include providing students with
1. An overview of global journalism and world media systems.
2. In-depth knowledge of media systems in specific countries.
3. Insight into how culture affects media.
4. A better understanding of the media in the U.S. by obtaining a broader, global perspective.

Student learning outcomes: By the end of the class, students will be able to
1. Identify journalists from countries outside the United States (on the bio quiz/worksheet).
2. Give examples of six major barriers to media development in the world’s countries (discussion, final exam).
3. Demonstrate general knowledge of media systems in the world’s regions (discussion, final exam).
4. Demonstrate specific knowledge of the media and journalism education of one country (discussion, reports, final exam).
5. Give examples of how media affects media (discussion, final reports, final exam).
6. Explain how the United States’ view of press freedom is unique (discussion).

MCOM 413 fulfills the university’s General Education Globalization Requirement. The primary objective of the Globalization Requirement is to “present meaningful global content of contemporary relevance” (i.e., global media). The student outcome is:

• Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In addition, MCOM 413 satisfies requirements outlined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). SDSU’s Department of Journalism and Mass Communication has been continuously accredited since 1949, the year national journalism accreditation began. The council requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. Three of the 12 important key values and competencies that this class focuses on are that students will:

• Understand and apply the principles and laws of freedom of speech and press for the country in which the institution is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
• Think critically, creatively, and independently.
• Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.

Textbooks & resources
2. The media (1) you regularly “consume,” with increased attention to international news, and (2) international media outlets, such as Al Jazeera, BBC, Reuters, and more.
3. Note on three books: From Their Eyes, International News & Foreign Correspondents, Al-Jazeera: The Inside Story of the Arab News Channel that is Challenging the West.
4. Biographical sketches of international journalists and foreign correspondents from previous students.
5. Reports from previous students on journalism education and countries.

Absences, late or make-up work: In an online course, you’ll demonstrate your engagement by staying caught up with assignments, discussion postings, and so forth. For late work, I’ll deduct points unless you contact me in advance and explain the situation. I typically allow make-up work, but I may deduct points, depending upon the situation. Keep me informed. My goal is to be fair to students who complete work on time and understanding of students who, on occasion, experience difficulty when life issues arise (Internet access or family problems, business travel, etc.).

Attendance & participation: In an effective online learning community, each student’s attendance and participation is even more important than it is in a face-to-face class. To “attend” an online course, you must login to the class the week it starts and login regularly for the duration of the class. For this class, there are no specific requirements for the number of logins per week. You can, for example, login once for three hours (or less or more), or you can log in 10 times for 18 minutes each (also three hours).

There are, however, weekly participation requirements. For each of the eight weeks, you’re required to respond to a discussion question and comment on a minimum of three of your classmates’ postings. In addition, for six of the eight weeks you’re required to submit a media monitoring summary and read your classmates’ postings. Further, you need to respond on time. For example, if you post your initial response to the Week 2 discussion question during Week 3, it will be late. A late post has less “value” because the class has moved on. (This does not mean, however, that you can’t continue a discussion from one week to the next, which sometimes happens with particularly interesting threads.)
Globalization – MCOM 413 International Media

If you get behind in class discussion, you’ll become isolated, hindering not only your learning experience but also the learning experience of your classmates.

Ethics & academic integrity: I expect that the work you complete is your own work and is original. Be especially aware of the dangers of plagiarism — directly copying more than three or four words from another author without quoting (not just citing). Refer to the Standards of Conduct link on the course home page (left side) for more information.

Special needs: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the coordinator of Disability Services (605-688-4504 or fax, 605-688-4987) to privately discuss your specific needs.

Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis, and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

Overview of course requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
<th>Explanation of assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Global Awareness Inventory</td>
<td>Week 1</td>
<td>15</td>
<td>1. In this assignment, you’ll reflect back upon life experiences that have helped you become more globally aware.</td>
</tr>
<tr>
<td>2. Discussion</td>
<td>Week 1 – 8</td>
<td>160</td>
<td>2. Discussion topics are a key part of an online course. In addition to required postings, you’re required to respond to a minimum of three of your classmates’ postings.</td>
</tr>
<tr>
<td>3. Standing Monitoring Assignment</td>
<td>Weeks 2 – 7</td>
<td>120 (6 x 20 points each)</td>
<td>3. The Standing Monitoring Assignment (SMA) is a key portion of this class. It is, in essence, a laboratory exercise as you monitor international media. You then report on what you observe and read your classmates’ postings. Responding to your classmates is not required, but it is encouraged.</td>
</tr>
<tr>
<td>4. Questions on Readings (textbook, etc.)</td>
<td>Weeks 1, 2, 3, 5, 6</td>
<td>100 (5 x 20 points each)</td>
<td>4. Chapters in the textbook and assigned readings pose some interesting questions. You’ll respond to the questions and submit your answers.</td>
</tr>
<tr>
<td>5. Biography &quot;Quiz&quot;</td>
<td>Week 5</td>
<td>65</td>
<td>5. Past classes have completed biographical sketches of famous international journalists and foreign correspondents. For this assignment, you’ll read those sketches and complete a matching “quiz.”</td>
</tr>
<tr>
<td>6. Textbook Study Guides</td>
<td>Week 7</td>
<td>120 (6 chapters x 15 points)</td>
<td>6. Part Three of the textbook (chapters 13 to 20) present a ton of specific information. To solidify content from these chapters, you’ll fill out study guides with key info.</td>
</tr>
<tr>
<td>7. Final project</td>
<td>Week 8</td>
<td>100</td>
<td>7. Undergraduate students will complete a report (in the form of a Powerpoint presentation) on the media of a specific country.</td>
</tr>
<tr>
<td>8. Final exam</td>
<td>Week 8</td>
<td>80</td>
<td>Graduate students will conduct original research and complete a report (again, a Powerpoint presentation) on how culture affects media in a country or region.*</td>
</tr>
<tr>
<td>9. Discretionary participation points</td>
<td></td>
<td>40</td>
<td>8. This exam will be open book. It will include questions on country reports, research reports, and journalism education reports from previous students in this class.</td>
</tr>
</tbody>
</table>

*This is the only assignment that is different for graduate versus undergraduate students.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>720 to 800 points</td>
</tr>
<tr>
<td>B</td>
<td>640 to 719 points</td>
</tr>
<tr>
<td>C</td>
<td>560 to 639 points</td>
</tr>
<tr>
<td>D</td>
<td>480 to 559 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 479 points</td>
</tr>
</tbody>
</table>

Online discussion rubric

A five-part rubric for online postings is provided on the course D2L site in the Content area under Miscellaneous. The five areas — promptness/initiative, delivery of post, relevance of post, expression within post, and contribution to the learning community — provide guidelines on how to effectively participate in this key element of the class. Refer to this rubric for both your weekly discussion postings and media monitoring postings.

Course schedule

Readings & assignment deadlines: (more detailed week-by-week schedules will be posted in the D2L Content Area)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Jan. 20</td>
<td>News agencies, barriers</td>
<td>Chapters 3 &amp; 4 questions, SMA, discussion</td>
</tr>
<tr>
<td>3 Jan. 27</td>
<td>Press freedom</td>
<td>Chapter 5 questions, Press Freedom Index, SMA, discussion</td>
</tr>
<tr>
<td>4 Feb. 3</td>
<td>Culture &amp; media</td>
<td>Powerpoints on culture, SMA, discussion</td>
</tr>
<tr>
<td>5 Feb. 10</td>
<td>International Journalists</td>
<td>Chapters 10 &amp; 11, article from Nieman Reports, questions on Through Their Eyes and International News &amp; Foreign Correspondents, notes, biography quiz/worksheet, SMA, discussion</td>
</tr>
<tr>
<td>6 Feb. 17</td>
<td>Print media in the Arab world</td>
<td>Chapter 15 study guide, questions on Al-Jazeera book notes, SMA, discussion</td>
</tr>
<tr>
<td>7 Feb. 24</td>
<td>The world’s regions</td>
<td>Chapters 13–14 &amp; 16–20 study guides, SMA, discussion</td>
</tr>
<tr>
<td>8 March 3</td>
<td>Journalism education, wrapup</td>
<td>Final project, final exam, discussion</td>
</tr>
</tbody>
</table>

**STUDENT WORK**

Assignments in MCOM 413 International Media meet the primary objective of the Globalization Requirement to “present meaningful global content of contemporary relevance” (i.e., global media systems).

And, although they also meet to some extent one of the two key student learning objectives (demonstrate a basic understanding of modern day globalization . . .), they more fully fulfill the second outcome:

“Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.”

**Example #1 = Media Monitoring Assignment**

**Purpose**

To expand our global awareness of news, issues, and cultures beyond the borders of the U.S.

**Tips for monitoring international media**

- Look for (1) how media coverage and play differs from country to country or culture to culture and (2) news about the country you identified as the one you’d like to learn about.
- Compare and contrast outlets. Look for prominent countries/regions, seldom mentioned countries or regions, types of news (crime, natural disasters, etc.), coverage trends (such as major stories that appear in most but not all outlets or vice versa), apparent Western or anti-Western bias, etc.
- For U.S. election coverage, look for apparent support of one candidate in the news and for obvious support in opinion sections.
- Look for coverage (or lack of) of “soft news,” such as entertainment, sports, lifestyles, etc.
- Look for stylistic similarities and differences (writing and editing)
- Look for typography and design differences, including the use of photos and illustrations.
- Look for cultural clues that indicate hot versus cool cultures, religious mores, etc.

**Sample monitoring postings**

**Student #1: 9/6/06.** Wow, I have never really tried to read newspapers outside the U.S. I can see now that that was a mistake. It really opens your eyes to new ideas and ways that people think. Some of these sites will be very addicting.

**Student #2: Fall 2010.** I love news and so I found both news sites fascinating! For Reuters, I observed that the site simply lists every week’s “most popular articles” and “most discussed.” About BBC, I have always had the impression that it covers more of British news than world news. So I was thrilled to see that the site covers detailed international news as well, even more than CNN! Each session covers specific news on each of the continents. Interestingly also, BBC accommodates diversity. The site translates its news in 32 different languages. That is simply amazing!

**Student #3: Fall 2010.** After reading about the history of Al-Jazeera in the notes, I was definitely looking forward to seeing its Web site firsthand. It is very impressive as many of us have said. I was not expecting the level or sophistication or scope of international news that I found. I guess I was expecting a complete focus on the Middle East. And while there are certainly a lot of stories about the Middle East and Arab world, there are also plenty of stories from across the world (and not just the United State). As someone who had never known about Al-Jazeera, I am definitely impressed.

**Student #4: Spring 2011.** After reading this information and then examining other countries’ media, I couldn’t believe some of the differences! On the other hand, I found some very muddled water as well. For instance, with Norway, is it more of a collectivist culture or individualist, high-context or low? About the time I thought I had it figured out, another Norwegian story popped up and made me doubt myself. I do believe some countries will really sway one way or another, and writing styles, photos and story selections will definitely prove that, such as Japan. With Rwanda, I could see some of that too, especially with the photos! I never really gave much thought about how culture impacts the media until this class. Now, after examining a few countries, I can definitely see how “westernization” has had an impact on some and not on others. It truly is amazing.
Student #5: Spring 2013. I began my observations keeping in mind the “hot vs. cold” climate cultures within the different parts of the world. For this week I focused my attention on China and the entertainment sections . . . . Besides entertainment I was also interested in any opinion sections which I could not find. I wasn’t surprised though as China is a monochromatic collective media system. Weather and sports did not seem to be very pronounced as I had to search more for the links unlike the political topics which were more pronounced.”

Example #2 = Final Exam Question

Question — Our view of press freedom, the role of media, even the definition of news itself is influenced by our western worldview. List and briefly explain two examples of how our perspective differs from other cultural worldviews.

Answer — In the U.S. we place a premium on democracy and assume that is the best form of government for all countries. There is a clear bias in our press toward promoting democratic forms of government. Reporting on some of the developments in the countries where the Arab Spring overturned rulers shows our worldview and our expectation that the best outcome for countries like Egypt would be to adopt a model of government similar to the United States. When the Muslim Brotherhood was elected to power the U.S. news media reacted from a clearly western perspective. While I happen to agree with the western view of democracy, human rights, social justice and freedom, it is still our perspective, the baseline for our expectations, the context in which we frame our stories, it colors our reporting, it is our “bias.” It isn’t necessarily negative but it is the filter we use and one we should recognize.

Another example of our western worldview is the American media support for Israel. While it is not 100 percent support across the board support, a huge portion of the U.S. news media shows a bias toward Israel against Palestine. The U.S. perspective is apparent when comparing reports from news outlets such as CNN, FOX, and CBS with reports from Al-Jazeera or other Middle Eastern news outlets. Reading news about the Israeli-Palestinian conflict from foreign news sources shows more balance and more support for Palestine in comparison to the largely pro-Israeli coverage from U.S. outlets.

Answer — First, if one looks at the Middle East and the Islamic faith, one will find this faith and culture has an aversion for critical commentary about its leaders and tenants. Irrespective of the facts or validity of the argument, leaders in these countries will treat journalists and other media members very harshly if they should make statements which would go against Islam. This kind of fanaticism cannot be found pervading a society in the Western world since the time of Martin Luther. While people still are offended by irreverent comments toward Christianity in Western societies, rarely does it end with someone going to jail, having a religious decree called against the person, or killing the person who made the statement.

Second, if one looks at Asia, their media has a general policy of nation-building. This type of journalistic philosophy makes most criticism of political or economic actions taboo. While there are many examples of omission, obfuscation, and neglect in America’s corporate media in regards to business and political dealings, one will not find a total media blackout on the subject. This is particularly so since we are ethnically more diverse on top of our individualistic culture.

Example #3 = Question from Biography Quiz/Worksheet

Question — One reason I created this class was because my students couldn’t name non-American journalists. Now, after being exposed to many, list the two that most inspire you. Briefly tell why.

Answer — I am definitely most inspired by Ryszard Kapuscinski [Poland] and Christiane Amanpour [Britian/Iran/US]. Kapuscinski because he was jailed 40 times and was constantly putting himself in danger in order to expose the truth, and Amanpour because she is who I hoped to be one day.

Answer — Geoffrey Nyarkota (Zimbabwe] and Sami al-Hajj [Sudan] are both great examples of journalists who give their lives for stories and were willing to be kicked out of the country or go on a hunger strike in order to make a point. It can be hard to find power in journalism but that’s pretty influential stuff.

Answer — Martin Fletcher [Britian/Israel] and Farida Nekzad [Afghanistan] both inspire me. I find Fletcher inspiring because of his commitment to his ethical beliefs and desire to view everyone he interviews with humility and to learn from their point of view. Nekzad inspires me because of her commitment to bettering the situation of women, despite her own fears or risk to personal well-being.

Example #4 = One slide from final project — A country report on Israel, illustrating with headlines the low context culture of the country.
Low context headlines
simple / straightforward / unadorned / blunt

Officials: Starve Iran to stop nuke plan
Gasoline prices expected to hit record high at midnight

Jews belong in Jerusalem
Missile defense chief: Israel can defend itself against barrages from Iran

Hezbollah: Israeli attack on Iran would set Middle East ablaze
UN mulls new Syria resolution

Nazi-hunter seeks German presidency

System Graduation Requirement (SGR) Course Review (including SGR #7, AW and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
   NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).
Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing X Globalization

1. Course prefix, number, and title: 
   MCOM 413: International Media
2. Number of Credits: 3
3. Faculty member’s name, department, college: 
   Lyle Olson, Journalism & Mass Communication, Arts & Sciences
4. Department Head 
   Mary Arnold
   (Electronic signature indicates approval)

DOES THIS SYLLABUS CONTAIN: Y N COMMENTS

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td>Online course, so face-to-face office hours not applicable.</td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SDSU Bulletin (Catalog) description</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Class attendance policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Goal as listed in the most current SDSU Bulletin (catalog) | Are the Goal(s) and Student Learning Outcomes included on the syllabus? (Yes/No) | Do the measurable assessment methods included measure the SLOs listed? (Yes/No) | List assessment tools and how they demonstrate student performance related to each Student Learning Outcome+
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify global issues and how they impact their lives and discipline.</td>
<td>Yes</td>
<td>Yes</td>
<td>D = Extensive D2L discussion assignments related to global issues that media report and issues within global media. W = Media monitoring assignments, final report on the media of a country or a region. T = Exam, study guides.</td>
</tr>
<tr>
<td>Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.</td>
<td>Yes</td>
<td>Yes</td>
<td>D = Extensive D2L discussion assignments related to global issues that media report and issues within global media. W = Media monitoring assignments, final report on the media of a country or a region. T = Exam, study guides.</td>
</tr>
</tbody>
</table>

+ P = portfolio T = tests/exams C = clinical field demonstration D = group discussion
S = speech or presentation L = lab skill W = written assignment (research paper, reaction paper, creative writing, etc.) O = Other, please specify
E = performance (music, theatre, forensics) V = visual arts/design studio work
South Dakota Board of Regents
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add MUS 130 Music Literature and History I to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of MUS 130 Music Literature and History I course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of MUS 130 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: MUS 130 Music Literature and History I: An introductory course of music cultures of the world. Emphasis on developing a fundamental knowledge of distinctive and unique music of different nations, especially non-Western music.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation,
Globalization – MUS 130 Music Literature and History I

education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of MUS 130, students will write a paper that displays an understanding of source readings on the history of Indonesia, its political climate, economic system, existing natural resources, economic interaction with other Asian Pacific Rim countries. It will also detail the how the Indonesian Gamelan is perceived by the Indonesian culture and how it is perceived by American culture. Additionally, the case studies (including musical examples and analyses) of the music cultures of Africa, Native America, Black America, India, China, and Latin America highlighted in the Titon textbook are geared toward achieving SLO1.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

Music Literature and History I (MUS 130) Syllabus (2 credits)
South Dakota State University
Fall 2014

Course Meeting Times and Location:
Tuesday and Thursday, 8:00 – 8:50am in Lincoln Music Hall 102
Instructor: Dr. Tammy Evans Yonce  Office: Lincoln Music Hall 303
Office phone: 605.688.6836  tammy.yonce@sdstate.edu
Office hours: Please see schedule posted on my office door. Other times available by appointment.

SDSU Course Description: An introductory course of music cultures of the world. Emphasis on developing a fundamental knowledge of distinctive and unique music of different nations, especially non-Western music. Note: meets SGR #4 and Globalization requirement.

Course prerequisites: None.

Description of Instructional Methods: Course format includes lecture, reading, performance, and brief writing assignments about the music of various world cultures, including Africa, Native America, Black America, Indonesia, India, China, and Latin America.

Course Requirements:
1. Students will read the assigned textbook materials in advance of the class meeting for that topic.
2. Students will complete online quizzes for each assigned chapter.
3. Students are expected to take notes during class and listen to musical examples critically.
4. Students are required to attend all scheduled classes.

Required Materials:
Worse than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice by David Oshinsky. [ON RESERVE]
The Story of the Jubilee Singers by J. B. T. Marsh [ON RESERVE]
Work Songs by Ted Gioia [ON RESERVE]

Attendance:
Attendance is expected at all classes. Students who regularly attend classes tend to do better than students who do not.

CHEATING AND PLAGIARISM POLICY
The following actions will not be tolerated and if detected will be reported to the appropriate authorities for disposition.

Cheating: An act of deception by which a student misrepresents that he or she has mastered information on an academic enterprise that she or he has not mastered.
Globalization – MUS 130 Music Literature and History I

**Plagiarism:** The offering as one’s work the words, ideas or arguments of another person without appropriate attribution by quotation, reference or footnote.

**Fabrication:** The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

**Facilitating Academic Dishonesty:** Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.

**COURSE GOALS AND STUDENT LEARNING OUTCOMES**

MUS 130 fulfills the South Dakota State University (SDSU) System Graduation Requirements (SGR) for Goal 4 (Humanities and Arts/Diversity).

MUS 130 also fulfills the South Dakota State University (SDSU) Institutional Graduation Requirement #3 (Globalization)

**SYSTEM GENERAL EDUCATION REQUIREMENT GOAL #4**

SGR #4 Definition: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

**Student Learning Outcomes from SDSU SGR Goal 4:**

As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience: To meet student learning outcome 1, students will study music and its functions at it relates to the various cultures included in this course.

   Assessment for Learning Outcome 1 will take place through class discussion, written reflections, and exams.

2. Identify and explain basic concepts of the selected disciplines within the arts and humanities:

   Students will have an overview of the basic musical elements that will be used to discuss the salient musical examples included in this course.

   Assessment for Learning Outcome 2 will take place through an exam during the early portion of the semester and through incorporation of those basic concepts as they apply to salient musical examples throughout the remainder of the semester.

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities:

   Students will study how musical cultures are exported to other musical cultures and how they import the influence of other musical cultures to their own.

   Assessment for Learning Outcome 3 will take place through various exams throughout the semester, including substantial written responses.

4. Demonstrate creative and aesthetic understanding: Students will participate in class discussions and brief writing assignments describing how salient musical works were created and how they function within their indigenous cultures.

   Assessment for Learning Outcome 4 will take place through class discussions, written responses, and exams throughout the semester.

5. Explain and interpret formal and stylistic elements of the literary or fine arts. Students will analyze salient musical examples in terms of their formal and stylistic elements.

   Assessment for Learning Outcome 5 will take place through class discussion, critical listening and exams.

**INSTITUTIONAL GRADUATION REQUIREMENT #3**
Globalization – MUS 130 Music Literature and History I

IGR #3 Definition: Globalization is defined as a process of interaction and integration among different people, organizations and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes from SDSU Globalization:

The primary objective of this requirement is to offer courses that present meaningful global content of contemporary relevance. Globalization is defined by the University in this context as a process of interaction and integration among people, organizations, governments and cultures. Upon completion of this course, students will understand globalization and how it affects the human community. To that end, students will be able to:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

Assessment of Learning Outcome 1: Students will write a paper that displays an understanding of source readings on the history of Indonesia, its political climate, economic system, existing natural resources, economic interaction with other Asian Pacific Rim countries. It will also detail the how the Indonesian Gamelan is perceived by the Indonesian culture and how it is perceived by American culture. Additionally, the case studies (including musical examples and analyses) of the music cultures of Africa, Native America, Black America, India, China, and Latin America highlighted in the Titon textbook are geared toward achieving SLO1.

Grading Procedure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm #1</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>15%</td>
</tr>
<tr>
<td>Written Responses</td>
<td>5%</td>
</tr>
<tr>
<td>Paper (NMM Visit)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit Opportunity – Attending Wacipi</td>
<td>maximum 10 points added to final exam</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Paper:

This paper is an opportunity to take all the information the student learns about Indonesia through lectures and source readings and the experiences the student will have while exploring (and performing on) a significant Gamelan held at the National Music Museum on the campus of University of South Dakota in Vermillion, SD. This is a fantastic resource that is relatively close to us and presents a unique opportunity for learning.

Your paper should be a minimum of 5 pages, double-spaced, standard font and font size and must cover the following:

BACKGROUND AND CONTEXT

- An understanding of source readings on the history of Indonesia.
- An understanding of Indonesia’s political climate.
- A brief discussion of the geography of Indonesia, including natural resources.
- The primary sectors that make up Indonesia’s modern economy and its interaction with other Asian Pacific Rim countries.

MUSICAL ELEMENTS

- An understanding of the role the Indonesian Gamelan plays in Indonesian culture.
- An understanding of Western society’s (United States, specifically) perception of the Indonesian gamelan.

The paper should take advantage of at least eight resources. Selected source readings alluded to in class are appropriate, but additional resources are encouraged. The paper is due at the beginning of class November 26.

ADA Statement

If you are a person with a disability and anticipate needing reasonable accommodations’ under provisions of the Americans with Disabilities Act in order to participate in this class, please inform the instructors, and make appropriate arrangements with the Office of Disability Services (ODS). The Office of Disability Services is located in 123 and 125 SWSC (Wintrode Student Success Center). To schedule an appointment with the ODS Office call 605-688-4504 or 605-688-4986 and request to speak with the Coordinator of Disability Services for South Dakota State University. The ODS FAX number is 605-688-4987 and their Email is SDSU.disabilityservices@sdstate.edu
Globalization – MUS 130 Music Literature and History I

Freedom in Learning

Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

MUS 130 Tentative Class Schedule – Fall 2014

27 August Syllabus, Introductions, Rationale for the Class
29 August Elements of Music: Melody and Rhythm
3 September Materials of Music: Harmony and Texture
5 September Elements of Music: Form, Expression, and Function
10 September Quiz – Materials of Music
12 September Chapter 1: Music-Culture as a Socio-Economic Form
17 September Chapter 3: African Music – Introduction
Listening: Postal Workers Cancelling Stamps
Video: Youtube: West Africa Ghana, post office

19 September Chapter 3: African Music – The Agbekor and its Cultural Implications

24 September Chapter 3: African Music – Agbekor
Listening: Demonstration: Agbekor, Agbekor
Video: Youtube: Agbekor Drum & Dance Society Performs Adzogho

Listening: “Nag Biegu,” “Nhemamusasa,” and “Nyarai”
Video: Youtube: Mbira Maestros
Assignment due: Summary of life story of Abubakari Lunna

1 October Chapter 3: African Music – The BaAka People
Listening: “Makala”

3 October Chapter 4: North America/Black America – Introduction, Music of Worship
Video: Youtube: “Amazing Grace” Mt. Carmel Baptist Church, Fort Payne, Alabama
Video: Youtube: “Johnny Cash – Amazing Grace”
Video: Youtube: Reverend C.L. Franklin – Except I Shall See…
Group Singing: “Swing Low, Sweet Chariot”

8 October Chapter 4: North America/Black America – Music of Work and Music of Play
Listening: Field Holler, “Rosie,” “She Got Me Walkin’,” “Kokomo Blues”
Reading Excerpt: from Worse than Slavery by David Oshinsky, pp. 168 – 177.
Video: O Brother, Where Art Thou?

10 October Chapter 4: North America/Black America – Music of Play
Listening: “Poor Boy Blues,” “Ain’t Enough Comin’ In”
Assignment due: Summary of life story of Lazy Bill Lucas. Is his music autobiographical?

15 October Exam #1

Video: Johnny Cash at Folsom Prison

22 October Chapter 2: North America/Native America – Music of the Navajo

24 October Chapter 7: Asia/Music of Indonesia – Introduction to Indonesia
History of Indonesia, Current political climate, economic system
Javanese Gamelan Listening: Demonstration: Bubaran “Kembang Pacar”
Globalization – MUS 130 Music Literature and History I

29 October  Source readings on Indonesia: Indonesia’s natural resources, economic relationship with other Asian Pacific Rim countries
Asia/Music of Indonesia – Puppetry, Balinese Gamelan, Popular
Listening: Playon “Lasem,” “Kosalia Arini,” “Shufflendang-Shufflending”
Video: Krakatau – Shufflendang-Shufflending

3 November  Source Readings on Indonesia: Indonesian culture and the Gamelan, Paper assignment description, prep for field trip to National Music Museum

5 November  Chapter 6: India/South India – Introduction, Pop Music (Bollywood), Religious
Music, Classical Music
Listening: “Engal Kalyanam” (Our Wedding), “Devi Niyi Tunai!” (O Devi! With Fish-Shaped Eyes)
Video: Engel Kalyanam Galatta Kalyanam

7 November  Chapter 6: India/South India – Raga/Tala – Gender Roles – Western Collaboration
Listening: “Sarasiruha” (To the Goddess Saraswati), “Norwegian Wood” and “Love You To” (The Beatles)

12 November  Exam #2

14 November  Field Trip: National Music Museum, Vermillion, SD - REQUIRED – Indonesian Gamelan

19 November  Chapter 8: East Asia/China, Taiwan, Singapore, Overseas Chinese – Introduction
Listening: Weeding Song, “Releasing the Horse Into Pasture,” Song of Happiness,” “Seven Inch Lotus”

21 November  Chapter 8: East Asia/China, Taiwan, Singapore, Overseas Chinese – Opera, Qin, Socialist Realist Style, Popular Music
Listening: Three Wife Teaches Her Son, “Three Variations on Yang Pass,” “The Joyous Festival of New Year’s Day,” “Scent”
Video: Three Variations on Yang Pass
Video: Beijing Opera

26 November  Chapter 9: Latin America/Chile, Bolivia, Ecuador, Peru – Introduction
Listening: “The Apparition,” “So That We Can Return”

INDONESIA PAPER DUE

28 November  THANKSGIVING BREAK – NO CLASSES

3 December  Chapter 9: Latin America/Chile, Bolivia, Ecuador, Peru
“Please Return, Dear Woman,” “Man of Ilumán,” “I Like Milk,” “Impossible Love,” “Sugar Cane”

5 December  Chapter 9: Latin America/Chile, Bolivia, Ecuador, Peru

10 December  Summary/Final Review

12 December  Final Exam

MUS 131 Indonesia Paper Rubric
Dr. Tammy Yonce
MUS 433

Name: ________________________________ Date: ____________________ Score: __________

Category | Exemplary (10-9) | Standard (8-6) | Acceptable (5-3) | Poor (2-1)/Late or No Evidence (0) |
--- | --- | --- | --- | --- |
Form | Strong evidence of command of standard paper organization | Displays command of paper organization, some flaws exist, minor revision needed | Paper has organization, but is in need of numerous revisions. | Poorly organized, lacks introduction or conclusion, major revision necessary. |
History of Indonesia | Strong evidence of command of Indonesian history. | Displays command of Indonesian history, but some minor events are excluded. | Indonesian history is covered, but with numerous organizational flaws and important information missing. | Indonesian history is poorly covered or absent altogether. |
Indonesian Political Climate | Strong evidence of command of Indonesian Political Climate | Displays command of Indonesian Political Climate, but some minor points are excluded. | Indonesian Political Climate is covered, but with numerous organizational flaws and important information missing. | Indonesian Political Climate is poorly covered or absent altogether. |
Indonesian Natural Resources | Strong evidence of a command of how Indonesian natural resources are used in a global economy | Displays command of how Indonesian natural resources are used in a global economy, but some minor points are excluded. | Indonesian Natural Resources are covered, but with numerous organizational flaws and important information missing. | Indonesian Natural Resources is poorly covered or absent altogether. |
<table>
<thead>
<tr>
<th>Indonesian modern economy/Pacific Rim relationship</th>
<th>Strong evidence of a command of the interrelationship between Indonesia’s economy and other Pacific Rim countries.</th>
<th>Displays command of the interrelationship between Indonesia’s economy and other Pacific Rim countries, but some minor points are excluded.</th>
<th>Indonesian economy and inter-country relations are covered, but with numerous organizational flaws and important information missing.</th>
<th>Economy is poorly covered or absent altogether.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian Gamelan/Culture</td>
<td>Strong evidence of a command of the role the Indonesian Gamelan plays in modern Indonesian culture.</td>
<td>Displays command of the role the Indonesian Gamelan plays in modern Indonesian culture plays, but some minor points are excluded.</td>
<td>Indonesian Gamelan in culture is covered, but with numerous organizational flaws and important information missing.</td>
<td>Gamelan/culture is poorly covered or absent altogether.</td>
</tr>
<tr>
<td>Indonesian Gamelan/world perspective</td>
<td>Strong evidence of a command of the Western perception of the Indonesian Gamelan.</td>
<td>Displays command of the Western perception of the Indonesian Gamelan, but some minor points are excluded.</td>
<td>Western perception of the Indonesian Gamelan is covered, but with numerous organizational flaws and important information missing.</td>
<td>Western perception of the Indonesian Gamelan is poorly covered, or absent altogether.</td>
</tr>
<tr>
<td>Citations</td>
<td>Strong evidence of a command of standard citation practices.</td>
<td>Displays command of standard citation practices, but some minor flaws exists.</td>
<td>Standard citation exists, but with numerous flaws.</td>
<td>Failed to use appropriate citation.</td>
</tr>
</tbody>
</table>

**Key:**
- 65-80 A
- 55-64 B
- 45-54 C
- 35-44 D
- 0-34 F

**Final Exam**
**World Music**

**I. Listening Examples**

**EXAMPLE #1**
1. Identify the work.
   a. Weeding Song
   b. Three Variations on Yang Pass
   c. Seven-Inch Lotus
   d. Third Wife Teaches Her Son
2. From which culture is this example taken? ________________________________
3. What is the purpose of this example? ________________________________
4. Is there a strong sense of meter (beat)? ________________________________
5. Describe the performing forces used in this work. ________________________________

**EXAMPLE #2**
1. Identify the work.
   a. Weeding Song
   b. Three Variations on Yang Pass
   c. Seven-Inch Lotus
   d. Third Wife Teaches Her Son
2. From which culture is this example taken? ________________________________
3. Describe the instruments heard in this example. ________________________________

**EXAMPLE #3**
1. Identify the work.
   a. Weeding Song
   b. Three Variations on Yang Pass
   c. Seven-Inch Lotus
   d. The Joyous Festival of Lunar New Year’s Day
2. From which culture is this example taken? ________________________________
3. What was the purpose of the music written in socialist realist style? ________________________________
Globalization – MUS 130 Music Literature and History I

EXAMPLE #4
1. Identify the work.
   a. El Aparecido
   b. Iluman Tiyu
   c. Amor Imposible
   d. Azucar de Cana
2. From which culture is this example taken? ________________________________
3. What African musical element can be found in this example? ___________________________

EXAMPLE #5
1. Identify the work.
   a. El Aparecido
   b. Azucar de Cana
   c. Amor Imposible
   d. Iluman Tiyu
2. From which culture is this example taken? ________________________________
3. The prominent accompanying instrument in this example is a
   a. Harp
   b. Guitar
   c. Bongo drum
   d. Plucked violin

EXAMPLE #6
1. Identify the work.
   a. El Aparecido
   b. Azucar de Cana
   c. Amor Imposible
   d. Iluman Tiyu
2. From which culture is this example taken? ________________________________
3. A pitch aspect of the vocal melody is
   a. Both major keys and minor key variants
   b. Only major keys throughout the piece
   c. Only variants of minor keys throughout the piece
4. The timbre/instrumentation features the sound of
   a. Bolivian drum and triangle
   b. Scraper and animal jawbone
   c. Guitar and Andean vertical notched flute
   d. Unaccompanied solo voice throughout

II. General Questions

Instructions: Choose TWO of the following and write a well-constructed response. For extra credit, you may choose to write one additional response.
1. BEIJING OPERA: What are the different character types found in Beijing opera? What are the four basic expressive means? Are elaborate stage setups used? How can Beijing opera be compared to Western opera?
2. Describe the qin. How is it played? What are its social connotations?
3. How does Shengjing’s “The Joyous Festival of Lunar New Year’s Day” combine Eastern and Western elements?
4. What is isorhythm, and how is it used in “Muyu muyari warmigu”?
5. What are the differences between the two examples from the Latin American “harp-country-genre”? These include “Muyu muyari warmigu” and “Amor imposible.”

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).
Globalization – MUS 130 Music Literature and History I

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing X ______ Globalization

1. Course prefix, number, and title: MUS 130 Music Literature and History I
2. Number of Credits: 2 credits
3. Faculty member’s name, department, college: Tammy Evans Yonce, Music Department, College of Arts and Sciences
4. Department Head David Reynolds, Head, Department of Music

(Digital signature indicates approval)

---

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

---

| GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE) | ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABI? (YES/NO) | DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO) | LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal as listed in the most current SDSU Bulletin (catalog) (e.g., Advanced Writing)</td>
<td>Yes – globalization</td>
<td>Yes</td>
<td>T/D/W/O* Other – visit to National Music Museum</td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **SLO 1** Demonstrate a basic understanding of globalization
  - Yes
  - Yes
  - Students will write a paper that displays an understanding of source readings on the history of Indonesia, its political climate, economic system, existing natural resources, economic interaction with other Asian Pacific Rim countries. It will also detail how the Indonesian Gamelan is perceived by the Indonesian culture and how it is perceived by American culture.

- **SLO 2** Identify the benefits and cost implications of globalization
  - Yes
  - Yes
  - Students will write a paper that displays an understanding of source readings on the history of Indonesia, its political climate, economic system, existing natural resources, economic interaction with other Asian Pacific Rim countries. It will also detail how the Indonesian Gamelan is perceived by the Indonesian culture and how it is perceived by American culture.

- **SLO 3** Identify and Analyze global issues
  - Yes
  - Students will write a paper that displays an
Globalization – MUS 130 Music Literature and History I

| SLO 4 Interpret global issues and data utilizing discipline specific analytical and/or philosophical tools. |  
|---|---|---|---|---|
| understanding of source readings on the history of Indonesia, its political climate, economic system, existing natural resources, economic interaction with other Asian Pacific Rim countries. It will also detail the how the Indonesian Gamelan is perceived by the Indonesian culture and how it is perceived by American culture. |  
| Students will answer questions on exams that display the ability to analyze the formal considerations in folk music examples. |  

| + P = portfolio | T = tests/exams | C = clinical field demonstration | D = group discussion |
| S = speech or presentation | L = lab skill demonstration | W = written assignment (research paper, reaction paper, creative writing, etc.) | O = Other, please |
| E = performance (music, theatre, forensics) | V = visual arts/design studio work |  |  |
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
- [X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
- [X] Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add NFS 111 Food, People and Environment to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of NFS 111 Food, People and Environment course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of NFS 111 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: NFS 111 Food, People and Environment: The survey of global food cultures, their stewardship of natural resources, and their impacts on the environment. It will also explore the ethical issues of choices in post-harvest food processing and their interactions with the environment. The course will also cover topics related to the Land-Grant philosophy.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but
Globalization – NFS 111 Food, People and Environment

not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

As a result of NFS 111, students will demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis. Students will be assessed through tests, projects and assignments. There will be 4 Unit Exams, one per each unit covered. The remainder of the grade will come from online quizzes/worksheets (open book/group participation acceptable), discussion board postings (2 postings per discussion with one discussion topic per unit). Examples of how students achieve SLO 1 and 2 are included in Section 5.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

Course Syllabus

NFS111: Food, People and the Environment – 3cr
South Dakota State University
Semester 20xx – Days – Times - Location

Instructor Information:
Name:
Office: Office Phone: 605-688-xxxx
Nutrition Department Main Office: 688-5161
Office Hours:
Email address:

Course Description: The survey of global food cultures, their stewardship of natural resources, and their impacts on the environment. It will explore the ethical issues of choices in post-harvest food processing and their interactions with the environment. Course meets IGR Goal #2 (former IGR Goal #1 prior to Fall 2012) 3cr.

Course Prerequisites: None

Instructional Methods: Lecture, discussion boards, videos, guest speakers, assignments and exams. Note the following particular instructional methods which will be important in this course: (1) Communication Tools: D2L will be utilized heavily to communicate in this course – please check the news widget regularly as well as your D2L email. (2) Assessment: Your mastery of the course materials will be assessed through graded exams, quizzes, assignments, guest lecture attendance and discussion board participation. Your grades can be viewed on D2L. (3) Technology: In addition to D2L, we will be incorporating various other technologies.

Course Requirements:
Required Textbooks:
(1) Hungry Planet; What the World Eats, Menzel & D’Aluisio
Globalization – NFS 111 Food, People and Environment

(2) The Atlas of Food by Erik Millstone & Tim Lang, 2008
(3) Coursepack (Readings) – set of documents to read (in print) http://bookstore.sdstate.edu/

Supplementary materials: None required. The library has many additional resources available to help students with their learning in this course.  http://lib.sdstate.edu/Off-CampusAccess.html

Technology requirements: Students will need regular access to D2L so please see the following link for technology requirements to do so.  https://d2l.sdbor.edu/shared/sdsu/require.htm

Class Attendance Policy: Attendance is not required, however, it will be vital to your success in this course. Guest lectures will present material that is not otherwise available. **If you need to be absent from participation in the course, you are responsible for obtaining any missed materials and information provided and should communicate this to the instructor in advance (or as soon as reasonably possible after in the case of unforeseeable event).  Missing an exam MUST be arranged in advance or as soon as possible upon learning of the necessary absence. See makeup policy below.

Tentative Course Outline/Schedule: See attached Course Schedule.

D2L and in-class Conduct Policy: Some of the topics we will be discussing this semester can be controversial. It is expected that students will conduct themselves in a professional and mature manner in-class and in D2L with proper netiquette. Please see the link in D2L for proper netiquette.

Cheating & Plagiarism Policy: This course has a zero tolerance policy for cheating and all rules and regulations of the institution will be strictly adhered to in an incidence of cheating or plagiarism. Students are encouraged to read the Student Code of Conduct guidelines of the institution which can be found at the following link: http://www.sdstate.edu/about/policies/student/index.cfm

The College of Education & Human Sciences Academic Dishonesty Policy: In written papers and other class projects (electronic format, hard copy or otherwise), it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/ guardian (when student is dependent for financial aid purposes). Plagiarizing is submitting un-cited materials as your own work, which was in fact produced by others. Examples include un-cited work from journals, books, work of others or electronic sources*. In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor, and based on the seriousness of the situation: (1) a grade of zero on the test, quiz, homework, problem, or other assignment for the student(s) involved. (2) A grade of “F” for the course. (3) Referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action. Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in the Department offices and the Dean’s office. No final course grades will be given until all avenues of appeal have been completed or the case resolved. If repeated offenses occur in either a specific class or in two or more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School. (*World Wide Web (www), CD Rom, video and audio, graphic materials, etc)

Course Goals: Through the course, the students will gain a broad understanding of the “global food system” and the many interconnecting components of that system, including food, people, their cultures, and the environment. The course will deepen students’ understanding of the human condition and prepare them for further study.

Student Learning Outcomes: Upon completion of this course, the student will (bolded SLO’s indicate those for IGR #2, italicized are those for globalization)

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.
2. Describe how personal choices derive from and affect social, cultural and environmental contexts.
3. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national and global citizenship.
4. Identify major natural resources related to the food system
5. Articulate impacts of food choices and the food system on the environment.
6. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis. Globalization is defined as a process of interaction and integration among different people, organizations and governments that takes place outside of and above the level of national boundaries

Evaluation Procedures:
Assessments: Tests, projects, assignments, etc. There will be 4 Unit Exams, one per each unit covered. The remainder of the grade will come from online quizzes/worksheets (open book/group participation acceptable), discussion board postings (2 postings per discussion with one discussion topic per unit). Regular attendance and online participation will be very valuable for students wishing to succeed in the course.

The chart below defines points available in the course and determination of grades (note that grades are determined by POINTS, not percentages or letter grades)

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Max points worth</th>
<th>% contribution to final grade</th>
<th>Total points in this category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Exams (4)</td>
<td>50 points each</td>
<td>10% ea, 40% total</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Boards (4)</td>
<td>25 points each</td>
<td>5% ea, 20% total</td>
<td>100</td>
</tr>
</tbody>
</table>
Globalization – NFS 111 Food, People and Environment

Final Grades will be assigned as follows:
- A: 450 points or greater
- B: 400 to 449 points
- C: 350 to 399 points
- D: 300 to 349 points
- F: 299 points or less

Make-up Work Policy: Make-up grading opportunities will only be given to students who were excused prior to the time of the grading opportunity. An acceptable written excuse does need to be provided to the instructor prior to the grading opportunity or as soon as possible in the event of an unforeseen absence during a grading opportunity (i.e., university excuse slip, obituary for a funeral, or doctor’s note after an illness). Make-up work is a privilege, not a right, and will be granted only by the discretion of the instructor. All makeup work must be arranged through the instructor and must occur within one week of the missed grading opportunity unless the instructor has granted an exception.

Technical Support: The help desk can be contacted for technical problems related to D2L. Please see their website at: http://www.sdstate.edu/technology/
Or email them at: SDSU.supportdesk@sdstate.edu
Or call them at: Helpdesk 605-688-6776

ADA Statement: This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605)-688-4504 or Fax, (605)-688-4987 to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Freedom in Learning Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**Although all efforts will reasonably be made to adhere to the grading and course schedule disclosed here, the instructor reserves the right to change the course as circumstances deem necessary throughout the semester.**

Online Discussion Board Grading Rubric – 25 points possible per discussion board

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Full points: 5</th>
<th>Partial credit: 3</th>
<th>Minimal credit: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUABLE INPUT: postings clearly contribute to advancing the discussion</td>
<td>Encourages and facilitates advancement of the discussion by POSING and ANSWERING questions; stimulates new discussion</td>
<td>Provides answers to questions in discussions but does not pose new questions or stimulate further discussion</td>
<td>Posts do not advance the discussion or facilitate subsequent discussion (&quot;I agree&quot; or &quot;That’s cool&quot; type responses)</td>
</tr>
<tr>
<td>QUALITY: includes critical thinking analyses and several supporting details/ specific examples from resources; information clearly relates to main topic and adds new concepts</td>
<td>Very informative, detailed contribution; posts directly address topic, includes supporting information and specific examples from resources <strong>names sources</strong></td>
<td>Poorly informative; poorly addressed topic; limited supporting information or examples from assigned resources; needs improvement <strong>names sources</strong></td>
<td>Uninformative; did not address topic; no supporting information or examples given; posts demonstrate lack of analysis of assigned resources – doesn’t provide sources</td>
</tr>
<tr>
<td>NOVELTY &amp; TIMELINESS: posts add new thoughts to the discussion and provide novel insight into the topic - Posts initial thoughts by the first half of the unit; reads and responds (posts second thought[s]) by end of the unit and NOT in the last hours</td>
<td>Provides novel insight to the discussion on numerous occasions and meets deadlines</td>
<td>Limited novel insights provided – missed first half deadline</td>
<td>Provides no novel insights – mainly reiterates previously discussed points in agreement/disagreement – missed first half deadline</td>
</tr>
<tr>
<td>PARTICIPATION: Reads the majority of other students’ postings</td>
<td>Reads at least 75% of other postings</td>
<td>Reads 50-74% of other postings</td>
<td>Reads 25-49% of other postings (0 “reading” points for less)</td>
</tr>
<tr>
<td>GRAMMATICAL QUALITY: Vocabulary, spelling, punctuation and civility are consistently excellent</td>
<td>High quality (minor errors and no civility issues)</td>
<td>Moderate errors / civility issues</td>
<td>Significant errors / civility issues</td>
</tr>
</tbody>
</table>

Tentative Schedule for Fall 2013: NFS11: Food, People & The Environment
Class meets Tu & Th – 11:00-12:15 in BioStress 103
Globalization – NFS 111 Food, People and Environment

***Important Notes: Tentative dates of class meetings indicated below. There will be occasional times when we do not meet or meet for less than the allotted course time. This release from class time has been built into the course to allow students to view videos that would otherwise be shown in the classroom. Professor Brandenburger will be in her office and available to you during these times unless otherwise noted on the schedule. All scheduled items are tentative and subject to change (changes will be announced in class).

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Readings</th>
<th>Lecture time activities &amp; Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Grading Opportunities in red</strong></td>
</tr>
</tbody>
</table>

### Unit 1

**Intro to what we eat, why, and the big issues in the system**

<table>
<thead>
<tr>
<th>Close-up:</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Meet: 8/27 &amp; 8/29</td>
</tr>
<tr>
<td></td>
<td>Atlas: Forward &amp; Intro to the Book – 2p</td>
</tr>
<tr>
<td></td>
<td>Atlas: Intro to Part 1 (Challenges) - 1p</td>
</tr>
<tr>
<td></td>
<td>Atlas: Topics 1, 2, 14 – 3p</td>
</tr>
<tr>
<td></td>
<td>Doc: Genetic Engineering Not the Answer – 3p</td>
</tr>
<tr>
<td></td>
<td>Doc: Is Genetic Engineering the Answer – 3p</td>
</tr>
<tr>
<td></td>
<td>Doc: Making the Case for GM Bananas – ½p</td>
</tr>
<tr>
<td></td>
<td>Doc: Scary Food - 4p</td>
</tr>
<tr>
<td></td>
<td>WTLE: Forward &amp; Intro (p6-21) ~6p total</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Intro to the Course</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Terminology</td>
</tr>
<tr>
<td></td>
<td>8/29: Dr. Jane Hegland, Plain Green Conference – student incentives</td>
</tr>
<tr>
<td></td>
<td>Begin Discussion Board #1: GMO’s</td>
</tr>
</tbody>
</table>

### Unit II

**Introduction to farming, dirt & fishing systems and the world’s climate & water issues**

<table>
<thead>
<tr>
<th>Close-up:</th>
<th>Asia &amp; India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Meet 9/17 &amp; 9/19</td>
</tr>
<tr>
<td></td>
<td>Atlas: Intro to Part 2 (Farming), Topic 5 – 2p</td>
</tr>
<tr>
<td></td>
<td>Mini: Brita Commercial (1min)</td>
</tr>
<tr>
<td></td>
<td>Mini: Convenient Truth (5.5min)</td>
</tr>
<tr>
<td></td>
<td>Doc: How the Potato Changed the World – 7p</td>
</tr>
<tr>
<td></td>
<td>Doc: The New Geopolitics of Food – 6p</td>
</tr>
<tr>
<td></td>
<td>WTLE: Baked Essay &amp; kitchen pics (p52-55)2p</td>
</tr>
<tr>
<td></td>
<td>WTLE:Cart Essay &amp; Street Food (p128-131) 2p</td>
</tr>
<tr>
<td></td>
<td>Video: Meaning of Food: Part 1: Life – 50min (Part 2 &amp; 3 of this series on D2L – are just FYI if interested)</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: SD &amp; Native Food</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Asia</td>
</tr>
<tr>
<td></td>
<td>Guest: Harsha Mistry, India</td>
</tr>
</tbody>
</table>

### My Unit I points (out of possible points):

- Video Quiz 1: ___ of 20
- Worksheet 1: ___ of 15
- Discussion 1: ___ of 25
- Exam 1: ___ of 50

| Week 5    | Meet 9/24 & 9/26 |
|           | Atlas: Topic 13 & 15 – 2p |
|           | Mini: Water in Africa (Pro-Coke) (8min) |
|           | Doc: Water for Sale – 8p |
|           | Doc: Fracking and Guar in India – 4p |
|           | WTLE: Sea Essay & pics (p202-205) – 2p |
|           | Video: DIRT! on HuLu (75min) |
|           | Lecture topic: Water lecture |
|           | Lecture topic: Asia |

### Exam 1: next Tuesday 9/17

- Video #2: Troubled Waters worksheet on video due 9/22
- Begin Discussion Board #2: Water

### Week 6

<table>
<thead>
<tr>
<th>Close-up:</th>
<th>Asia &amp; India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Meet 10/1 &amp; 10/3</td>
</tr>
<tr>
<td></td>
<td>Atlas: Topic 16 &amp; 20 – 2p</td>
</tr>
<tr>
<td></td>
<td>Mini: India, Women, Food, Climate (5min)</td>
</tr>
<tr>
<td></td>
<td>Doc: Climate Change-p11-14 (Exec Summary)</td>
</tr>
<tr>
<td></td>
<td>Doc: Linking Climate &amp; Food Policy - 2p</td>
</tr>
<tr>
<td></td>
<td>Doc: Making Climate Part of Human World – 4p</td>
</tr>
<tr>
<td></td>
<td>WTLE: Japan x 2 families – 4p</td>
</tr>
<tr>
<td></td>
<td>Video: DIRT! on HuLu (75min)</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: World Without Water Video (limited parts + discussion)</td>
</tr>
<tr>
<td></td>
<td>8:00-20:22 and 56:25-100:27</td>
</tr>
<tr>
<td></td>
<td>Guest: Dr. Mark Cochrane: Climate Change</td>
</tr>
</tbody>
</table>

### Exam 2: Thursday 10/10

- Lecture topic: Climate Change Video #3: DIRT! The Movie (HuLu) – Worksheet on video due 10/6
- 2nd Discussion posting due 10/7*(Mon) (You have until Weds 10/9 to finish reading all discussion postings)
Globalization – NFS 111 Food, People and Environment

### My Unit II points (out of possible points):

<table>
<thead>
<tr>
<th></th>
<th>Video Quiz 2:</th>
<th>Worksheet 2:</th>
<th>Video Quiz 3:</th>
<th>Worksheet 3:</th>
<th>Discussion 2:</th>
<th>Exam 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Unit III.

#### Farming methods, Food Policies, Trade and Obesity

**Close-up:**

- **The Middle East, Central America, Europe, Greenland and the USA**
  - **Meet 10/15 & 10/17**
  - **Meet 10/22 & 10/24**
  - **Meet 10/29 & 10/31**
  - **Meet 11/5 & 11/7**

**omics:****

<table>
<thead>
<tr>
<th></th>
<th>Atlas:</th>
<th>Doc:</th>
<th>Mini:</th>
<th>Lecture topic:</th>
<th>Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topics 4, 22 and 34 – 3p</td>
<td>10 Reasons Why Organic…</td>
<td>Fair Oaks Farms (5min)</td>
<td>Intro to Organic</td>
<td>10/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5p</td>
<td></td>
<td></td>
<td>10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eating Food that’s Better for You – 3p</td>
<td>Know Your Farmer Launch (2min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Obesity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>An American Crisis (2min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link:</td>
<td>Obesity by the Numbers (NPR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link:</td>
<td>Obesity Maps Changes (CDC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>In Your Face – 4p</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>Benefits of Taxing S.S. Beverages – 6p</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>Let Them Drink Water – 2p</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>What if No-One Were Fat? - 3p</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Image:</td>
<td>Why Does a Salad Cost More Than…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DTWE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>France,</td>
<td>Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenland &amp; Guatamala</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meet 10/12 & 10/14**

**Lecture topic:**

- **Sustainability**
- **Global Hunger**
- **Intro to Part 4 (Processing….)**
- **Audio:** Why is Bread a Trigger (5min)
- **Atlas Topics 32 & 33**
- **Audio:** Across the Globe: Empty Bellies…
- **Doc:** Could Food Shortages….Civilization?–6p
- **Mini:** Blue Revolution (5min)
- **Mini:** Green Revolution (10min)
- **Video:** Journey to Planet Earth (29min)
- **WTWE:** Chad x2 –4p
- **Video:** Silent Killer (56min)
- **Video:** Perennial Grains: Food Security… - 7p
- **Doc:** Transforming US Agriculture…. – 2p
- **Doc:** Food vs Biofuels – 9p
- **Doc:** Green & Clueless – 3p
- **Doc:** In Defense of Biofuels Done Right – 10p
- **WTWE:** Ecuador – 3p
- **Guest:** Dr. Carter Johnson–Perennial Systems
- **Video #6:** Silent Killer – worksheet on video due 12/1

---

### My Unit III points (out of possible points):

<table>
<thead>
<tr>
<th></th>
<th>Video Quiz 4:</th>
<th>Worksheet 4:</th>
<th>Discussion 3:</th>
<th>Exam 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 50</td>
<td></td>
</tr>
</tbody>
</table>

---

### Unit IV.

#### What does our food system look like today?

**Close-up:**

- **Africa, Italy & South America**
  - **Meet 11/26 only**

**omics:****

<table>
<thead>
<tr>
<th></th>
<th>Atlas:</th>
<th>Doc:</th>
<th>Mini:</th>
<th>Lecture topic:</th>
<th>Video:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic 40 – 1p</td>
<td>Perennial Grains: Food Security…</td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td>Guest Dr. Carter Johnson–Perennial Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7p</td>
<td></td>
<td></td>
<td>Video:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>Transformating US Agriculture…. – 2p</td>
<td></td>
<td>Italy -2p</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short Video:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video:</td>
<td>Silent Killer (56min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DTWE:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### My Unit III points (out of possible points):

<table>
<thead>
<tr>
<th></th>
<th>Video Quiz 2:</th>
<th>Worksheet 2:</th>
<th>Video Quiz 3:</th>
<th>Worksheet 3:</th>
<th>Discussion 2:</th>
<th>Exam 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 50</td>
<td></td>
<td>__________ of 50</td>
<td></td>
<td>__________ of 50</td>
<td></td>
</tr>
</tbody>
</table>

---

### My Unit III points (out of possible points):

<table>
<thead>
<tr>
<th></th>
<th>Video Quiz 4:</th>
<th>Worksheet 4:</th>
<th>Discussion 3:</th>
<th>Exam 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 50</td>
<td></td>
</tr>
</tbody>
</table>

---

### Unit IV.

#### What does our food system look like today?

**Close-up:**

- **Africa, Italy & South America**
  - **Meet 11/26 only**

**omics:****

<table>
<thead>
<tr>
<th></th>
<th>Atlas:</th>
<th>Doc:</th>
<th>Mini:</th>
<th>Lecture topic:</th>
<th>Video:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic 40 – 1p</td>
<td>Perennial Grains: Food Security…</td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td>Guest Dr. Carter Johnson–Perennial Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7p</td>
<td></td>
<td></td>
<td>Video:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>Transformating US Agriculture…. – 2p</td>
<td></td>
<td>Italy -2p</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short Video:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video:</td>
<td>Silent Killer (56min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DTWE:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### My Unit III points (out of possible points):

<table>
<thead>
<tr>
<th></th>
<th>Video Quiz 2:</th>
<th>Worksheet 2:</th>
<th>Video Quiz 3:</th>
<th>Worksheet 3:</th>
<th>Discussion 2:</th>
<th>Exam 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 20</td>
<td></td>
<td>___________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 15</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 20</td>
<td></td>
<td>__________ of 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________ of 50</td>
<td></td>
<td>__________ of 50</td>
<td></td>
<td>__________ of 50</td>
<td></td>
</tr>
</tbody>
</table>

---

### Unit IV.

#### What does our food system look like today?

**Close-up:**

- **Africa, Italy & South America**
  - **Meet 11/26 only**

**omics:****

<table>
<thead>
<tr>
<th></th>
<th>Atlas:</th>
<th>Doc:</th>
<th>Mini:</th>
<th>Lecture topic:</th>
<th>Video:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic 40 – 1p</td>
<td>Perennial Grains: Food Security…</td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td>Guest Dr. Carter Johnson–Perennial Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7p</td>
<td></td>
<td></td>
<td>Video:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc:</td>
<td>Transformating US Agriculture…. – 2p</td>
<td></td>
<td>Italy -2p</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short Video:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prairie Farms (for Guest Dr. Johnson)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video:</td>
<td>Silent Killer (56min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DTWE:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Globalization – NFS 111 Food, People and Environment

Meet 12/3 & 12/5
Mini: Plea for the Bees (15min)
Doc: More Aid is Not the Answer – 5p
Doc: Evaluating & Improving America’s…. -9p
Doc: 4 Lessons from Lgst Student Mvmt… -4p
Mini: Slow Food Movement (11min)
Video: Good Food (73min)
WTWE: McSlow & pics (p92-95) ~2p
**Optional: End of the Semester “De-Briefing”
documents located in D2L

Guest student:
Cassie Moderegger – Haiti
Guest:
Mrs. Mary Gengler - Italy
2nd Discussion posting due 12/8*(Sun)
(You have until Tues 12/10 to finish reading all
discussion postings)
Video#7: Good Food – worksheet on video due
12/10

Last day of class: Tuesday 12/10/13 will be reserved for catching up on any unfinished material or reviewing for the unit 4 exam which will be held during finals week

My Unit IV points (out of possible points):

<table>
<thead>
<tr>
<th>Video Quiz 5:</th>
<th>_______ of 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Quiz 6:</td>
<td>_______ of 20</td>
</tr>
<tr>
<td>Video Quiz 7:</td>
<td>_______ of 25</td>
</tr>
<tr>
<td>Discussion 4:</td>
<td>_______ of 25</td>
</tr>
<tr>
<td>Exam 4:</td>
<td>_______ of 50</td>
</tr>
</tbody>
</table>

_____ of 135 possible
points in Unit 4

_____ of 500 possible
points in semester

Final Exam for this course scheduled per University finals schedule (this will be the Unit 4 Exam rather than a cumulative final exam although overall concepts of the course may apply).

Final Exam:  Monday 12/16/13:  11:30 – 1:30 in Biostress 103

Globalization SLO #1:  Examples of assessment tools and student work demonstrating achievement of the SLO (across all current sections):

SLO 1 for Globalization:  Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

Sample Assignment / Quiz/ Exam Questions which address this SLO (with assessment results):

Assignment Questions (2) relative to our discussion of Global Food Consumption Patterns:

Exam Question relative to our discussion of Global Patterns of Fertilizer & Pesticide Use:
Exam question relative to our discussion of Global Climate Change patterns, crop biodiversity and tolerance to new weather patterns:

In the Crop Diversity TED talk, they discuss the idea that Africa is experiencing warming that its current maize crops are unprepared for. How many traditional breeding cycles for developing “heat-tolerant” maize does he say are left before the 2030 heat hits Africa?

(1) 60 cycles 8 22.86%
(2) 120 cycles 1 2.86%
(3) 2 cycles 24 68.57%
(4) Unlimited 2 5.71%

Exam question relative to our discussion of Global food prices and the interplay of various factors in determining those prices:

According to the “New Geopolitics of Food”, the price of grain is now tied to the price of oil.

(1) True 32 91.43%
(2) False 3 8.57%

Exam question relative to our discussion of Fair & Free trade policies

Removing a trade tariff is an example of:

(1) Fair Trade 2 5.71%
(2) Free Trade 22 62.86%
(3) Both 8 22.86%
(4) Neither 3 8.57%

Exam question relative to our discussion of Land Grabs and the consequences of Land Grabs in global land patterns:

Land grabs can affect downstream countries as well since they often include water rights.

(1) True 34 97.14%
(2) False 1 2.86%

Samples from student Discussion Board postings which demonstrate achievement of this SLO:
Global Environment Issues Discussion

- **How does your carbon footprint compare to the national and world averages?**
  By national averages we (household of 2) are lower in all categories except Food & Diet in which we are over 7% higher. However, we are 20% lower with driving and flying... but, they did not ask us if we farmed/ranched for a living which would obviously raise those numbers. World averages we can’t even touch... can anyone in the US?

- **How will you apply this information to your life? To your / the nation’s energy use?**
  The last TV we bought is an Energy Star which shifts itself off with no activity for 4 hours. As we replace appliances as needed, we intend to search out the Energy Star brands. We’ll be more conscious to keep our furnace turned to 66-68 degrees, 60-62 at night and when we are gone. Our air conditioner is set at 90 degrees and we’ll make good use of fans. Last night we did unplug all appliances that we could (for the first time) and we always turn off our computer at night but, will start to turn it off while not needed as well. I appreciate the websites that simply give suggestions on what to do as the EPA link that was provided us in the contents and where I found some of the information stated above. Basically, this just made me more aware to look around and see where we can save. Ever little bit we do, as individuals, adds up to big numbers nationally.

- **What technologies are available to solve the problem?**
  [http://conservationtechnology.com/](http://conservationtechnology.com/) This web offered products for ‘Green Roofs, Rainwater Harvesting, Ponds and Wetlands, Energy-Efficient Buildings, and Water Proofing’. And they were just one company, of many, that popped up when conservation technology was googled. My thought is we will likely not ‘solve’ the problem but, I do believe we can make some grand improvements and slow it down.

- **How could the U.S. and other world economies benefit from new, environmentally friendly technologies? What would be some challenges?**
  For example: As ranchers/farmers, we are always looking for ways to save our topsoil and yet, produce the hay and grass we need. My husband used the no-till machinery to plant some fields back to grass and alfalfa which will re-grow annually without needing to be replanted for some time. Saving large amounts of fuel. We see more and more of the no-till farming making some headway in South Dakota and from our required videos, obviously elsewhere in the US. And in these videos, one farmer stated he used less fuel and had increased production… isn’t that what we’re looking for? Increasing the production of food supply without increasing fuel use.
  
  I see the biggest challenge is the expense or start up cost of energy-saving, environmentally friendly machinery and products. In our case, a no-till drill is approximately $20,000 more than a ‘normal’ drill. On a more common scale, we all know the higher price of organic foods too. Also, we are a busy nation; will we take the time (sometimes I believe our scariest commodity) to make the changes that little by little will add up? Will other nations too?

- **How will you help those people who don’t seem to understand the problems associated with climate change?**
  We now all have great public access for sharing information; social networks. We can use them to educate and inform our friends and family. Post information and not just once but, once in awhile. I also believe we need to be examples at home, at work, at school, and wherever we are. Talk about it and what you’ve discovered. If one teaches two and those two teach two and so on and so on.

- **What are we leaving for the next generation of kids around the world?**
  An ever-changing climate and environment with the tools and knowledge to improve it, maintain status quo or destroy it… just as my generation has had but, with more urgency.

- **What are some other ethical questions we should consider?**
  The first thing I think of is the statement in “Food, the Hidden Driver of Global Politics” about food-needy Africa leasing land to other countries, for $1 an acre and those countries exporting the crops while there is marked need in the host country.
  As our aquifers deplete and water becomes scarce I see a situation where “Eminent Domain” could frighteningly happen.

The Fair Trade Movement Discussion

Let me start out by saying I am pleasantly blown out of the water. While I’ve heard the terms of ‘Fair Trade’, I knew nothing of the world those words encompass.

**What are some pros and cons of Fair Trade cooperatives for small farmers and artisans in developing nations?**

If there was a con in our material, I did not see it. But, the pros are incredible;

From the Article “60 Years of Fair Trade”:

- Mainstream business is made more aware of its social and environmental responsibility. “
- Fair Trade organizations provide: poverty reduction, sustainable development (within the community and/or business) and consumer awareness-raising.
- Enables small and marginalized producers in their own countries to live and work in dignity… this is my personal favorite.

And from the video “How Fair Trade Can Help People Trade Their Way Out of Poverty”:

- Loans and working capital can be obtained at reasonable interest and payment schedules. And what I saw was single mothers in poverty being able to support, educate and feed their children. This is amazing!!!
- Of most importance, from our “Atlas” book pg 74, “[Free Trade guarantees] vulnerable agricultural communities a stable, minimum price for agricultural products.”

From pg 76, “…but, the price paid to the producer includes a ‘social premium’ that provides funds for investment in social and environmental improvements in the … community.” Which include: “setting pension funds, employing specialists to advise on reducing adverse effects on the environment, repairing local housing, building roads and funding schools and other educational projects.”

Yep, I’m just impressed.

**What products are commonly available through Fair Trade? Give special attention to the Caribbean, Central and South America (integrating our textbook reading assignments) in your analyses.**

From what I can see in our book, bananas and coffee seemed to have led the way in the Fair Trade battles and into mainstream marketing. As an
Globalization – NFS 111 Food, People and Environment

avid coffee lover and connoisseur, I shout Hallelujah and bow in thankfulness but, also will specifically be looking for Free Trade coffee from now on. In the article “60 Years of Fair Trade” I also saw listed the products of: tea, cocoa, sugar, wine, fruit juices, nuts, spices, rice, flowers and cotton. And from the afore-mentioned video I saw jewelry, bags and baskets. Two of the other links on our content page went directly to Free Trade websites where I noticed multi-numbered beautiful things… I had to get off of those quickly!!

How consumers' (that’s us) do needs, wants, and responsibilities affect small farmers in developing countries?

Well, we can ignore them or act in ignorance and purchase as we always have which not only doesn’t help them but, hurts them in the overall scheme. Do corporate bigwigs really need ALL my consumer dollars? As with my coffee, I will now purposely look for Free Trade labels and ask if I can’t find them.

What are some ethical questions to be considered?

Shouldn’t we help, if we can and the Fair Trade movement has made ways to help us do so, by just shopping?

All put large amounts of money into the American market and proudly so. Don’t we also have enough to share to help others?

World Water Discussion

How water is being used in India, Bolivia, or other areas?

Pure, safe, drinkable water is a rare occurrence in these areas. In Africa the WADA (Water & Development Alliance) the collaboration of Coca-Cola and USAID have taken on the situation of Industrial and Agricultural pollution and the lack of sanitation, which is overloading the Wami River Basin. In Dumilia, Coca-Cola has been working on water and sanitation issues, also part of the Wami Water Basin. In El Alto, Bolivia citizens have to travel over a mile down cliffs just to reach an unreliable water source.

How does global climate change affect water resources?

When the temperature outside rises with heat, the water that is relied on evaporates, having very little water to rely on to begin with makes it all the more difficult for the people in these areas. The ability to rely on a well is more difficult when they travel dangerously and far to a well that all the water has evaporated out of makes it hard.

Who pays for the clean water piped to your faucet?

Personally I pay for my own water.

What happens if all water is commercialized some day? Is water a commodity or a right?

Water will become a toxic business such as gasoline. We seem to think as a nation that water is an unlimited resource. With companies such as Coca-Cola, Pepsi, and Nestle its becoming easier for them to claim water. Soon enough every drop will be accounted for.

How can we put a stop to water being utilized as a commodity?

In India Coca-Cola is using precious water to produce soft drinks. In a country where the farmers are unable to maintain their fields due limited water resources, is it ethical for Coca-Cola to drain there main aquifer? In Bolivia the government is regulating water so that the wealthy are the only ones capable of affording sufficient amounts of water. Citizens that cannot afford water resort to drinking and using unclean water, that often results in them getting sick, and in severe cases even dying. Something we take for granted is running water in our bathrooms is brand new to citizens living in Tanzania. A family friend of mine just visited Taiwan and said the majority of the bathrooms did not have running water, the waste would go into a canister that had to be emptied. On a day like today it makes me feel bad for wasting gallons of water to wash my vehicle.

In India Coca-Cola is using precious water to produce soft drinks. In a country where the farmers are unable to maintain their fields due limited water resources, is it ethical for Coca-Cola to drain there main aquifer? In Bolivia the government is regulating water so that the wealthy are the only ones capable of affording sufficient amounts of water. Citizens that cannot afford water resort to drinking and using unclean water, that often results in them getting sick, and in severe cases even dying. Something we take for granted is running water in our bathrooms is brand new to citizens living in Tanzania. A family friend of mine just visited Taiwan and said the majority of the bathrooms did not have running water, the waste would go into a canister that had to be emptied. On a day like today it makes me feel bad for wasting gallons of water to wash my vehicle.

It is no secret that the global climate change is having a major influence on the worlds water resources. Looking back on this past summer the drought throughout the mid west was devastating for the farmers. Sea levels are on the rise from the melting the polar ice caps. Coastal lands will eventually be overtaken by the oceans, which will result in less land to cultivate and farm. The clean water that comes out of my faucets is something that I end up paying for. Every month the water used in my apartment is billed to me. In the summer when water is rare, utility companies will put limits on the amount of water consumers can use. This can be as simple as limiting households watering their lawns.

If water is commercialized some day, the whole entire world would change for the worse. I believe that water is a right. Everyone has a right to consume water, it is the necessity of life. However in third world countries I believe water is a commodity because no matter how thirsty a person is, water cannot just be handed to them.

There are an abundance of ethical issues concerning fresh clean water. One that opened my eyes today is the fact that Coca-Cola opened a soft drink factory in a country that does not have enough water to grow crops. This leaves families hungry and thirsty, but hey they do have some soft drinks to consume. Another ethical issue I have a problem with is how much water Americans waste, while the rest of the world is going thirsty. Is it really necessary to water your lawn everyday, take two showers a day, or wash your vehicle once a week? It is amazing how little thought we put into how much fresh water we waste.
Sample Assignment/Quiz/Exam Questions which address this SLO (with assessment results):

**Italy:**
What is authentic Mozzarella cheese made from?

1. Goat milk
2. Cow’s milk
3. Buffalo milk
4. Soy milk

**Religion, Culture & Food**
In Ramadan, observers fast from sun-up to sun-down for:

1. One day
2. One week
3. One month
4. One year

**Africa**
Cassava (manioc) is a root vegetable common in Africa and other cultures that can be used to make:

1. Tapioca
2. FuFu
3. Farinha
4. All of the above

**India**
Turmeric, like the Saffron it mimics, gives a ________ color to food and has long been a part of India’s food culture.

1. Red
2. Gold
3. Olive green
4. Black

China (Rural) (article discussed how the wife/children of the family had been to Beijing only twice)
Globalization – NFS 111 Food, People and Environment

Samples from student Discussion Board postings which demonstrate achievement of this SLO:

When Cultures Meet Discussion

- What are some conflicts (internal / external) that Native people living on reservations face today?
  The conflicts haven't seemed to change much in the 33 years I've lived in SD. I still see poverty, alcoholism, and increases in diabetes, native on native violence, accidents and suicides. A very real cycle of hopelessness.

- What are some of the negatives and positive of each society / culture described in "Absolutely True Diary"?
  I loved Junior's statement, "...there are good and bad things about being white, just as there are good and bad things about being Indian." Problems and positives do not live along cultural lines.
  Specifically though, he mentions the alcoholism, the drinking multiple times on the reservation. He also mentions the rude/racist behavior of those in his new school but, he also mentions the racist behavior of his prior school, as well.
  I appreciate the multi-generational family and his love for his "wise grandmother", along with the "everybody knows everybody" feeling of the reservation. Whereas he also noted the lack of family that was evident in his 'white' school and the people "have a tendency to be "strangers to each other".

- What are some aspects of Junior's story to which kids or adults of any culture can relate?
  All cultures/people can relate, if not to all his story then to different parts. Any ethnicity can be poor and raised in poverty, violence is everywhere including within families of all cultures, as are drinking and drug problems. Yet, we all can relate to loving our families as imperfect as they may be and to having friends and friendships over the years.
  Mostly, I think everyone can relate to just how tough it can be growing up.

- The U.S. is often described as a "melting pot" society. Is a melting pot best (everyone "melts" and changes) or would a "stew pot" be better (everyone maintains their own "flavor" while taking on some characteristics of each other)?
  Both! I love your thought of the "stew pot", how we can "flavor and enhance" each other while finding our own niche in this world.
  Yet, I love the idea of being "melded together" again bringing our own "flavors" together to create the new and grand concoction of being uniquely American.

- Other ethical questions or thoughts that we should consider?
  "two tribes...the people who are a------- and the people who are not" To think that a few layers of epidermis makes people think anyone is less than...how ignorant and arrogant can we be? We should counter any and all racist remarks/attitudes as we are presented with them.
  Celebrate and enjoy differences of cultures as Junior found, "if you let people into your life a little bit, they can be pretty damn amazing". And know that we all are a lovely group of sub-cultures ourselves as we "belong to many tribes...[with a] shared identity with so many beyond [our] heritage..."Vive la différence !!

What the World Eats Discussion

Are these few, select families eating nutritious foods? Is it mostly fresh and homemade, or processed?
There was some nutritious food in all families shown especially in the form of fresh fruit and vegetables. However it seemed the more developed the country the more processed, packaged and junk food showed up. The Kuwait and France families seem to have the best all around healthy diet, but the Kuwait family had eight members and paid only $27.68/person for their food while France paid $104.99/person. Dairy was lacking completely or in small amounts in almost all families and protein (whether meat or beans) missing was definitely a factor in developing families.

What is the make-up of the family in the different cultures? How many adults / kids? Extended families?
Again we see almost an invisible line with developing and developed nations for how many generations were seen and living in the same home...the Mali family had 14 members and ate a lot of grains, they fed everyone on $1.89/person. While in Bhutan the family had a little more of a variety and fed 12 on $0.42/person.

What are their homes like, as far as you can see?
Everything from nice homes/apartments to huts, tents, clay and how crowded some must be. I was thankful that in the warmer countries that cooking and eating could be done outside. A striking difference isn’t there?
Globalization – NFS 111 Food, People and Environment

What are some other differences you see between families and their foods from developed vs. developing countries?
Well, aside from all I mentioned above I noticed with sadness that our poorest family in Sudan had no father and a pitiful amount of food for that mother of five to feed her children. I also see a lack of available or knowledge of birth control, which in turn means large families and many times multi-generational to feed in our developing countries too. Truthfully, it was hard to look at the poor and see how very spoiled we are here in the USA.

Fair Trade Movement

Created by Connor Storley on Oct 3, 2013 7:34 PM

Previous  Next

Cons that cooperatives for small farmers and artisans in developing nations for Fair Trade are that they do not get enough money for their products to cover their costs, with machinery, fertilizers and pesticides, imported from the industrialized world, becoming more expensive than they ever have. To be a a producer in the Fair Trade they have to pay a Euro 2000, and every year they have to pay a Euro 500 to keep the certification. This is a problem for the small farmers and artisans because most are small and poor and can not even have enough money to get food for themselves. Pros for the developing countries like the video "How Fair Trade Can Help People Trade Their Way Out of Poverty" displays that in Nairobi, Lucy Wanjiku, chairwoman of Bega Qwa Bega, was in hard times. When they started Bega Qwa Bega she was able to feed, clothe, bathe, and finally take her children to school. The Fair Trade Movement was able to do that for her.

In the Fair Trade the common products available were coffee, tea, cocoa, bananas, sugar, nuts, etc. The first ever product to be in the Fair Trade was coffee in 1973 from small farmers in Guatemala. Right now in the world today, 25 to 50 percent of Turnover of Northern Fair Trade Organizations comes from coffee.

In the Caribbean, Central and South America, for topic 24 (Trade Flows) in the Atlas of Food, it shows that they export way more goods than they import. I calculated that they export 79.1 billion to other countries and import only 13.2 billion. This may show that they may not have the money to pay for than they sell. Another statistic showed that they trade 14 billion within their own region. These statistics make me wonder how they feed themselves.

Our nation's needs, wants, and reponsibilities affect the small farmers in developing countries because we our in a developed nation where we are able to produce, export, and import more goods. We have the money and technology that developing nations don't have. Because of this I think it affects the small farmers of the developing nations because they need to produce more goods not for them but us and other developed countries. While we are thriving with food they are doing the best they can to have money to provide for their families.

One ethical question that I think needs to be considered is: Why are we not helping the developing countries more so they don't have to struggle? My thoughts for the individuals trying to live and thrive in developing countries is why do some of us complain about the way we live? I hear people complain about how bad the food may be in some places and they don't eat it; they just throw it away. We do this and we don't ever take into consideration how lucky we are to even have the huge amounts of food available to us. Those in developing countries have trouble getting enough food to provide for their family. I think we need to be helping the developing countries more so they can live better lives.

Fair Trade Movement

Created by Logan Amdahl on Oct 2, 2013 1:14 PM

Subscribe

Previous  Next

This week we learned about the Fair Trade Movement and different areas in trade throughout our Atlas readings. After reading the 60 Years of Fair Trade article I learned many new things I had not known about the Fair Trade company. The Fair Trade company started in the United States and has been active for over 60 years. The movement is now spread throughout the world and is involved with politial debates in Europe! One statistic from the 60 Years of Fair Trade article was, "Over a million small-scale producers and workers are organized in as many as 3000 grassroots organizations and their umbrella structures in over 50 countries in the south." This is truly a great thing that there are so many organizations all over the world.

There are several pros and cons that have to do with the Fair Trade Movement. One pro to this movement is that it has made the main stream businesses all over the United States and the world more aware with responsibilities dealing with social and environmental aspects. Another pro to this movement is that organizations were set up in low income countries in the south to export their goods to higher income countries to make more income for themselves. The Atlas of Food states, "The Fairtrade movement also focuses on environmental standards, requiring environmentally sound agricultural practices, including the minimizing of agrochemicals, safe disposals of waste, maintenance of soil fertility and water resources, and avoidance of GM crops." (76). A con to the Fair Trade Movement is that it can be extremely expensive and hard to start in the small countries that suffer from poverty. The YouTube video we watched showed single mothers in Nairobi make bags to help pay to educate their kids, and they still are suffering. Not everyone has access to this Fair Trade Movement. Some of the prices are very unrealistic making this a huge con.

Looking through the Equal Exchange website I saw the products that could be bought, such as, coffee, bananas, chocolate and cocoa, and tea. On the other website I looked at the Ten Thousand Villages website and saw different vases, bowls and mugs.

The Atlas of Food states, "Many poorer countries in Central and South American and in Africa are economically dependent on agricultural exports, which, in some instances, account for more than 50 percent of their exports" (74). It is really eye-opening to me how much low income countries really depend on their farming and crops.

Consumers wants and needs definitely affect small farmers in developing countries in a huge way. The Atlas of Food states, "If prices drop, small farmers who lack reserves to tide them over in a bad patch are often forced to sell their crop at less than cost price, and lose their
Globalization – NFS 111 Food, People and Environment

livelihoods as a result” (74). This makes me very sad for the farmers and this posses ethical questions because I don't think farmers who have worked their whole lives should have to lose everything they have worked for.

Fair Trade Movement

Foods that are commonly available through Fair Trade include coffee, bananas, tea, cocoa, sugar, wine, fruit juices, nuts, spices, rice, etc. Also, handcrafts were very popular in the beginning of the Fair Trade movement and still are today. These handcrafts include baskets, bags, bracelets, and more.

According to our Atlas of Food, there was a large banana dispute back in the 1990s. The banana trade is a multi-million dollar business with most of its exports going to the European Union and the USA. “In 1993, the European Union sought to protect small-scale banana producers in its former colonies in Africa and the Caribbean by imposing tariffs and quotas on bananas imported from other countries” (73). The USA complained to the WTO in 1995. Six years later, the WTO brokered an uneasy settlement. “Following a transition period, which ended in 2005, the EU is allowed to import a duty-free quota of 775,000 tonnes of bananas from ACP (Africa and the Caribbean) suppliers, with all other banana imports attracting a tariff” (73).

Also according to our Atlas, it says, “countries in Central and South America and in Africa are economically dependent on agricultural exports” (74). In my opinion, this is impressive considering they include many poor countries.

Consumers' needs, wants, and responsibilities affect small farmers in developing countries. In the video "How Fair Trade Can Help People Trade Their Way Out of Poverty", women talk about how hard life can be in a developing country. “Sometimes life gets hard, we don’t get orders maybe sometimes they (my children) are chased out of school for lack of fees, and I may not have money. Also in the area, sometimes there is no food.” At the end of the video they say we, as consumers, can help. “We need your investment to help to keep groups such as Bega Kwa Bega in business and provide it fair profits for all their members. Every pound that you invest is shared interest is loaned out time and time again.” The word “Ukhandani” in isiXhosa means food. At the end of the video they say we, as consumers, can help. “Sometimes life gets hard, we don’t get orders maybe sometimes they (my children) are chased out of school for lack of fees, and I may not have money. Also in the area, sometimes there is no food.” The word “Ukhandani” in isiXhosa means food.

I am truly curious to know, why haven’t I heard of the Fair Trade movement before? It sounds helpful and it sounds like a great idea so why doesn’t the whole world participate?

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing XXX ___ Globalization

1. Course prefix, number, and title: NFS111: Food, People & The Environment
2. Number of Credits: 3
3. Faculty member’s name, department, college: Shelly Brandenburger, Health & Nutritional Sciences (HNS), Education & Human Sciences (EHS)
4. Department Head (Electronic signature indicates approval)
## GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

**Globalization 1:** Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

**Globalization 2:** Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

### ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)

- Yes

### DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO)

- Yes

### LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+

- See examples document

---

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
C = clinical field demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
O = Other, please specify

---

+ **V** = visual arts/design studio work

---

**Description of Instructional Methods**

- X

**Course Requirements**

- Required textbook(s) and other supplementary materials
- Class attendance policy
- Cheating and plagiarism policy
- Key deadlines

**Course Prerequisites:**

- As stated in SDSU Bulletin (Catalog)
- Technology skills (optional)

**Course Goals (includes general education goal statement)**

- X

**Student Learning Outcomes (SLOs)**

- X

**Grading Procedures**

- X

**ADA Statement and Freedom in Learning Statement**

- X

**Tentative Course Outline/Schedule**

- X

**How SLOs Are Assessed/Covered in Course Schedule**

- X
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add SOC 453 Industrial Sociology to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of SOC 453 Industrial Sociology course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of SOC 453 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: SOC 453 Industrial Sociology: An investigation of industrial societies with attention given to social trends creating industrialization, the development of organizations, the evolution of work-roles, international relations between industrial and non-industrial nations, and the future of industrial societies.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but
Globalization – SOC 453 Industrial Sociology

not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of SOC 453, students will:

• Demonstrate a basic understanding of globalization
  • A major written report is required as an important component of each student’s grade. That report is to show how globalization impacts the work related topic the student has chosen.
  • Two specific globalization topics are discussed – Environmental Degradation Theory and US intervention in the internal affairs of foreign countries.

• Identify benefits of globalization
  • Students will be required to analyze the economic benefits of the Spanish Mondragon system, which demonstrates capitalism is not necessary for successful economic development and that managers (as defined in the US) are an unnecessary economic expense for some corporations. They will read the history of the experiment in the book MAKING MONDRAGON and will see the BBC video of the same name. There will be critical evaluations in class of the book and video.
  • Students will be introduced to the industrial production advantages of the Swedish industrial production system. On exams and in the critical evaluations in class, students will be expected to identify the advantages.
  • Students will be introduced to the advantages of the German “mitbestimmung” (i.e., “co-determination”) industrial societal policy. On exams and in the critical class discussion sessions, students will be expected to identify the advantages.

• Identify the costs of globalization
  • Students will analyze the global contributions to the demise of the middle and working classes in the United States. They will critically analyze the video “IF EVERYONE IF GETTING RICH, WHY AREN’T YOU?” for those contributions. On exams and in the in-class analysis sessions, they will be expected to identify costs of globalization. Identify and analyze global issues from alternative perspectives.
  • Students will analyze the global contribution to the collapse of US private
Globalization – SOC 453 Industrial Sociology

sector unions. Japanese automobile transplants were an important element. Students will read and analyze the book ON THE LINE AT ISUZU-SABARU, a case study of management in a Japanese automobile plant in the United States. On exams and in class discussions of the book, they will be expected to identify costs of globalization.

- Students will analyze the global contribution to the collapse of US private sector unions. Japanese automobile transplants were an important element. Students will read and analyze the book ON THE LINE AT ISUZU-SABARU, a case study of management in a Japanese automobile plant in the United States. On exams and in class discussions of the book, they will be expected to identify costs of globalization.

- Identify and analyze global issues from alternative perspectives
  - Various perspectives are used to analyze global issues addressed in this course. The sociological perspective is used to analyze the demise of the middle and working class and the collapse of private sector unions, The Environment Degradation Theory is used to analyze environmental issues and societal collapse, and an economic approach is used to examine the de-industrialization of the United States. On exams and in discussion sessions, students will be expected to understand those approaches.

- Understand two major issues facing industrial society -- environment degradation (as evidenced by the issue of global warming) and relations with Third World Nations (which own much of the world resources and are occupied by about four fifths of the world’s population).
  - Students will be challenged in both class discussions and on exams to use a global perspective to describe the challenges presented by these two issues.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

INDUSTRIAL SOCIOLOGY - SOCIOLOGY 453
South Dakota State University
MWF, 8:00-8:50; Bio-Stress Building, Room 007
Spring, 2014

Instructor: Ron G. Stover, Ph.D
Office: 212 Scobey Hall
Office Phone: 688-4894
E-Mail Address: ronald.stover@sdstate.edu
Office Hours: TTh: 10:00am-12:00am
Other times by appointment

Grad. Asst.: TBA
Office: TBA
Office Phone: TBA
Office Hours: TBA
E-Mail Address: TBA
Office Hours: WF: 12:00pm-1:00pm

PLEASE DO NOT CALL ME AT HOME: Plan ahead and call for an appointment.
Globalization – SOC 453 Industrial Sociology

1. INTRODUCTION:
Procedural guidelines, or course syllabi, can be understood to be a contract between the individuals involved in the course. It is a specification of the rights and duties of both the student and the instructor. Any major change desired by either must be agreed to by both.

2. COURSE DESCRIPTION:
This course is designed as an investigation of industrial societies with attention paid to social trends creating industrialization, the development of organizations, the evolution of work roles, international relations between industrial and non-industrial nations and the future of industrial Specifically, the course will investigate the cultural evolutionary process that created industrial societies, the characteristics of industrial societies, and what it means to live in an industrial society.

The course is principally a lecture course, heavily supplemented by audio-visual materials.

It is a three hour course.

3. CLASS EXPECTATIONS:
This class is a three hour SENIOR level course; the “400” number is not an accident. The expectations for this course are much higher than are the expectations for an introductory sociology course. They are meant to be much nearer the expectations of your future intellectually demanding job out in the “real” world than they are to the expectation for a freshman or sophomore level course.

There are no specific course prerequisites. However, having taken other Sociology courses would probably help a student do better in the course.

4. SOUTH DAKOTA BOARD OF REGENTS SYSTEM GENERAL EDUCATION REQUIREMENTS (SGER)
This course meets BOR SGER Goal Number 3 -- Students will understand the organization, potential, and diversity of the human community through the study of the social sciences -- by accomplishing the following outcomes:

Identify and explain basic concepts, terminology, and theories of Sociology from different spatial, temporal, and cultural contexts.

Apply Sociology concepts and theories to contemporary issues.

Identify and explain the social and aesthetic values of different cultures.

Demonstrate a basic understanding of the allocation of human or natural resources within societies.

5. SOUTH DAKOTA BOARD OF REGENTS (BOR) POLICY CONCERNING CHILDREN IN THE CLASS ROOM:
It is the policy of the BOR not to allow children in work areas, hallways, libraries, lounges; areas adjacent to classrooms, laboratories, or offices; or in institutional housing (except for family housing) except under brief or exceptional circumstances during the standard working hours. This policy helps to ensure safety and to prevent children from inadvertently distracting faculty, staff, and students from their work or pursuit of an education. Children and pets are expressly prohibited from entering hazardous areas at all times. Laboratories, kitchens, and workshops are examples of locations that often present hazards. Questions regarding whether an area has been deemed hazardous should be directed to the human resources department.

Guidelines When Children are Present
In those brief or exceptional circumstances where children are allowed, the following guidelines apply:
Children must remain under direct supervision at all times.
A child who has an illness that prevents or would prevent them from being accepted by a regular daycare provider should never be brought to campus.
Children must not be allowed in any unsafe work area, or where their presence may put the safety of others in jeopardy including but not limited to laboratories or workshops.
The presence of the child must not disrupt the work or learning environment or negatively impact productivity.
Students should not bring children to class, however, if an emergency situation occurs prior approval of the faculty member must be sought before the child is brought into the classroom.
Any request from the workplace that children be removed due to disruption must be honored immediately.
The student or employee who brings a child to campus, regardless of permission granted, is solely responsible for that child and their safety and may not ask any other student or employee to supervise the child.

6. BOARD OF REGENTS (BOR) STATEMENT ON THE FREEDOM OF LEARNING: Freedom of Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data and views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but related instead to judgement of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

7. BOARD OF REGENTS ADA STATEMENT: Any student who feels she may need an accommodation based on the impact of a disability should contact Nancy Hartoff-Crooks, Coordinator of Disability Services (605-688-4504 or FAX 605-688-4987) to privately discuss their specific needs. The Office of Disability Services is located in room 125, the Wintrode Student Success Center.
8. ASSIGNED MATERIAL
A. Books: There are four:
   1. The main text is Industrial Societies: An Evolutionary Perspective (Stover, Lichty, and Stover, Prentice Hall, 1999).

   The use of my own text in my class puts me in an ethical bind. I will receive royalties from the sale of my book. But it would be unethical for me to receive royalties from a book I have required students in one of my classes to purchase. Therefore, I will not accept any royalties from the purchase of my text by any student taking the Industrial Sociology class.

   I have worked out an arrangement with the SDSU bookstore and the Alumni Office to handle the problem. I have asked the SDSU bookstore to keep me informed of the number of my texts that are sold, and I have asked the Alumni Office to establish an account into which I can put all of the royalties that I would have earned from the purchase of the text. The money in the account will be used to support educational activities at SDSU. I have converted the account into an academic achievement fund.


B. SUPPLEMENTAL READING:
In addition to the texts, there will be a few readings for specific topics in the course. They will be listed in D2L.

9. CHAPTER OUTLINES:
To try to facilitate student participation in class, I have created a skeleton outline for each chapter (see above). The core information will be in the outlines, but the “full text” with all the examples and cartoons and stuff will not be there. The outlines are (I think) what you would highlight in a text as you read the text -- the core information. The outlines are in D2L.

DESIRE TO LEARN (D2L): Instructions for accessing the overhead outlines from D2L
1. Open your D2L program
2. Select Industrial Sociology
3. Click on CONTENT
4. You will see all the overhead outlines, in addition to learning objectives and chapter quizzes.
5. Print out what you need to.

AN IMPORTANT NOTE ABOUT D2L'S E-MAIL PROGRAM: During the week, opening my D2L e-mail is the first thing I do when I get in to work. Using the D2L e-mail is an easy way to communicate with me during the week. I do not check it on the weekends. Periodically, I will use it to send out messages to the class as a whole.

10. ATTENDANCE POLICY:
Attendance will be taken and will be used to create a score for your “mini-exam.” See below.

11. GRADING POLICY:
A. There will be three formal exams, each worth 100 points and each covering one-third of the course. No exam, including the final exam, will be worth more than the other exams. There will be no comprehensive exam. Consequently, all students must take the final exams. The “mini exam” is worth 50 points.

   1. To assist each student to prepare for the exams, I will identify the learning objectives for each third of the course. The exams will focus heavily (but not exclusively) on the learning objectives. There will be questions designed to insure class attendance and the reading of the assigned material.
   A. Material to be covered on exam: Assume that approximately one-half will come from the text and one-half will come from class presentations. I am not certain yet (and I will not know until I have constructed each exam), but my feeling is that there will be questions on the exam that come EXCLUSIVELY from in-class discussions/presentations. Be prepared for that possibility.
   B. There will be one "mini-exam.”
      1. It is not really an exam – it is a set of points earned by participating in class activities.
      2. There will be many class exercises and videos. They are a tactic to accomplish two goals: (1) to help the class gain command of the material and (2) to demonstrate the seriousness of my belief that class attendance is important.
      3. To create the "mini-exam,” I will total the points earned from the quizzes, class exercises, and videos. I will drop two scores from that accumulation and then convert the remainder into a 50-point-based score. That 50-point-based score will be counted as another exam, just worth less. PLEASE NOTE: No matter what the points look like in D2L, the “mini-exam” is worth ONLY 50 points.
      4. Please note: Given the number of students in the classes I teach, the amount of audio-visual materials I use in each of the classes, and the fact that many of the audio-visual movies/slide presentations/ etc. are rented or checked out from off-campus sources, audio-visual presentations cannot be made up.
Globalization – SOC 453 Industrial Sociology

12. TENTATIVE EXAM SCHEDULE

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Date of exam</td>
<td></td>
<td>Stover, chapters 1-4; Whyte and Whyte: Making Mondragon; assigned readings.</td>
</tr>
<tr>
<td>2 Date of exam</td>
<td></td>
<td>Stover, chapters 5-9; Graham: On the Line at Subaru-Isuzu: The Japanese Model and the American Worker; assigned readings.</td>
</tr>
<tr>
<td>3 FINAL EXAM</td>
<td></td>
<td>Stover, chapters 10-14; Gold: An Introduction to Labor Law; assigned readings.</td>
</tr>
</tbody>
</table>

PLEASE NOTE: Please do not make any conflicting arrangements with the final. I have to insist each student take the final during the scheduled time for two reasons. First, the SDSU administration is adamant that finals be taken when they are scheduled. Second, the coordination of make-up exams during finals week is extremely difficult. Each of you knows when the exam is scheduled. Plan to take it during that time. SDSU has provided for students in special circumstances to be provided the opportunity to take their finals at times other than when they are scheduled. UNDER NO CIRCUMSTANCES CAN THE EXAM BE TAKEN EARLY. Those exceptions are listed at the end of this syllabus in the section entitled FINAL EXAMINATION POLICY: DEPARTMENT OF RURAL SOCIOLOGY. Please read that section carefully.

13. TENTATIVE COURSE SCHEDULE

An Introduction to Industrial sociology          Week One
A Description of Pre-Industrial Societies        Week Two
Pre-Industrial Europe                            Week Three
The Industrial Revolution                        Week Four
Social and Economic Characteristics of Industrial Societies  Week Five
Industrial Organizations                         Week Six
The Economies of Industrial Societies            Week Seven
Occupational Roles: Life at the Top              Week Eight
Occupational Roles: Life in the Middle           Week Nine
Occupational Roles: Life at the Bottom           Week Ten
Strains in the Workplace                         Week Eleven
Union Management Relations                       Week Twelve
Forms of Industrial Relations                    Week Thirteen
The Challenges and Future of Industrial Society  Week Fourteen

14. Questions concerning grading of exam: It is recognized that errors are possible in the grading of an exam and/or in computation of the final score. Consequently, each student is encouraged to carefully review each exam. If there are any questions, the student may, by the week prior to the next exam, challenge any question or the grade in general. The challenge will consist of the exam plus a written justification of the error. If the challenge is not received within that time, the grade cannot be changed.

The deadline for submitting a challenge on the first exam will be Friday, 5:00 pm, March 23, 2012. The deadline for submitting a challenge for the second exam will be Wednesday, 5:00 pm, April 20, 2012. There will be no possibility of challenging the final exam.

15. WRITING EXERCISE:
In addition to the four exams, each student will prepare a VERY short class report that will cumulatively be worth 100 points. (See attached section titled "Modeling the Real World" at the end of the syllabus.)

PLEASE NOTE: I will NOT accept any written material in an electronic form. All written material must be handed in as hard copy. The rationale is simple. There are semesters when I have as many as 100 students taking classes from me that have a term paper assigned. If I allow the term papers to be submitted in an electronic form, I would have to print out 100 term papers. I am not going to do that.

16. DEADLINES:
A. Make-up Exams: Due to problems in evaluating "good" versus "bad" excuses, the following will be the policy for making up exams:
   1. You must take all of the exams in order to pass this course.
   2. If you miss either exam one or two, you must make up the exam within two (2) calendar weeks.
If you do not take it within two calendar weeks, you will receive a score of "0".
   3. Since you will have an advantage over those who take the exam at the scheduled time, you will receive only 90% of the points you have earned on the exam if you take it within one week and only 75% if you take it within two weeks. If you do not take it within two weeks, you will be assigned a grade of 0.
B. I will not take responsibility for anything not turned in on time. In other words, if you turn it in late and it gets lost, it is not my responsibility.
C. Under extreme extenuating circumstances, these requirements may be adjusted. The standards will not be changed, but deadlines may be modified.

17. DETERMINATION OF FINAL GRADE:
The FINAL grade for the course will thus be based on 450 points. The assignment of the grades will be as follows:
A. will imply 90% of the 450 points.
B. will imply 80% of the 450 points.
C. will imply 70% of the 450 points.
D. will imply 60% of the 450 points.
E. will imply less than 60% of the 450 points.
Globalization – SOC 453 Industrial Sociology

18. POSTING OF GRADES: The grades will be posted on D2L.

PLEASE NOTE: The Family Privacy act precludes me from giving out your grades either over the telephone or by e-mail.

19. ACADEMIC HONESTY:
In written papers and other class projects (electronic format, hard copy or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the students is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/guardian (when the students is a dependent for financial aid purposes). Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include uncited work from journals, books, work of others or electronic sources.*

In addition, the penalty for academic dishonesty will be one or more of the following, at the discretion of the instructor and based on the seriousness of the situation:

1. a grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2. a grade of F for the course.
3. referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action.

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in College Departmental Offices and the Dean’s Office. No final course grades will be given until all avenues of appeal have been completed or the case resolved.

If repeated offenses occur in either a specific class or in 2 or more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School.

* World Wide Web(www), CD Rom, video and audio, graphic materials, etc.

20. AUDIO-VISUAL MATERIAL:
There will be several excellent (in my opinion) full-class and partial class video-tapes shown during class to illustrate basic points discussed in class or in the text. Consider them formal course material. Be prepared to answer questions on those video-tapes on the exams.

21. GLOBALIZATION:
This is not a course on globalization; it is a course that contains several globalization topics of relevance to today’s world. It will consider information from other industrial societies which suggests that capitalism is not necessary for successful economic development, that in some cases workers should hire and fire managers, that the middle class is an historical anomaly that might be disappearing, that the United States has a service economy that will never again be a manufacturing economy, and that private sector unions are doomed.

For the purposes of introducing globalization into the educational experience of South Dakota State University students, SDSU has defined in the following way.

GLOBALIZATION is defined as a process of interaction and integration among people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

The STUDENT LEARNING OUTCOME for globalization in this course will be “to demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.”

This course includes many globalization topics that are relevant to the United States as part of a world society. Specifically, it deals with the increased participation of the United States in the world economy. It examines the consequences of that participation for the control of specific markets by transnational corporations, the increasing economic stratification of the United States, the shift of the US economy from being a manufacturing economy to being a service economy, and for the origin, success, and possible demise of the US middle class. (See Appendix A of this syllabus for a description of specific globalization activities of this course.)

THE WRITING ASSIGNMENT: To complement the globalization topics which are a standard part of this course, the writing assignment must be on a globalization topic. (See the syllabus section entitled “Modeling the Real World”.

22. EARNING “GOOD GRADES”:
I know that I set up this class so that every student can get an A or a B. I argue that position because I teach this class in much the same way as I teach my Marriage and my anthropology classes.

During three consecutive summers (1995-1997), virtually EVERY SINGLE STUDENT taking the Marriage class and the Cultural Anthropology class earned a good grade (defined as an A or B). Based on those experiences, there are three things (I think) you must do to get an "A" or a "B" in this class.

A) YOU MUST ATTEND CLASS. There will be material that you will not be exposed to unless you are in class. That material is not in the text nor is it contained in the outlines on reserve.
Globalization – SOC 453 Industrial Sociology

FOR EXAMPLE: This course is about work. Clearly, money is an important issue when the topic is work; it pops up when we talk about industrialization, skill level, power, unions, management, etc. And I am sure you are interested in it. We will talk about money in here. (By the way, a financial advisor on CBC – December 21, 1994 -- stated that money invested when someone is 17 years old will increase 100-fold by the time he/she retires at 70. ONE HUNDRED TIMES!)

B) YOU MUST READ THE ASSIGNED READING MATERIAL.

TRUE STORY: Several semesters ago, a student in the Marriage class worried about his grade came by to talk to me. The student had made a 53 on first exam and an 84 on second. He wanted a "B" in course. He told me (paraphrased) "Reading the chapters helped me do a lot better on the second exam." My verbal response (paraphrased) "Yes, reading the material really helps students do well on exams."

C) YOU MUST STUDY (NOT JUST READ) THE TEXT AND YOUR NOTES BEFORE THE NIGHT BEFORE THE EXAM.

READING and STUDYING are not the same activities. We all read lots of stuff. I get a magazine called "Funny Times" -- that's where I get many of my cartoons -- that I read. I do not study it. I buy lots of books and journals -- they are the tools of my trade -- and I study lots (but not all) of the material in those sources (you will see a lot of it in here). To do well in here, I think you must BOTH read AND study.

FINAL COMMENTS:
I would like to make two final comments about earning good grades:
A. Good grades are not based on chance. Each person has his or her own capabilities. Some students find it easier to earn good grades than do other students. BUT, for any individual student, there is an association between hard work and good grades; the harder a student works, the better the grade he or she will earn.
B. Checkbook Grading: A good analogy you can use in deciding how to approach earning good grades in any of your classes is to think of your checkbook. Your final balance is the result of how much you have deposited and how much you have taken out. Your grade in any class can be thought of in the same way. You start with an "initial balance" (i.e., your over-all average for the class at the beginning of the semester) of 100. Everything "negative" you do after that lowers your "final balance" (i.e., your over-all average for the class at the end of the semester). Refusing to go to class will lower that final average by some amount (my guess is by about 10 points), refusing to read the assigned material will cost more points (my guess is another 10 points or so), and refusing to study (as opposed to reading) will cost more points (again, my guess is about 10 points).

23. SPECIAL NEEDS:
The following is a note from the SDSU disabilities coordinator:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at (605) 688-4504 in room 125, the Wintrode Student Success Center to coordinate reasonable accommodations for students with documented disabilities. Thank you. Nancy Hartenhoff-Crooks Coordinator of Disability Services Ph: 605-688-4504 Fax: 605-688-4987

24. EXTRA CREDIT:
Extra credit will not be accepted.

25. CELL PHONE:
The ringing of cell phones is disruptive to all other members of the class. Please either turn your cell phone off before you enter the class or do not bring it to class.

26. CONSISTENCY IN APPLICATION OF THE GUIDELINES:
From time to time, students have asked that I allow them to avoid the guidelines that apply to everyone else. Please do not do that (unless you have a VERY compelling reason) since you are asking me to discriminate against all of your fellow students. You would not want me to against you and in favor of them, would you?

27. NOTE ON FINAL EXAMS:
University policy specifies that final exams cannot be taken prior to the time they are scheduled. Any exceptions to the university policy must be approved by the SDSU administration (see "Final Examination Policy: Department of Sociology and Rural Studies").

FINAL EXAMINATION POLICY: DEPARTMENT OF SOCIOLOGY AND RURAL STUDIES
A. Students who have more than three scheduled final examinations on a given examination day will be permitted to take a final examination at a time other than officially scheduled, subject to approval of the Registrar. Students desiring such privilege must apply to the Registrar for approval.
B. Students who are absent from scheduled final examinations because of illness or family emergencies will be permitted to make up such examinations. (If at all possible, the student should inform the instructor of the situation prior to leaving). Excuses due to illness must be accompanied with a statement from the student's physician or the Health Service.
C. Students desiring to make up examinations because of other circumstances must submit their requests in writing on a departmental form. The instructor in consultation with the department head will make a decision on the request subject to the merits or the case. Detail on the request for an exemption from the final exam schedule:
1. The request for an exemption application will be submitted in writing -- typed -- and will be addressed to the assistant dean of Arts and Sciences, the administrator to whom SDSU has granted the right to rule on requests for exemptions.
2. The request will explain IN DETAIL why it is critical an exemption be granted. The request will be evaluated by me. If I support the request, I will sign off on it and submit it to my department head. If he supports the request, he will sign off on it
Globalization – SOC 453 Industrial Sociology

and forward it to the assistant dean.
3. Students will be allowed to take the exam at some other time ONLY if the assistant dean approves the request.
4. However, as noted early, NO FINAL EXAM CAN BE TAKEN EARLY.

Modeling the Real World
You will write a research paper.
1. It will be at least 5 (but not much more than 5) pages in length, concise, well written, and well organized.
2. IT WILL BE TYPED. The "real world" will not accept a hand written report.
3. It will be worth 100 points.
4. It will be turned in at three different times:
   a. FIRST DRAFT
      1. The paper is due IN CLASS Friday of the week five of the class. If it is a complete "rough draft," it will AUTOMATICALLY earn up to (but no more than) 15 points. It will earn 3 points per page (but no more than 15 points total).
      2. It will be returned to you ungraded (i.e., it will receive a grade of 0) if it is not typed or if it is not turned in on time.
   3. PROCEDURE:
      1. write it
      2. print it out
      3. edit it with a RED pen
      4. correct your first draft based on your editing and print out a second draft
      5. turn in BOTH your first and second versions of first draft

SUGGESTION: Have a friend edit your paper. He/she will find stuff you have missed. Remember, you are aiming for a PERFECT paper at the end of the semester so that you will get all the points for this exercise.

b. SECOND DRAFT
   1. A revised draft will be turned in IN CLASS Friday of the ninth week of class. This one will be seriously graded.
   It will be worth a total of 35 points.
   2. It will be returned to you ungraded (i.e., it will receive a grade of 0) if it is not typed or if it is not turned in on time.
   3. PROCEDURE:
      1. Take my comments on your first draft and use them to correct your paper
      2. Print out your corrected paper
      3. Edit it with RED pen
      4. Make corrections on a new draft
      5. Print out a second version
      6. Turn in ONLY 2 things:
         i. your first version of your second draft
         ii. your second version of your second draft

COMMENT: Mistakes here start costing you points. For example, make sure you have no misspelled words, that you have ONLY complete sentences, and that EVERY pronoun has a specific referent.

c. THIRD DRAFT
   1. The final draft will be turned in IN CLASS Friday of the thirteenth week of class. It will be graded seriously. It will be worth 50 points.
   2. This is your PERFECT draft.
   3. It will be returned to you ungraded (i.e., it will receive a grade of 0) if it is not typed or if it is not turned in on time.
   1. Comments about the writing exercise:
      i. "Lateness" for any assignment when class ends on the day it is due.
      ii. I will critique your paper to try to help you improve it. I will mark whatever problems -- spelling, syntax, comprehension, coverage, etc. -- that I find.

NOTE: Please do not get upset with me if I find things wrong with your paper, because I will. None of us write "perfect" papers. We all create, critique, and correct. Then we start over. When I put "no referent" on your paper -- and I will because you will have pronouns with no referents -- I am not critiquing you, just your work. The goal of this exercise is to produce a nearly perfect report by the time it has been re-written three times.

By the way, you will get angry at me for critiquing your paper. Even students who like me well enough to have taken MANY classes with me still get angry when I point out problems with their papers. They do not say I am wrong, just that they do not like me pointing out the problems. But remember, it is better for me to point out the problems than for your future boss to point them out.

a) For details on the format, see guidelines entitled "Guidelines for the Preparation of Class Reports."
b) As noted above, only topics with globalization relevance will be accepted. In the list below is a variety of potential topics. You are not restricted to any entry on this list. The topics include (but are not restricted to):
   1. internationalization of the labor market
   2. NAFTA
   3. implications of transnational corporations
   4. an international glass ceiling (for non-Japanese in Japanese corporations)
   5. de-industrialization
   6. environmental degradation
Due to the confusion about class reports and about how to prepare them, I have developed some basic ideas.

Globalization – SOC 453 Industrial Sociology

ABSOLUTE GUIDELINES:

1. The goal is PERFECTION - NO mistakes. The minimum standard is EXCELLENCE. By the way, Japanese companies have a procedure called KAIJAN (the ceaseless pursuit of improvement) they require in their organizations. (Their car companies produce the most reliable cars in the world.) And in the business world, Japanese companies will be one of your main competitors.

2. Many possible topics are covered in popular magazines and newspapers like US News & World Report, Time, USA Today, Minneapolis Star and Tribune, Newsweek, etc.).

3. For those who are really brave or for those who are gluttons for punishment, there are the basic sociology or business related professional journals like Work and Occupations, Social Problems, Harvard Business Review, Monthly Labor Review, Monthly Labor, Relations Review, etc., you can consult.

GUIDELINES FOR THE PREPARATION OF THE CLASS REPORT

Due to the confusion about class reports and about how to prepare them, I have developed (or have stolen from colleagues) some basic ideas concerning their preparation. Since I love to categorize things, I will be consistent and categorize the suggestions.

1. The goal is perfection - no mistakes. The minimum standard is excellence. By the way, Japanese companies have a procedure called kaisan (the ceaseless pursuit of improvement) they require in their organizations. (Their car companies produce the most reliable cars in the world.) And in the business world, Japanese companies will be one of your main competitors.

2. ABSOLUTE GUIDELINES:
   a. It will be typed and turned in as a hard copy.
   b. It will have globalization as a core theme. That is, you must describe how globalization has impacted your topic. For example, if you discuss the development of a global labor market, you could discuss its impact on the number of jobs being created in the United States and on the pay of those jobs.
   c. It will be turned in during the class the day it is due.
   d. The margins MUST be one inch on both sides and on the top and bottom.
   e. You can use either 10 or 12 pitch.
   f. If you use a word processor or a micro-computer to write your paper, format your pages so that there are AT LEAST 26 lines per page.
   g. Double space your paper.
   h. Have a typed title page, complete with a title for your paper, your name, the course name, and the semester.
   i. Do not use your text book as a main reference. (However, I do acknowledge it "proves" you have read the text.)
   j. DO NOT PLAGIARIZE! An "F" term paper is better than a plagiarized one (which results in a grade of 0) since you can still pass the course with an "F" on the term paper. However, you might not if you have turned in a plagiarized one.
   k. Provide COMPLETE citations (author, title(s), date of publication, place of publication if appropriate, publisher if appropriate).
   l. Always have a referent for any pronoun you use. Be very careful of words like "it," "they," "this," and "which." Whenever you use those words, ALWAYS make sure there is a clear referent to the word. A very common mistake made by beginning writers (including professors-in-training and sometimes professors themselves) is to use such words in a way that the reader has no idea what the referent is. So be very careful when you use such words.
   m. YOU MUST WRITE YOUR PAPER. Be very careful when you use quotes. It is OK to have a few carefully chosen quotes. But the paper is to be in your own words. Do not make your paper a string of "quotes" strung together by sentences you construct. That will not work for two reasons:
      i. You will be violating federal copyright laws. If you exceed 500 quoted words from any one source in your paper, you are in danger of being in violation of the law. If you stay under 500 words, you are probably safe.
      ii. The paper is not your work. You are to write the paper. If you are merely quoting someone else, it is their work, not yours.
   n. Use standard guidelines when citing stuff. When you are quoting something or someone, or you are discussing material not generally known (for example, stuff in a text book is "generally known") or you are dealing with specifics (for example, a number), you should cite a reference.
There are two popular ways. You can use either. One is to put a number at the end of the sentence containing the material you want to footnote. You would then have an End Note page giving the complete citation for each number.

A second way is to include in a parentheses at the end of the sentence a citation for the material. The citation would include the author's last name, year of publication, and the page number the material was taken from). The material in the parentheses would be enough to allow a reader to find the full citation in the reference page.

You must have a reference page containing your references listed in alphabetic order by last name of author.

Provide COMPLETE citations using the following format.


You must have only one major topic per paragraph. If you switch from one topic to a second, start a new paragraph.

Every citation within the text MUST have an author and year. Sometimes (as in the case of a quote), the citation requires a page number as well.

The Internet is a wonderful way to get access to stuff. BUT, it is only a means to an end. I do NOT consider information on a "page" of the World Wide Web (WWW) any more reputable than I would an advertisement on television. DO NOT USE WWW pages as one of your sources. However, you can use the internet to locate sources of material for your paper.

3. NIFTY GUIDELINES:

a. I love illustrations and maps and stuff. It makes it easier for me to understand what you are saying. It also indicates to me that you are trying to do a good job. However, they do not "count" in the "length" guidelines.

b. A question sometimes arises about the number of references that are needed. I seldom if ever grade down a paper for the inadequacy of references (unless there is only one reference and that one is the assigned textbook), but you can feel very safe if you have one reference per page of text. Remember my comment about the Internet.

c. Do not use the plastic covers. A nice staple in the upper left corner works well.

ORGANIZATION OF THE CLASS REPORT

Please make your paper a well organized one. Organization will be a major criterion I will use to grade your report.

IMPORTANCE OF THE CLASS REPORT

Remember, the report represents more than one-fifth of your grade. Please do not turn in a bad research report.

A SUMMARY OF SDSU PRIVACY ACT POLICIES AND PROCEDURES

I. Background

The Family Educational Rights and Privacy Act of 1974 (FERPA) (also known as the Buckley Amendment) is a Federal law designed to protect the privacy of a student’s personal education records kept at the University. The law provides that the institution will maintain the confidentiality of each student’s education records and covers matter relating to access to student records and the disclosure of such records. The purpose of this document is to outline the privacy policies of SDS. For complete information about these policies, please read the complete FERPA policies referring to the Federal Register. A complete copy of the FERPA regulations is available in the Personnel and Registrar’s Office.

II. Basic Policy

No information other than Directory Information shall ever be released without current written permission from the student. Permission is valid for one year from the date it was written. This means that written and dated permission is required from a student before information can be released to a student’s parent or legal guardian. This also means that at no time shall any information other than Directory Information be released over the telephone because the caller’s identification cannot be determined.

Information which must not be released includes, but is not limited to, social security number and all grade information, direct or indirect. Examples of direct grade information are course grades and GPA information. Examples of indirect grade information include rank in class and probation and suspended status. Any information not specifically listed below in the directory information section must NOT be released without written consent of the student.

For questions, please call the Registrar.

III. Directory Information

The federal privacy act defines some information as Directory Information. SDS personnel may, upon request, either orally, in writing, or electronically disclose Directory Information, including:

- Student’s name
- Student’s gender
- Address (local, family, permanent)
- Telephone number (local, family, and permanent)
- Date and place of birth
- Major program of study
- Minor program of study
- Dates of attendance
- Any photographic material containing the image of the student (i.e., yearbook, electronic image, etc.)

- Current and past course registration(s)
- Student class level
- Degrees and awards received
- All previous educational institutions attended
- Participation in officially recognized
- Weight and height of athletic team members
- Name and address of emergency contact
- E-mail address
Globalization – SOC 453 Industrial Sociology

Although directory information is public, SDS personnel are encouraged to use professional discretion in the release of this information. Mass information requests of directory information for solicitation purposes will not be granted.

IV. Withholding Directory Information
A student may withhold any or all directory information for a school term (e.g. Fall, Spring, or Summer) by completing a request form in the Registrar’s office at the beginning of each term, on or before the census date for the term (last day to add a course). The request form is only valid for that term.

A security code will be placed on the student’s records within the Student Information System, Colleague, for those who wish to withhold Directory Information. SDS employees will be restricted to information on Colleague when a security code is placed on the student’s name. Requests for a security code to be placed on a student’s records are only effective for the term applied, and must be requested on a term by term basis.

V. Exceptions to the Basic Policy
No one shall have access to, nor will SDS disclose any information from a student’s education records (other than the Directory Information noted previously) without the current written consent of the student, except to the following:

A. SDS personnel receiving a student’s education records for the following purposes shall be restricted to the information necessary to fulfill their responsibilities as an employee of the university with the understanding that it will not be released to other parties. The Family Educational Rights and Privacy Act of 1974 prohibits release of this information to a third party without the student’s written consent. Please return this material to us if you are unable to comply with the condition of release.

1. The course registration office at another agency or institution.

2. Accrediting agencies carrying out their accreditation function. These agencies shall be provided access to students educational records only through the respective college dean and/or the Registrar.

C. Others approved by the Dean of Student Affairs or Registrar. Requests for information from any other party may only be approved for release by the Dean of Student Affairs or Registrar or his/her designee.

VI. Additional Student Rights
A. FERPA provides an opportunity for a student to inspect and review his/her education records. It requires that students be notified about their rights and existing records via at least one University publication that is distributed to the entire University community. It also permits the student to request an opportunity for a hearing to challenge the content of education records believed to be inaccurate or misleading or in violation of the student’s right to privacy or other rights (for information contact the Dean of Student Affairs)

1. All students wishing to review a copy of their education record must present picture identification and a list of documents they wish to review.

2. All students wishing to receive a copy of their education records must make a written request to the Registrar and present picture identification when picking up the information in person. There are predetermined fees for copies of a student’s education records. (Cost is $5.00 for each copy ordered). Only official copies of transcripts are provided. A two-three day turnaround is required. Transcripts will not be released if a financial hold exists for a student. Except in unusual circumstances, SDS will not make copies of source documents (high school, college transcripts) that originated at another agency or institution.

VII. Responsible Official
The Registrar or designee is the SDS official who coordinates inspection, review, and/or disclosure procedures for student education records. For further questions related to the release of student record information; please contact the Registrar (688-4478) or the Office of the Dean of Student Affairs (688-4493).

Revised 12/99, Records and Registration Office

APPENDIX A
ACTIVITIES PERTAINING TO GLOBALIZATION IN SOCIOLOGY 453 – INDUSTRIAL SOCIOLOGY

INTRODUCTION
For the purposes of introducing globalization into the educational experience of South Dakota State University students, SDSU has defined in the following way.

GLOBALIZATION is defined as a process of interaction and integration among people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.
The specific **STUDENT LEARNING OUTCOME** for globalization in this course will be “to demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpreting the consequences of global issues through various forms of analysis.”

**COURSE GLOBALIZATION ACTIVITIES:**

**ANALYSIS OF SELECTED IMPLICATIONS OF GLOBALIZATION FOR THE UNITED STATES**

Description of Important Globalization Issues Contained in Industrial Sociology

1. **Discussion of The Environmental Degradation Theory**
   
   **Explanation of The Topic:** One of the most important theories in Cultural Anthropology and for Sociologists interested in environmental issues is The Environmental Degradation Theory. In brief, it asserts that any society that fails to control its environment will ultimately degrade its environment to such an extent the society collapses. Examples of societies that have collapsed include Easter Island, the Pre-Classic Maya and the Classic Maya (of Meso-America), the Anasazi (of the south-west United States), Cohokia (the largest city in North America prior to the arrival of the Europeans), and the Sumerian states of the Tigris-Euphrates River Valley.

   If this theory is applicable to the world as a society, the current efforts to slow global warming are doomed to failure unless the world successfully controls its population growth.

   **Class Activity:** (Week fourteen)
   Formal in-class presentation of The Environment Degradation Theory taken from the course text INDUSTRIAL SOCIETIES: AN EVOLUTIONARY PERSPECTIVE
   Assignment: Viewing and critical evaluation of the video THE COLLAPSE
   Questions illustrative of those guiding the in-class discussion:
   Anthropologists think the "environmental degradation theory" explains the collapse of the part of the Classic Maya society that existed in the Copan valley.
   1) How does the evidence from agriculture production support that theory?
   2) How does the evidence from the skeletons support the theory?
   3) What about other evidence (like that from landslides) support that theory?
   4) Can what happened to the original inhabitants of Easter Island and the Classic Maya tell us anything about what might happen to industrial society?

   **Assessment:** Questions on the exam will be taken from class presentation and from the guide for in-class discussion.

2. **Discussion of the Intervention of the United States in the Internal Affairs of Foreign Countries**
   
   **Explanation of The Topic:** The United States has frequently intervened in the political affairs of other countries and that intervention has had, and still has, economic and political implications. The most well-known examples are the Bay of Pigs CIA sponsored invasion of Cuba and the CIA sponsored overthrow of a democratic government in Iran and more recently the wars in Iraq and Afghanistan.

   **Class Activity** (Week five)
   Formal in-class presentation concerning the interventions by the UNITED STATES in the internal affairs of other countries.
   In-class discussion of the assigned article THE CHILEAN REVOLUTION. This article documents how multinationals corporations and the United States government successfully managed the destruction of a democratic government. It is perhaps the best documented case of a CIA sponsored revolution.

   **Questions illustrative of those guiding the in-class discussion.**
   What is the revolution the article talked about?
   Why did multinationals and the United States government want to undermine a country with a long history of constitutional democracy? Describe some of the measures multinationals and the United States government employed to undermine Chile’s government.

   **Assessment:** Questions on the exam will be taken from the class presentation and the class discussion of the article “The Chilean Revolution.”

B. **Description of the Benefits of Globalization Presented in Industrial Sociology**

   **Explanation of the Topic:** Starting in 1954, workers in a small factory in the town of Mondragon Spain embarked on a non-capitalistic worker-owned form of industrial production. Capitalism was explicitly forbidden. Rather, the workers owned the corporation. The aim of the experiment was to create good jobs. It has been remarkably successful. Tens of thousands of jobs and well over 100 non-capitalistic worker-owned cooperatives have been created in the Mondragon system.

   Its success has had an impact on corporations in the United States. Legislation passed by the United States Congress facilitating worker ownership is a direct result of Mondragon’s success. The National Center for Employee Ownership is an organization established to sponsor research in employee ownership and to document the advantages of employee ownership.

   **Class Activity** (Week four)
   The reading and in-class discussion of the book MAKING MONDRAGON, the case study of the Mondragon experiment.

   **Questions illustrative of those guiding the in-class discussion:**
Globalization – SOC 453 Industrial Sociology

What is a worker cooperative?
The Mondragon cooperatives are true workplace democracy. Explain how they run the companies democratically.

How can a modern factory be “non-capitalistic?”

Assessment: Questions on the exam will be taken from the in-class discussion questions

2. Recognition of the Advantages of Worker Managed Industrial Organizations
Analysis of the Management Implications of the Spanish Mondragon Experiment

Explanation of the Topic: A second critical lesson of the Mondragon experiment is that managers in the traditional sense are unnecessary. In the Mondragon system, policy is formulated by workers, who hire managers to carry out policy. The workers hire and evaluate managers. If the managers cannot competently carry out their assignment, they are fired and replaced by other managers hired by the workers.

Class activity (Week four)
Assignment: Viewing and discussion of the video Making Mondragon

Questions illustrative of those guiding the in-class discussion:
Describe the job of the manager in a Mondragon factory. Talk about policy, his/her recruitment, policy formation, and the ability to hire, evaluate, and (possibly) fire workers.
Discuss how Mondragon managers are different from Mondragon managers

Assessment: Questions on the exam will be taken from the in-class discussion questions

3. Analysis of the Industrial Production Advantages of the Swedish Automotive Assembly System

Explanation of the Topic: In the 1960s, industrial production experienced a massive labor problem. Traditional factories had severe difficulty recruiting workers and when they were successful experienced massive labor turnover, sometimes approaching 100%. In desperation, the factory managers turned to Industrial Sociology research which pointed out why workers hated factory work. Based on that research, some factory managers totally redesigned their production process and substantially eliminated their labor problems.

Class activity (Week thirteen)
Formal in-class presentation describing the Swedish system taken from the course text INDUSTRIAL SOCIETIES: AN EVOLUTIONARY PERSPECTIVE

Questions illustrative of those that will be based on the in-class presentation.
Describe what is meant by functional assembly and its impact on workers morale.
What are the implications of establishing work groups for production work?

Assessment: Questions on the exam will be taken from the in-class presentation.

4. Analysis of the Workplace Democracy Advantages of the German Mitbestimmung Labor Policy

Explanation of the Topic: The industrial production physical plant to Germany was destroyed in World War 2. Business, political, and labor leaders knew the physical plant would be very expensive and very time consuming to rebuild. The accepted they would have to work together to rebuild it. They decided to take the opportunity to re-build not only the physical plant, the relationship among all three areas – business, political and labor. They chose the policy of mitbestimmung, a term which roughly translates as “co-determination.” All three areas would participate in creating industrial policy. That policy was enacted into German law and now guides industrial policy making among the three areas. It is a form of workplace democracy.

Class activity (Week thirteen)
Formal in-class presentation describing the German policy taken from the course text INDUSTRIAL SOCIETIES: AN EVOLUTIONARY PERSPECTIVE

Questions illustrative of those that will be based on the in-class presentation.
What does mitbestimmung (a term which roughly translates as "co-determination) mean?
Do workers have any influence on how major German corporations are run? How?
What are the implications for workers for policy decisions of major corporations?

Assessment: Questions on the exam will be taken from the in-class presentation.

C. Description of the costs of Globalization
1. De-industrialization of America: The Outsourcing of American Production Jobs to Foreign Countries

Explanation of the Topic: For several decades after World War 2, US industrial production dominated the world, principally because its future competitors – Germany, France, Great Britain, and Japan – had been severely hurt in the War. But by the early 1970s, those countries had recovered and were mounting serious threats. Corporate profits plummeted. In response, manager closed down unprofitably plants and began to
move production overseas to low wage countries. Millions of US jobs were lost in this process of “de-industrialization.” As a result, no more than 20% of US workers make anything; the rest provide services.

Class Activity (Week seven):
Formal in-class presentation describing the de-industrializations taken from the course text INDUSTRIAL SOCIETIES: AN EVOLUTIONARY PERSPECTIVE

Viewing and discussion of the video MADE IN AMERICA

Questions illustrative of those guiding the in-class discussion of the video:
1. The video discussed the importance of manufacturing in the United States: How was that importance demonstrated?
2. The video discussed important changes in the US automobile industry. How has that industry been impacted by trends in globalization?
3. The video discussed the contribution the United States has made to production in the world. What were important ones it listed?

Assessment: Questions on the exam will be taken from the in-class presentation and from the video discussion questions

3. Demise of the US Middle and Working Classes (Week nine)

Explanation of The Topic: The period from 1945 to the early 1970s is arguably the most impressive era of economic growth any country has ever experienced. Great wealth was created in the United States and was spread; every social group did better -- Blacks, whites, Hispanics, married, and non-married alike. But that explosive growth ended in the early 1970s. Since then, great wealth has been created but it has been ever experienced. Great wealth was created in the United States and was spread; every social group did better -- Blacks, whites, Hispanics, married, and non-married alike. But that explosive growth ended in the early 1970s. Since then, great wealth has been created but it has been concentrated among the most prosperous in the United States. The economic status of the top twenty percent is constantly improving and the bottom 15 to 20 percent are doomed to perpetually poverty. The middle class --perhaps half of those remaining -- are struggling to maintain their lifestyle. The working class has seen its economic status plummet.

Activity (Week ten)
Formal in-class presentation describing the economic status of US middle and working classes taken from the course text INDUSTRIAL SOCIETIES: AN EVOLUTIONARY PERSPECTIVE

Viewing and discussion of the video IF EVERYONE IS GETTING RICH, WHY AREN’T YOU?

Questions illustrative of those guiding the in-class discussion:
1. What are some of the trends described in the video that have resulted in declines in the economic status of middle and working classes in the United States? In the video, the UC-Berkley economist who was interviewed described a “two America” economy. What was he talking about?
2. Explain the relationship the video described between the skill level of work and the possibility the jobs will be transferred overseas.

Assessment: questions on the exam will be taken from the in-class presentation and from the discussion questions for the book.

4. Destruction of US Private Sector Labor Unions

Explanation of The Topic: In the 1950’s about one third of the eligible US labor force was unionized. The union density (i.e., the rate of unionization) in the private sector (i.e., non-government) is now about six percent. There are many reasons, but two are globalization related -- the export of manufacturing jobs overseas and the prejudice of foreign companies moving into the United States against unions -- are two important ones. Japanese automobile transplants have been especially successful in avoiding unions.

Class Activity (Week seven)
Formal Presentation of the Destruction of US Private Sector Labor Unions

In-class discussion of the book ON THE LINE AT ISUZU-SABARU, a case study of Japanese management in the United States.

Questions illustrative of those guiding the in-class discussion of the book:
1. How does Japanese management differ from US management in terms of commitment to the organization?
2. How does Japanese management use work teams as a technique to manipulate production workers.
3. What is KAIZAN and what are its implications for the quality of Japanese products?

Assessment: Questions on the exam will be taken from the in-class presentation and from the discussion questions for the book.

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo, Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu) and SDSU.Curriculum.Catalog@sdstate.edu). Please send
Globalization – SOC 453 Industrial Sociology

to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing  Globalization

1. Course prefix, number, and title: Sociology 453; Industrial Sociology
2. Number of Credits: 3
3. Faculty member’s name, department, college: Ron G. Stover, Department of Sociology and Rural Studies, Arts and Sc
4. Department Head

Mary Emery
(Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class attendance policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Demonstrate a basic understanding of globalization</td>
<td>Yes</td>
<td>Yes</td>
<td>Consistent with the urging of the committee for evaluation measures other than exams, a major written report is required as an important component of each student’s grade. That report is to show how globalization impacts the work related topic the student has chosen. See Sections 18 and 24 of the syllabus.</td>
</tr>
<tr>
<td>(2) Demonstrate a basic understanding of globalization</td>
<td>Yes</td>
<td>Yes</td>
<td>To satisfy this SLO, two specific globalization topics are discussed. Environmental Degradation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>(3) Identify benefits of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To satisfy this SLO, students will be required to analyze the economic benefits of the Spanish Mondragon system, which demonstrates capitalism is not necessary for successful economic development and that managers (as defined in the US) are an unnecessary economic expense for some corporations. They will read the history of the experiment in the book MAKING MONDRAGON and will see the BBC video of the same name. There will be critical evaluations in class of the book and video. See Sections B1 and B2 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Identify benefits of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To satisfy this SLO, students will be introduced to the industrial production advantages of the Swedish industrial production system. On exams and in the critical evaluations in class, students will be expected to identify the advantages. See Section B3 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Identify benefits of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To satisfy this SLO, students will be introduced to the advantages of the German “mitbestimmung” (i.e., “co-determination”) industrial societal policy. On exams and in the critical class discussion sessions, students will be expected to identify the advantages. See Section B4 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Identify the costs of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To fulfill this SLO, students will analyze the issue of the export of jobs through the perspective of the concept “de-industrialization of the United States” whereby jobs formerly performed in the US have been transferred to low wage countries like Vietnam and Bangladesh. They will critically analyze the arguments presented in the video MADE IN AMERICA. On exams and in the in-class analysis sessions, they will be expected to identify costs of globalization. See Section C1 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Identify the costs of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To fulfill this SLO, students will analyze the global contributions to the demise of the middle and working classes in the United States. They will critically analyze the video “IF EVERYONE IF GETTING RICH, WHY AREN’T YOU?” for those contributions. On exams and in the in-class analysis sessions, they will be expected to identify costs of globalization. See Section C2 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) Identify the costs of globalization</td>
<td>yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To fulfill this SLO, students will analyze the global contribution to the collapse of US private sector unions. Japanese automobile transplants were an important element. Students will read and analyze the book ON THE LINE AT ISUZU-SABARU, a case study of management in a Japanese automobile plant in the United States.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On exams and in class discussions of the book, they will be expected to identify costs of globalization. See Section C3 of Appendix A. Questions guiding the discussion and illustrative of those appearing on the exam are listed.

<table>
<thead>
<tr>
<th>(9) Identify and analyze global issues from alternative perspectives</th>
<th>yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To fulfill this SLO, various perspectives are used to analyze global issues addressed in this course. The sociological perspective is used to analyze the demise of the middle and working class and the collapse of private sector unions, The Environment Degradation Theory is used to analyze environmental issues and societal collapse, and an economic approach is used to examine the de-industrialization of the United States. On exams and in discussion sessions, students will be expected to understand those approaches. Potential questions that will appear on the exams are in Sections A1, C1, C2 and C3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| (10) Understand two major issues facing industrial society -- environment degradation (as evidenced by the issue of global warming) and relations with Third World Nations (which own much of the world resources and are occupied by about four fifths of the world’s population. | yes | yes |
| Students will be challenged in both class discussions and on exams to use a global perspective to describe the challenges presented by these two issues. |
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add SPAN 201 Intermediate Spanish I to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of SPAN 201 Intermediate Spanish I course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of SPAN 201 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: SPAN 201 Intermediate Spanish I: Students use previously learned elements of fundamental Spanish to improve speaking, reading, writing, and listening skills. Authentic materials promote the understanding of Hispanic culture.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.
Globalization – SPAN 201 Intermediate Spanish I

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

   or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In SPAN 201, through tests and presentations students will be able to identify global issues and how they impact their lives. Topics related to Hispanic cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

South Dakota State University
Department of Modern Languages & Global Studies
Spanish 201 Course Syllabus – Fall 2012 (MWF)

Instructor: Angela Arneson  Section Number(s): 02, 03, and 04
Instructor e-mail: angela.arneson@sdstate.edu  Instructor phone: 688-4277
Office: Wagner Hall 107  Office Hours: Monday, Wednesday, and Friday 9:00-9:50 a.m., Wednesday 3:00-3:50 p.m.

Course description

Students use previously learned elements of fundamental Spanish to improve speaking, reading, writing, and listening skills. Authentic materials promote the understanding of Hispanic culture. Students who are considering majoring or minoring in Spanish are encouraged to take Spanish 211 concurrently. Pre-requisite: Spanish 102 or equivalent level. If you are new to the university, do not open your book package until you are sure you belong in Spanish 201.

Instructional methods

The class will be conducted almost exclusively in Spanish, using a communicative approach that emphasizes communication as contextualized by the student’s experience. Students are required to read the assigned pages and do the assigned exercises before coming to class. Although class time may include brief clarifications of assigned concepts and questions on assignments, the primary function of class is to allow students to participate in a series of interactive activities to strengthen communicative abilities.

Required materials

TEXTBOOK: Castells, et al Mosaicos Custom Edition, Vol. 3 Prentice Hall (2010). Your text will come in a loose-leaf format for three reasons: (1) to keep the pricing down, (2) to allow you to buy only the materials you need for this semester, and as there is no resale on this volume, (3) to encourage you to write in your book! Your text also comes with an access code for MySpanishLab (MSL). You will need this code to access the online program throughout the course. Also, you may need a headset with microphone to hear the audio and record responses in order to complete some of the activities within MySpanishLab. If you would like to purchase one from the publisher, access the following link: http://www.mylanguagelabs.com/documents/MLL%20Microphone%20Coupon.pdf

ATTENDANCE

When learning a foreign language, time in class provides a unique and important opportunity to interact with classmates and the instructor in Spanish. The foreign language classroom is a place where you can practice communicative skills in a supportive environment. Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Punctuality is also important. At instructors’ discretion, every three tardy arrivals may be counted as one absence.

If you miss class without justification more than 3 times in the semester you will have 1% deducted from the final grade maximum per day missed, starting on absence four. The first three absences are not an entitlement, but are meant to provide flexibility understanding that sometimes unexpected things happen. Your instructor is not required to offer any type of make-up for tests or homework for students whose absence is not justified. If the absence is justified, student may be required to bring proof of the justification.

An absence is considered justified if the cause is:
- University-sponsored activity (sports game, concert, field trip)
- Death of immediate family member
- Major illness (with medical proof)
- In other cases, the decision whether an absence is justified or not will be up to the instructor’s discretion.

Attendance and participation are essential in a language class, so an excessive number of absences, even if justified, will more likely hurt the student chances to achieve the level of proficiency expected in the course. For that reason, if a student missed 12 classes, it is strongly recommended that student immediately discuss with the instructor the situation and consider dropping the course.

STUDENTS ARE ALWAYS RESPONSIBLE FOR THE MATERIAL COVERED IN CLASS AND ALL MISSED ASSIGNMENTS. If you know in advanced that you will miss in class, you must complete any assignments BEFORE they are due. In case of an emergency, you must contact your instructor as soon as possible to plan how you will make up the missed work in the shortest period of time possible.
Globalization – SPAN 201 Intermediate Spanish I

COURSE EVALUATION:
Homework MSL........................................10%
Compositions...........................................10%
Participation............................................10%
Chapter Exams.........................................30%
Quizzes..................................................10%
Oral Assessments......................................15%
Final Exam..............................................15%

Homework: MySpanishLab (MSL) Activities and assigned by instructor (10%)

MSL activities due dates are listed in your syllabus. All assigned material is due by 11:59 p.m. of the day before class so plan to complete your homework the evening before your class. Do not wait until the last minute in case you run into technical problems. Late activities are not accepted except under extenuating circumstances. With anticipated absences, assignments must be completed before the deadline. Most homework in this class will be completed online through MySpanishLab (MSL). As we are aware that not all students have ready access to a personal computer, a number of computer labs are available on campus.

In order to spend as much time as possible in the classroom practicing and communicating, part of your homework assignment will be in many cases to look over the English explanations of the new material in your textbook before going to class. Some of the homework exercises assigned for that new material, so you can check how well you understood and revise as needed. An overview of the material will be provided in the classroom the next day. If you still have questions after the class, you should make an appointment to see your instructor so you can get help with that specific concept.

Technical Problems with MSL: If you experience technical problems, complete these steps: (1) run the Browser Tune-Up on the MySpanishLab homepage (www.myspanishlab.com) and allow pop-ups; (2) check the System and Browser Requirements on the login page (pegasus2.pearsoned.com), and if this does not work; (3) complete step one and two on a different computer to complete your exercises; (4) use the 24-hour technical support feature for MSL at 247.support.pearsoned.com; and as a last resort; (5) contact your instructor. Your instructor will ask for the incident number from Pearson support, which is generated automatically, or their chat transcript, which is sent to you automatically. After you have registered with MySpanishLab, you may access the MSL website directly by clicking on the following link:

http://pegasus2.pearsoned.com/Pegasus/frmLogin.aspx?s=3

Compositions (10%): In second year Spanish we are moving towards more extended discourse and an effort to improve accuracy. There will be three compositions in the semester that will have to be re-written after receiving feedback.

Participation (10%): Participation does not just mean attending class. Participation will be assessed by your instructor considering preparedness for class, following instructions, doing your best during communicative activities, and speaking exclusively Spanish during the class time as much as possible.

Cell phones ringing, texting, chatting in English or any other behavior that will prevent the student and/or others to pay attention and participate fully in class are not allowed. If a student persists in any of those activities, the instructor may ask him/her to leave the classroom and that day will count as an absence for that student.

Everyone is expected to follow basic rules of courtesy and show respect towards others at all times.

Exams (30%): There will be three chapter exams. You will be evaluated on grammar, vocabulary, listening, reading, culture, and writing. NO MAKE-UP TESTS ARE GIVEN for unjustified absences. For justified absences documentation will be required.

Quizzes (10%): There will be four quizzes, which generally cover the first half of a chapter. The above policy for exam make-ups applies for quizzes as well.

Oral assessments (15%): There will be three oral assessments. The first two oral assessments will take place during your regular class period and will account for 8% of your final grade. The last oral assessment at the end of the semester is a simple conversation with a classmate in front of your instructor and will account for 7% of your final grade.

Final Exam (15%): This will be a comprehensive final exam covering many of the concepts reviewed during the semester. The test will assess your listening, reading, and writing abilities as well as grammatical and cultural knowledge.

Grading Scale
A………………………………………90-100%
B………………………………………80-89%
C………………………………………70-79%
D………………………………………60-69%
F………………………………………Less than 60%
Globalization – SPAN 201 Intermediate Spanish I

Cheating and Plagiarism
Cheating in any form will not be tolerated, and will result in the student receiving a zero for the assignment in question. Additional action may be justified depending on the severity of the offense (i.e., failure of the course or dismissal from the university). Examples of cheating include, but are not limited to:
• An act of deception by which a student misrepresents that (s)he has mastered information on an enterprise that (s)he has not mastered.
• The offering of the words, ideas, or arguments of another person (student or author) as one’s own.
• The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.
• Note that use of an online translator and/or external help (native foreign language speaker) for a language class constitutes cheating.

Special needs and services
Students who anticipate needing any type of accommodation in order to participate in this class may inform your instructor in full confidence of privacy and must make the appropriate arrangements with Disability Services in the University Student Union 065. To make the arrangements, call 688-4504 and request to speak with Ms. Nancy Hartenhoff-Crooks, Coordinator of Disability Services. Additionally, if any of you feel you are having trouble with any aspect of the class, please see your instructor and let him/her know what’s going on. The Department of Modern Languages and Global Studies faculty will offer free tutoring throughout the semester. The sheet with the tutoring hours will be posted on D2L and on the office doors of each professor. Please take advantage of this valuable resource.

Important Dates
September 5: Last day to drop/add a course.
September 6: “W” grade begins.
November 8: Last day to drop a course.

Freedom in learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of concern to them for the learning content of the course for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

Course Learning Goals, Student Learning Outcomes, and Assessment
The primary goals of second-year Spanish are to (a) develop oral, aural, written, and receptive communicative competence (assessed through oral and written tests and quizzes), (b) gain a broader understanding and appreciation of Hispanic cultural issues (assessed through oral and written tests and quizzes), (c) gain factual knowledge about how the Spanish language works (assessed through oral and written tests and quizzes), and (d) acquire skills in working with others as a member of a team (assessed through participation evaluation).

I. BOR SGR Goal #4
This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
As a result of taking Spanish 201, students will be able to:
1) Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. They will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams and class work, students will compare and contrast general perspectives, practices, and products from the Hispanic world and the U.S. and identify the unique characteristics of specific groups within the Hispanic world.
2) Identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic Spanish grammar, apply it in their language production and discuss basic cultural topics related to the Spanish-speaking world.
3) Demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of Spanish 201, students will demonstrate foundational competency in Spanish in daily class work, homework, quizzes, exams (both oral and written), and compositions.

Listening: Students will comprehend tailored speech over basic topics related to the students’ everyday life, travel and other basic situations.
Speaking: Students will ask and answer a number of basic questions, as well as initiate and maintain a conversation over a familiar topic.

Reading: Students will comprehend a reading passage on a familiar topic.
Writing: Students will write compositions and homework assignments on contexts related to the material covered in class.

II. This course also fulfills the Institutional Graduation Requirement Goal #2, Cultural Awareness and Social and Environmental Responsibility:
Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility. As a result of taking this course, students will be able to do the following:
a) Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in Spanish-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a primary element of this course. This understanding implies recognition of the individual’s responsibility to act in culturally appropriate ways according to a variety of contexts. This student learning outcome will be assessed through written comprehension questions, reading quizzes, group discussions, and cultural essays on exams.
b) Describe how personal choices derive from and affect social, cultural, and environmental contexts. Students will work with new linguistic and cultural systems while comparing these with their own. Thus, they will begin to recognize how our “practiced” and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us. This student learning outcome will be assessed through group discussions, writing assignment #1, and exams.
c) Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. This goal is covered through the cultural content of the course, which will include explorations of various artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning inherent in any cultural product.
This student learning outcome will be assessed through group discussions, written comprehension questions, a response paper, a portfolio, and an oral presentation.

IDEA OBJECTIVES TO BE EVALUATED AT THE END OF THE COURSE
Globalization – SPAN 201 Intermediate Spanish I

• Developing skill in expressing oneself orally or in writing – this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation and negotiation of meaning. This objective aims to “put to use” all of the components studied in the course.

• Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) – this objective will be addressed through a variety of short cultural presentations and discussions throughout the semester (this includes information found throughout the text/manual as well as that shared by the instructor).

• Acquiring skills in working with others as a member of a team – this objective will be addressed through pair and small-group work. Communication, by definition, takes more than one person, and through in-class group work you will learn not only to express yourself and negotiate meaning, but to collaborate with others in your exploration and negotiation of new linguistic and cultural systems.

II. BOR SGR Globalization Requirement

Spanish 201 also fulfills the Globalization Goal:

Students will be able to identify global issues and how they impact their lives and discipline. As a result of taking Spanish 201, students will be able to:

1. Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization.
2. Interpret consequences of global issues through various forms of analysis.
3. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.

Assessment: Topics related to Hispanic cultures and their implications regarding globalization will be discussed in class, practiced in classroom activities, and included on exams, quizzes, and homework assignments.

DAILY SCHEDULE/ASSIGNMENTS

Please, note: This schedule is tentative and may be changed by the instructor as needed. Students are responsible for keeping up with any updates to the syllabus.

If a student missed class he/she should contact another student to catch up on any announcements. Major changes to the syllabus will also be posted on D2L.

Daily homework, MySpanishLab activities, and Composition assignments will be assigned on a chapter-by-chapter basis and will be announced in class and on D2L.

<table>
<thead>
<tr>
<th>FECHA</th>
<th>ACTIVIDADES EN CLASE (Quizzes, Exams, Etc.)</th>
<th>LA TAREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agosto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miércoles 29</td>
<td>Orientation to course</td>
<td>Repaso y práctica</td>
</tr>
<tr>
<td>Viernes 31</td>
<td></td>
<td>Repaso y práctica</td>
</tr>
<tr>
<td>Septiembre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Lunes 3     | Last Day to Add and Drop                   | 1) Estudiar las pp. 256-265  
                          2) Completar la Actividad 8-4, p. 260  
                          3) Completar la Actividad 8-19, p. 269 |
| Miércoles 5 | Quiz: Capítulo 8, pp. 256-272              | 1) Estudiar las pp. 273-277  
                          2) Completar la Actividad 8-27, p. 274  
                          3) Completar la Actividad 8-30, p. 277  
                          4) MySpanishLab: Actividades 8,18, 8,20, 8,21, 8,22 |
| Viernes 7   |                                            | 1) Estudiar las pp. 256-265  
                          2) Completar la Actividad 8-4, p. 260 |
| Lunes 10    |                                            | 1) Estudiar las pp. 256-272  
                          2) Completar la Actividad 8-25, p. 272  
                          3) MySpanishLab: Actividades 8-02, 8-05, 8-15 |
| Miércoles 12|                                            | 1) Estudiar las pp. 278-281  
                          2) Completar la Actividad 8-33, p. 279  
                          3) MySpanishLab: Actividades 8-24, 8-25 |
| Viernes 14  |                                            | 1) Estudiar las pp. 282-285  
                          2) Completar la Actividad 8-40, p. 282  
                          3) MySpanishLab: Actividades 8-33, 8-35, 8-39 |
| Lunes 17    |                                            | 1) Estudiar las pp. 286-289  
                          2) Completar la Actividad 8-44, pp. 284-285  
                          3) MySpanishLab: Actividades 8-43, 8-48 |
| Miércoles 19| Examen: Capítulo 8                         | 1) Repasar las pp. 256-289  
                          2) Estudiar para el examen |
| Viernes 21  |                                            | 1) Estudiar las pp. 290-295 |
| Lunes 24    |                                            | 1) Estudiar las pp. 296-301  
                          2) Completar la Actividad 9-10, p. 299  
                          3) MySpanishLab: Actividades 9-1, 9-2 y 9-3 |
| Miércoles 26|                                            | 1) Estudiar las pp. 302-307  
                          2) Completar las Actividades “Piénselo”, pp. 302 & 305  
                          3) MySpanishLab: Actividades 9-14, 9-18 y 9-20 |
| Viernes 28  | Evaluación Oral 1                          | 1) Repasar el Capítulo 8  
                          2) Repasar las pp. 290-307 |
| Octubre     |                                            |          |
| Lunes 1     | Quiz: Capítulo 9                           | 1) Estudiar las pp. 308-311  
                          2) Completar la Actividad 9-26, p. 310  
                          3) MySpanishLab: Actividades 9-23 y 9-25 |
<p>| Miércoles 3 |                                            | 1) Estudiar las pp. 312-315 |</p>
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viernes 5</td>
<td>1) Estudiar las pp. 316-320</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 9-39, pp. 319-320</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 9-50 y 9-52</td>
</tr>
<tr>
<td>Lunes 8</td>
<td>No hay clase: Día de los Indios Americanos</td>
</tr>
<tr>
<td>Miércoles 10</td>
<td>1) Estudiar las pp. 321-325</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 9-48 y 9-53</td>
</tr>
<tr>
<td>Viernes 12</td>
<td>Examen: Capítulo 9</td>
</tr>
<tr>
<td></td>
<td>1) Repasar el Capítulo 9</td>
</tr>
<tr>
<td></td>
<td>2) Repasar las pp. 290-325</td>
</tr>
<tr>
<td>Lunes 15</td>
<td></td>
</tr>
<tr>
<td>Miércoles 17</td>
<td>1) Estudiar las pp. 332-335</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 10-4, p. 332</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-07 y 10-08</td>
</tr>
<tr>
<td>Viernes 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 336-338</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 336</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-14, 10-16 y 10-17</td>
</tr>
<tr>
<td>Lunes 22</td>
<td></td>
</tr>
<tr>
<td>Miércoles 24</td>
<td>Quiz: Capítulo 10</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 344-347</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 344</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-28, 10-30 y 10-31</td>
</tr>
<tr>
<td>Viernes 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 348-351</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 348</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-33, 10-35 y 10-37</td>
</tr>
<tr>
<td>Lunes 29</td>
<td>Evaluación Oral 2</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar y practicar para la Evaluación oral</td>
</tr>
<tr>
<td>Miércoles 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 352-357</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 10-36, p. 353</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-40 y 10-44</td>
</tr>
<tr>
<td>Noviembre</td>
<td></td>
</tr>
<tr>
<td>Viernes 2</td>
<td>1) Estudiar las pp. 358-361</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 10-46, p. 360</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 10-49, 10-51 y 10-54</td>
</tr>
<tr>
<td>Lunes 5</td>
<td>Examen: Capítulo 10</td>
</tr>
<tr>
<td></td>
<td>1) Repasar el Capítulo 10</td>
</tr>
<tr>
<td></td>
<td>2) Repasar las pp. 326-361</td>
</tr>
<tr>
<td>Miércoles 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 360-367</td>
</tr>
<tr>
<td></td>
<td>2) MySpanishLab: Actividades 11-01 y 11-02</td>
</tr>
<tr>
<td>Viernes 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 368-371</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 11-08, p. 369</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-04 y 11-07</td>
</tr>
<tr>
<td>Lunes 12</td>
<td>No hay clase: Día de los Veteranos</td>
</tr>
<tr>
<td>Miércoles 14</td>
<td>Composición #2</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 372-374</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 372</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-14, 11-16 y 11-17</td>
</tr>
<tr>
<td>Viernes 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 375-377</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 11-18, p. 376</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-19 y11-21</td>
</tr>
<tr>
<td>Lunes 19</td>
<td>Quiz: Capítulo 11</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 378-379</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 378</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-22 y 11-24</td>
</tr>
<tr>
<td>Miércoles 21</td>
<td>No hay clase: Día de Acción de Gracias</td>
</tr>
<tr>
<td>Viernes 23</td>
<td>No hay clase: Día de Acción de Gracias</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 380-383</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 380</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-27, 11-29 y 11-31</td>
</tr>
<tr>
<td>Lunes 26</td>
<td></td>
</tr>
<tr>
<td>Miércoles 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 384-385</td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad Piénsenlo, p. 394</td>
</tr>
<tr>
<td></td>
<td>3) MySpanishLab: Actividades 11-33 y 11-34</td>
</tr>
<tr>
<td>Viernes 30</td>
<td>Composición #3</td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 386-391</td>
</tr>
<tr>
<td></td>
<td>2) MySpanishLab: Actividades 11-39 y 11-40</td>
</tr>
<tr>
<td>Diciembre</td>
<td></td>
</tr>
<tr>
<td>Lunes 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar las pp. 392-395</td>
</tr>
<tr>
<td></td>
<td>2) MySpanishLab: Actividades 11-48 y 11-50</td>
</tr>
<tr>
<td>Miércoles 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar los capítulos 8-11 para el examen final</td>
</tr>
<tr>
<td>Viernes 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Estudiar los capítulos 8-11 para el examen final</td>
</tr>
</tbody>
</table>
Final Exam:
Each section has a time set in a university-wide calendar. Please, check the days and times for your sections.

- SPAN 201 S02 Arneson: Monday, Dec. 10, 9:00-10:40 a.m.
- SPAN 201 S03 Arneson: Tuesday, Dec. 11, 2:00-3:40 p.m.
- SPAN 201 S04 Arneson: Thursday, Dec. 13, 2:00-3:40 p.m.

Español 201 – Otoño 2012 – Examen Capítulo 8

I. Comprensión auditiva. (5 pts.) Hablando con Samuel. Escucha la siguiente entrevista y contesta las preguntas con frases completas.

1. ¿En qué evento importante participó Samuel recientemente?
2. ¿Qué hizo Samuel al llegar a la meta?
3. ¿Cómo celebraba Samuel el Día de los Muertos cuando era niño?
4. ¿Qué opinaba la esposa de Samuel del Día de los Muertos al principio?
5. ¿De dónde es la esposa de Samuel?

II. Vocabulario. (11 pts.) Lee las oraciones y selecciona la palabra más apropiada de la lista para cada espacio. (7 pts.)

Prior to taking the exam, students read about and discussed various holidays celebrated within Spanish-speaking countries. From these assignments, students are expected to be able to correctly identify the holiday, its traditions and origins, and the country or countries in which it is celebrated.

III. ¿Pretérito o imperfecto?: (11 pts.) La Noche de Reyes. Samuel continúa hablando de los días festivos. Ahora, Samuel habla de una noche en que casi descubrió quiénes eran los Reyes Magos. Selecciona la forma del verbo necesaria para completar su historia.

1. Un día especial para los navios y navias es ___________________________.
2. La fiesta de la Virgen del Rocío se celebra con muchas carretas en ___________________________.
3. Se construyen muchas ___________________________ para los desfiles del Carnaval.
4. Muchas personas celebran la Diablada para mantener las costumbres antiguas en ___________________________.
5. La noche antes de la Navidad es ___________________________.
6. En el Día de las Brujas, los niños norteamericanos ___________________________ como fantasmas, princesas, piratas y animales.
7. En ___________________________ se celebra una de las procesiones más famosas de la Semana Santa.

Ahora, brevemente contesta las siguientes preguntas usando una oración completa. (4 pts.)

1. ¿Cómo se celebra Hobo Day (u otra celebración de homecoming)?
2. ¿Cuál es tu fiesta favorita, y por qué?

IV. Comparaciones: (14 pts.) Compara a las siguientes personas, lugares y eventos usando los tres tipos de comparativas (más... que, menos... que, tan... como, tanto/a/os/as... como). Debes escribir dos frases de desigualdad (‘más’ o ‘menos’) y dos frases de igualdad (‘tan’, ‘tanto’, etc.). (8 pts.)

<table>
<thead>
<tr>
<th>Bolivia</th>
<th>carros de las carrozas</th>
<th>semillas que encierran</th>
<th>Guatemala</th>
<th>Huelva, España</th>
</tr>
</thead>
<tbody>
<tr>
<td>la Nochebuena</td>
<td>el Día de los Enamorados</td>
<td>la Nochevieja</td>
<td>se disfrazan</td>
<td></td>
</tr>
</tbody>
</table>

1. Un día especial para los navios y navias es ___________________________.
2. La fiesta de la Virgen del Rocío se celebra con muchas carretas en ___________________________.
3. Se construyen muchas ___________________________ para los desfiles del Carnaval.
4. Muchas personas celebran la Diablada para mantener las costumbres antiguas en ___________________________.
5. La noche antes de la Navidad es ___________________________.
6. En el Día de las Brujas, los niños norteamericanos ___________________________ como fantasmas, princesas, piratas y animales.
7. En ___________________________ se celebra una de las procesiones más famosas de la Semana Santa.

Ahora, brevemente contesta las siguientes preguntas usando una oración completa. (4 pts.)

1. ¿Cómo se celebra Hobo Day (u otra celebración de homecoming)?
2. ¿Cuál es tu fiesta favorita, y por qué?

III. ¿Pretérito o imperfecto?: (11 pts.) La Noche de Reyes. Samuel continúa hablando de los días festivos. Ahora, Samuel habla de una noche en que casi descubrió quiénes eran los Reyes Magos. Selecciona la forma del verbo necesaria para completar su historia.

1. (Tú / tu mejor amigo)
2. (Frida Kahlo / Diego Rivera)
3. (Navidad / Nochevieja)
4. (Brookings / Sioux Falls)

Contesta las siguientes preguntas en español y en oraciones completas usando comparativos. (6 pts.)

1. Luis tiene dieciocho años, Carlos tiene veintitrés.
   ¿Quién es más joven?

2. Michael Phelps tiene veintidós medallas olímpicas en la natación, Ryan Lochte tiene once medallas.
   ¿Quién es el mejor nadador?

3. Ana mide 1.65 metros de altura, Eva mide 1.60 metros, Carmen mide 1.55 metros.
   ¿Quién es la más alta?
IV. La lectura cultural: (6 pts) Lee el texto y contesta las siguientes preguntas.

Students read a culture-based text about some of the religious holidays celebrated in the Spanish-speaking world. Using this cultural information, students answer true/false questions based on the reading.

La religión predominante en muchos países hispanos es la religión católica y por eso hay muchos feriados de carácter religioso. Algunos ejemplos son: la Pascua de Reyes (el 6 de enero), el día de San Juan (el 24 de junio), la Navidad (el 25 de diciembre) y muchos otros más. Muchos de los feriados religiosos se festejan sólo en algunos países. Por ejemplo, el 12 de diciembre se celebra el día de la Virgen de Guadalupe en México, el 30 de agosto se celebra el día de Santa Rosa de Lima en el Perú, y el 7 de julio se celebra el día de San Fermín en Pamplona, España.

Los feriados religiosos se celebran de muchas formas. Por ejemplo, en México, el día de la Virgen de Guadalupe hay muchas procesiones por todo el país y miles de personas van a la Basílica de Guadalupe a agradecer favores recibidos o a rezar por alguna necesidad. Muchas de ellas van rezando de rodillas los últimos metros de su peregrinaje.

Otro feriado religioso muy celebrado en México es el Día de los Muertos, que no tiene un tono trágico. Las familias visitan a sus familiares fallecidos (muertos) en los cementerios llevándoles flores y velas. En esta época del año muchos vendedores ambulantes venden caramelos y dulces en forma de esqueletos o cráneos humanos que los niños comen sin temor alguno. En la época de Navidad, en los pueblos pequeños o dentro del vecindario, la gente va de posada, es decir que van de casa en casa cantando villancicos de Navidad. Luego, los dueños de la casa invitan a los posaderos a pasar y a celebrar las fiestas navideñas.

¿Cierto o falso? Indica con un cheque √ si cada oración es cierta o falsa.

1. El catolicismo es la religión predominante en muchos países hispanos.
2. Se celebra el día de Santa Rosa de Lima en todos los países hispanos.
3. Los feriados religiosos siempre se celebran en una iglesia.
4. El rezar es parte fundamental de la fiesta de la Virgen de Guadalupe.
5. El Día de los Muertos es una festividad negativa que le da miedo a la gente.
6. Un posadero es una persona que va de casa en casa cantando villancicos de Navidad.

Students are provided with open-ended questions which allow them to articulate and to share what they learned about Mexican culture, based on the in-class discussions and assigned reading materials.

V. La cultura mexicana. (3 pts.) ¿Qué aprendiste sobre México en este capítulo? Con frases completas, escribe en español tres cosas que aprendiste sobre México en este capítulo.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

VI. Composición. (10 pts.) Write a letter to a friend describing your favorite holiday or celebration. Using the imperfect and the preterit, talk about your previous experiences with this event. How, when, where, and with whom did you celebrate this holiday? Were special gifts, decorations, or foods involved? Write a minimum of 100 words in Spanish in the form of a paragraph.
Globalization – SPAN 201 Intermediate Spanish I

Playing and Recording on D2L Dropbox:

The audio file for Part I can be found on the D2L Dropbox. This is also where students will record and submit their responses to the two parts of the oral assessment.

For Part I, students will have two boxes open, one playing the questions and another one recording their responses. Here is an example of what the split screen (two boxes open) will look like:

The window on the left is playing the audio file and the window on the right is recording the student’s response.

For each question on the audio file, students should do the following*:
1. Listen to the question on the audio file.
2. Press pause after the question.
3. Press the red record button on the D2L recording file.
4. Provide an answer to the question.
5. Press the red record button again to pause the recording.
6. Return to the audio file and repeat the above steps for each question.

For general convenience, ask students to submit just one file for both parts of the assessment.

*Alternate approach: Instructors may play the recording for the students. This limits the flexibility, but reduces technical difficulties

Parte I. Listen and Respond.

Conoce a Macarena

Macarena has recently moved to South Dakota from Spain and would like to learn more about you, your life, and the Brookings/Sioux Falls area. Listen to her questions and answer them by using complete sentences in Spanish.

Hola. Me llamo Macarena. Soy de España.

1. ¿Y tú? ¿Cómo te llamas? ¿De dónde eres?
2. ¿Qué te gusta hacer durante los fines de semana?
3. Cuéntame sobre tu día. ¿Qué has hecho hoy?
4. ¿Cuáles son tus comidas favoritas?
5. ¿Cocinas bien? ¿Qué platos sabes preparar?
6. Tengo una cita este fin de semana, pero no me gusta cocinar. ¿Qué restaurantes recomiendas para una cita romántica?

Gracias por la información y gracias por conversar conmigo.

Script: (The students will not see these questions written, they will only hear them spoken.)
Parte II. Read and Respond.

Arroz con leche

Look at the pictures, which show how to prepare arroz con leche (rice pudding), and give directions for each step of the process using either formal or informal commands. Use at least three words from each category.

Verbos: poner, añadir, hervir, agregar, servir
Ingredientes: leche, azúcar, vainilla, uvas secas, arroz
Utensilios: taza, cazo (pot), cucharón, plato

MODELO:

Primero, ponga/pon dos tazas de leche en un cazo.

1. 2. 3. 4.

SPAN 201 – ORAL ASSESSMENT 2
Evaluation Rubric

Name: ___________________________  Section: _______  Score: _______/50

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
<th>COMMENTS (If any)</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>8.5</th>
<th>9</th>
<th>9.5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>Student’s answers are easily understood:</td>
<td></td>
<td>low</td>
<td>high</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__Always __Most times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__Sometimes __Rarely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Completion</td>
<td>Student’s descriptions are thorough, address all the questions asked, preparation is very evident.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__Student’s descriptions are mostly complete, but may not address all questions asked; preparation is present.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__Student’s descriptions are rather limited, and address few of the questions asked; lacks preparation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Competence</td>
<td>Student displays command of a variety of vocabulary, including, but not limited to food, cooking, and daily activities; student is able to use the present and the present perfect tenses and is able to give instructions by using commands:</td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>__Always __Most times</td>
<td></td>
<td>low</td>
<td>high</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__Sometimes __Rarely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Informe básico

Nombre
Dirección
Teléfono
Correo electrónico

En frases completas, favor de contestar estas preguntas con muchos detalles. Escribe un mínimo de 150 palabras.

1. ¿Qué tipo de trabajo quiere hacer en Guatemala y por qué? __________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

2. ¿Qué experiencia tiene usted con este tipo de trabajo o qué otras experiencias relacionadas con el trabajo tiene? ¿Qué educación tiene? (Favor de incluir mucha información.) ______________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. ¿Por qué desea ser voluntario en Guatemala y no en otro país? _______________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

4. Va a trabajar con un compañero. ¿Con quién desea trabajar y por qué? _________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

5. Hay muchos candidatos buenos. ¿Por qué es usted el o la mejor de todos los candidatos.? __________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Criteria for Writing Assessment #1 (SPAN 201)
<table>
<thead>
<tr>
<th>Comment</th>
<th>Draft 2 only: Did a fair job of incorporating peer and instructor comments</th>
<th>Accuracy structure is acceptable, but there are a number of errors in structures with which the student should be familiar</th>
<th>Accuracy of structure is weak with errors in almost every sentence</th>
<th>Content Comments:</th>
<th>Quality of Language Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included few details</td>
<td></td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote mostly short, but complete, sentences</td>
<td></td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contained some information that might NOT satisfy Peace Corps selection committee</td>
<td>7</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote somewhat convincing application</td>
<td></td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft 2 only: Did a fair job of incorporating peer and instructor comments.</td>
<td>7</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy structure is acceptable, but there are a number of errors in structures with which the student should be familiar</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A number of instances of misuse of vocabulary, lack of vocabulary resources, and/or direct translation from English.</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many typos and spelling errors that detract from the message.</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote mostly short, choppy and/or incomplete sentences</td>
<td>7</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contained information that would likely NOT satisfy Peace Corps selection committee</td>
<td>7</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote non-convincing application</td>
<td>7</td>
<td>7.5</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft 2 only: Did a poor job of incorporating peer and instructor comments.</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of structure is weak with errors in almost every sentence</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor grasp of vocabulary usage and lack of even the most basic vocabulary</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors strongly affect comprehensibility</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing some of the required elements for the assignment and/or included little to no detail</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote mostly short, choppy and/or incomplete sentences</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contained information that would likely NOT satisfy Peace Corps selection committee</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote non-convincing application</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft 2 only: Did a poor job of incorporating peer and instructor comments.</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of structure is weak with errors in almost every sentence</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor grasp of vocabulary usage and lack of even the most basic vocabulary</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors strongly affect comprehensibility</td>
<td>6</td>
<td>6.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtually no structure or organization. Meaning may frequently be hard to decipher. Very poor in terms of content and length. Does not complete the assignment.</td>
<td>5.5 or less</td>
<td>5.5 or less</td>
<td>5.5 or less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very poor in all ways. Error-ridden and difficult to understand</td>
<td>5.5 or less</td>
<td>5.5 or less</td>
<td>5.5 or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Subtotal:                                                                 |                                                                                   |                                                                                   |                                                                                       |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------|-------------------------|
| Subtotal:                                                              |                                                                                   |                                                                                   |                                                                                       |</p>
<table>
<thead>
<tr>
<th>Participation</th>
<th>Superior performance</th>
<th>Good performance</th>
<th>Fair performance; Improvement is needed</th>
<th>Poor performance; Major improvement is needed</th>
<th>Self-grade—top lines</th>
<th>Instructor grade—bottom lines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attentiveness and Engagement</strong></td>
<td>Is fully engaged and attentive in class. Cell phone is off and out of sight. Frequently takes the lead in small group activities.</td>
<td>Is generally engaged and attentive in class. Participates actively in small group activities.</td>
<td>Is sometimes engaged and attentive in class. Pays attention during small group activities but contributes the minimum possible.</td>
<td>Is sometimes disengaged and inattentive in class. Uses cell phone in class. Often off-task OR unable to participate during small group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Demonstrates a thorough knowledge of assigned materials. Always works with all vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a good knowledge of assigned materials. Consistently works with vocabulary, oral proficiency topics, grammar, and readings before coming to class.</td>
<td>Demonstrates a general knowledge of assigned materials. Typically looks at vocab, oral proficiency topics, grammar, and/or readings before coming to class.</td>
<td>Demonstrates little knowledge of assigned materials. Frequently unfamiliar with vocab, oral proficiency topics, grammar, and readings. Has not prepared before class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eagerness to volunteer</strong></td>
<td>When has the opportunity, frequently volunteers.</td>
<td>When has the opportunity, sometimes volunteers.</td>
<td>Rarely volunteers; waits to be called on.</td>
<td>Unable or refuses to answer even when called on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Spanish</strong></td>
<td>Always speaks in Spanish in class even after group work is completed. Attempts to ask questions in Spanish and uses English only as a last resort. Uses Spanish outside of class.</td>
<td>Usually speaks in Spanish in class but sometimes uses English with peers or when asking a question.</td>
<td>Sometimes uses Spanish in class but only as much as required.</td>
<td>Only speaks Spanish when forced to do so.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Appropriateness and Knowledge</strong></td>
<td>Conscious of cultural differences. Always applies cultural knowledge to situations and activities when appropriate.</td>
<td>Mostly conscious of cultural differences and tries to apply that knowledge in the classroom.</td>
<td>Sporadically applies cultural knowledge to situations and activities. Does not always demonstrate awareness of cultural differences.</td>
<td>Unable to apply cultural knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-grade total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Globalization – SPAN 201 Intermediate Spanish I

**System/Institutional (SDSU) Graduation Requirements (SGR) Course Review**

**Faculty Self-Report Form**

**Directions:**
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

**NOTE:** For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

**Due:** January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

---

**SGR Goal #1:** Written Communication  
**SGR Goal #2:** Oral Communication  
**SGR Goal #3:** Social Sciences/Diversity  
**SGR Goal #4:** Humanities and Arts/Diversity  
**SGR Goal #5:** Mathematics  
**SGR Goal #6:** Natural Sciences  
**SGR Goal #4:** Globalization

**1. SGR/global Course prefix, number, and title:** SPAN 201 S-01, Intermediate Spanish I  
**2. Number of Credits:** 3  
**3. Faculty member’s name, department, college:** Angela Arneson; Modern Languages & Global Studies; Arts & Sciences  
**4. Department Head:** Maria T. Ramos-Garcia

---

**DOES THIS SYLLABUS CONTAIN:**

<table>
<thead>
<tr>
<th>Does This Syllabus Contain</th>
<th>Y</th>
<th>N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Course Description:  
  Catalog description | Yes | | |
|  
  Addition course description (optional) | Yes | | |
| Course Prerequisites:  
  Catalog description  
  Technology skills (optional) | Yes | | |
| Description of Instructional Methods | Yes | | |
| Course Requirements  
  Required textbook(s) and other supplementary materials  
  Class attendance policy  
  Cheating and plagiarism policy  
  Key deadlines | Yes | | |
| Course Goals (includes specific reference to SGR goal) | Yes | | |
| Student Learning Outcomes (SLOs) | Yes | | |
| Grading Procedures | Yes | | |
| ADA Statement and Freedom in Learning Statement | Yes | | |
| Tentative Course Outline/Schedule | Yes | | |
| How SLOs Are Assessed/Covered in Course Schedule | Yes | | |

---

**ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)**

<table>
<thead>
<tr>
<th>Goal(s) and Student Learning Outcomes (SLOs) Met (List Only Those Goals and Student Learning Outcomes Met by the Course)*</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Graduation Requirement Goal #4: Humanities and Arts/Diversity - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)**

| Measure the SLOs Listed? (Yes/No) | Yes | | |

**LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+**

| Assessment Tools and How They Demonstrate Student Performance Related to Each Student Learning Outcome+ | T- All tests include sections that ask about the diversity | |
|-----------------------------------------------|-----------------------------------------------|
### Globalization – SPAN 201 Intermediate Spanish I

<table>
<thead>
<tr>
<th>Requirement</th>
<th>YES</th>
<th>YES</th>
<th>T; S; W-</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;</td>
<td>YES</td>
<td>YES</td>
<td>T; S; W- In languages, the linguistic concepts learned are usually demonstrated through their application in controlled exercises and more open-ended activities, both orally and in writing. Student achievement is demonstrated through written and oral examinations as well as written activities. *Sample test attached. *Model oral test attached (including rubric). *Composition/written activity assignment attached (including rubric).</td>
</tr>
<tr>
<td>6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>YES</td>
<td>YES</td>
<td>T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language. *Model oral test attached (including rubric). *Composition/written activity assignment attached (including rubric). *Participation rubric attached.</td>
</tr>
</tbody>
</table>

### Globalization Requirement
Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)

2. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.

<table>
<thead>
<tr>
<th>YES</th>
<th>YES</th>
<th>T; S</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Test attached including cultural questions (highlighted) *Class activity involving knowledge of the target culture *Participation rubric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

---

+ **P** = portfolio  
**S** = speech or presentation  
**E** = performance (music, theatre, forensics)  
**T** = tests/exams  
**L** = lab skill demonstration  
**V** = visual arts/design studio work  
**C** = clinical field demonstration  
**W** = written assignment (research paper, reaction paper, creative writing, etc.)  
**D** = group discussion  
**O** = Other, please specify

---
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

_X__ Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

_X__ Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add SPAN 202 Intermediate Spanish II to the list of courses approved to meet the Globalization/Global Issues requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of SPAN 202 Intermediate Spanish II course correspond with the Globalization objectives, and thus the department seeks approval and inclusion of SPAN 202 on the designated list of Globalization/Global Issues courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: SPAN 202 Intermediate Spanish II: Students use previously learned elements of fundamental Spanish to improve speaking, reading, writing, and listening skills. Authentic materials promote the understanding of Hispanic culture.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health,
Globalization – SPAN 202 Intermediate Spanish II

health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

In SPAN 202, through exams, readings and class activities students will be able to identify global issues and how they impact their lives.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

South Dakota State University
Department of Modern Languages & Global Studies
Spanish 202 - Course Syllabus
Fall 2012 (MWF 10:00am-10:50am)

Instructor: Luiza Adanyan
Section Number(s): 02 (3 credits)
Instructor e-mail: Luiza.adanyan@sdstate.edu
Instructor phone: (605) 688-5101
Office: Wagner Hall 107 Office Hours: M W F 4:00pm-5:00pm; T Th 1:00pm-2:00pm or by appointment

Course description
Students use previously learned elements of fundamental Spanish to improve speaking, reading, writing, and listening skills. Authentic materials promote the understanding of Hispanic culture. Student who are considering majoring or minorin in Spanish are encouraged to take Spanish 211 concurrently. Pre-requisite: Spanish 201 or equivalent level. If you are new to the university, do not open your book package until you are sure you belong in Spanish 202.

Instructional methods
The class will be conducted almost exclusively in Spanish, using a communicative approach that emphasizes communication as contextualized by the student’s experience. Students are required to read the assigned pages and do the assigned exercises before coming to class. Although class time may include brief clarifications of assigned concepts and questions on assignments, the primary function of class is to allow students to participate in a series of interactive activities to strengthen communicative abilities.

Required materials
TEXTBOOK: Castells, et al Mosaicos Custom Edition, Vol. 3 Prentice Hall (2010). Your text will come in a loose-leaf format for three reasons: (1) to keep the pricing down, (2) to allow you to buy only the materials you need for this semester, and as there is no resale on this volume, (3) to encourage you to write in your book! Your text also comes with an access code for MySpanishLab (MSL). You will need this code to access the online program throughout the course. Also, you may need a headset with microphone to hear the audio and record responses in order to complete some of the activities within MySpanishLab. If you would like to purchase one from the publisher, access the following link:

Attendance
When learning a foreign language, time in class provides a unique and important opportunity to interact with classmates and the instructor in Spanish. The foreign language classroom is a place where you can practice communicative skills in a supportive environment. Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Punctuality is also important. At instructors’ discretion, every three tardy arrivals may be counted as one absence.

If you miss class for whatever reason, you will not have the exposure to the language that is expected and required in this course, so your instructor will record all absences regardless of the reason. If you miss class more than 3 times in the semester (whether justified or unjustified), you will have 1% deducted from your final grade per day missed, starting on day four. Students whose absences after the first three are justified
Globalization – SPAN 202 Intermediate Spanish II

will be allowed to make up for the absence with an equivalent exposure to the language outside of class. This may be done by attending and participating for one hour on the Roundtable (open conversation sessions offered for all students) or by participating in other activities that your instructor deems appropriate. In all cases, evidence of having participated in the activity will be required.

An absence is considered justified if the cause is:
- University-sponsored activity (sports game, concert, field trip)
- Death of immediate family member
- Major illness (with medical proof)

In other cases, the decision whether an absence is justified or not will be up to the instructor’s discretion.

PLEASE, KEEP IN MIND: All absences—no matter the cause—will count towards the three first absences. (That is, if you have to miss several classes because of university-sponsored activities, you don’t have the “right” to skip three classes without justification). The three first absences are not an entitlement, but are meant to provide flexibility, understanding that sometimes unexpected things happen.

Because class participation is essential in a language course, no more than ten (10) absences are allowed regardless of the reason to obtain a passing grade. If you find yourself in this situation, please contact your instructor to discuss dropping the course as soon as possible.

STUDENTS ARE ALWAYS RESPONSIBLE FOR THE MATERIAL COVERED IN CLASS AND ALL MISSED ASSIGNMENTS. If you know in advanced that you will miss in class, you must complete any assignments BEFORE they are due. In case of an emergency, you must contact your instructor as soon as possible to plan how you will make up the missed work in the shortest period of time possible.

COURSE EVALUATION:

Homework MSL……………………………………….10%
Compositions…………………………………………10%
Participation……………………………………………10%
Chapter Exams………………………………………..30%
Quizzes………………………………………………….10%
Oral Assessments……………………………………..15%
Final Exam……………………………………………15%

Homework: MySpanishLab (MSL) Activities and assigned by instructor (10%)

MSL activities due dates are listed in your syllabus. All assigned material is due by 11:59 p.m. of the day before class so plan to complete your homework the evening before your class. Do not wait until the last minute in case you run into technical problems. Late activities are not accepted except under extenuating circumstances. With anticipated absences, assignments must be completed before the deadline. Most homework in this class will be completed online through MySpanishLab (MSL). As we are aware that not all students have ready access to a personal computer, a number of computer labs are available on campus.

In order to spend as much time as possible in the classroom practicing and communicating, part of your homework assignment will be in many cases to look over the English explanations of the new material in your textbook before going to class. Some of the homework exercises assigned for that day will be basic practice for that new material, so you can check how well you understood and revise as needed. An overview of the material will be provided in the classroom the next day. If you still have questions after the class, you should make an appointment to see your instructor so you can get help with that specific concept.

Technical Problems with MSL: If you experience technical problems, complete these steps: (1) run the Browser Tune-Up on the MySpanishLab homepage (www.myspanishlab.com) and allow pop-ups; (2) check the System and Browser Requirements on the login page (pegasus2.pearsoned.com), and if this does not work; (3) complete step one and two on a different computer to complete your exercises; (4) use the 24-hour technical support feature for MSL at 247.support.pearsoned.com; and as a last resort; (5) contact your instructor. Your instructor will ask for the incident number from Pearson support, which is generated automatically, or their chat transcript, which is sent to you automatically. After you have registered with MySpanishLab, you may access the MSL website directly by clicking on the following link:

http://pegasus2.pearsoned.com/Pegasus/frmlLogin.aspx?c=3

Compositions (10%): In second year Spanish we are moving towards more extended discourse and an effort to improve accuracy. There will be three compositions in the semester that will have to be re-written after receiving feedback.

Participation (10%): Participation does not just mean attending class. Participation will be assessed by your instructor considering preparedness for class, following instructions, doing your best during communicative activities, and speaking exclusively Spanish during the class time as much as possible.

Cell phones ringing, texting, chatting in English or any other behavior that will prevent the student and/or others to pay attention and participate fully in class are not allowed. If a student persists in any of those activities, the instructor may ask him/her to leave the classroom and that day will count as an absence for that student.

Everyone is expected to follow basic rules of courtesy and show respect towards others at all times.

Exams (30%): There will be three chapter exams. You will be evaluated on grammar, vocabulary, listening, reading, culture, and writing. NO MAKE-UP TESTS ARE GIVEN for unjustified absences. For justified absences documentation will be required.

Quizzes (10%): There will be four quizzes, which generally cover the first half of a chapter. The above policy for exam make-ups applies for quizzes as well.

Oral assessments (15%): There will be three oral assessments. The first two oral assessments will take place during your regular class period and will account for 8% of your final grade. The last oral assessment at the end of the semester is a simple conversation with a classmate in front
Globalization – SPAN 202 Intermediate Spanish II

of your instructor and will account for 7% of your final grade.

**Final Exam (15%)**: This will be a comprehensive final exam covering many of the concepts reviewed during the semester. The test will assess your listening, reading, writing ability as well as grammatical and cultural knowledge.

**Grading Scale**
- A………………………………….90-100%
- B………………………………….80-89%
- C………………………………….70-79%
- D………………………………….60-69%
- F…………………………………Less than 60%

**Cheating and Plagiarism**
Cheating in any form will not be tolerated, and will result in the student receiving a zero for the assignment in question. Additional action may be justified depending on the severity of the offense (i.e., failure of the course or dismissal from the university). Examples of cheating include, but are not limited to:

- An act of deception by which a student misrepresents that (s)he has mastered information on an enterprise that (s)he has not mastered.
- The offering of the words, ideas, or arguments of another person (student or author) as one’s own.
- The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.
- Note that use of an online translator and/or external help (native foreign language speaker) for a language class constitutes cheating.

**Special needs and services**
Students who anticipate needing any type of accommodation in order to participate in this class may inform your instructor in full confidence of privacy and must make the appropriate arrangements with Disability Services in the University Student Union 065. To make the arrangements, call 688-4504 and request to speak with Ms. Nancy Hartenhoff-Crooks, Coordinator of Disability Services. Additionally, if any of you feel you are having trouble with any aspect of the class, please see your instructor and let him/her know what’s going on. The Department of Modern Languages and Global Studies faculty will offer free tutoring throughout the semester. The sheet with the tutoring hours will be posted on D2L and on the office doors of each professor. Please take advantage of this valuable resource.

**Important Dates**
- September 5: Last day to drop/add a course.
- September 6: “W” grade begins.
- November 8: Last day to drop a course.

**Freedom in learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

**Course Learning Goals, Student Learning Outcomes, and Assessment**
1. The primary goals of second-year Spanish are to (a) develop oral, aural, written, and receptive communicative competence (assessed through oral and written test and quizzes), (b) gain a broader understanding and appreciation of Hispanic cultural issues (assessed through oral and written tests and quizzes), (c) gain factual knowledge about how the Spanish language works (assessed through oral and written tests and quizzes), (d) acquire skills in working with others as a member of a team (assessed through participation evaluation).

**I. BOR SGR Goal #4**
This course fulfills the SD BOR Systems General Education Requirement #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

As a result of taking Spanish 202, students will be able to:

1) Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience. They will identify and analyze global issues, including how multiple perspectives impact such issues. Specifically, through exams and class work, students will compare and contrast general perspectives, practices, and products from the Hispanic world and the U.S. and identify the unique characteristics of specific groups within the Hispanic world.

2) Identify and explain basic concepts of the selected disciplines within the arts and humanities. Specifically, through exams, quizzes, homework assignments, compositions, and oral exams, students will understand basic Spanish grammar, apply it in their language production and discuss basic cultural topics related to the Spanish-speaking world.

3) Demonstrate foundational competency in reading, writing, and speaking a non-English language. Upon completion of Spanish 201, students will demonstrate foundational competency in Spanish in daily class work, homework, quizzes, exams (both oral and written), and compositions. Listening: Students will comprehend tailored speech over basic topics related to the students’ everyday life, travel and other basic situations. Speaking: Students will ask and answer a number of basic questions, as well as initiate and maintain a conversation over a familiar topic. Reading: Students will comprehend a reading passage on a familiar topic. Writing: Students will write compositions and homework assignments on contexts related to the material covered in class.

II. This course also fulfills the Institutional Graduation Requirement Goal #2, Cultural Awareness and Social and Environmental
Globalization – SPAN 202 Intermediate Spanish II

Responsibility: Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility. As a result of taking this course, students will be able to do the following:

a) Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in Spanish-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a primary element of this course. This understanding implies recognition of the individual’s responsibility to act in culturally appropriate ways according to a variety of contexts. This student learning outcome will be assessed through written comprehension questions, quizzes, group discussions, and cultural essays on exams.

b) Describe how personal choices derive from and affect social, cultural, and environmental contexts. Students will work with new linguistic and cultural systems while comparing these with their own. Thus, they will begin to recognize how our “personal” practices and perspectives both derive from and affect our socio-cultural and physical environments, and how differences in the cultural and physical environments thereby change the choices that are available to us. This student learning outcome will be assessed through group discussions, writing assignment #1, and exams.

c) Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. This goal is covered through the cultural content of the course, which will include explorations of various artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning inherent in any cultural product.

This student learning outcome will be assessed through group discussions, written comprehension questions, a response paper, a portfolio, and an oral presentation.

II. BOR SGR Globalization Requirement

Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes:

Spanish 202 fulfills learning outcome #2:
Students will be able to:
2) Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

The primary objective of this requirement is to offer courses that present meaningful global content. Each course that fulfills this requirement includes the following student learning outcomes: #1 or #2.

Credit Hours: Students can select a course to meet the globalization requirement which also meets one of the SGR/IGR requirements or a major requirement. Selected courses do not add to the total number of credits required for the major.

The globalization requirement will be assessed through exams, readings, and class activities. Meaningful participation in readings and cultural activities is evaluated several times per semester through the participation rubric.

IDEA OBJECTIVES TO BE EVALUATED AT THE END OF THE COURSE

• Developing skill in expressing oneself orally or in writing – this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation and negotiation of meaning. This objective aims to “put to use” all of the components studied in the course.

• Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.) – this objective will be addressed through a variety of short cultural presentations and discussions throughout the semester (this includes information found throughout the text/manual as well as that shared by the instructor).

• Acquiring skills in working with others as a member of a team – this objective will be addressed through pair and small-group work.

Communication, by definition, takes more than one person, and through in-class group work you will learn not only to express yourself and negotiate meaning, but to collaborate with others in your exploration and negotiation of new linguistic and cultural systems.

DAILY SCHEDULE/ASSIGNMENTS

Please, note: This schedule is tentative and may be changed by the instructor as needed. Students are responsible for keeping up with any updates to the syllabus. If a student missed class he/she should contact another student to catch up on any announcements. Major changes to the syllabus will also be posted on D2L.

<table>
<thead>
<tr>
<th>FECHA</th>
<th>LA TAREA (Activities to do at home prior to attending class that day)</th>
<th>ACTIVIDADES EN CLASE (Quizzes, Exams, Etc.)</th>
<th>PARA ENTREGAR (Due date for turning in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agosto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miércoles 29</td>
<td></td>
<td>Orientation to course</td>
<td></td>
</tr>
<tr>
<td>Viernes 31</td>
<td>1) Estudiar las pp. 396-400</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Completar la Actividad 12-1, p. 400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Septiembre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunes 3</td>
<td></td>
<td></td>
<td>No hay clase</td>
</tr>
</tbody>
</table>
| Día del Trabajo                      | Miércoles 5            | 1) Estudiar las pp. 401-405  
2) Completar la Actividad 12-8, p. 403 |
|--------------------------------------|------------------------|---------------------------------------------------------------------------------|
|                                      | Viernes 7              | 1) Estudiar las pp. 406-409  
2) Completar la Actividad 12-14, p. 407 |
|                                      | Lunes 10               | 1) Estudiar las pp. 410-415  
2) Completar la Actividad 12-24, p. 414 |
|                                      | Miércoles 12           | 1) Estudiar las pp. 416-419  
2) Completar la Actividad 12-27, p. 417 |
|                                      | Viernes 14             | 1) Estudiar las pp. 420-423  
2) Completar la Actividad 12-33, p. 421 |
|                                      | Lunes 17               | 1) Estudiar las pp. 424-429  
2) Completar la Actividad 12-43, pp. 428 |
|                                      | Miércoles 19           | Repasar las pp. 396-428  
Estudiar para el examen  
Examen: Capítulo 12 |
|                                      | Viernes 21             | Estudiar las pp. 429-434  
My Spanish Lab: 12-21, 12-22, 12-26, 12-28, 12-31, 12-32, 12-34, 12-36 |
|                                      | Lunes 24               | Estudiar las pp. 435-439  
Composición 1  
My Spanish Lab  
Octubre |
|                                      | Miércoles 26           | Estudiar las pp. 440-446  
Examen Oral 1 |
|                                      | Viernes 28             | Estudiar las pp. 447-450  
No hay clase: Día de los Indios Americanos  
Entregar las correcciones de Composición 1  
Mi Spanish Lab |
|                                      | Lunes 1                | Estudiar las pp. 451-453  
Quiz: pp. 429-450  
Composición 1 |
|                                      | Miércoles 3            | Estudiar las pp. 454-455  
Composición 1  
My Spanish Lab |
|                                      | Viernes 5              | Estudiar las pp. 456-458  
My Spanish Lab |
|                                      | Lunes 8                | No hay clase: Día de los Indios Americanos  
Entregar las correcciones de Composición 1  
My Spanish Lab |
|                                      | Miércoles 10           | Estudiar las pp. 459-463  
My Spanish Lab |
|                                      | Viernes 12             | Repasar las pp. 429-434  
Examen: Capítulo 13  
My Spanish Lab |
|                                      | Lunes 15               | Estudiar las pp. 464-468  
My Spanish Lab |
|                                      | Miércoles 17           | Estudiar las pp. 469-473  
My Spanish Lab |
|                                      | Viernes 19             | Estudiar las pp. 474-476  
My Spanish Lab |
|                                      | Lunes 22               | Estudiar las pp. 477-480  
My Spanish Lab |
|                                      | Miércoles 24           | Estudiar las pp. 481-483  
Quiz: pp. 464-480 |
|                                      | Viernes 26             | Estudiar las pp. 484-489  
Examen Oral 2  
Entregar las correcciones de Composición 2  
My Spanish Lab |
|                                      | Lunes 29               | Estudiar las pp. 490-495  
My Spanish Lab |
|                                      | Miércoles 31           | Repasar las pp. 464-495  
Estudiar para el examen  
Examen: Capítulo 14 |
|                                      | Noviembre              | Mi español lab  
Lunes 2  
Estudiar las pp. 496-499  
Mi español lab |
|                                      | Lunes 5                | Estudiar las pp. 500-505  
Mi español lab |
|                                      | Miércoles 7            | Estudiar las pp. 506-509  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Viernes 9              | Estudiar las pp. 510-512  
My Spanish Lab |
|                                      | Lunes 12               | No hay clase: Día de los Veteranos  
Mi español lab |
|                                      | Miércoles 14           | Estudiar las pp. 513-515  
Quiz: pp. 496-512 |
|                                      | Viernes 16             | Estudiar las pp. 516-520  
Composición 3 |
|                                      | Lunes 19               | No hay clase por el Día de Acción de Gracias  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Miércoles 21           | No hay clase por el Día de Acción de Gracias  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Viernes 23             | No hay clase por el Día de Acción de Gracias  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Lunes 26               | Repaso y práctica  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Miércoles 28           | Repaso y práctica  
Examen Oral 3  
Entregar las correcciones de Composición 3  
Mi español lab |
|                                      | Viernes 30             | Repaso y práctica |
|                                      | Diciembre              | Lunes 3  
Repaso y práctica  
Mi español lab |
|                                      | Miércoles 5            | Repaso y práctica |

Globalization – SPAN 202 Intermediate Spanish II
Globalization – SPAN 202 Intermediate Spanish II

Viernes 7

Repaso y práctica

Final Exam:
Each section has a time set in a university-wide calendar. Please, check the days and times for your sections.

SPAN 202/FALL 2012

ORAL ASSESSMENT 2
1. Choose one of the topics/situations below.
2. Practice speaking about the topic/the situation with your partner(s)
3. When you are ready to record in D2L or www.vocaroo.com, make sure your microphones are TURNED ON.
4. If you are in a group of two people, you should record for a minimum of 5 minutes.
5. Don’t forget to introduce yourselves!

1. Role-play
Imagine that you and your best friend visit the Museum of Prado in Spain and see the painting “The Persistence of Memory” by Salvador Dali. Analyze the painting and share your opinion and feelings with your friend! What do you know about it? What do you think it is about? What do you know about its style? What do you like and dislike about it? What does it make you feel? If you ever happened to live far away from your country/family/friends, what would you do? How would you be? Make sure to ask questions to each other.
*Conditional Tense; Negative and Indefinite Words; Subjunctive in Expressing doubt

2. Discussion
Immigration in the United States is one of the most debatable topics nowadays. In your group, share your opinions and feelings about this topic. What are the good and bad things about immigration in the United States? What solutions would you provide to this topic? What do you think about bilingualism (bilingüismo)? Under what circumstances would you emigrate from the United States to live in another country? Make sure to come up with your own questions also to ask each other.
*Conditional Tense; Subjunctive to Express doubt; Reciprocal Verbs/Pronouns

3. Storytelling
Pick a story that you like very much (from a book, a movie, etc.). Has it ever won any prize? Would you give it a prize? What is it about (summarize in your own words)? Why do you like it so much? If you were the main character of the plot, what would you do differently? Make sure to ask questions to each other.
*Conditional Tense; Negative and Indefinite Words; Subjunctive in Expressing doubt

GRADING RUBRIC FOR ORAL ASSESSMENT #____

<table>
<thead>
<tr>
<th>Completion of Task</th>
<th>Excellent (9-10)</th>
<th>Very Good (7-8)</th>
<th>Good (5-6)</th>
<th>Fair (3-4)</th>
<th>Poor (1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The speaker fully addresses the topic, comfortably fills the time allotted and could clearly continue.</td>
<td>The speaker adequately addresses the topic well and almost fills the time allotted without major difficulty.</td>
<td>The speaker is able to speak on the topic but begins to run out of things to say and is barely able to speak for the time allotted.</td>
<td>Has difficulty finding much to say on the topic. Fails to speak for the time allotted.</td>
<td></td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>The speech is completely clear and comprehensible to the listener. No pronunciation mistakes.</td>
<td>The speech is very clear and comprehensible to the listener. Few pronunciation mistakes.</td>
<td>The speech is mostly comprehensible although it lacks clarity.</td>
<td>The speech is difficult to understand.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>The speaker actively initiates, maintains, and clarifies communication.</td>
<td>The speaker maintains, clarifies and sometimes, initiates communication.</td>
<td>The speaker makes some use of effective strategies to communicate although mostly in a responsive way.</td>
<td>Shows minimal use of strategies to clarify or maintain communication.</td>
<td>Lacks resources to communicate effectively.</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Globalization – SPAN 202 Intermediate Spanish II

<table>
<thead>
<tr>
<th>The speaker consistently uses level-appropriate vocabulary and grammar forms from the chapter(s) studied</th>
<th>The speaker usually uses level-appropriate vocabulary and, at least, two grammar forms from the chapter(s) studied</th>
<th>The speaker uses level-appropriate vocabulary and, at least, one grammar form from the chapter(s) studied</th>
<th>The speaker lacks vocabulary expected at this level and misuses words and grammar forms from the chapter(s) studied.</th>
<th>The speaker has very limited vocabulary and frequently misuses words and grammar forms used.</th>
</tr>
</thead>
</table>

Coherence/Fluency

<table>
<thead>
<tr>
<th>The speech flows naturally and coherently without hesitation.</th>
<th>The speech flows well and coherently without many pauses (1-3 pauses)</th>
<th>The speech flows well and coherently with several pauses (4-8 pauses)</th>
<th>The speech is coherent but there are many pauses that disrupt its flow.</th>
<th>The speech is not coherent and completely lacks fluency.</th>
</tr>
</thead>
</table>

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences ___ Globalization

1. SGR/global Course prefix, number, and title: SPANISH 202 – Intermediate Spanish
2. Number of Credits: 3
3. Faculty member’s name, department, college: Luiza Adamyan, Department of Modern Languages and Global Studies, College of Arts and Sciences
4. Department Head Maria T. Ramos-Garcia (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: Catalog description Technology skills (optional)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes specific reference to SGR goal)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal(s) and Student Learning Outcomes (SLOs) Met (List Only Those Goals and Student Learning Outcomes Met by the Course)*</td>
<td>Are the Goal(s) and Student Learning Outcomes Included on the Syllabus? (Yes/No)</td>
<td>Do the Measureable Assessment Methods Included Measure the SLOs Listed? (Yes/No)</td>
<td>List Assessment Tools and How They Demonstrate Student Performance Related to Each Student Learning Outcome+</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>System Graduation Requirement Goal #4: Humanities and Arts/Diversity - Students will understand the diversity and complexity of the human experience through study of the arts and humanities. SLOs include 1, 2, and at least one of 3, 4, 5, or 6.</td>
<td>Yes</td>
<td>Yes</td>
<td>T- All tests include sections that ask about the diversity of values, beliefs, and ideas embodied in the human experience, specifically in the cultures of the target language. Sample test attached.</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>Yes</td>
<td>Yes</td>
<td>T; S; W- In languages, the linguistic concepts learned are usually demonstrated through their application in controlled exercises and more open-ended activities, both orally and in writing. Student achievement is demonstrated through written and oral examinations as well as written activities. *Sample test attached. *Model oral test attached (including rubric). *Composition/written activity assignment attached (including rubric).</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;</td>
<td>Yes</td>
<td>Yes</td>
<td>T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language. *Sample test attached. *Model oral test attached (including rubric). *Composition/written activity assignment attached (including rubric). *Participation rubric attached.</td>
</tr>
<tr>
<td>6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>Yes</td>
<td>Yes</td>
<td>T; S; W- Linguistic achievement is demonstrated through oral and written examinations, written activities, and class participation in the target language. *Sample test attached. *Model oral test attached (including rubric). *Composition/written activity assignment attached (including rubric). *Participation rubric attached.</td>
</tr>
<tr>
<td>Globalization Requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to identify global issues and how they impact their lives and discipline. (one of the outcomes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Express knowledge of the customs and cultures of a country or a specific region outside of one’s own national borders and the interaction of this country or region with people/organizations/governments outside of this country/region.</td>
<td>Yes</td>
<td>Yes</td>
<td>T; S *Test attached including cultural questions (highlighted) *Participation rubric (cultural aspect highlighted)</td>
</tr>
<tr>
<td>Goal (as listed on the IGR attachment): Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>IGR Goal #2:SLO’s 1, 2, and 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome 1: Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. Students will explore and discuss the linguistic, social, and cultural arrangements that make up the human experience in French-speaking countries. They will begin to appreciate how these arrangements form and are informed by socio-cultural and physical environments, and differ from one human community to the next. An understanding of and respect for cultural differences, as well as openness to them is a</td>
<td>Yes</td>
<td>Yes</td>
<td>D/T= One great advantage of the required textbook for this course, Imaginez, is the rich and diverse cultural component it offers. For every chapter, students are assigned Cultural Readings that explore how French-speaking peoples express an understanding of the human condition and how they respond to the opportunities and restraints of their cultural and physical environments. Students demonstrate performance through written comprehension questions and reading quizzes, which are followed up with class discussion/analysis. These cultural readings are: Chapter 1 - Francophones of The United States</td>
</tr>
</tbody>
</table>
Globalization – SPAN 202 Intermediate Spanish II

| Chapter 2 - Rhythm in the Street: France’s Festival of Music |
| Chapter 3 - The Sovereignty of Quebec |
| Chapter 4 - Haiti: Thirst for Liberty |
| Chapter 10 – Riches of the Pacific |

T= Students will take four Chapter Exams and a comprehensive Final Exam (with emphasis on Chapter 5). All exams include a cultural essay in which students must articulate how specific linguistic, social, and cultural opportunities and constraints affect the human condition. Specifically, assessment and performance outcomes on exams are as follows:

Chapter 1 - What Makes Life worth Living?
During the cultural essay section, students will articulate the dominant social and cultural conditions/values that French-speaking peoples consider necessary for a meaningful life, and compare and contrast these conditions/values with those that Americans consider necessary for a meaningful life.

Chapter 2 - Living in the City
During the cultural essay section, students will identify the various activities and places that are typical expressions of the human condition in urban centers of the Spanish-speaking world. Again, they will make connections and comparisons between their own culture(s) and those studied.

Chapter 3 - The Power of the Media
During the cultural essay section, students will identify dominant media forms and famous media personalities, as well as articulate the consequences of the media’s influence in a global world.

Chapter 4 - The Value of Ideas
During the cultural essay section, students will discuss questions of peace and justice within the French-speaking world. They will be asked to analyze the relationship between France and its former colonies in Africa and the Caribbean and the impact colonization had in terms of peace, justice, and human rights.

Chapter 5 - Natural Resources
During the cultural essay section, students will articulate how the destruction of the Earth’s natural resources affect all human communities, regardless of their geographic, economic, political or social conditions. 

D/T=Students learn about and discuss environmental opportunities and constraints in Chapter 10 whose theme is “Natural Resources.” The vocabulary for the chapter includes a list of over 75 words focusing on nature, animals, natural disasters, and pollution. Students explore the linguistic, social and cultural contexts of these words by applying them to the Francophone world as well as their own communities. They complete 5 homework exercises focusing on these vocabulary words and the vocabulary is reviewed and incorporated throughout the chapter. There is also a vocabulary section on the Chapter 10 exam that covers these words.

S=In order to articulate ways in which different peoples express and understanding of the human condition and respond to environmental opportunities and constraints, students are required to complete a final presentation during which they work with a partner to research a francophone country and compare and contrast it with South Dakota. The countries from which they can
choose are: Haiti, Martinique, Guadeloupe, Mali, Algeria, Morocco, Tunisia, Burkina Faso, Benin, Togo, Ivory Coast, Cameroon, Gabon, Madagascar, Reunion, Switzerland, and Belgium. They are asked to present their country for 10-15 minutes using Power Point, and they need to include the following information about their country: geography (location, bodies of water, physical characteristics, etc.), climate, food, music, festivals, education, and a comparison of this country and South Dakota. In addition to learning about the diverse cultures of these countries, students will make comparisons with the United States in order to gain respect for cultural differences.

O= Students learn to articulate the ways in which they might respond to environmental issues by watching several short films and documentaries throughout the semester.

Students articulate the ways in which Haitians respond to environmental constraints through a discussion of the cultural reading for Chapter 4, “Haiti, soif de liberté” (Haiti, Thirst for Liberty). After discussing the reading which describes the effects of the January 2010 earthquake, we spend several class periods watching news clips and a PBS documentary called “The Quake” about how Haitians have been impacted by this natural disaster and how we might be able to respond in order to help Haiti reconstruct.

The short film “L’homme qui plantait des arbres” (The Man who Planted Trees) which is viewed during Chapter 10, tells the story of Elzéard Bouffier who is a shepherd living in a remote valley in the Alps. A man of few words, he sets out to transform an arid landscape into a thriving forest, one seed at a time.

| Student Learning Outcome 2: Describe how personal choices derive from and affect social, cultural, and environmental contexts. | Yes | Yes |
| Test 1 (What Makes Life Worth Living?) – Students will demonstrate how one’s heritage and genealogy affects personal choices, how life-style choices drive politics in French-speaking countries, how personal choices affect the next generation. |
| Test 2 (Living in the City) – Students will compare and contrast living arrangements in France and the United States. The vocabulary section will focus on words related to places in a city as well as the cultural habits one might fight in a metropolitan city in France. Students will read a passage about the Vélib, a self-service bike system in Paris available 24 hours a day and will be asked to analyze how personal choices made by Parisians affects social and environmental contexts. |
| Test 3 (The Influence of Media) – Student will show a general knowledge of French media and their agendas. They will also analyze and evaluate cultural, environmental, social, political directions and agendas show the impact media has on marginalizing the “Other” in French-speaking societies. Students will be tested on vocabulary related to the press, television, and film industries. For their written composition on the exam, they will be asked to summarize the famous Canadian
short story studied in class, *Le Chandail*. In this story, Roch Carrier describes his youth and what it was like growing up in a small village in rural Quebec. Students will be required to describe Roch’s youth, his typical winter activities, what the weather and people were like in his village, and finally they will compare and contrast their adolescent years with those of Roch’s.

Test 4 (The Value of Ideas) – Students will gain an objective understanding of peace and justice in the Francophone world. The vocabulary section of the exam will focus on words related to peace and politics. The reading section of the exam requires students to read and comprehend a short reading about Haitian painting and how it reflects Haiti’s quest for peace and freedom. The writing section of the exam will require students to discuss how they envision the world’s future and what they will do to make a positive impact on their environment and the world.

Test 5 (Natural Resources) – Students will be asked to assess French attitudes toward vacations and to describe and elaborate on differences between the US and French-speaking countries. They can describe how this right of four weeks+ vacations has come to be and how the French defend this in light of the economic situation. Students demonstrate how travel in foreign countries has changed attitudes and expectations. In addition, the environment is a crucial part in this chapter. Students will demonstrate how France and French-speaking countries have “handled” environmental challenges such as garbage, recycling, and alternative energies such as wind power, methane gas from farms, solar power etc. The vocabulary from this chapter focuses on nature, animals, and natural disasters typically found in French-speaking countries of the Pacific Ocean. The reading section of the exam is entitled “What will you do with your summer vacation?” and focuses on where French people typically spend their summer vacations and the reasons why vacations are so important. Students must respond to true/false questions about the reading and then write a short essay about what they envision as the ideal vacation and the importance of vacations.

D= Students will participate in class discussions of daily readings and possible guest lectures covering topics related to French-speaking societies, cultures, and environments. See topics on tests. Issues such as immigration, the link between learning a foreign language and being a global citizen, climate change, poverty in French-speaking countries in the Caribbean, Africa, and the Pacific, economics, and the state of the French-speaking countries today. They will discuss how their personal involvement and engagement can change their own environment and will analyze what French activists have done. Class discussions will be graded according to a class participation rubric and will be assessed twice during the semester. Class participation is graded based on the following criteria: Attentiveness, Attendance, Use of French, Eagerness to Volunteer and Respectfulness, Engagement in Pair and Small Groups.

| Student Learning Outcome 3: Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience. | Yes | Yes | P/W = For their final written composition, students are asked to complete a cultural project that is compiled in the form of a portfolio. Each chapter of the textbook contains a cultural section entitled “Imaginez” that introduces a country or region from the French-speaking world and also a “Gallery of Creators” that highlights |
Globalization – SPAN 202 Intermediate Spanish II

| artistic mediums (literature, film, painting, sculpture, etc.). Students will learn to identify the relationship between context and meaning inherent in any cultural product. | important cultural and artistic figures from the country or region. The readings in the textbook are complemented by various on-line activities on the book’s website. In order to understand how meaning emerges from the cultural context of artist and audience, students are required to complete a cultural portfolio based on one of the five chapters in the textbook. Each chapter’s cultural section, “Imaginez,” has a different country or region on which it focuses:  

Chapter 1: Louisiana
Chapter 2: Lyon and Marseille
Chapter 3: Quebec City and Montreal
Chapter 4: The French Caribbean
Chapter 10: The Pacific Ocean

After choosing their chapter, students complete the activities in the “Imaginez” and “Gallery of Creators” sections. This includes listening to songs by a Francophone musician from the country examined and completing some online homework activities about an artist from the country in question. Following this preliminary research and online homework activities, students must write a formal composition 2-3 pages in length based upon what they have learned from their cultural research. The portfolio must have a title, cover page with an attractive image, and at least four sections: Imaginez, Gallery of Creators, Composition, and Online Research and Websites Consulted. The portfolio is worth 100 points and is graded according to a rubric broken down into the following categories: Overall Creativity, Organization and Neatness, Content, Expression and Comprehensibility.

D = Each chapter of Imaginez highlights a different Francophone country. As stated above, on the first day of each chapter, students are required to examine a cultural reading and are tested on it. In our class discussions about the cultural topic, we discuss topics such as how cuisine and music reflect a country and its people. In order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience, we listen to the songs in the “A Fond la Sono” (Raise the Volume) section of each chapter. These songs vary in genre: folk, jazz, pop, rap, and rock. The songs are all found on the book’s website and include activities as well as an itunes playlist for students to download on their own. Students are exposed to a variety of musical styles and artists and also learn to identify the relationship between the musician/group’s background and the meaning found in the song(s).

O = As part of Chapter 4 (The Value of Ideas) students will engage in an aesthetic experience by viewing a film entitled Black Dawn that tells the story of the Haitian Revolution through two characters who were captured and taken to the Caribbean as slaves. Animated from paintings by thirteen of Haiti's foremost artists, Black Dawn celebrates the strength and artistry of the Haitian people. Students will also learn to identify how meaning emerges from artist and audience through the viewing of five award-winning short films by famous Francophone filmmakers that are included in each chapter of the required textbook, Imaginez. In addition, students will |
Globalization – SPAN 202 Intermediate Spanish II

| read one literary excerpt per chapter that written by well-known authors from around the francophone world. These literary passages include three poems, a short story, and a fairytale. The final poem from Chapter 10 is entitled “Baobab” and is written by a famous Congolese author turned politician, Jean-Baptiste Tati-Loutard. This poem focuses on how the baobab tree, a broad-trunked tree found primarily in Africa, serves as a metaphor for the preservation of African culture and identity. Students are asked to discuss the meaning of the poem from the author’s perspective and then relate it to their own lives and how they might interpret the symbol of the baobab tree. |

| * For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all. |

| + P = portfolio T = tests/exams C = clinical field demonstration D = group discussion |
| S = speech or presentation L = lab skill demonstration W = written assignment (research paper, reaction paper, creative writing, etc.) O = Other, please specify |
| E = performance (music, theatre, forensics) V = visual arts/design studio work |
**SOUTH DAKOTA BOARD OF REGENTS**  
Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / Visual Arts</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
</tr>
<tr>
<td>SDSU</td>
<td>Form Initiator</td>
<td>Tim Steele</td>
<td>Kathleen Donovan</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**
Delete ARTH 100 Art Appreciation from the list of courses approved to meet Globalization.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**
This course is requested for deletion based upon 2013-2014 Globalization review.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**
Delete ARTH 211 History of World Art I from the list of courses approved to meet Globalization.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**
This course is requested for deletion based upon 2013-2014 Globalization review.
SOUTHWEST DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / Visual Arts</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
</tr>
<tr>
<td>SDSU</td>
<td>Form Initiator</td>
<td>Kathleen Donovan</td>
<td>1/2/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**
Delete ARTH 212 History of World Art II from the list of courses approved to meet Globalization.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**
This course is requested for deletion based upon 2013-2014 Globalization review.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Institution | Division/Department | Institutional Approval Signature | Date
--- | --- | --- | ---
SDSU | Agriculture and Biological Sciences / Plant Science | Laurie Stenberg Nichols | 1/17/14
Institution | Form Initiator | Dean’s Approval Signature | Date
SDSU | David Wright | Don Marshall | 1/2/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete BOT 419-419L Plant Ecology and Lab from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**
Delete CSC 303 Ethical and Security Issues in Computing from the list of courses approved to meet Globalization.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Agriculture and Biological Sciences / Natural Resource Management

Institution  Division/Department  Institutional Approval Signature  Date
SDSU  Management  Laurie Stenberg Nichols  1/17/14

Institution  Form Initiator  Dean’s Approval Signature  Date
SDSU  David Willis  Don Marshall  1/2/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete EES 275 Introductions to Environmental Science from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
**SOUTH DAKOTA BOARD OF REGENTS**  
*Revision to General Education Requirements*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / English</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
</tr>
<tr>
<td>SDSU</td>
<td>Form Initiator</td>
<td>Kathleen Donovan</td>
<td>1/2/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**

Delete ENGL 211 World Literature I from the list of courses approved to meet Globalization.

**Section 2. Provide the Effective Date for the Proposed Change**

Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**

Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete FREN 385 Travel and Study Abroad Francophone from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete GEOG 219 Geography of South Dakota from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

[X] Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

[X] Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete GLST 401 Global Studies II from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MCOM 417 History of Journalism from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Arts and Sciences / Modern Languages and Global Studies
Laurie Stenberg Nichols  1/17/14
Institution Division/Department Institutional Approval Signature Date

SDSU
Maria Ramos Kathleen Donovan  1/2/14
Institution Form Initiator Dean’s Approval Signature Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MFL 396 Field Experience from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MFL 496 Field Experience from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

(X) Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

(X) Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete NRM 110 Environmental Conservation from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
## SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / Psychology</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
</tr>
<tr>
<td>SDSU</td>
<td>Form Initiator</td>
<td>Kathleen Donovan</td>
<td>1/2/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- **X** Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- **X** Deletion of an approved course from the set of approved courses

### Section 1. Provide a Concise Description of the Proposed Change
Delete PSYC 482 Travel Studies from the list of courses approved to meet Globalization.

### Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

### Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete SE 330 Human Factors and User Interface from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete SOC 350 Race and Ethnic Relations from the list of courses approved to meet Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
This course is requested for deletion based upon 2013-2014 Globalization course review.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement
X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete AGEC 479 Agricultural Policy from the list of courses approved to meet the Writing Intensive and Globalization/Global Issues Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Globalization/Global Issues Requirement
X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete PSYC 409 History and Systems of Psychology from the list of courses approved to meet the Writing Intensive and Globalization/Global Issues Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Agriculture and Biological Sciences / Agriculture and Biological Engineering
Laurie Stenberg Nichols 1/17/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ABE 411 Design Project III to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of ABE 411 Design Project III course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of ABE 411 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ABE 411 Design Project III: Procedures, theory, concepts and design of equipment for agricultural production or ag product processing applications. The integration of design principles with design projects and reports.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.
Writing Intensive – ABE 411 Design Project III

Writing Intensive Student Learning Outcomes: As a result of taking ABE 411, students will be able to:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

   Read and research appropriate standards, test reports, performance documentation, proposals, and marketing documents to develop and articulate an organized description of the design topic, including the target market or audience, the design criteria, and any required specifications for the designed solution; evaluate alternative approaches to a solution and articulate the methods and logic used to select the chosen approach in the context of the company and customer’s goals.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

   Use writing conventions developed in core ABE classes for composition of laboratory and technical reports, as well as styles and conventions developed in English 279 Technical Communications to prepare project reports that are clear, insightful, as well as efficient communications to supervisors and sponsors with appropriate methods of summarization and quotation of technical sources and internet-based resources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

   Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality as applied to the technical problem, design, or thesis under study. Students must gather information, data, and evaluate relevant standards as they apply to the design effort.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

   Students present the final result of the project to industry design judges, as well as faculty at the conclusion of the course.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

The goal of this course is to have students demonstrate their preparation, development, and growth by combining all necessary skills to design a solution to an open-ended problem that is real and relevant to an industry sponsor. Students demonstrate their ability and preparation, but
Writing Intensive – ABE 411 Design Project III

also grow in their ability to manage a challenging project and work as a part of a team while
integrating the tools that they have developed in the curriculum and applying them to the effort.

Students demonstrate learning outcomes associated with the advanced writing requirement in
this course through a major design report that is iterated from the first semester through the
second semester. Drafts of the report are submitted and critiqued by the course coordinator at
the end of the first semester. Feedback is to be used to rewrite the report and improve it. The
fall term requires a drafted report that includes all work and product of the project to that point.
The final report is extended from the first semester report and is a complete compilation and
documentation of the project effort. The report will be assessed by the course coordinator for
content, completeness, presentation, organization and appropriate format. The report is kept on
file for documentation of ABET criteria related to communications skills. Oral reports of the
effort will also be required in both terms and can be used to document communications skills for
ABET as well. These will be assessed by Design Conference attendees in the fall, and design
judges at the Engineering Expo in the spring, as well as ABE faculty following the Engineering
Expo when the ABE advisory committee meets.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

ABE 411/422 Capstone Design in Ag & Biosystems Engineering
Syllabus
South Dakota State University
2013/2014

ABE 411/422 - 2 credit hours Fall + 2 credit hours Spring

Course Meeting times: One hour TBA to accommodate schedules for the whole class, and one hour scheduled meeting each week with each team
on individual projects.

Online materials will be stored on the d2L website under ABE 411 or ABE 422.

Instructor: Dr. Daniel Humburg  mailto:daniel_humburg@sdstate.edu
Room # 113 AESB  Phone: 688-5658  Home: 693-3761
E-Mail:  daniel.humburg@sdstate.edu  ( d2L e-mail will be forwarded automatically to the address above) Send mail to me from your Jacks account
so that I can reply directly. I cannot reply to a D2L message from my campus account.
Office hours: See my posted schedule on the D2L site.

Course Description (catalog): Procedures, theory, concepts and design of equipment for agricultural production or ag product processing applications.
The integration of design principles with design projects and reports. This course combines student learning outcomes from the engineering curriculum
into a working example of engineering practice.

The course represents that summary of the undergraduate education, embodied in a project. The project is to be an open ended design effort with the
same kinds of constraints experienced in agricultural and biosystems industries. Projects are actively recruited from regional industries and agencies.

Technology Requirements: Students will need to be able to access and use d2L for access to course materials and communications.

Description of Instructional Methods: The course sequence is conducted as a single project of appropriate scale that spans two semesters. Projects are
recruited from regional industries and agencies. Some topics relevant to all projects may be developed through lectures but most of the course is spent in
the solution process for the open ended design problems selected.

Prerequisites: Senior standing.

Technical Support: If you have trouble with D2L I am NOT an expert. Try these guys. Helpdesk 605 588-6776 or SDSU_supportdesk@sdstate.edu
Writing Intensive – ABE 411 Design Project III

http://www3.sdstate.edu/TechnologySupport/InformationTechnologyServices

Instructional Methods: This is a project oriented course. We will utilize occasional lecture topics where appropriate, but most of the time for the class will be devoted to the design, development and testing of the system to meet the client needs. Class meeting times will be arranged to accommodate the team and will be used to report progress identify needs for keeping the project on schedule.

Text: We do not currently utilize a text for the class. We may assign readings where appropriate and will provide them, or links to them.

Attendance: This is not a class where scheduled hours are meaningful. Students will manage their personal and team schedules and hours as needed to complete the work. Scheduled class hours will be used for reporting and for interaction with the instructor and sponsoring agency representatives.

Cheating and plagiarism policy: While the university's policies for academic integrity apply, it is not possible to plagiarize a unique open ended design project.

Key deadlines: The two key deadlines are the fall capstone design conference in November when results and status are reported to the public, and the final presentation of capstone designs at the Engineering Expo in April.

Course Goals: The goal of this course is to have students demonstrate their preparation, development, and growth by combining all necessary skills to design a solution to an open-ended problem that is real and relevant to an industry sponsor. Students demonstrate their ability and preparation, but also grow in their ability to manage a challenging project and work as a part of a team while integrating the tools that they have developed in the curriculum and applying them to the effort.

Student Learning Outcomes: Students will:

1. Read and research appropriate standards, test reports, performance documentation, proposals, and marketing documents to develop and articulate an organized description of the design topic, including the target market or audience, the design criteria, and any required specifications for the designed solution; evaluate alternative approaches to a solution and articulate the methods and logic used to select the chosen approach in the context of the company and customer's goals.

2. Use writing conventions developed in core ABE classes for composition of laboratory and technical reports, as well as styles and conventions developed in English 279 Technical Communications to prepare project reports that are clear, insightful, as well as efficient communications to supervisors and sponsors with appropriate methods of summarization and quotation of technical sources and internet-based resources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality as applied to the technical problem, design, or thesis under study.

4. Present the results of engineering research or design project, either collaboratively or individually, to the class, department, faculty, sponsoring agency, or at a student research or professional conference.

Grading: Grades will be assigned based upon satisfactory progress towards, and eventually completion of, the project. Design reports will be reviewed, both preliminarily (Fall normally), and finally in April. Much of the assessment of the design effort will be based upon this report. Students will be graded on these reports, as well as the extent to which your design achieves the objectives established for the project. Students will also do a peer evaluation that is intended to assess whether effort and progress were equally distributed within the team, and the extent to which the group worked effectively as a team. Feedback will be obtained at the time of the fall design conference, and students at this time will receive external evaluations and feedback from students, faculty, and sponsors. Grades may be a combination of instructor scores for the overall project result, and the internal score derived from the peer assessment, and from feedback from sponsors. Projects are necessarily different, both in nature, scope, and challenge, and are specific to the sponsor. Grading will necessarily require some subjectivity on the part of the instructor as solutions and efforts are assessed.

Academic dishonesty policy: Cheating on exams or quizzes will result in one or more of the following:
Writing Intensive – ABE 411 Design Project III

A grade of zero on the exercise involved.
A failing grade for the course
Referral of the matter to the Student Conduct Committee for disciplinary action.

Disability policy:
If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please inform me and make the appropriate arrangements with the Office of Disability Services (ODS). The Office of Disability Services is located in 110 West Hall. To schedule an appointment call (605) 688-4504 and request to speak with Nancy L. Schade the Coordinator of Disability Services.

Freedom in learning:
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Van Kelley to initiate a review of the evaluation

Tentative Course Schedule:
ABE 411/422 is a sequence of two courses devoted to the solution and documentation of a single design effort. Projects are selected in the first two weeks of the term. Course meeting times are used to report on project status, identify problems, and plan required tasks. Students will establish contact with industry sponsors and report regularly to these individuals. A Gantt chart will be prepared within the first month of the term identifying milestones, deadlines, and the overlapping time of concurrent activities. The major deadlines for the fall term will include the Senior Design Conference held in November, and the submission of the draft design report at the end of the term. Lectures on specific topics relevant to design in engineering may be provided or arranged. However, the schedule will be focused upon the design effort, and each project may involve a different schedule with different intermediate milestones. Common milestones for the second semester segment of the sequence will include the presentation of the project at the Engineering Expo in April. This event will include a public presentation of the design with appropriate supporting materials to communicate the utility of the design, and the process used to develop it, to the public and to a group of design judges. The final effort and milestone for the course will be the completion of the final report of the design. This will be due at the close of finals week.

How Student Learning Outcomes are assessed/covered in the course schedule:
Students demonstrate learning outcomes associated with the advanced writing requirement in this course through a major design report that is initiated from the first semester through the second semester. Drafts of the report are submitted and critiqued by the course coordinator at the end of the first semester. Feedback is to be used to rewrite the report and improve it. The fall term requires a drafted report that includes all work and product of the project to that point. The final report is extended from the first semester report and is a complete compilation and documentation of the project effort. The report will be assessed by the course coordinator for content, completeness, presentation, organization and appropriate format. The report is kept on file for documentation of ABET criteria related to communications skills. Oral reports of the effort will also be required in both terms and can be used to document communications skills for ABET as well. These will be assessed by Design Conference attendees in the fall, and design judges at the Engineering Expo in the spring, as well as ABE faculty following the Engineering Expo when the ABE advisory committee meets.

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)

Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

<table>
<thead>
<tr>
<th>SGR Goal</th>
<th>#7, Information Literacy</th>
<th>X</th>
<th>Advanced Writing</th>
<th>Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course prefix, number, and title:</td>
<td>ABE 411 Design Project III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Number of Credits:</td>
<td>2 for ABE 411</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Faculty member’s name, department, college:</td>
<td>Daniel Humburg, ABE, ABS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Department Head</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Daniel Humburg, ABE, ABS)

---

Does this syllabus contain:

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Electronic signature indicates approval)
### Writing Intensive – ABE 411 Design Project III

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and research appropriate standards, test reports, performance documentation, proposals, and marketing documents to develop and articulate an organized description of the design topic, including the target market or audience, the design criteria, and any required specifications for the designed solution; evaluate alternative approaches to a solution and articulate the methods and logic used to select the chosen approach in the context of the company and customer’s goals.</td>
<td>Yes</td>
<td>Yes</td>
<td>W Coordinator evaluation of draft, revised, and final reports for the capstone project, documenting student effort and process in the design project.</td>
</tr>
<tr>
<td>2. Use writing conventions developed in core ABE classes for composition of laboratory and technical reports, as well as styles and conventions developed in English 279 Technical Communications to prepare project reports that are clear, insightful, as well as efficient communications to supervisors and sponsors with appropriate methods of summarization and quotation of technical sources and internet-based resources.</td>
<td>Yes</td>
<td>Yes</td>
<td>W Coordinator evaluation of the format, presentation, and content of the draft, revised, and final reports of the design project.</td>
</tr>
<tr>
<td>3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality as applied to the technical problem, design, or thesis under study.</td>
<td>Yes</td>
<td>Yes</td>
<td>W Students must gather information, data, and evaluate relevant standards as they apply to the design effort.</td>
</tr>
<tr>
<td>4. Present the results of engineering research or design project, either collaboratively or individually, to the class, department, faculty, sponsoring agency, or at a student research or professional conference.</td>
<td>Yes</td>
<td>Yes</td>
<td>W Students present the final result of the project to industry design judges, as well as faculty at the conclusion of the course.</td>
</tr>
</tbody>
</table>

+ P = portfolio  T = tests/exams  C = clinical field demonstration  D = group discussion  
S = speech or presentation  L = lab skill demonstration  W = written assignment (research paper, reaction paper, creative writing, etc.)  O = Other, please specify  
E = performance  V = visual arts/design studio work  

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add AIS 490 Seminar to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of AIS 490 Seminar course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of AIS 490 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: AIS 490 Seminar: A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

AIS 490 Seminar is a capstone course that requires students to integrate previously-learned AIS concepts and information into a culminating project. Students will produce one publishable paper quality document, or a product equivalent to a paper that demonstrates the stages of writing and research leading up to a publication. Two seminal works that contend with the notion of Theory in research, and topics that fall underneath the category of “American Indians” will be the guiding texts to the seminar, and will serve as sources of inspiration for potential research topics.
Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking AIS 490, students will be able to:

1. **Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.**

   Students will read academic journal articles and provide written and verbal engagement with these articles building towards an operative literature review and annotated bibliography regarding their respective topics. Through dialogic engagement with the instructor, students will learn how to identify major arguments and how data is utilized to support and articulate ideas. Students will produce a written document that incorporates a thesis statement that explores the fundamental importance of how research and Indian Country exist in the contemporary landscape. The paper will include a research question, literature review, and topic within the discipline of American Indian Studies.

2. **Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.**

   The course requires the use of style and conventions appropriate to the discipline of American Indian Studies. Information sources may be print journals and publications, electronic-based (Internet), or individual/personal contact. Due to the interdisciplinary aspects of AIS, students will be exposed to numerous journal styles. They will pick one to conform to for their projects at the onset of the semester. Students will understand the scientific principles as they pertain to responsible research practices involving American Indian issues.

3. **Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**

   Students must carefully and appropriately evaluate the sources of information used as well as the specific information used from each. They are asked to evaluate credibility and potential bias of these sources. Students will develop an ethic for responsible use of research with American Indian populations.

4. **Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**

   Students will give an oral presentation (8 to 12 minutes) along with completing their written report (five to seven pages) for at least one academic article. They give two preliminary oral (15 to 20 minutes) and written reports on their final project prior to the final oral presentation.
Writing Intensive – AIS 490 Seminar

(25 to 30 minutes) and written report (25+ pages) completion. The final presentation and report are given/made not only to the faculty instructor, but to other faculty in AIS. Students will gather and critically evaluate data to address basic and applied principles related to American Indian issues and Indian Country.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.
Writing Intensive – AIS 490 Seminar

Dean, and parent/guardian (when student is dependent for financial aid purposes). In addition one or more of the following penalties will be assigned:

1. A grade of zero on the test, quiz, homework, problem, or other assignment for the student(s) involved.
2. A grade of “F” for the course.
3. Referral of the matter to the Student Conduct Committee for disciplinary action. (The minimum sanction is disciplinary probation.)

Students have the right to appeal an academic dishonesty charge. No final course grades will be given until all avenues of appeal have been completed or the case resolved.

If repeated offenses occur in either a specific class or in two or more different ABS classes, the matter will be automatically referred to the Student Conduct Committee. Students are expected to behave according to the guidelines listed in the current undergraduate college catalog (p. 22) and given in the SDSU Student Code as described in Chapter 2 of the Student Policies Manual. The Faculty Team has the option to penalize any student and/or team for unethical and unprofessional behavior.

J. COURSE GOALS and STUDENT LEARNING OUTCOMES:

Course Goals

Students will understand and integrate the basic principles of American Indian Studies through the use of scientific principles and the land-grant philosophy. Students will develop and research pressing issues that pertain to American Indian Studies on cultural, social, ethical, historical, and community concerns. The course will demonstrate how integral constructive criticism and feedback are to producing writing.

Course Objectives

This course provides a “capstone” educational experience for undergraduate students at SDSU. The course objectives are to:

1. Improve and develop the processes for strategic and operational planning of tribally guided research through the use of sound, ethical scientific principles and the land-grant philosophy.
2. Improve and develop the processes for understanding the importance of history, culture, social concerns, ethics, and community needs in the development and implementation research in Indian Country. Every project must be considered in an historical context as it impacts the culture, the community, the social conditions, and the political climate.
3. Integrate previously learned information and share that information with other AIS faculty and majors.
4. Improve critical thinking, analytical, and problem solving skills.
5. Improve oral, written, and listening communication skills.

Advanced Writing Requirement

AIS Seminar will involve extensive writing that meets the advanced writing requirement of SDSU.

Advanced Writing Goal Statement

Students will build upon the concepts learned in courses covering SGE Goal #1 and refine their skills through research and writing in a discipline specific context.

Advanced Writing Student Learning Outcomes (SLO)

SLO #1: Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

Assessment Strategy: Students will read academic journal articles and provide written and verbal engagement with these articles building towards an operative literature review and annotated bibliography regarding their respective topics. Through dialogic engagement with the instructor, students will learn how to identify major arguments and how data is utilized to support and articulate ideas. Students will produce a written document that incorporates a thesis statement that explores the fundamental importance of how research and Indian Country exist in the contemporary landscape. The paper will include a research question, literature review, and topic within the discipline of American Indian Studies.

SLO #2: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

Assessment Strategy: The course requires the use of style and conventions appropriate to the discipline of American Indian Studies. Information sources may be print journals and publications, electronic-based (Internet), or individual/personal contact. Due to the interdisciplinary aspects of AIS, students will be exposed to numerous journal styles. They will pick one to conform to for their projects at the onset of the semester. Students will understand the scientific principles as they pertain to responsible research practices involving American Indian issues.

SLO #3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
Writing Intensive – AIS 490 Seminar

Assessment Strategy: Students must carefully and appropriately evaluate the sources of information used as well as the specific information used from each. They are asked to evaluate credibility and potential bias of these sources. Students will develop an ethic for responsible use of research with American Indian populations.

SLO #4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Assessment Strategy: Students will give an oral presentation (8 to 12 minutes) along with completing their written report (five to seven pages) for at least one academic article. They give two preliminary oral (15 to 20 minutes) and written reports on their final project prior to the final oral presentation (25 to 30 minutes) and written report (25+ pages) completion. The final presentation and report are given/made not only to the faculty instructor, but to other faculty in AIS. Students will gather and critically evaluate data to address basic and applied principles related to American Indian issues and Indian Country.

General Course Format
This course will not follow the traditional classroom approach (e.g., no formal tests and quizzes). Meetings with instructor will involve discussions, potential field trips, workshops, and guest lectures when available. A significant amount of class time will be planned and conducted by the student outside the normal classroom setting. Reading assignments will vary during each semester.

K. COURSE REQUIREMENTS and EVALUATION PROCEDURES

The expectations of this course are to produce a professional quality paper and be able to present it verbally alongside the written format. The paper and ensuing research will synthesize the concepts and issues inherent to American Indian Studies. A literature review and mini-proposal will be the first component of this paper process.

Grading Procedure: Students will give an oral presentation (8 to 12 minutes) along with completing their written report (five to seven pages). They give two preliminary oral (15 to 20 minutes) and written reports on their final project prior to the final oral presentation (25 to 30 minutes) and written report (25+ pages) completion. The final presentation and report are given/made not only to the faculty instructor, but to other faculty in AIS.

<table>
<thead>
<tr>
<th>(Weeks 4 – 5)</th>
<th>(Weeks 8 – 9)</th>
<th>(Weeks 11 – 13)</th>
<th>(Weeks 14 – 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal &amp; Literature Review</td>
<td>1st Draft &amp; Oral Presentation</td>
<td>2nd Draft &amp; Oral Presentation</td>
<td>Final &amp; Oral Presentation</td>
</tr>
<tr>
<td>25 pts. for written document</td>
<td>50 pts. for written draft</td>
<td>50 pts. for written draft</td>
<td>100 pts. for written FINAL</td>
</tr>
<tr>
<td>25 pts. for oral presentation</td>
<td>50 pts. for oral presentation</td>
<td>50 pts. for oral presentation</td>
<td>100 pts. for oral FINAL</td>
</tr>
</tbody>
</table>

Total = (50) points (100) points (100) points (200) points

Total possible points = 450

GRADES: (A) 400-450 (B) 350-400 (C) 300-350 (D) 250-300 (F) 0-250

L. ADA STATEMENT and SPECIAL ACCOMMODATIONS:
If you are a person with a disability and anticipate needing ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act in order to participate in this class, please inform the instructors, and make appropriate arrangements with the Office of Disability Services (ODS). The Office of Disability Services is located in 065 University Student Union (SSU). Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy-Hartenhoff-Crooks, Coordinator of Disability Services, at 605.688.4504 or 605.688.4986 to privately discuss your specific needs. THE ODS FAX number is 605.688.4987 and their Email is SDSU.disabilityservices@sdstate.edu.

M. ACADEMIC FREEDOM AND RESPONSIBILITY IN LEARNING STATEMENT:
Freedom in learning – Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college which offers the class to initiate a review of the evaluation.
AIS Seminar **Oral Presentation**
Student: _______________________________________
Overall Oral Presentation grade: _____________ of 25 possible points.
Presentation:

1) **Does the student demonstrate a clear statement of the research question with appropriate explanation to the genesis/purpose of the question/research?**

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose not explained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is contrived</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is explained reasonably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose explained thoroughly and reasonably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points______ (0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) **How effective and clear is the student at detailing the existing research on the question being presented?**

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No connection to research question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to research question is in a cursory manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection is explained reasonably well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection is explained in a thorough and comprehensive fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points______ (0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) **How well does the student use and cite appropriate sources?**

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed many available sources, incorrect citation formatting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing some major sources and citations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate sources and citations covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s work was original- No sources available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points______ (0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) **Does the student utilize visual materials appropriately?**

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient visual material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive visual material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points______ (0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) **Does the student field and handle questions and the presentation in a balanced time frame?**

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time for questions, or cannot respond to questions in appropriate manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions unravel the project’s purpose, or the balance of presentation is too short on data and too much on questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions are handled well and enhance the project’s integrity, sufficient balance in presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student wields a firm control of inciting a discussion and balanced presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points______ (0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

AIS Seminar **FINAL Paper**
Student: _______________________________________
Overall Paper grade: _____________ of 100 possible points.
Presentation:

1) **Does the student demonstrate a clear statement of the research question with appropriate explanation to the genesis/purpose of the question/research?**

<table>
<thead>
<tr>
<th></th>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose not explained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is contrived</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is explained reasonably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose explained thoroughly and reasonably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total ______ (0-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) **How effective and clear is the student at detailing the existing research on the question being presented?**

<table>
<thead>
<tr>
<th></th>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No connection to research question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to research question is in a cursory manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection is explained reasonably well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection is explained in a thorough and comprehensive fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total _____ (0-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Writing Intensive – AIS 490 Seminar

#### 3) How well does the student use appropriate sources and citations to depict the existing research?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed many available sources, incorrect citation formatting.</td>
<td>Missing some major sources and citations.</td>
<td>Appropriate sources and citations covered.</td>
<td>Student’s work was original- No sources available.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 4) Does the student utilize original thoughts to generate a new/innovative approach to the research problem?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No originality.</td>
<td>Approach is gleaned from another study/project.</td>
<td>Project is approached partially from existing research &amp; partially from an innovative original idea.</td>
<td>Approach is completely original.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 5) Does the student pose reasonable questions that can be sufficiently addressed within the scope of research?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, the scope of the questions are too broad to be answered in any sufficient fashion.</td>
<td>The questions are rather broad and potentially too theoretical to be answered well.</td>
<td>The questions are sufficient to the scope of the research defined and detailed in the project.</td>
<td>The question is sound and the ability to approach the problem fits the scope well.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 6) Does the student organize the research and data in a proficient manner?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear organization or organizational plan is inappropriate to thesis, no transitions.</td>
<td>Some signs of logical organization. Maybe have abrupt or illogical shifts &amp; ineffective flow of ideas.</td>
<td>Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.</td>
<td>Fully &amp; imaginatively supports thesis &amp; purpose. Sequence of ideas is effective. Transitions are effective.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 7) Does the student support and reason well?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact.</td>
<td>Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive.</td>
<td>Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.</td>
<td>Substantial, logical, &amp; concrete development of ideas. Assumptions are made explicitly. Details are germane, original, and convincingly interpreted.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 8) Does the student interpret and analyze well?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can determine the literal meaning but needs significant help in determining the abstract meaning of a text.</td>
<td>Can determine some of the abstract meanings and figurative nuances of the text.</td>
<td>Infers the abstract significance and figurative nuances of the text.</td>
<td>Uses a sophisticated level of inference and insight to determine the abstract significance and figurative nuances of the text.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 9) Does the student deploy good Grammar/Spelling/Usage/Punctuation?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical &amp; usage errors so severe that writer’s ideas are hidden.</td>
<td>Repeated weakness in mechanics and usage. Patterns and flaws.</td>
<td>Mechanical and usage errors that do not interfere with meaning.</td>
<td>Essentially error free. Evidence of superior control of diction.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**

#### 10) How is the overall presentation of the paper?

<table>
<thead>
<tr>
<th>0-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document looks untidy and does not follow basic formatting rules (e.g., margins, headers &amp; subheadings).</td>
<td>Writing looks fairly neat but violates some formatting rules.</td>
<td>Writing looks neat but violates one or two formatting rules.</td>
<td>Document looks neat, crisp, and professional.</td>
</tr>
</tbody>
</table>

**Total _____ (0-10)**
### Writing Intensive – AIS 490 Seminar

**Total** (0-10)

---

**System/Institutional (SDSU) Graduation Requirements (SGR) Course Review**

**Faculty Self-Report Form**

**Directions:**
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

**NOTE:** For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR and IGR include all information for both SGR and IGR requirements.

**Due:** to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

---

**SGR Goal** #1: Written Communication #2: Oral Communication #3: Social Sciences/Diversity #4: Humanities and Arts/Diversity #5: Mathematics #6: Natural Sciences **ADVANCED WRITING X**

1. **SGR Course prefix, number, and title:** AIS 490 SEMINAR
2. **Number of Credits:** 3
3. **Faculty member’s name, department, college:** Richard Meyers, American Indian Studies, College of Arts & Sciences
4. **Department Head** Kathleen Donovan (Associate Dean)

---

#### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)*

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET BY THE COURSE (YES/NO)</th>
<th>ARE THE GOAL(S) AND LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGR Goal #2: Advanced Writing Students will build upon the concepts learned in courses covering SGE Goal #1 and refine their skills through research and writing in a discipline specific context.</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #1: Read extensively and respond critically</td>
<td>YES</td>
<td>YES</td>
<td><strong>Assessment Strategy:</strong> Students will read academic...</td>
</tr>
<tr>
<td>SLO #2: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Strategy: The course requires the use of style and conventions appropriate to the discipline of American Indian Studies. Information sources may be print journals and publications, electronic-based (Internet), or individual/personal contact. Due to the interdisciplinary aspects of AIS, students will be exposed to numerous journal styles. They will pick one to conform to for their projects at the onset of the semester. Students will understand the scientific principles as they pertain to responsible research practices involving American Indian issues. Performance Standards—Students must receive a grade of C or better on evaluation by course instructor.

| SLO #3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. | YES | YES |

Assessment Strategy: Students must carefully and appropriately evaluate the sources of information used as well as the specific information used from each. They are asked to evaluate credibility and potential bias of these sources. Students will develop an ethic for responsible use of research with American Indian populations. Performance Standards—Students must receive a grade of C or better on evaluation by course instructor.

| SLO #4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. | YES | YES |

Assessment Strategy: Students will give an oral presentation (8 to 12 minutes) along with completing their written report (five to seven pages) for at least one academic article. They give two preliminary oral (15 to 20 minutes) and written reports on their final project prior to the final oral presentation (25 to 30 minutes) and written report (25+ pages) completion. The final presentation and report are given/made not only to the faculty instructor, but to other faculty in AIS. Students will gather and critically evaluate data to address basic and applied principles related to American Indian issues and Indian Country. Performance Standards—Students must receive a grade of C or better on evaluation by course instructor.

* For courses meeting both SGR and IGR requirements include SGR and IGR goals and SLOs for each SGR and IGR Goal.

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
V = visual arts/design studio work  
C = clinical field demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
D = group discussion  
O = Other, please specify
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Revision to an approved course

Section 1. Provide a Concise Description of the Proposed Change
Update ENGL 424 7-12 Language Arts Methods to reflect ENGL 424 and SEED 424 -- 7-12 Language Arts Methods in the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
ENGL 424 7-12 Language Arts Methods is cross-listed with SEED 424. This request is to update the list of approved courses to meet Writing Intensive Requirement to reflect both prefixes.
## SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

<table>
<thead>
<tr>
<th>SDSU</th>
<th>Academic Affairs</th>
<th>Laurie Stenberg Nichols</th>
<th>1/17/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

---

**X** Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

---

**X** Revision to an approved course

### Section 1. Provide a Concise Description of the Proposed Change

Update GEOG 382 Geographic Research Methods to new title GEOG 382 Quantitative Research Methods in Geography in the list of courses approved to meet the Writing Intensive Requirement.

### Section 2. Provide the Effective Date for the Proposed Change

Fall 2014

### Section 3. Provide a Detailed Reason for the Proposed Change

GEOG 382 Geographic Research Methods is currently on the list of approved courses to meet the Writing Intensive Requirement. The course title was updated to GEOG 382 Quantitative Research Methods in Geography in a Minor Course Modification effective Spring 2014.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add GEOG 421 Qualitative Research Methods in Geography to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of GEOG 421 Qualitative Research Methods in Geography course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of GEOG 421 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GEOG 421 Qualitative Research Methods in Geography: The theory and application of qualitative methods in geographic studies. Emphasis on the purpose and effective use of archival, visual, interview, survey, focus group, observation, and ethnography techniques. Design and implementation of research projects using qualitative methods as the primary data collection and analysis tool.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.
Writing Intensive Student Learning Outcomes: As a result of taking ABE 411, students will be able to:

1. **Read extensively and respond critically in the written discourse of a discipline;** formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

   As a result of GEOG 421, students learn how to evaluate scholarly research, design and carry out a research project, and synthesize original research findings around a topic of interest through readings, discussions, presentations, and written assignments. Through the research proposal, students will formulate research questions, develop a plan for research, and carry out research using qualitative methods to explore their question. In the research methods reaction papers, students reflect on their experience of performing the research and evaluate whether or not their attempt was successful. Students assemble results from the five research method projects into a final research paper, where they present the results of their primary data, integrate their research with other scholarly work, and describe possible future trajectories of their research aim. Students then transform their research paper into a poster presentation that is intended for the wider audience of SDSU Geography and the College of Arts and Sciences through an organized poster session during the final exam period. During each class section, students are assessed on their contribution to the class through group discussions and participation.

2. **Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.**

   As a result of GEOG 421, students learn the conventions of geographic scholarship through readings, discussion, presentations, and written assignments. The style sheet from the *Annals of the Association of American Geographers*, the discipline’s flagship journal, provides the model for appropriate style conventions, such as parathentical reference citations, when and how to use footnotes, how to cite interviews and other primary data sources, guidelines for quotations, and appropriate use of internet data sources. *The Elements of Style* (Strunk and White 2000) will also be made available at the Briggs Library Reserve Desk for student consultation as needed. Through discussions on scholarly research articles (2 journal articles per week on average), students will reflect on and evaluate how and when scholars in the discipline use quotations. In written assignments, including research project proposal, method reaction papers, and the final research project, students are required to relate their work to existing scholarship in the field. These written assignments students require analyzing, summarizing, and/or quoting other existing pieces of scholarship and connecting it to their own work. The final poster presentation requires the discipline conventions of poster presentations be met and students are evaluated on the successful and creative fulfillment of these standards.

3. **Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**

   As a result of GEOG 421, students learn and practice evaluating scholarly work through readings, discussion, presentations, and written assignments. Through a positionality
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

reflection essay, students first reflect on their own identity, and how different aspects of their identity affect the ways in which they perceive, evaluate, and interpret the world around them, and to evaluate the relationships between identity and knowledge construction. When discussing scholarly works in class, students evaluate how the author’s positionality relates to the work presented and identify any biases present. In-class discussions also focus on electronic resources, like advertisements and video clips, and students investigate how social and cultural identity discourses inform popular media. During their own research method reflections and final research paper, students are required to describe how their positionality and identity influenced, or possibly influenced, the results of their research. In the research project proposal, students evaluate at least 3 scholarly sources relevant to their research idea in terms of arguments and methods used. During weekly in-class discussions on research method articles, students identify and evaluate how qualitative methods have been used in geographic scholarship.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

As a result of GEOG 421, students will present the results of their research through discussion, presentations, and written assignments. Students reflect and write about experiences and results of their research method reaction papers, and informally present these to course members through weekly discussions. Their final research project will be presented in the form of a poster presentation organized session on campus during the final exam period. Department students and faculty members are invited to this open poster presentation session, as are College of Arts and Sciences and University administration. The session is open to the public, though it is anticipated to draw a more local audience of department and college interested parties.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Assessment tools include weekly discussions, research proposal (including literature review), five method reaction papers, final research project, poster presentation.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

GEOG 421/521: Qualitative Research Methods in Geography (3 credits)
Spring 2013, South Dakota State University
MWF 3:00 to 3:50, Alvida Myre Sorenson Center, Room 001

Instructor: Dr. Hilary Hungerford
Email: hilary.hungerford@sdstate.edu
Office location: Wecota Annex 413
Office phone: 605-688-4620
Office hours: M & W 1-3, and by appointment

Required texts
Oxford University Press.
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

Scholarly journal articles listed in the calendar, available (or links provided) on D2L.

Course description

About this course: In this course you are asked to go out and do research, not just read about what others have done. Now it’s your turn to create knowledge and produce scholarship! This course is designed for you to pursue a research topic according to your interests and through qualitative methods. Topics are not restricted to any subject, but need to be well defined and able to be explored locally. Some course time will be dedicated to out of class research projects, so you should have ample time to complete the research method experience. The focus of this course lies not only with the results of your research, but especially with the process of research and your place within these processes. Topics are not restricted to human geography.

Catalog Description: This course emphasizes the theory and application of using qualitative methods in geographic studies. At the end of the course, the student will be familiar with the purpose and effective use of archival, visual, interview, survey, focus group, observation, and ethnography techniques. For their final project, students will design and implement a research project using qualitative methods as their primary data collection and analysis tool.

Instructional methods: We will operate this course in the spirit of a seminar, and will be mostly discussion based. The successful seminar relies on your preparation (reading!), participation (discussion?), and respect of diverse viewpoints of classmates.

Advanced Writing Requirement (AWR)

This course satisfies the Advanced Writing Requirement. AWR courses are discipline-based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will refine their skills through research and writing in a discipline specific context.

Advanced Writing Student Learning Outcomes:

Students will:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

   Means: through readings, discussions, presentations, and written assignments, students learn how to evaluate scholarly research, design and carry out a research project, and synthesize original research findings around a topic of interest. Through the research proposal, students will formulate research questions, develop a plan for research, and carry out research using qualitative methods to explore their question. In the research methods reaction papers, students reflect on their experience of performing the research and evaluate whether or not their attempt was successful. Students assemble results from the five research method projects into a final research paper, where they present the results of their primary data, integrate their research with other scholarly work, and describe possible future trajectories of their research aim. Students then transform their research paper into a poster presentation that is intended for the wider audience of SDSU Geography and the College of Arts and Sciences through an organized poster session during the final exam period. During each class section, students are assessed on their contribution to the class through group discussions and participation.

   Assessment tools: weekly discussions, research proposal (including literature review), five method reaction papers, final research project, poster presentation.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

   Means: through readings, discussion, presentations, and written assignments, students learn the conventions of geographic scholarship. The style sheet from the Annals of the Association of American Geographers, the discipline’s flagship journal, provides the model for appropriate style conventions, such as parathentical reference citations, when and how to use footnotes, how to cite interviews and other primary data sources, guidelines for quotations, and appropriate use of internet data sources. The Elements of Style (Strunk and White 2000) will also be made available at the Briggs Library Reserve Desk for student consultation as needed. Through discussions on scholarly research articles (2 journal articles per week on average), students will reflect on and evaluate how and when scholars in the discipline use quotations. In written assignments, including research project proposal, method reaction papers, and the final research project, students are required to relate their work to existing scholarship in the field. These written assignments students require analyzing, summarizing, and/or quoting other existing pieces of scholarship and connecting it to their own work. The final poster presentation requires the discipline conventions of poster presentations be met and students are evaluated on the successful and creative fulfillment of these standards.

   Assessment tools: weekly discussions, research project proposal, five method reaction papers, final research project, final poster presentation.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

   Means: through readings, discussion, presentations, and written assignments, students learn and practice evaluating scholarly work. Through a positionality reflection essay, students first reflect on their own identity, and how different aspects of their identity affect the ways in which they perceive, evaluate, and interpret the world around them, and to evaluate the relationships between identity and knowledge construction. When discussing scholarly works in class, students evaluate how the author’s positionality relates to the work presented and identify any biases present. In-class discussions also focus on electronic resources, like advertisements and video clips, and students investigate how social and cultural identity discourses inform popular media. During their own research method reflections and final research paper, students are required to describe how their positionality and identity influenced, or possibly
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

Influenced, the results of their research. In the research project proposal, students evaluate at least 3 scholarly sources relevant to their research idea in terms of arguments and methods used. During weekly in-class discussions on research method articles, students identify and evaluate how qualitative methods have been used in geographic scholarship.

Assessment tools: positionality reflection, weekly discussions, research project proposal, five method reaction papers, final research project, final poster presentation

4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Means: through discussion, presentations, and written assignments, students will present the results of their research. Students reflect and write about experiences and results of their research method reaction papers, and informally present these to course members through weekly discussions. Their final research project will be presented in the form of a poster presentation organized session on campus during the final exam period. Department students and faculty members are invited to this open poster presentation session, as are College of Arts and Sciences and University administration. The session is open to the public, though it is anticipated to draw a more local audience of department and college interested parties.

Assessment tools: weekly discussions, five method reaction papers, final research project, final poster presentation

Description of Learning Assessments

**Complete assessment guidelines and associated rubrics are at the end of document**

Human Subjects Training (5% of final grade)

You will complete the certification of human subjects research for the social, behavioral, and educational disciplines through the Collaborative Institutional Training Initiative (CITI) program online at citiprogram.org.

Positionality Reflection Essay (5% of final grade)

This initial assignment asks you to explore your own identity and reflect on how your identity could influence all aspects of the research process. You will consider the various components of identity, including nationality, sex, gender, race/ethnicity, socio-economic class, sexuality, religious affiliation, and/or ability status.

Research Project Proposal (10% of final grade)

This course is based on your exploration of a research topic of interest. You are free to choose any topic, but make sure there is a geographic component (for example, poverty in Brookings, racism at SDSU, cultural or physical landscapes in Brookings, experience of place, hunting in the Black Hills, etc.). For your research proposal, you are asked to identify relevant literature (at least 3 journal articles from the last 5 years), construct initial research questions, and choose 5 (out of 8 possible) qualitative method techniques you will use to explore your research question.

Method Experience Reaction Papers (35% of final grade)

In order to truly understand qualitative methods you have to do them. These projects are not intended to focus on your research results, but rather about the process and experience of using qualitative methods. Some of you may have already used qualitative methods before, but all of the work you submit in this class must be done specifically for these projects.

According to your research proposal, choose 5 of the 8 methods listed below:

1. Interviewing (two interviews minimum)
2. Observation
3. Participant observation / Focus Groups
4. Surveys / Questionnaires (five survey participants minimum)
5. Archival / Historical methods
6. Textual / Discourse analysis
7. Audio-visual techniques
8. Mental mapping / Qualitative GIS

You will submit short papers (2 pages each) in which you reflect on your experiences using the method. The following questions can help to orient your reflection: was it what you expected, did you encounter challenges, could you have done this method better, will you use this method in your own research, how does this method fit into the larger project, how does your experience compare with the scholarly articles discussed in class?

Final Research Project (25% of final grade)

In this paper you will use your data collected to explore your research question. You will identify which method(s) you found most useful, and what your data tells you about the problem you explored. In addition, you will discuss any problems in data collection and ways that you would change or improve the research design. Your paper should follow the style guidelines of the Annals of the Association of American Geographers (available online at http://www.aag.org/libraries/cm_journals/ANNALS_STYLE_SHEET_61912.pdf).

Poster Presentation of Final Research Project (10 % of final grade)

You will make an academic poster, following poster guidelines from the Association of American Geographers annual conference website (see AAG.org). During the final exam period, course members will hang posters and members of the larger university community will be invited to a poster presentation session by the class. This exercise is meant to simulate an poster presentation at a professional/academic conference.

Discussion and Participation (10% of final grade)
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

In-class discussions, both large and small group, are vital to the success of this class, and you are expected to contribute to discussion each course period.

**Grading Scale for the Course (aka “Undergraduate Grading Rubric”)**

(Taken directly from the Undergraduate Catalogue at South Dakota State University)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional, impressive command of content, clear explanation, development, and application of ideas, independent thought and analysis, thorough and persuasive substantiation of claims, clear and effective organization, precise, fluent, and distinctive expression—written or oral, correct grammar, punctuation, documentation, and format.</td>
</tr>
<tr>
<td>B</td>
<td>Above average, competent command of content, mostly clear explanation, development, and application of ideas, capacity for independent thought and analysis, though it is not fully realized, sufficient and mostly persuasive substantiation of claims, mostly clear and effective organization, mostly precise, fluent, and clear expression—written or oral, mostly correct grammar, punctuation, documentation, and format.</td>
</tr>
<tr>
<td>C</td>
<td>Average, adequate command of subject matter, adequate explanation, development, and application of ideas, though lack of depth is evident, inconsistent substantiation of claims, adequate organization, though lapses are evident, adequate (written or oral) expression; though lapses in precision, fluency, and clarity are evident, adequate grammar, punctuation, documentation, and format, though errors are evident.</td>
</tr>
<tr>
<td>D</td>
<td>Lowest passing grade, insufficient fulfillment of the requirements and objectives of the assignment, an inadequate command of content, insufficient explanation, development, and application of ideas, unexamined, clichéd thinking and little analysis, inadequate substantiation of claims, inadequate organization, making the text hard to follow, inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity, numerous and significant errors in grammar, punctuation, documentation, and format.</td>
</tr>
<tr>
<td>F</td>
<td>Failure, a failure to follow or complete the assignment, a failure to control or comprehend the content, a failure to sufficiently explain, develop, or apply ideas, a failure to analyze, a failure to sufficiently substantiate claims, a failure to organize the content, making the text or oral presentation largely incoherent, a failure to write or speak with any degree of precision, fluency or clarity, a failure to abide by the conventions of grammar, punctuation, documentation or format.</td>
</tr>
</tbody>
</table>

**Weekly Schedule of Readings and Assignments**

*Readings and assignments are subject to change.*

*Advanced Writing Requirement objectives 1-4 are covered in each weekly unit.*
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

Unit 1: Foundations of Qualitative Methods in Geography

Week 1—Course introduction
January 11: Thinking about identity and positionality
January 14: Hay Ch 1
January 16:

Week 2—Changing face of qualitative methods
January 14: Hay Ch 2
January 16:

Week 3—Human Subjects and Research Compliance
January 21: MLK day holiday
January 23: Guest Speaker: Norm Braaten, Research Compliance, SDSU
January 25: Positionality reflections and discussion

Week 4—Ethics and power in qualitative research
January 28: Hay chapters 2
January 30: Hay chapter 3 and
February 1: out of class research: creating your research project and questions

Week 5—Creating research projects and questions
February 6: Hay chapter 5.
February 8: out of class research: creating your research project and questions (Research project proposals due)

Unit 2: Doing qualitative methods

Week 6: Interviews
February 11: Hay chapter 6
February 13:
February 15: out of class research: Reaction paper due Sunday 2/17 by 10pm

Week 7: Observation
February 18: Presidents’ day holiday
February 20: Hay chapter 12
February 22: out of class research. Reaction paper due Sunday 2/24 by 10pm

Week 8: Participant Observation and Focus Groups
February 25: Hay chapter 8 and 13
February 27:
March 1: out of class research. Reaction paper due Sunday 3/1 by 10pm

Week 9—Spring break!
March 4—no class
March 6—no class
March 8—no class

Week 10: Surveys and Questionnaires
March 11: Hay chapter 10
March 13: TBA: Chapter from Dr. Hungerford’s dissertation
March 15: out of class research. Reaction paper due Sunday 3/17 by 10pm

Week 11: Archival and Historical Methods
March 18: Hay chapter 9
March 20:
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography


March 22: out of class research. Reaction paper due Sunday 3/24 by 10pm

Week 12: Textual and Discourse Analysis
March 25: Hay chapter 11 and 14
March 27:

March 29: Easter recess. Reaction paper due by Sunday 4/7 by 10pm

Week 13: Audio-Visual Techniques
April 1: Easter recess
April 3:

April 5: out of class research: Reaction paper due Sunday 4/7 by 10pm

Week 14: Mental Mapping and Qualitative GIS
April 8: Hay Chapter 15
April 10:

April 12: out of class research. Reaction paper due Sunday 5/14 by 10pm

Unit 3: Telling the story

Week 15: how to make sense of all the data?
April 15: Hay chapter 17 and 18
April 17:

April 19: out of class research: coding and constructing the text

Week 16: constructing the text and communicating findings
April 22: Constructing the text discussion
April 24: out of class research: constructing the text
April 26: out of class research: constructing the text

Week 17: Finals week
Thursday May 2nd, 2:00 to 3:40: poster presentations. Paper due by Friday May 3rd at 5 pm.

University Resources

Library Resources
Briggs library has created a resource page that offers many useful tips on finding scholarly resources, writing preparation, information literacy, and links to other useful information. I recommend that you become familiar with this site as it will prove useful throughout the semester.

Study Abroad
South Dakota State University and the Department of Communication Studies and Theatre are committed to helping students learn and test their knowledge in a global context. If you are interested in seeking the opportunity to study, work, intern, or volunteer in another country contact the Office of International Affairs in SWC 225 and http://www.sdstate.edu/international-affairs/index.cfm.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Americans with Disabilities Act
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504) to privately discuss your specific needs. The Office of Disability Services is located in the Student Union, 065 and http://www.sdstate.edu/campus/student-services/disability/index.cfm

Classroom policies
Teaching and learning is a reciprocal relationship. You are expected to come to class prepared, having read the required material and completed any assignments necessary. Though no formal attendance policy in place, part of your grade is based on in-class activities and discussions. Please turn cell phones off and refrain from engaging with them during class. Food and drink are permitted as following university guidelines.

Academic Dishonesty:
I want to know YOUR ideas, reflections, and thoughts! There is only one YOU in the world, so show me that unique perspective in your work. Do not cheat, plagiarize, or copy any other persons’ work. Doing so will result in a failure of the assignment and further disciplinary actions if deemed necessary by course instructor.

Human Subjects Training (the CITI course)
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due date: January 18th, 2012
Points: 50 points / 5% of final grade

For this assignment, you will complete the certification of human subjects research for the social, behavioral, and educational disciplines through the Collaborative Institutional Training Initiative (CITI) program online at citiprogram.org. Complete all 11 modules, and print out your certification at the end. Bring in this certification for your points. Full points (50 points) are given for completion of the training by the due date.

Positionality Reflection Essay
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due date: January 25th, 2013
Points: 50 points / 5% of your final grade

As human beings, we understand our world through the filter of our own background, experiences, and identities. This assignment asks you to explore aspects of your identity, and reflect on any privileges or advantages associated with each aspect. For example, if you are able-bodies, you can easily access most places and the abilities of your mind is not questioned because of the ability of your body.

You will consider various components of identity, including nationality, sex, gender, race/ethnicity, socio-economic class, sexuality, religious affiliation, and ability status. Feel free to discuss any other aspect you feel is formative. You can refer to the essay “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh (available at http://www.amptoons.com/blog/files/mcintosh.html) for an example of how to think and write about the daily effects of privilege. Also consult the first chapters of the course textbook for ideas on how to evaluate the links between identity and research.

Your essay should be 2 to 3 pages in length, using 12-point font and 1-inch margins

Positionality Reflection Essay, Grading Criteria
This assignment uses the Undergraduate Grading Criteria from South Dakota State University

The grade of “A” (“exceptional”, “4.0”) designates:
- fulfillment of the requirements and objectives of the assignment
- an excellent, impressive command of content
- a clear explanation, development, and application of ideas
- independent thought and analysis
- thorough and persuasive substantiation of claims
- clear and effective organization
- correct grammar, punctuation, documentation, and format

The grade of “B” (“above average”, “3.0”) designates:
- fulfillment of most of the requirements and objectives of the assignment
- a competent command of content
- mostly clear explanation, development, and application of ideas
- a capacity for independent thought and analysis, though it is not fully realized
- sufficient and mostly persuasive substantiation of claims
- mostly clear and effective organization
- mostly correct grammar, punctuation, documentation, and format

The grade of “C” (“average”, “2.0”) designates:
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

- fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
- an adequate command of subject matter
- adequate explanation, development, and application of ideas, though lack of depth is evident
- lack of independent thought or sustained analysis
- inconsistent substantiation of claims
- adequate organization, though lapses are evident
- adequate grammar, punctuation, documentation, and format, though errors are evident

The grade of “D” (“lowest passing grade”, “1.0”) designates:
- insufficient fulfillment of the requirements and objectives of the assignment
- an inadequate command of content
- insufficient explanation, development, and application of ideas
- unexamined, clichéd thinking and little analysis
- inadequate substantiation of claims
- inadequate organization, making the text hard to follow
- numerous and significant errors in grammar, punctuation, documentation, and format

The grade of “F” (“failure”, “0.0”) designates:
- a failure to follow or complete the assignment
- a failure to control or comprehend the content
- a failure to sufficiently explain, develop, or apply ideas
- a failure to analyze
- a failure to sufficiently substantiate claims
- a failure to organize the content, making the text or oral presentation largely incoherent
- a failure to write or speak with any degree of precision, fluency or clarity
- a failure to abide by the conventions of grammar, punctuation, documentation or format

Research Project Proposal
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due date: 
Points: 100 points / 10% of final grade

This course is based on your exploration of a research topic of interest. You are free to choose any topic, but make sure there is a geographic component (for example, poverty in Brookings, racism at SDSU, cultural or physical landscapes in Brookings, experience of place, hunting in the Black Hills, etc.). The more defined your research project, the easier your method practice, and the better your results. To work towards defining a research project, you will build an initial proposal. Your proposal should include the following sections:

1. Introduction: In this section you will present the basic idea you want to explore in class and why it is important. For example, if you are studying race at SDSU, you might discuss how the demographics of the university have changed over time, but that evidence from the university newspaper (or personal experience) suggests that racism exists, and this is a problem. If you are interested in hunting, you may think about how many hunters are active in the region, and how hunters impact the environment.

2. Abbreviated literature review: find at least 4 journal articles (from the last 5 years) that explore topics similar to your interests, and evaluate their results, conclusions, and/or methods. Conclude this section with an idea of how you think this scholarly work can be improved and enhanced with your work from this project (for example, does your work add a new geographic case-study, or bring new ideas to the discussion?).

3. Research question: based on the importance and previous work done, develop an overarching research question that will organize your research. For example, you might ask, “do non-white students experience racism at SDSU?” or “how do hunters perceive the environmental impact of their sport?”

4. Methods: identify 5 of the following qualitative methods you will use to explore your question, and present initial ideas on how you will approach each method (you will have time later in the semester to study each method and develop your approach).
   a. Interviewing (two interviews minimum)
   b. Observation
   c. Participant observation / Focus Groups
   d. Surveys / Questionnaires (five survey participants minimum)
   e. Archival / Historical methods
   f. Textual / Discourse analysis
   g. Audio-visual techniques
   h. Mental mapping / Qualitative GIS
Method Experience Reaction Papers
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due dates: rolling, see syllabus for exact dates
Points: 70 points each, 350 points total (5 reaction papers) / 35% of final grade

In order to truly understand qualitative methods you have to do them. These method reactions papers constitute the largest proportion of your grade for the semester. You are asked here to focus on the process and experience of using qualitative methods, not on the results of this research (your results will be included in the final paper). Some of you may have already used qualitative methods before, but all of the work you submit in this class must be done specifically for these projects.

According to your research proposal, choose 5 of the 8 methods listed below:
1. Interviewing (two interviews minimum)
2. Observation
3. Participant observation / Focus Groups
4. Surveys / Questionnaires (five survey participants minimum)
5. Archival / Historical methods
6. Textual / Discourse analysis
7. Audio-visual techniques
8. Mental mapping / Qualitative GIS

Provide a description of your research and your sampling technique. For example, if you interviewed two students tell explain how you performed the interviews and how you identified research participants.

Reflect on the experience of researching. The following questions can help to orient your reflection: was it what you expected? Did you encounter challenges? Could you have done this method better? Would you use this method again? How does this method fit into the larger
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

... project? How does your experience compare with the scholarly articles discussed in class? How did your positionality come into play in your research process?

Each reflection should be 2 to 3 pages in length, using 12-point font and 1-inch margins.

Method Experience Reaction Papers, Grading Criteria
This assignment uses the Undergraduate Grading Criteria from South Dakota State University

The grade of “A” (“exceptional”, “4.0”) designates:
- fulfillment of the requirements and objectives of the assignment
- an excellent, impressive command of content
- a clear explanation, development, and application of ideas
- independent thought and analysis
- thorough and persuasive substantiation of claims
- clear and effective organization
- correct grammar, punctuation, documentation, and format

The grade of “B” (“above average”, “3.0”) designates:
- fulfillment of most of the requirements and objectives of the assignment
- a competent command of content
- mostly clear explanation, development, and application of ideas
- a capacity for independent thought and analysis, though it is not fully realized
- sufficient and mostly persuasive substantiation of claims
- mostly clear and effective organization
- mostly correct grammar, punctuation, documentation, and format

The grade of “C” (“average”, “2.0”) designates:
- fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
- an adequate command of subject matter
- adequate explanation, development, and application of ideas, though lack of depth is evident
- lack of independent thought or sustained analysis
- inconsistent substantiation of claims
- adequate organization, though lapses are evident
- adequate grammar, punctuation, documentation, and format, though errors are evident

The grade of “D” (“lowest passing grade”, “1.0”) designates:
- insufficient fulfillment of the requirements and objectives of the assignment
- an inadequate command of content
- insufficient explanation, development, and application of ideas
- unexamined, clichéd thinking and little analysis
- inadequate substantiation of claims
- inadequate organization, making the text hard to follow
- numerous and significant errors in grammar, punctuation, documentation, and format

The grade of “F” (“failure”, “0.0”) designates:
- a failure to follow or complete the assignment
- a failure to control or comprehend the content
- a failure to sufficiently explain, develop, or apply ideas
- a failure to analyze
- a failure to sufficiently substantiate claims
- a failure to organize the content, making the text or oral presentation largely incoherent
- a failure to write or speak with any degree of precision, fluency or clarity
- a failure to abide by the conventions of grammar, punctuation, documentation or format

Final Research Project
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due date: May 3rd, 2013 by 5pm
Points: 250 points / 25% of final grade
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

In this assignment, you will bring together data collected throughout the semester to explore your research question. Your paper should include the following sections:

1. Introduction: outline the main ideas and organization of the paper.
2. Research questions: present your overarching research question and how it was formulated (based on work from the scholarly literature review).
3. Methods: describe your methods, and what specific question you focused on for each method.
4. Results and Discussion: this is the section where you present the results from your methods throughout the semester (should be the longest part of your paper). How does your data answer your research question? Also, endeavor to triangulate your research with results from other secondary sources. For example, how do your results compare with results from similar studies or topics? This is also the section where you discuss problems and/or shortcomings of any data/methods.
5. Conclusions: summarize the paper and outline future possibilities of research and how this project can be enhanced and transformed in future research.

Your paper should follow the style guidelines of the Annals of the Association of American Geographers (available online at http://www.aag.org/libraries/cm_journals/ANNALS_STYLE_SHEET_61912.pdf). Using heads and subheadings is a good idea, as it helps the reader understand the organization of the paper and anticipate what is next.

This paper should be 12 to 15 pages in length (not including bibliography), use 12-point font and 1-inch margins.

### Final Research Project Grading Rubric
(adapted from Professor Jay Aronson, Carnegie Mellon University)

| Research Questions and Design | Research questions and design are incomplete, oversimplified, or lacking in creativity. | Research questions and design are incomplete and minimal effort made to complete project.
|------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------
| Author clearly articulates primary research questions and explains research design. Research questions are thoughtfully constructed and research design is creative and original. | Author states research question and lists research design, but offers little evidence of thoughtfulness or logic behind research design construction. | Data from primary data collection is presented, but little evidence of critical evaluation of data appears. Author does not add insight into how results reflect bias or could be improved. |
| Primary Sources | Data from primary data collection (five method experiences through the semester) is presented and critically evaluated. Provides evidence that the method (particularly the sampling technique) was well organized and thought out. | Data from primary data collection is incomplete or oversimplified. Sampling techniques showed minimal effort on the part of the student. |
| Secondary Sources | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. |
| Citations | All evidence is properly cited in parenthetical citations and references cited format. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. |
| Organization | Essay contains an intro, main body, and conclusion. Introduction lays out main idea and outlines the paper. The conclusion brings everything together, acknowledges shortcomings of the paper, and gives an idea of future work. | Essay contains an intro, main body, and conclusion. The introduction lays out the main ideas but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes paper, but does not move beyond what has already been presented in the paper. |
| Clarity and Coherence | All sentences are clear and all sentences are well organized and thought out. | A few sentences are wordy or short. |

Paper is full of grammatical errors.
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

| Style | grammatically correct and clearly written. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors. | grammatically correct and clearly written. Paper has been spell-checked AND proofread, and contains few minor errors, which do not adversely affect the reader’s ability to understand the essay. | grammatically incorrect or not clearly written. Paper has been spell-checked AND proofread, but still contains several errors. Reader’s ability to understand essay may be compromised. | errors and bad writing. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors. |

Poster Presentation of Final Research Project
GEOG 421/521: Qualitative Research Methods in Geography
Spring 2013, South Dakota State University

Due date: May 2nd, 2013
Points: 100 points / 10% of final grade

Congratulations you are almost done with the course!

In this final assignment, you will make a poster presentation of your final research project. Posters will be on display during the final exam period, and members of the department and college community will be invited to this poster session. This exercise is meant to simulate a poster presentation at a professional/academic conference.

Include the following sections in your poster construction:
1. Introduction
2. Research question
3. Methods
4. Results
5. Conclusions

Make your poster exciting and interesting by using graphics, maps, photographs, and any other relevant design elements. Make sure font is large enough to read, and keep ideas streamlined and well organized.

Poster Presentation of Final Research Project Grading Criteria
(adapted from Rubistar, rubistar.4teachers.org).

<table>
<thead>
<tr>
<th>Poster Session Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
</tr>
<tr>
<td>Coverage of the Topic</td>
</tr>
<tr>
<td>Use of Graphics</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Layout and Design</td>
</tr>
<tr>
<td>Sources</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>
Writing Intensive – GEOG 421 Qualitative Research Methods in Geography

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu).
Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing ___ Globalization

1. Course prefix, number, and title: GEOG 421/521: Qualitative Research Methods in Geography
2. Number of Credits: 3
3. Faculty member’s name, department, college: Hilary Hungerford, Department of Geography, College of Arts and Sciences
4. Department Head: George White
   (Electronic signature indicates approval)

### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

| GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE) | ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO) | DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO) | LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S, W, D. Through readings, discussions, presentations, and written assignments, students learn how to evaluate scholarly research, design and carry out a research project, and synthesize original research findings around a topic of interest. Through the research proposal, students will formulate research questions, develop a plan for research, and carry out research using qualitative methods to explore their question. In the research methods reaction papers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class attendance policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Intensive – GEOG 421 Qualitative Research Methods in Geography</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>issues at hand.</strong></td>
<td>students reflect on their experience of performing the research and evaluate whether or not their attempt was successful. Students assemble results from the five research method projects into a final research paper, where they present the results of their primary data, integrate their research with other scholarly work, and describe possible future trajectories of their research aim. Students then transform their research paper into a poster presentation that is intended for the wider audience of SDSU Geography and the College of Arts and Sciences through an organized poster session during the final exam period. During each class section, students are assessed on their contribution to the class through group discussions and participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</strong></td>
<td>S, W, D. Through readings, discussion, presentations, and written assignments, students learn the conventions of geographic scholarship. The style sheet from the Annals of the Association of American Geographers, the discipline’s flagship journal, provides the model for appropriate style conventions, such as parenthetical reference citations, when and how to use footnotes, how to cite interviews and other primary data sources, guidelines for quotations, and appropriate use of internet data sources. Through discussions on scholarly research articles (2 journal articles per week on average), students will reflect on and evaluate how and when scholars in the discipline use quotations. In written assignments, including research project proposal, method reaction papers, and the final research project, students are required to relate their work to existing scholarship in the field. These written assignments students require analyzing, summarizing, and/or quoting other existing pieces of scholarship and connecting it to their own work. The final poster presentation requires the discipline conventions of poster presentations be met and students are evaluated on the successful and creative fulfillment of these standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</strong></td>
<td>S, W, D. Through readings, discussion, presentations, and written assignments, students learn and practice evaluating scholarly work. Through a positionality reflection essay, students first reflect on their own identity, and how different aspects of their identity affect the ways in which they perceive, evaluate, and interpret the world around them, and to evaluate the relationships between identity and knowledge construction. When discussing scholarly works in class, students evaluate how the author’s positionality relates to the work presented and identify any biases present. In-class discussions also focus on electronic resources, like advertisements and video clips, and students investigate how social and cultural identity discourses inform popular media. During their own research method reflections and final research paper, students are required to describe how their positionality and identity influenced, or possibly influenced, the results of their research. In the research project proposal, students evaluate at least 4 scholarly sources relevant to their research idea in terms of arguments and methods used. During weekly in-class discussions on research method articles, students identify and evaluate how qualitative methods have been used in geographic scholarship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.</strong></td>
<td>S, W, D. Through discussion, presentations, and written assignments, students will present the results of their research. Students reflect and write about experiences and results of their research method reaction papers, and informally present these to course members through weekly discussions. Their final research project will be presented in the form of a poster presentation organized session on campus during the final exam period. Department students and faculty members are invited to this open poster presentation session, as are College of Arts and Sciences deans and members of the larger University administration.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ P = portfolio</td>
<td></td>
</tr>
<tr>
<td>S = speech or presentation</td>
<td></td>
</tr>
<tr>
<td>L = lab skill demonstration</td>
<td></td>
</tr>
<tr>
<td>W = written assignment (research paper, reaction paper, creative writing, etc.)</td>
<td></td>
</tr>
<tr>
<td>C = clinical field demonstration</td>
<td></td>
</tr>
<tr>
<td>D = group discussion</td>
<td></td>
</tr>
<tr>
<td>O = Other, please specify</td>
<td></td>
</tr>
<tr>
<td>E = performance (music, theatre, forensics)</td>
<td></td>
</tr>
<tr>
<td>V = visual arts/design studio work</td>
<td></td>
</tr>
</tbody>
</table>
INDICATE (X) THE COMPONENT OF THE GENERAL EDUCATION CURRICULUM THAT THE PROPOSAL IMPACTS.

X Writing Intensive Requirement

INDICATE (X) THE REVISION(S) THAT IS BEING PROPOSED (MORE THAN ONE MAY BE CHECKED).

X Addition of a course to the set of approved courses

SECTION 1. PROVIDE A CONCISE DESCRIPTION OF THE PROPOSED CHANGE

Add GS 490 Seminar to the list of courses approved to meet the Writing Intensive Requirement.

SECTION 2. PROVIDE THE EFFECTIVE DATE FOR THE PROPOSED CHANGE

Fall 2014.

SECTION 3. PROVIDE A DETAILED REASON FOR THE PROPOSED CHANGE

The components of GS 490 Seminar course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of GS 490 on the designated list of Writing Intensive courses.

SECTION 4. PROVIDE CLEAR EVIDENCE THAT THE PROPOSED MODIFICATION WILL ADDRESS THE SPECIFIED GOALS AND STUDENT LEARNING OUTCOMES

Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: GS 490 Seminar: A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

Writing Intensive Goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking GS 490, students will be able to:
Writing Intensive – GS 490 Seminar

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand. Early in the course, a position paper is written after researching the history of BGS programs. Later an in-depth research paper is written requiring 15 scholarly sources. The research paper includes a peer review process.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. Students are required to adhere to MLA or APA guidelines for all writing assignments.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. Students comment on these issues in the peer review process and include an analysis of the literature in the research paper.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. Students will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and professional goals. The research paper requires students to explain how the selected topic/problem is relevant to their three BGS emphasis areas. The portfolio requires a personal statement describing how the academic experience relates to personal or professional goals. The research paper is presented orally and in written form. Students will evaluate the importance of lifelong learning. The portfolio and discussion forums require students to articulate goals for continued growth via formal or experiential learning. Final assignment is a letter of reflection and advice to the next capstone class.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

South Dakota State University
College of Arts & Sciences
GS 490 Seminar (3 credits)
Fall 2013 Syllabus

Professor: Kathie Erdman Becker, Ed.D.
Office: Wagner Hall 153
Office Hours: By appointment in Brookings or Sioux Falls. Call or email any time.
Email: Use D2L for class correspondence or kathie.erdman@sdstate.edu if D2L is down
Phone: 605-688-6296 (office/Brookings), 605-359-4127 (mobile/Sioux Falls)
Skype Name: Kathie.Erdman
Writing Intensive – GS 490 Seminar

**Required Texts:** None. Required readings will be posted in course content. We will also utilize research websites and Briggs Library online for this course.

**Recommended Resource:** This is an advanced writing course, so students are expected to write at a high level using APA or MLA format. All students should have a style manual in proofreading and formatting papers, particularly the citation of sources. I recommend using the St. Martin’s Handbook that is required for Engl 201 Composition II (if you still have it). You will also find information on writing style on the Briggs Library website. Main areas that will be evaluated are the citation of sources and format for references, quotations, and ability to paraphrase appropriately from sources.

**Course Description:** This course meets the Board of Regent’s Advanced Writing Goal: “Students will build upon the concepts learned in courses covering SGR Goal #1 and refine their skills through research and writing in a discipline-specific context.”

**Student Learning Outcomes:**
1. Learners will read extensively and respond critically in written discourse, research and organize what is known about a topic; articulate a position and advance it using evidence from primary and secondary sources.
2. Learners will use a style manual; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations.
3. Learners will evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
4. Learners will present the results of research or projects.
5. Learners will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and professional goals.
6. Learners will evaluate the importance of lifelong learning.

**IDEA Objectives (used with Standardized Teaching Evaluations):**

1. **Essential**
   1. IDEA #3: Learning to apply course material to improve thinking, problem solving, and decisions. [link to SLO 2 & 4]
   2. IDEA #8: Developing skill in expressing myself orally or in writing. [link to SLO 2, 3 & 5]

2. **Important**
   1. IDEA #10: Developing a clearer understanding of and commitment to personal values. [link to SLO 1 & 2]
   2. IDEA #11: Learning to analyze and critically evaluate ideas, arguments, and points of view. [link to SLO 3, 4 & 5]

**Course Format:** This course meets entirely in D2L and via other online tools for consults/presentations. The class format includes online readings, discussions, research & writing assignments, a presentation and individual self-reflection exercises. Students should expect to spend 10-15 hours per week on this class including the reading, individual activities, and research/writing time. Actual time required will vary depending upon each individual’s skills and writing/learning styles.

**Participation Expectations & Timelines:** Students will have some flexibility to determine which learning activities are most relevant to achieve course goals. However, some structure exists to ensure learning outcomes are able to be met with sufficient time on task. In this course, four assignments are required to receive a C or higher in the course: BGS Position Paper, Professional Portfolio, Research Paper, and Presentation. Suggested due dates are provided for the required writing assignments, but these may be submitted or resubmitted without late penalties until the final class day. Supporting assignments are provided for each major assignment and participation is optional. Presentations and all supporting assignments (i.e., discussions, consults and drafts) must be completed as scheduled. Please study the schedule and grading information carefully to determine your goals and time management plan for the semester.

**Required Sessions, Consults & Presentation:** Students are not expected to be online or in discussion groups at any particular time of day, but students should plan to log in twice a week to keep abreast of upcoming assignments and any changes in the schedule. Discussions will be open for posts only during the time specified on the schedule. They will be open for viewing reference after posts close. Consults will be arranged on an individual basis to accommodate work schedules and may be done on campus, at the Sioux Falls Center, via phone or Skype. Please indicate your preferred mode of consultation when scheduling. We will develop a schedule for presentations early in the course.

**Midterm Deficiency Notices:** Notices will be sent to students who have not submitted required work by midterm or who have not logged into the course for an extended time.

**Late Policy:** As noted in the participation expectations section above, the three required writing assignments have suggested deadlines but may be submitted without late penalty up to the last class day. Discussions, drafts, presentations, worksheets and consults must be completed in the timeframe specified. No make up work or extra credit will be granted. Please consult as needed to clarify expectations and to aid in developing the writing assignments.

**Time Management:** After reviewing the course overview and information in D2L, I suggest developing your personal time management plan for the semester. You may find less time required for some parts of the course, more during other times. Also, consider other commitments in your life and plan ahead for those “crunch” times. Please communicate with the instructor if you are struggling with your time management or encounter unexpected situations that impact your ability to meet deadlines.

**Withdrawals:** Sometimes a change in circumstances prohibits a student from continuing as expected in a course. It is advisable to visit with the professor and your academic advisor before dropping this required course as other options may exist. If a withdrawal is deemed necessary, the student is responsible for completing the withdrawal process on WebAdvisor or through the Records & Registration Office by the required deadline.

**Written Assignments:** All writing assignments will be submitted to the D2L dropbox and automatically screened through TurnItIn, an academic integrity/plagiarism detection tool. Drafts are considered learning experiences, but final submissions are expected to achieve an originality report of 25% lower, excluding the reference list. All writing assignments should follow an established professional writing format. The two most
Writing Intensive – GS 490 Seminar

Commonly used are either the Publication Manual of the American Psychological Association (6th Ed.) or the MLA Handbook for Writers of Research Papers (7th ed.). The St. Martin’s Handbook (used in Eng 201, Composition II) provides examples of both styles. Use the one with which you are most familiar.

Academic Integrity: Students are expected to maintain high standards of academic integrity in all work for this course. Students are expected to do their own assigned work. If it is determined that a student has engaged in any form of academic dishonesty, he or she may be given an “F” for that assignment. Obvious plagiarism or extreme lapses in integrity may warrant review by the student conduct committee with a maximum penalty of expulsion from the university. See SDSU’s student conduct code for further details. In addition, all required writing assignments will be screened for academic integrity.

Policy on Incompletes: The grade of “I” (incomplete) is given at the sole discretion of the instructor and in recognition of the fact that an exceptional circumstance had prevented a student, who has completed a major part of the work in the course, from completing all the work in that course by semester’s end. Exceptional circumstances are those situations that are not a foreseeable part of living such as injury accidents, sudden prolonged illness, etc. Requests for Incompletes must be accompanied by documentation of the circumstance. If an Incomplete is deemed appropriate, a completion contract must be developed with instructor approval prior to the end of the course. After one term, the I grade will be changed to the letter grade earned.

Accommodations for Students with Disabilities: If you feel like you may need an accommodation based on the impact of a documented disability, contact the Office of Disability Services in a timely manner to discuss your specific needs. You can reach Disability Services at 605-688-4504 or in the Student Union Room 065. Ms. Nancy Crooks will assist with coordinating reasonable accommodations for students with documented disabilities.

Academic Freedom and Responsibility Policy Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If a student remains unsatisfied, the student may contact the department head and/or college which offers the class to initiate a review of the evaluation.

Grading Scale: The final grade is determined by a two-prong test.

1. Average rubric score on four required assignments: BGS Position Paper, Research Paper, Professional Portfolio, Final Presentation. The four required assignments must average 70% or higher to earn a grade of C or higher. No points are awarded for these, and no grade will be issued if any of the three writing assignments are missing. A missed presentation will reduce the final course grade one letter grade.

2. Supporting activities. Those wishing to earn a B or A have the option of participating in additional activities such as discussion forums, writing workshops, drafts, consults and worksheets that provide opportunity to explore ideas and develop skills needed for required assignments. Points are awarded for these additional activities which are available only during specified time periods. They may not be made up or replaced later in the term. A total of 250 additional points are possible with optional activities.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Average % on four required assignments</th>
<th>PLUS Additional Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70% or higher</td>
<td>190 or higher</td>
</tr>
<tr>
<td>B</td>
<td>70% or higher</td>
<td>125 - 189</td>
</tr>
<tr>
<td>C</td>
<td>70% or higher</td>
<td>0 - 124</td>
</tr>
<tr>
<td>D</td>
<td>Less than 70% but greater than 60%</td>
<td>100 or higher</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60% or missing any required writing</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Assessment of Student Learning Outcomes: Both formative and summative assessment methods are used to assist students in developing skills prior to final evaluation. Formative assessment is provided through drafts, writing workshops, individual consultations, and dropbox assignments in addition to the summative assessments noted in the table below. See the schedule for a complete list of assessments and due dates.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Related Goal(s)</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| 1. Learners will read extensively and respond critically in written discourse, research and organize what is known about a topic; articulate a position and advance it using evidence from primary and secondary sources. | Advanced Writing | • BGS Position Paper  
• Research Paper  
• Discussion Forums: BGS Programs, Peer Review |
| 2. Learners will use a style manual; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations. | Advanced Writing | • Research Paper  
• Discussion Forum: Peer Review |
| 3. Learners will evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. | Advanced Writing | • Research Paper  
• Presentation  
• Discussion Forums: Peer Review |
| 4. Learners will present the results of research or projects. | Advanced Writing | • Research Paper  
• Presentation |
| 5. Learners will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and Program, Course | • Research Paper  
• Portfolio  
• Discussion Forums: BGS Programs, Making Career Moves |
Writing Intensive – GS 490 Seminar

Assessment Procedures: Rubrics are used to evaluate summative assessments (discussions, required writing assignments, the presentation). All rubrics are linked from the course homepage and related D2L dropboxes. Formative assessments (i.e., workshops, consultations, worksheets) are evaluated based upon timeliness, level of engagement with the group/process, and thoroughness. Written drafts are evaluated 50% on timeliness and 50% on the related rubric.

Suggested Schedule: The schedule below provides the recommended progression to maintain an even pace each week. The course is divided into three sections, each of which concludes with a required assignment. The course begins by exploring the background of General Studies programs. The second section allows you to research a topic relevant to the emphasis areas in your program. The concluding section delves into how you may transfer your knowledge/skills into various career pathways.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Content Module</th>
<th>Required Graded Activities in Bold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26 – Sep 3</td>
<td>Course Overview &amp; Introductions</td>
<td>Discussion: Intro &amp; Intentions (10 pts)</td>
</tr>
<tr>
<td>Sep 3 - 15</td>
<td>The Origins &amp; Value of General Studies Programs</td>
<td>Discussion: BGS Programs (20 pts)</td>
</tr>
<tr>
<td>Sep 30 – Oct 6</td>
<td>Writing the Problem Statement &amp; Introduction</td>
<td>*Dropbox: BGS Position Paper (70% required)</td>
</tr>
<tr>
<td>Oct 7 - 20</td>
<td>Reviewing &amp; Presenting Scholarly Work</td>
<td>Dropdown: Research Paper Draft (40 pts)</td>
</tr>
<tr>
<td>Oct 21 - 27</td>
<td>Drawing Conclusions &amp; Expressing Data-Driven Recommendations</td>
<td>Discussion: Peer Review (30 pts)</td>
</tr>
<tr>
<td>Nov 12 - 17</td>
<td>Writing &amp; Editing the Final Paper</td>
<td>*Research Paper Presentation (70% required)</td>
</tr>
<tr>
<td>Nov 18 - 26</td>
<td>What Can I Do with a BSG Degree?</td>
<td>*Dropbox: Research Paper (70% required)</td>
</tr>
<tr>
<td>Nov 30 – Dec 2</td>
<td>Developing a Basic Portfolio</td>
<td>Discussion: Resume/Portfolio Workshop (25 pts)</td>
</tr>
<tr>
<td>Dec 3 - 10</td>
<td>Writing the Portfolio</td>
<td>Final Consults conclude</td>
</tr>
<tr>
<td>Dec 12 - 18</td>
<td>Finals Week</td>
<td>All required work due Dec. 18</td>
</tr>
</tbody>
</table>

*The BGS Position Paper, Professional Portfolio & Research Paper/Presentation must be satisfactorily completed to fulfill the exit interview and advanced writing requirements for graduation. No grade will be issued if any of the required writing assignments are missing.

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization) Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
3. For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___ Advanced Writing ______ Globalization

1. Course prefix, number, and title: GS 490 Seminar
2. Number of Credits: 3
3. Faculty member’s name, department, college: Dr. Kathie Erdman Becker, College of Arts and Sciences
4. Department Head (Electronic signature indicates approval)
### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

| Goal as listed in the most current SDSU Bulletin (catalog) (e.g., Advanced Writing) | ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO) | DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO) | LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>W, D</td>
<td>Early in the course, a position paper is written after researching the history of BGS programs. Later an in-depth research paper is written requiring 15 scholarly sources. The research paper includes a peer review process.</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>W, D</td>
<td>Students are required to adhere to MLA or APA guidelines for all writing assignments.</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>W, D</td>
<td>Students comment on these issues in the peer review process and include an analysis of the literature in the research paper.</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>W, S</td>
<td>The research paper is presented orally and in written form.</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>W, D, P</td>
<td>The research paper requires students to explain how the selected topic/problem is relevant to their three BGS emphasis areas. The portfolio requires a personal statement describing how the academic experience relates to personal or professional goals.</td>
<td></td>
</tr>
</tbody>
</table>

### DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>Course Prefix, Number, Title, Credit Hours</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td>Entirely online course</td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description Addition course description (optional)</td>
<td>X</td>
<td></td>
<td>Course is listed in the catalog, it is an Independent Study course which does not list a course description.</td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>X</td>
<td></td>
<td>No pre-requisites; however, students should take during their final semester.</td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td></td>
<td>Listed in course description</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOS)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ P = portfolio  
T = tests/exams  
C = clinical field demonstration  
D = group discussion  
S = speech or presentation  
L = lab skill demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
O = Other, please specify  
E = performance (music, theatre, forensics)  
V = visual arts/design studio work
INDICATE (X) THE COMPONENT OF THE GENERAL EDUCATION CURRICULUM THAT THE PROPOSAL IMPACTS.

X Writing Intensive Requirement

INDICATE (X) THE REVISION(S) THAT IS BEING PROPOSED (MORE THAN ONE MAY BE CHECKED).

X Addition of a course to the set of approved courses

SECTION 1. PROVIDE A CONCISE DESCRIPTION OF THE PROPOSED CHANGE

Add HNS 490 Seminar to the list of courses approved to meet the Writing Intensive Requirement.

SECTION 2. PROVIDE THE EFFECTIVE DATE FOR THE PROPOSED CHANGE

Fall 2014.

SECTION 3. PROVIDE A DETAILED REASON FOR THE PROPOSED CHANGE

The components of HNS 490 Seminar course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of HNS 490 on the designated list of Writing Intensive courses.

SECTION 4. PROVIDE CLEAR EVIDENCE THAT THE PROPOSED MODIFICATION WILL ADDRESS THE SPECIFIED GOALS AND STUDENT LEARNING OUTCOMES

Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: HNS 490 Seminar: A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.
Writing Intensive – HNS 490 Seminar

Writing Intensive Student Learning Outcomes: As a result of taking HNS 490, students will be able to:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

Students are assigned to write a research proposal. The research proposal includes the development of specific aims and hypothesis, a review of literature, and a preliminary methodology. To develop this proposal, students will be required to perform literature reviews utilizing PubMed, EBSCOhost, etc. The proposal the students will write will be evaluated for meeting this outcome utilizing the Proposal Grading Rubric.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

The proposal the students write will be formatted according to the AMA Manual of Style. Information sources may be print journals as well as the AMA manual of style http://www.amamanualofstyle.com. Students will view “guideline for authors” of scientific journals related to disciplines within the department to learn the process of submitting journal articles. The students will also be introduces to the International Committee of Medical Journal Edictors http://www.icmje.org.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

Students will learn how to critically critique journal articles. Criteria for critiquing journals will be provided to students. An assignment will evaluate their ability to critique an article. The proposal will also evaluate their ability to evaluate sources of credible scientific information.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Students will present the research proposal to the class utilizing a power point format similar to what is experienced at scientific conferences related to disciplines in our department.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.
Writing Intensive – HNS 490 Seminar

HNS 490 Senior Seminar
South Dakota State University

Course Details:
Credit hours: 1
Meeting Time Friday 12:00 to 12:50
Room:
Instructor:

Course Description
Catalog: A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

Additional: This is a senior level capstone and advanced writing course. The format includes student presentations and discussions of reports based on literature, practices, problems, professionalism, and research related to exercise science and health promotion. In addition, the course provides students preparation for the Health Fitness Specialist Certification Exam.

Pre-requisites: Senior status or instructor’s consent.

Description of Instructional Methods

The instructor(s) will use the following strategies during the course of instruction:
• Power Point presentations
• class discussion
• small group discussions
• peer assessment

Course Goals
The goals of this course are to:
• Discover how to find and use print and electronic resources for problem solving
• Learn to analyze and critically evaluate ideas, arguments, and opposing points of view
• Develop research, writing, and oral presentation skills

This course meets the Advanced Writing goal for the Dietetics, Exercise Science, Nutrition and Food Science, and Hospitality Management Majors.

Student learning Outcomes
Upon completion of this course, the student will be able to...

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.</td>
<td>Article Critique Introduction and Specific Aims Group Research Proposal</td>
</tr>
<tr>
<td>Utilize a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</td>
<td>Reference formatting of Introduction and Specific Aims and Group Research Proposal.</td>
</tr>
<tr>
<td>Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</td>
<td>Article Critique Introduction and Specific Aims Group Research Proposal</td>
</tr>
<tr>
<td>Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference</td>
<td>Group Research Proposal Presentation</td>
</tr>
</tbody>
</table>

Evaluation Procedures
Each student will be evaluated on:
• quality of written assignments
• development of oral presentation skills
• caliber of group and individual research projects
• completion of out-of-class assignments related to professional development
Writing Intensive – HNS 490 Seminar

It is expected that the student will fulfill all the requirements for the course by demonstrating professional attitudes and skills. Failure to demonstrate professional abilities and to complete duties assigned will affect your grade. Any assignments that are late will be lowered by one letter grade for each day late. You must be physically present to turn in assignments unless previously permitted by the instructor.

This course will include the following assignments for graded evaluation. Each of these assignments is meant to be a learning experience as well as a graded piece of work. Feedback will be provided as part of the process. Specific directions to complete each assignment will be provided when the project is assigned.

Assignments Description

Journal Article Critique
Research based articles will be critiqued based on the criteria presented in lecture.

CITI Certificate
Online research training will be completed.

Introduction and Specific Aims
Each individual will be required to identify a research problem. Once identified the student will conduct a literature review to further define the problem and develop specific aims and hypothesis. The student will write an Introduction to introduce the problem, specific aims and hypothesis.

Group Research Proposal
Groups will be formed to work on a developing a research proposal. Ideas for the research proposal will come from the ideas of individuals in the group, a consensus must be formed on one idea. Each member of the group will contribute to the work on the proposal. A peer evaluation will be conducted to determine level of contribution to the research proposal. The proposal format will be provided to you and will follow that of a typical grant proposal consisting of the Introduction, Specific Aims, Background & Significance, and Methods.

Group Presentation
As a group, you will present your research proposal as a power point to the class, HNS faculty and other interested parties.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Critique</td>
<td>10</td>
</tr>
<tr>
<td>CITI Certificate</td>
<td>10</td>
</tr>
<tr>
<td>Introduction and Specific Aims</td>
<td>55</td>
</tr>
<tr>
<td>Background &amp; Significance Outline</td>
<td>10</td>
</tr>
<tr>
<td>Proposal</td>
<td>65</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>170</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90+</td>
<td>153+</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>136-152</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>119-135</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>102-118</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0-101</td>
</tr>
</tbody>
</table>

ADA Statement
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services at (605) 688-4504 or FAX, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065 of the Student Union.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Academic Honesty Policy: It is unethical and unprofessional to present the work done by others as one’s original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate college or administrative dean, and parent/guardian (when the students is a dependent for financial aid purposes). Plagiarizing is submitting materials as your own work, which was produced by others. Examples include not citing work from journals, books, work of others or electronic sources.

In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor and based on the seriousness of the situation:
1. Grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2. Grade of F for the course
3. Referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action.

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in college departmental offices and the dean’s office. No final course grades will be given until all avenues of appeal have been completed or the case resolved. If repeated offenses
Writing Intensive – HNS 490 Seminar

occur in either a specific class or in two or more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School.

Make-up Policy: Make-ups are only considered when the absence is excused. An excused absence is a documented medical illness, a death in the family, or a university approved trip. All assignments must be turned in prior to leaving on any university approved trip.

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy x Advanced Writing, Globalization

1. Course prefix, number, and title: HNS 490 Seminar
2. Number of Credits: 1
3. Faculty member’s name, department, college: Matthew Vukovich

DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>x</td>
</tr>
<tr>
<td>University Name</td>
<td>x</td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>x</td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>x</td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>x</td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description Addition course description (optional)</td>
<td>x</td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>x</td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>x</td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>x</td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>x</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>x</td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>x</td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>x</td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>x</td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>x</td>
</tr>
</tbody>
</table>

GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)

<table>
<thead>
<tr>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal as listed in the most current SDSU Bulletin (catalog) (e.g., Advanced Writing)</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes: Students will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Intensive – HNS 490 Seminar

Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand. Yes Yes Students are assigned to write a research proposal. The research proposal includes the development of specific aims and hypothesis, a review of literature, and a preliminary methodology. To develop this proposal, students will be required to perform literature reviews utilizing PubMed, EBSCOhost, etc. The proposal the students will write will be evaluated for meeting this outcome utilizing the Proposal Grading Rubric.

Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. Yes Yes The proposal the students write will be formatted according to the AMA Manual of Style. Information sources may be print journals as well as the AMA manual of style http://www.amamanualofstyle.com. Students will view “guideline for authors” of scientific journals related to disciplines within the department to learn the process of submitting journal articles. The students will also be introduces to the International Committee of Medical Journal Editors http://www.icmje.org.

Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. Yes Yes Students will learn how to critically critique journal articles. Criteria for critiquing journals will be provided to students. An assignment will evaluate their ability to critique an article. The proposal will also evaluate their ability to evaluate sources of credible scientific information.

Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. Yes Yes Students will present the research proposal to the class utilizing a power point format similar to what is experienced at scientific conferences related to disciplines in our department.

+ P = portfolio T = tests/exams
S = speech or presentation L = lab skill demonstration
E = performance (music, theatre, forensics) V = visual arts/design
C = clinical field demonstration W = written assignment (research paper, reaction paper, creative writing, etc.)
D = group discussion
O = Other, please specify

### Proposal Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>5 points</th>
<th>3 points</th>
<th>1 point</th>
<th>0 points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Specific Aims</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitive statement that indicates precisely the question or issue to be addressed in the paper. Written in a clear, concise and definitive statement</td>
<td>Clear and compelling description of need</td>
<td>Need not clearly described</td>
<td>Reader must guess the need</td>
<td>No need identified</td>
<td></td>
</tr>
<tr>
<td>Well-stated problem will imply a specific answer or conclusion</td>
<td>Clear and compelling description of need</td>
<td>Need not clearly described</td>
<td>Reader must guess the need</td>
<td>No need identified</td>
<td></td>
</tr>
<tr>
<td><strong>Hypothesis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on theory and related research</td>
<td>Clear and compelling statement based on research</td>
<td>Not stated clearly research used</td>
<td>Reader must guess the hypothesis, questionable research</td>
<td>Not stated no research</td>
<td></td>
</tr>
<tr>
<td>Supports Specific Aims</td>
<td>Supports Extremely well</td>
<td>Good support</td>
<td>Poor support</td>
<td>Does not support</td>
<td></td>
</tr>
<tr>
<td><strong>Review of Literature</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately describes the state of the literature on this topic.</td>
<td>Accurate, insightful and inclusive</td>
<td>Accurate but limited</td>
<td>Limited and inaccurate</td>
<td>Inaccurate, limited and not appropriate</td>
<td></td>
</tr>
<tr>
<td>Appropriately samples all of the literature on this topic.</td>
<td>Excellent and well informed choices</td>
<td>Got most of them</td>
<td>Missed crucial studies</td>
<td>Only a few non-representative works</td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework is appropriate for this proposal</td>
<td>Appropriate &amp; creative</td>
<td>Appropriate</td>
<td>Sort of appropriate</td>
<td>Not appropriate at all</td>
<td></td>
</tr>
<tr>
<td>Framework clearly guides this research</td>
<td>Clearly and accurately guides</td>
<td>Some connection with research</td>
<td>Not clear how this can guide proposal</td>
<td>No framework present or not applicable</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Writing Intensive – HNS 490 Seminar

<table>
<thead>
<tr>
<th>Criteria for Critiquing a Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overall impression (most important): Is the paper a significant contribution to knowledge about the specific area?</td>
</tr>
<tr>
<td>II. Introduction and Review of Literature</td>
</tr>
<tr>
<td>A. Is the research plan developed within a reasonable theoretical framework?</td>
</tr>
<tr>
<td>B. Is current and relevant research cited and properly interpreted?</td>
</tr>
<tr>
<td>C. Is the statement of the problem clear, concise, testable, and derived from the theory and research reviewed?</td>
</tr>
<tr>
<td>III. Method</td>
</tr>
<tr>
<td>A. Are relevant subject characteristics described, and are the subjects appropriate for the research?</td>
</tr>
<tr>
<td>B. Is the instrumentation appropriate?</td>
</tr>
<tr>
<td>C. Are testing or treatment procedures described in sufficient detail?</td>
</tr>
<tr>
<td>D. Are the statistical analyses and research design sufficient?</td>
</tr>
<tr>
<td>IV. Results</td>
</tr>
<tr>
<td>A. Do the results evaluate the stated problem?</td>
</tr>
<tr>
<td>B. Is the presentation of results complete?</td>
</tr>
<tr>
<td>C. Are the tables and figures appropriate?</td>
</tr>
<tr>
<td>V. Discussion</td>
</tr>
<tr>
<td>A. Are the results discussed?</td>
</tr>
<tr>
<td>B. Are the results related back to the problem, theory, and previous findings?</td>
</tr>
<tr>
<td>C. Is there excessive speculation?</td>
</tr>
<tr>
<td>VI. References</td>
</tr>
<tr>
<td>A. Are all references in the correct format, and are they complete?</td>
</tr>
<tr>
<td>B. Are all references cited in the text?</td>
</tr>
<tr>
<td>C. Are all dates in the references correct, and do they match the text citations?</td>
</tr>
<tr>
<td>VII. Abstract</td>
</tr>
<tr>
<td>A. Does it include a statement of the purpose: description of subjects, instrumentation, and procedures; and a report of meaningful findings?</td>
</tr>
<tr>
<td>B. Is the abstract the proper length?</td>
</tr>
<tr>
<td>VIII. General</td>
</tr>
<tr>
<td>A. Are key words provided?</td>
</tr>
<tr>
<td>B. Are running heads provided?</td>
</tr>
<tr>
<td>C. Does the paper provide for use of nonsexist language, protection of human subjects, and appropriate labeling of human subjects?</td>
</tr>
</tbody>
</table>

### Criteria for Evaluating Writing Skills

<table>
<thead>
<tr>
<th>Summarizes the paper</th>
<th>Clear and compelling summary</th>
<th>Summary not clearly described</th>
<th>Reader must guess the summary</th>
<th>No summary/conclusion identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>Accurate, properly identified and used selectively to present complicated or detailed information</td>
<td>Used appropriately but with minor errors</td>
<td>Used carelessly and contains major errors</td>
<td>Major errors and/or failure to use F&amp;T to present complicated or detailed information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate use of figures and tables</th>
<th>Writing</th>
<th>Correct formatting for citations &amp; references</th>
<th>Spelling, grammar and syntax</th>
<th>Any evidence of plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant, compelling, imaginative, bold, precise &amp; scholarly</td>
<td>Basically good writing, but some flaws</td>
<td>Perfect</td>
<td>Perfect</td>
<td>65 Points possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points possible</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Criteria for Critiquing a Research Paper**
- **Overall impression (most important):**
  - Is the paper a significant contribution to knowledge about the specific area?
- **Introduction and Review of Literature**
  - A. Is the research plan developed within a reasonable theoretical framework?
  - B. Is current and relevant research cited and properly interpreted?
  - C. Is the statement of the problem clear, concise, testable, and derived from the theory and research reviewed?
- **Method**
  - A. Are relevant subject characteristics described, and are the subjects appropriate for the research?
  - B. Is the instrumentation appropriate?
  - C. Are testing or treatment procedures described in sufficient detail?
  - D. Are the statistical analyses and research design sufficient?
- **Results**
  - A. Do the results evaluate the stated problem?
  - B. Is the presentation of results complete?
  - C. Are the tables and figures appropriate?
- **Discussion**
  - A. Are the results discussed?
  - B. Are the results related back to the problem, theory, and previous findings?
  - C. Is there excessive speculation?
- **References**
  - A. Are all references in the correct format, and are they complete?
  - B. Are all references cited in the text?
  - C. Are all dates in the references correct, and do they match the text citations?
- **Abstract**
  - A. Does it include a statement of the purpose: description of subjects, instrumentation, and procedures; and a report of meaningful findings?
  - B. Is the abstract the proper length?
- **General**
  - A. Are key words provided?
  - B. Are running heads provided?
  - C. Does the paper provide for use of nonsexist language, protection of human subjects, and appropriate labeling of human subjects?
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add ID 498 Undergraduate Research/Scholarship to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change

The components of ID 498 Undergraduate Research/Scholarship course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of ID 498 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ID 498 Undergraduate Research/Scholarship: Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical.

A thesis project represents the culmination of a student’s career. It is an intellectual exploration, which must raise certain questions to be explored through design. This course assists in identification and exploration of the significant question or issue in Interior Design utilizing research methods used for programming of design solution. A comprehensive research and program will be developed for the senior thesis project. This course also provides the opportunity...
Writing Intensive – ID 498 Undergraduate Research/Scholarship

to deal with the ambiguity, complexity and uncertainty of social issues and how Interior Design profession can bring positive changes.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking ID 498, students will be able to:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

In ID 498 Undergraduate Research, students are exposed to diverse perspectives of social responsibility in design. In addition, they learn about thesis, thesis statements and design research methodologies through lectures and discussions. This acquired knowledge leads to the definition of a design problem of their choosing, which is embedded in social responsibility. The chosen design problem is a student’s individual endeavor and it should be meaningful and of interest to them. In the ‘Thesis Proposal’ project the student will write and present a proposal for their design problem. The Design Thesis proposal is a critical element that creates a link between the research and programming phases of their project. It explains the research about the problem, the influences on the problem, and the proposed solutions to the problem. It is a gateway to thesis design and the rest of the thesis process. With research gathered from lectures and discussions, literature reviews, observations, interviews and case studies about the identified design problem, students will prepare a presentation and report of the thesis proposal. The research process should further include research of evidence related to social responsibility in design, relationship between human behavior, social issues and quality of the designed environment, architectural and design precedents, and design theories. It should include a description of what they intend to design/solve and why this is significant to humans and their environment and how is it tied to Social Responsibility. A complete description of the space, phenomenon, and/or activities that they plan to study should also be included. The student will provide a report and presentation of the thesis proposal.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

The APA Style manual is required to complete the Thesis Proposal. APA style manual is a required text used in ID 224 (History of Interiors) and used again in ID 322.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

Both traditional and online resources will be used in the research process. Evidence will be found on the reference page and in citations. They are asked to evaluate credibility and
Writing Intensive – ID 498 Undergraduate Research/Scholarship

potential bias of these sources.

4. **Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**

   Students give an oral presentation (15 minutes) along with completing their written report (20 pages) for the thesis proposal project.

*Each course meeting this goal includes the following student learning outcomes.*

**Required: #1, #2, #3, #4**

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

Please see attached.

**GENERAL INFORMATION**

Course and Instructor Information
Course URL Location: [https://d2l.sdbor.edu/](https://d2l.sdbor.edu/)
Course Date: Fall Semester 2013
Location: Wagner 225
Meeting Day(s) and time: Monday 10:00AM to 11:50AM
Instructor: Tina Patel, B. Arch, MA (Interior Design), MFA (Interior Design, in process)
Email: Tina.Patel@sdstate.edu
Office Location: Wagner Hall 216
Office Hours: Wagner Hall 216, Tuesday -10:00 to noon and Wednesday- 10:00 to noon or by appointment
Phone: 605-688-4006 or 5196
Cell phone: 515-708-0568 (in case of emergency only use this number)

**PREQUISITIES**

There is no prerequisites for this course.

**COURSE DESCRIPTION**

A thesis project represents the culmination of a student’s career. It is an intellectual exploration, which must raise certain questions to be explored through design. This course assists in identification and exploration of the significant question or issue in Interior Design utilizing research methods used for programming of design solution. A comprehensive research and program will be developed for the senior thesis project. This course also provides the opportunity to deal with the ambiguity, complexity and uncertainty of social issues and how Interior Design profession can bring positive changes.

**COURSE OBJECTIVES AND OUTCOMES**

**General:**
1. Appreciate involvement in social issues as a component of professional practice.
2. Identify a problem that explores the relationship between human behavior, social issues and quality of the designed environment.
3. Explore research methods used in interior design research, industry and practice.
4. Complete the data collection, research and written analysis for the thesis design problem

**ADVANCED WRITING REQUIREMENTS:**

The South Dakota Board of Regents (SDBOR) established a 30-credit System General Education curriculum requirement (SGRs) to achieve a total of seven general education goals and SLOs, along with globalization and advanced writing requirements, which are outlined below and in the SDSU Undergraduate Catalog 2013-2014, pages 44, 47-48.

This course meets the Advanced Writing requirement.

Objective: The students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will refine their skills through research and writing in a discipline specific context.

Student Learning Outcomes: Students will:
1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.
2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.
3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.
Writing Intensive – ID 498 Undergraduate Research/Scholarship

IDEA Objectives

Essential Objectives:

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skills in expressing oneself orally or in writing
5. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
6. Acquiring an interest in learning more by asking questions and seeking answers

CIDA Objectives

<table>
<thead>
<tr>
<th>2A</th>
<th>Students understand the implications of conduction the practice of design within a world context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C</td>
<td>Students understand how design needs may vary for a range of socio-economic stakeholders</td>
</tr>
<tr>
<td>2D</td>
<td>The interior design program provides exposure to contemporary issues affecting interior design</td>
</tr>
<tr>
<td>2E</td>
<td>The interior design program provides exposure to a variety of business, organization, and familial structures.</td>
</tr>
<tr>
<td>3A</td>
<td>Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.</td>
</tr>
<tr>
<td>4A</td>
<td>Students are able to identify and define relevant aspects of a design problem (goals, objectives, performance criteria)</td>
</tr>
<tr>
<td>4B</td>
<td>Students are able to gather, evaluate and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation design)</td>
</tr>
<tr>
<td>4C</td>
<td>Students are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.</td>
</tr>
<tr>
<td>4D</td>
<td>Students are able to demonstrate creative thinking and originality through presentation of a variety of ideas, approaches and concepts</td>
</tr>
<tr>
<td>4E</td>
<td>The interior design program includes opportunities to solve simple to complex design problems</td>
</tr>
<tr>
<td>4F</td>
<td>The interior design program includes exposure to a range of design research and problem solving methods</td>
</tr>
<tr>
<td>4G</td>
<td>The interior design program includes opportunities for innovation and creative thinking.</td>
</tr>
<tr>
<td>4H</td>
<td>The interior design program includes opportunities to develop critical listening skills.</td>
</tr>
<tr>
<td>5B</td>
<td>Students have an awareness of the nature and value of integrated design practices</td>
</tr>
<tr>
<td>5D</td>
<td>The interior design program includes learning experiences that engage students in interaction with multiple disciplines representing a variety of points of view and perspectives.</td>
</tr>
<tr>
<td>6A</td>
<td>Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences</td>
</tr>
<tr>
<td>6B</td>
<td>Students are able to express ideas clearly in oral and written communication</td>
</tr>
<tr>
<td>6F</td>
<td>Students are able to integrate oral and visual material to present ideas clearly</td>
</tr>
<tr>
<td>7A</td>
<td>Students understand the contributions of interior design to contemporary society</td>
</tr>
<tr>
<td>7F</td>
<td>The interior design program provides exposure to various market sectors and client types.</td>
</tr>
<tr>
<td>7I</td>
<td>The interior design program provides exposure to the role and value of life-long learning.</td>
</tr>
<tr>
<td>8E</td>
<td>Students apply historical precedent to inform design solutions</td>
</tr>
<tr>
<td>9C</td>
<td>Students are able to evaluate and communicate theories or concepts of spatial definition and organization</td>
</tr>
<tr>
<td>14A</td>
<td>Students have awareness of sustainability guidelines</td>
</tr>
<tr>
<td>14B</td>
<td>Students have awareness of industry-specific regulations</td>
</tr>
</tbody>
</table>

TEXT AND SUPPLIES

Required:

References:
Writing Intensive – ID 498 Undergraduate Research/Scholarship


Supplies required:
Ability to access computer (your own computer, computer lab, friend, etc.)
Optional:
Digital Camera may be used in one project. The camera may be borrowed.

PROGRAM POLICIES:
Information Management- E-Mail:
Every student will be required to have a SDSU e-mail address so that I can pass on information that pertains to the class. You can obtain an address from Computer Services (Admin. Building). Commercial e-mail provider (i.e. hotmail) is not acceptable. E-mail will be used to post notices and other information to your SDSU account only. You will be held responsible for the information posted - CHECK YOUR MAIL DAILY!

Accreditation Documentation:
In order to establish a record of student work for purposes of accreditation, the department may retain projects. If they are needed for interviews, please contact the instructor.

Attendance Policy:
To accomplish the various activities and exercises, the student must be present. Absences will be recorded. After three absences the course grade will be lower by one letter grade. Late arrivals and early departures will be treated as an absence. All excused absences must be verifiable and documented, i.e. hospital admittance. Absences will be excused only by the discretion of the instructor. Going to work, leaving early for the weekend, holiday, etc. are not excused absences. *See Attendance and Assignments: Acceptable absences and late assignments below for further information.

Attendance has a very important impact on student grades (a fact some students discover too late in the semester). Students will be given policy information at the beginning of the course; they are responsible for reading program policies. All students are held accountable for handouts (hard copy or electronic), any schedule changes, and other announcements made during the lecture periods. Employment and sports practice must not conflict with regular attendance unless prior arrangements have been made.

Assignment Policy:
Assignments are due on the day and time indicated. Ten percent, which is the equivalent to a letter grade per day, will be subtracted for late assignments. The opportunity to submit late assignments is available only with a documented excuse. This must be verified with the instructor and a due date negotiated. Any student experiencing a major health problem or family crisis should confer with the instructor to make special arrangements for course responsibilities. *See Attendance and Assignments: Acceptable absences and late assignments below for further information.

Assignment Information:
Clarification on assignment/project requirements will be given in class through verbal communication, written communication, and/or electronic means. Since everyone’s design is unique, what is said to one student about any one particular issue on the assignment/project may not have relevance to another student solutions. This is not changing requirements, but only clarifies each individual situation. This will be fair to all students and to the instructor.

*Attendance and Assignments: Acceptable absences and late assignments
1. An excused absence for illness or other situations as listed below are to be verified, and the instructor will be notified in advance or on the day of the absence.
2. If the absence is due to factors beyond the control of the student such as injury or illness of the student or a member of the student's immediate family (parents, brother, sister, spouse, children), it is an excused absence.
3. Death of any of the above, of a fiancé or fiancée, or of a very close friend will be considered excusable if acceptable explanation is provided to the instructor.
4. Attendance at a wedding as a member of the wedding party will be excused with acceptable explanation of the function that the student is to perform. The student must obtain permission of the instructor IN ADVANCE.
5. Out of town trips for activities scheduled and sponsored by the university. The student must notify the instructor IN ADVANCE of such activities. See Trip Absence policy below.

ATTENDANCE AND STUDENT CONDUCT
Attendance and student conduct will have an affect on the grade either in a positive or a negative manner.

Student Conduct:
Students will conduct themselves in a manner that promotes learning. Disruptive behavior (whisper during lectures and discussions) and disrespectful attitudes will not be tolerated.

Cellular Phone Policy:
Use of cellular phones in the classroom will not be permitted. Phones must be turned off. If the phone has not been turned off and it rings, it must not be answered, but immediately turned off. The purpose of this policy is to eliminate outside interference in the classroom. The atmosphere of the classroom is to promote learning, and the interruption of cellular phones interferes with this learning process.
Instant Messaging:
The use of instant messaging in class is prohibited. Use your class time to do class work and not chatting with friends. You WILL have plenty to do in class. The purpose of this policy is to eliminate outside interference in the classroom. The atmosphere of the classroom is to promote learning, and the interruption of chatting interferes with this learning process.

Trip Absence Policy:
Excuses for trips must be given to the instructor one-week in advance of the absence. It will be the student's responsibility to ask about assignments to be given during this time. Due dates during this time period will be determined between the student and the instructor.

College Of Education And Human Sciences Academic Honesty Policy:
In written papers and other class projects (electronic format, hard copy, or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/guardian (when student is dependent for financial aid purposes). Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include uncited work from journals, books, work of other students', or electronic sources (i.e. World Wide Web (www), CD Rom, video and audio, graphic materials, etc.).

In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor, and based on the seriousness of the situation:
1. A grade of zero on the test, quiz, homework, problem, or other assignment for the student(s) involved.
2. A grade of F for the course.
3. Referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action.

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in Department offices and the Dean/s office. No final course grades will be given until all avenues of appeal have been completed or the case resolved. If repeated offenses occur in either a specific class or in 2 more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School.

Disabled Student Services Policy:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks privately to discuss your specific needs. Please contact the Office of Disability Services at 605-688-4504 (voice), 605-688-4394 (TTD), nancy.crooks@sdstate.edu, or in room 145 Binnewies Hall to coordinate reasonable accommodations for students with documented disabilities. Please discuss your needs with the instructor. Request forms may be accessed on the following website: http://www3.sdstate.edu/StudentLife/DisabilityServices/Index.cfm.

EVALUATION:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Three Abstracts</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 1: Concept Mapping and Thesis Statement</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2: Client Profile and Site Selection</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 3: Case Studies</td>
<td>25</td>
</tr>
<tr>
<td>Project 1: Presentation of the Proposal and Research</td>
<td>50</td>
</tr>
<tr>
<td>Project 2: Research Binder and Final Presentation of Research</td>
<td>100</td>
</tr>
<tr>
<td>Advanced Writing of the Thesis Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation and Professional Attitude</td>
<td>25</td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Letter Grade definitions are as follows:

A
excellent
exceptional performance; strongly exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

B
good
performance above the norm; accurate, complete, and beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C
average
satisfactory/adequate work; adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of
Writing Intensive – ID 498 Undergraduate Research/Scholarship

the instructor; work shows little improvement.

D
inferior
unsatisfactory/ inferior work; unsatisfactorily meets minimum requirements and demonstrates minimum comprehension, communication skills, and effort, at an inferior level; initiative lacking; improvement not noticeable.

F
failing
does not meet minimum requirements; fails to adequately demonstrate comprehension or communication skills.

**FREEDOM IN LEARNING**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college, which offers the class to initiate a review of the evaluation.

Meeting time: Monday 10:00 am to 11:50 am

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 September 9th</td>
<td>Overview of the course and discussion about Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>Assignment: Brainstorm 3 Initial Research Questions embedded in Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>Readings will be assigned</td>
</tr>
<tr>
<td>2 September 16th</td>
<td>Guest Lecture on Socially Responsible Design</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Sarah Dirsa- HOK (10:00 am to 11:00 am)</td>
</tr>
<tr>
<td></td>
<td>September 17th: Guest Lecture on Socially Beneficial Design (1:00 to 2:00)</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Jill Pable- Florida State University</td>
</tr>
<tr>
<td>3 September 23rd</td>
<td>Discussion and Lecture: Design Philosophy, Design Theory and Hypothesis. Reading will be provided.</td>
</tr>
<tr>
<td></td>
<td>Activity: Discussion of the 3 Initial Research Questions</td>
</tr>
<tr>
<td>4 September 30th</td>
<td>Lecture on Concept Mapping, Research Question &amp; Proposal</td>
</tr>
<tr>
<td></td>
<td>Introduction to new Assignment: Writing your thesis statement</td>
</tr>
<tr>
<td></td>
<td>Activity: Discussion of the 3 Initial Research Questions</td>
</tr>
<tr>
<td>5 October 7th</td>
<td>Discussion and Lecture: Information Gathering: Literature Review and Know People (interviews and observation)</td>
</tr>
<tr>
<td></td>
<td>Readings will be provided</td>
</tr>
<tr>
<td></td>
<td>Desk Crits on Thesis Statement</td>
</tr>
<tr>
<td></td>
<td>Introduction to new assignment: Posters for Site selection and Day in Life</td>
</tr>
<tr>
<td>6 October 14th</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>7 October 21st</td>
<td>Discussion and Lecture: Case Studies and Discussion of different Research Methodology. Go over thesis proposal</td>
</tr>
<tr>
<td>8 October 28th</td>
<td>Presentation to the faculty. Submit Thesis Proposal today for redline</td>
</tr>
<tr>
<td>9 November 4th</td>
<td>Discussion and Lecture on Programming</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Final Assignment: Thesis Research Binder</td>
</tr>
<tr>
<td></td>
<td>Desk Critiques</td>
</tr>
<tr>
<td>10 November 11th</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>11 November 18th</td>
<td>Work Day: Progress check and discussion on expression of research</td>
</tr>
</tbody>
</table>
Writing Intensive – ID 498 Undergraduate Research/Scholarship

13 November 25th: Work Day: Progress check and discussion on expression of research

14 December 2nd: Presentation made to the ID faculty

15 December 9th: Class Conclude
   Refinement of Research based on the feedback
   Binder progress check
   Submit Advanced writing paper.

16 December 16th: Binder Due

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
   NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).

Due: October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy _X__ Advanced Writing ______ Globalization

1. Course prefix, number, and title: ID 498, Undergraduate Research
2. Number of Credits: 1 Credit
3. Faculty member’s name, department, college: Tina Patel, Interior Design Program, Consumer Sciences, Education & Human Sciences
4. Department Head Dr. Jane Hegland
   (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>As stated in SDSU Bulletin (Catalog)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Technology skills (optional)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements:</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Class attendance policy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Key deadlines</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET**

<table>
<thead>
<tr>
<th>SLO #1: Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal as listed in the most current SDSU Bulletin (catalog) (e.g., Advanced Writing)</td>
</tr>
<tr>
<td>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>SLO #2: Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</td>
</tr>
<tr>
<td>The APA Style manual is required to complete the Thesis Proposal. APA style manual is a required text used in ID 224 (History of Interiors) and used again in ID 322. Use W</td>
</tr>
<tr>
<td>SLO #3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>SLO #4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.</td>
</tr>
</tbody>
</table>

**General Course Learning Outcomes:**

1. Appreciate involvement in social issues as a component of professional practice.
2. Identify a problem that explores the relationship between human behavior, social issues and quality of the designed environment.
3. Explore research methods used in interior design research, industry and practice.
4. Complete the data collection, research and written analysis for the thesis design problem

*W, S, D and V*

*(Insert extra rows for each goal statement and SLO as needed)*

| + P = portfolio | T = tests/exams | C = clinical field demonstration | D = group discussion |
| S = speech or presentation | L = lab skill demonstration | W = written assignment (research paper, reaction paper, creative writing, etc.) | O = Other, please specify |
| E = performance (music, theatre, forensics) | V = visual arts/design studio work | |

**ATTACHMENT II**

295

10
DESCRiPTION:
You have been exposed to diverse perspectives on social responsibility in design, learned about trends, design statement, and design methodologies through lectures and discussions. All this should have led you to forming a design problem of your interest, which is embedded in social responsibility. Your choice of design problem is an individual endeavor that should be meaningful and of interest to you.

In this project, you will work and present a proposal for your design problem. The project proposal is a crucial element that evaluates the relevance and appropriateness of your research and programming phase of your project. It includes the research about the problem, the influence on the problem, and the processes involved in the problem. It’s a gateway to those design and the rest of the thesis project. You should show through and must show full and substantial work. It must get the attention of the audience. You may propose a key through your works and strategies for solving your project (Shamsuddin & Khorism, 2019).

OUTCOMES:
1. Appreciable involvement in social issues as a component of professional practice.
2. Identify a problem that explores the relationship between human behavior, social issues, and quality of the designed environment.
3. Develop research methods used in interior design research, industry, and practice.
4. Compare the data collection, design, and written analysis for the thesis design problem.

PROCESS:
The project will be conducted in three phases:

Phase 1: Write a research paper and develop a proposal for the design problem. This should include the following:
1. Describe in detail and in detail why this is significant to humans and their environment, and give an example.
2. Provide a detailed analysis of the problem and the specific tasks that you will perform during the entire problem-solving process.
3. Summarize the findings of the interviews, drawings, and observations conducted under the proposed thesis theme.

Deliverables:
An electronic presentation, utilizing PowerPoint, Keynote, and other design software, which includes the above mentioned criteria. Please make the presentation impactful, with a good balance of imagery and text. Try to keep the text minimal for this presentation. You should clearly outline your thesis proposal in this presentation.

**I am not expecting any competing info graphics for this stage. Emphasis of this project is to clearly get your ideas across.**

You can invite your thesis mentor for this presentation.

Due: October 28th, 2013

Phase 2:
Based on the feedback received, outline your research question and proposal and submit the Thesis Proposal paper along with the final project. The Thesis Proposal should comprise of:
1. Project Title
2. Thesis Statement: What social issue are you trying to accomplish? Why is this a social issue or problem that you want to study? Describe what you consider design thinking and why this is significant to humans and their environment. Explain your hypothesis.
3. End user profile and Client profile: Establish the identity of your end user or user group here. You should include all of the information about the client and end user. Client profile should include:
   - Name of the individual or organization
   - Logo
   - Website
   - Contact Information

Phase 3:
You should finalize all the project work with the completion of the presentation. The document should be logical and data supported, such as Times, Geneva,
ATTACHMENT II

Writing Intensive – ID 498 Undergraduate Research/Scholarship

Due: November 4th, 2013

PRINCIPAL OR VERBAL PRESENTATION

Proper: The proposal has a clear and stated purpose and demonstrates relevance in social responsibility.

Hypothesis and Hypotheses:
- The questions and hypotheses are clearly stated, compelling, feasible, and have appropriate design research terms.
- It provides an initial insight into the issue and promise of contribution to the given design.

Procedure:
- The rationale and objectives are stated by demonstrating new connections, knowledge, and insights and the desired (full or partial).

Rationale and support for the question:
- Clear analysis on the purpose and the integration of the literature and major equations for the importance of the project.

Data Collection:
- Appropriate definition and interpretation of the data.

Method of Inquiry:
- Methods (form, inappropriateness) are systematically aligned with the purpose and connected to the objective and the nature of the investigation of hypothesis. Ensuring clear and consistent and relevant (full) assumptions of the investigations and methodology.

Scope and Limitations of the study:
- Clearness of scope and reference existing controversy or overlap in the literature instead and related terms.

Unsolved questions:
- Clarity of writing, graphic, and data communications as conveyed in the intended forms and simple methods and powerful or significant impact.

Review any additional comments on the back.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add MCOM 316 Magazine Writing and Editing to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
About half of the journalism schools in the nation offer one magazine writing course, a quarter offer two, and another quarter offer three or more as a certificate, minor, or even a major. The Department of Journalism and Mass Communication offers only one, MCOM 316: Magazine Writing, and it is a popular elective. It is especially useful for agriculture communication majors, but it also draws journalism majors who wish to pursue careers in the magazine industry or as freelance writers. Non-MCOM majors who like to write non-fiction also take the course.

The Advanced Writing Requirement supports the goals of the course because it is entirely about writing and getting published. Due to oversight and because the Department has other courses that meet this requirement, we have never requested that it be included. However, it will be a useful addition to our department’s writing intensive courses and especially so for the Agricultural Education, Communication and Leadership majors whose curriculum is more elective-based. For instance, they must take one of three writing courses — MCOM 316, MCOM 410 (Advanced Reporting) or MCOM 438 (Public Affairs Reporting) — but only MCOM 438 has been on the list of advanced writing courses.
Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: MCOM 316 Magazine Writing and Editing: Includes overview of the magazine industry, how to write and submit freelance articles. Students write and submit articles for publication and edit a departmental magazine.

Course Goals & Objectives:
• Students will strengthen their writing skills.
• Students will understand the magazine industry (i.e., types of magazines, types of articles, etc.).
• Students will understand free-lancing pros and cons, queries and submission procedures.
• Students will submit work for publication.
• Students will understand their rights and responsibilities as a writer.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

Writing Intensive Student Learning Outcomes: As a result of taking MCOM 316, students will be able to:
1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

Read extensively and respond critically in the written discourse of magazine journalism [which includes what is called “long-form journalism” and often includes narrative story telling]; formulate research questions and refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement; and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand (“niche” audience is the distinguishing characteristic that makes a magazine a magazine]. [Note: Journalistic writing does not use the term “thesis,” but it does use “lead” and “nut graph,” similar concepts.]

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

Use a style manual and other writing conventions specific to television reporting; avoid plagiarism [and copyright infringement] by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating
Writing Intensive – MCOM 316 Magazine Writing and Editing

information from Internet-based resources. [Typically, for magazine writing, The Associated Press Stylebook is the standard.]

3. **Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.**
   Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. [In journalism, this is called “news judgment.”]

4. **Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.**
   Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. (In magazine writing, students must submit their work for publication.)

*Each course meeting this goal includes the following student learning outcomes.*

*Required: #1, #2, #3, #4*

ACEJMC Professional Values and Competencies
The five most relevant values/competencies to Advanced Writing are:

- **5. Students will understand concepts and apply theories in the use and presentation of images and information.**
- **7. Students will think critically, creatively and independently.**
- **8. Students will conduct research and evaluate information by methods appropriate to the communication professions in which they work.**
- **9. Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.**
- **10. Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**

### Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

---

**MCOM 316**

**Magazine Writing & Editing**

**South Dakota State University**

**Fall 2013**

**CREDITS:** 3

**INSTRUCTOR:** Jim Helland
605-688-6513; 595-3103 • james.helland@sdstate.edu

**OFFICE:** Yeager Hall 216
**OFFICE HOURS:** 10-11 a.m. Mondays and Wednesdays; Noon to 1 p.m. Fridays.

**LECTURE**

11 a.m. to 11:50 a.m., Mondays, Wednesdays and Fridays, Yeager Hall 204.

**CATALOG DESCRIPTION**

Includes overview of the magazine industry, how to write and submit freelance articles. Students write and submit articles for publication and edit a departmental magazine.
Writing Intensive – MCOM 316 Magazine Writing and Editing

COURSE GOALS & OBJECTIVES
At the end of this class, students will:
• Have stronger writing skills,
• Understand the magazine industry better (i.e., types of magazines, types of articles, etc.),
• Understand free-lancing pros and cons, queries and submission procedures,
• Have submitted work for publication,
• Understand their rights and responsibilities as a writer.

MCOM 316 satisfies System Goal #1 for Advanced Writing = Students will write effectively and responsibly and will understand and interpret the written expression of others.

STUDENT LEARNING OUTCOMES
MCOM 316 supports the four outcomes for the Advanced Writing Requirement. In addition, the course supports outcomes the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) outlines:

• SLO/AWR1 — Read extensively and respond critically in the written discourse of magazine journalism (which includes what is called “long-form journalism” and often includes narrative story telling); formulate research questions and refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement; and advance it using evidence from primary and secondary sources, examples, and counter-arguments that are relevant to the audience or issues at hand ("niche" audience is the distinguishing characteristic that makes a magazine a magazine).

SLO/AWR2 — Use a style manual and other writing conventions specific to television reporting; avoid plagiarism (and copyright infringement) by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. (Typically, for magazine writing, The Associated Press Stylebook is the standard.)

SLO/AWR3 — Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

SLO/AWR4 — Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. (You must submit work for publication.)

ACEJMC Professional Values and Competencies
Out of 12 values/competencies, the five most relevant to Advanced Writing are:
5. Students will understand concepts and apply theories in the use and presentation of images and information.
7. Students will think critically, creatively and independently.
8. Students will conduct research and evaluate information by methods appropriate to the work of communication professions in which they serve.
9. Students will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
10. Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

TEXTBOOK
References: Writer’s Market, Writer’s Digest

INSTRUCTIONAL METHODS
A variety of methods will be used, including lecture (limited), class discussion, peer evaluation, guest speakers, a textbook and other research material, and experiential learning (submitting work for publication).

ABSENCES, LATE OR MAKEUP WORK
I will keep attendance. Please let me know in advance if you’re going to miss class. I’ll penalize unexcused late assignments one full letter grade.

ACADEMIC INTEGRITY
I expect that the assignments you complete are your own work. See the SDSU Student Code for more information.

ADA STATEMENT
If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please inform me and make the appropriate arrangements with the Office of Disability Services (ODS). To schedule an appointment, call 688-4504 and speak with the coordinator.

FREEDOM IN LEARNING
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. A student who believes that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college that offers the class to initiate a review of the evaluation.
ASSIGNMENTS
(Tentative)
1. Historical vignette, 10 points
2. Magazine article critique and class presentation, 10 points
3. Interest/expertise worksheet, 10 points
4. Magazine analysis, 30 points
5. Short (submitted for publication), 75 points
6. Personal column, 75 points
7. Article (submitted for publication), 100 points
8. Miscellaneous, 35 points

OTHER GRADES
Midterm exam, 50 points
Final exam, 25 points
Participation and attendance, 50 points

GRADING SCALE
A = 422 to 470 points
B = 375 to 421 points
C = 328 to 374 points
D = 281 to 328 points
F = 280 points or below

MORE DETAILS
Historical vignette: Research, write and present an interesting two-minute PowerPoint about a magazine’s history. Pick information carefully and write tight.

Magazine article critique: Select a recent article from a magazine of your choice and analyze it. Consider the lead, the nut graph, the organization and the conclusion. Is it a well written article? Does it inform or entertain you? Did it come with extras such as photos, breakouts and graphics? Was there an online component?

Interest/expertise worksheet: Complete the worksheet in the textbook (p. 20) and match it with three or four article ideas for specific magazines from Writer’s Market.

Magazine analysis: Analyze a magazine that you’re interested in submitting to.

Short: Research, write and submit for publication.

Personal column: Write a first-person column.

Article: Research, write and submit an article to a magazine.

Other: This will include a few short class exercises.

Examinations: The midterm exam is of the take-home variety. It’s difficult and covers key class material. The final exam is much easier: in-class, open-book, open-notes, reflective.

Attendance/participation: Includes doing non-graded work and peer writing.

TENTATIVE SCHEDULE
Week of Aug. 26
Class introduction, column writing lecture and examples; Start Chapter 1) So You Want to Be a Magazine Writer, and Chapter 2) The Wonderful World of Magazines.

Week of Sept. 2 (Off Labor Day)
Finish Chapters 1-2; go over full semester schedule; Magazine article critique example by instructor. Student critiques to follow throughout the semester.

Week of Sept. 9
Chapter 3) What’s the Big Idea? Where to Find Story Ideas, lecture. Student historical vignette due and class presentations on Wednesday, Sept. 11. Students must have ideas/newstips for first stories by Friday.

Week of Sept. 16
Chapter 4) What Do I Do with This Article? Understanding the Markets lecture; Interest worksheet due Wednesday, Sept. 18. Student magazine article critiques (2).

Week of Sept. 23
Read Chapters 5, 6, 7; Lecture on Focusing your angle when writing a story. Discuss/ Vet student story ideas in class. Student magazine article critiques (2). Guest on Friday: Mary Beth McAdaragh, SDSU graduate who now works in television syndication industry/public relations in Hollywood, Calif.

Week of Sept. 30-Oct. 4
Individual student magazine analyses due and class presentations. Each presentation should be about 8-10 minutes.

Week of Oct. 7
Magazine analyses due and class presentations. Each presentation should be about 8-10 minutes. Friday, review for Midterm Test. Student magazine article critiques (2).

Week of Oct. 14 (Off Monday, Native American Day)
Wednesday, Oct. 16, Guest: Chuck Raasch, SDSU graduate and former Gannett News Service/USA Today reporter. Friday, Midterm test.

Week of Oct. 21
Chapter 8) Getting Started (research and reporting) and Chapter 9) Writing the Article lectures; short piece is due Friday, Oct. 25. Student magazine article critiques (2).

Week of Oct. 28
Week of Nov. 4
Chapter 11) Writing that Shines editing lecture; column is due Monday, Nov. 4. Critiques of selected student stories. Guest Friday: Rob Swenson, freelance journalist from Sioux Falls, with specialty in digital media.

Week of Nov. 11 (Off Monday for Veterans Day)
Lecture on writing profiles. Friday, Nov. 15, Guest: Steve Young, Argus Leader Media. Young will explain his award-winning and controversial profile on child-killer Donald Moeller, who as executed by the State of South Dakota last fall. He also will talk about how he reports and writes less involved profiles.

Week of Nov. 18
Chapter 13) The Business and Legal Side of Writing lecture. Critiques/edits of student stories. Friday Guest: Thomas Ritchie, owner of Firestarter Media in Sioux City, Iowa, a firm that specializes in building websites and writing online content for businesses.

Week of Nov. 25 (Off Wednesday and Friday for Thanksgiving)
Chapter 14) A Potpourri of New Writer Concerns; draft of final article is due Monday, Nov. 25.

Week of Dec. 2
Ethics and law lecture; Draft articles due back to students. Critiques of selected student stories. Student magazine article critiques (2).

Week of Dec. 9
Monday, Dec. 9, Final article due; mop-up/review day. Student magazine article critiques (2). Finals start on Thursday, Dec. 12.

MCOM 316 Grading Rubric for Writing Assignments

<table>
<thead>
<tr>
<th>Focus on topic</th>
<th>Organization</th>
<th>Use of sources, interviewing</th>
<th>Originality and strength of ideas (if appropriate)</th>
<th>Audience analysis</th>
<th>Command of grammar and conventions</th>
<th>Ready for publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
<td>Learning Objectives Met</td>
</tr>
<tr>
<td>AWR 1, 3</td>
<td>ACEJMC 7,8</td>
<td>AWR 3</td>
<td>ACEJMC 7,8</td>
<td>AWR 1</td>
<td>ACEJMC 7,9</td>
<td>AWR 2</td>
</tr>
<tr>
<td>One clear, well-focused topic. Detailed information supports main idea.</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the reader’s interest.</td>
<td>Multiple sources are used well.</td>
<td>A thought-provoking, well-developed, and fairly original topic.</td>
<td>Author clearly understands target audience and writes for that audience.</td>
<td>Command of conventions exhibited. Creative word choice and varied sentence structure.</td>
<td>Yes.</td>
</tr>
<tr>
<td>Main idea is clear, but the supporting material could be more extensive.</td>
<td>Details are placed in a logical order, but the way they are presented sometimes make the writing less interesting.</td>
<td>Sources are used well but needs to have more.</td>
<td>Somewhat original with solid content.</td>
<td>Author is aware of audience but doesn’t adjust writing as well as he/she could.</td>
<td>Correct use of grammar and conventions for the most part.</td>
<td>Almost.</td>
</tr>
<tr>
<td>Main idea is somewhat clear, but there is need for stronger supporting evidence.</td>
<td>Some details are not in a logical or expected order, distracting the reader.</td>
<td>Sources used poorly. Also, need more.</td>
<td>Not very original. Weak development of content.</td>
<td>Vague audience awareness</td>
<td>Weak control of grammar and conventions. Distracting errors.</td>
<td>Needs considerable work.</td>
</tr>
<tr>
<td>Main idea is not clear. Seemingly random collection of information.</td>
<td>There is no clear introduction of the main topic or structure of the article/piece.</td>
<td>No sources or weak sources.</td>
<td>Not original. Not developed well.</td>
<td>No evidence of adapting writing style, etc. to target audience.</td>
<td>Poor use of grammar and conventions interferes with understanding.</td>
<td>No.</td>
</tr>
</tbody>
</table>

STUDENT WORK
Students in MCOM 316 must submit articles for publication. A key goal of the class — which is not always easy to achieve — is for students to get their work published. On this page and the next page are articles from the Fall 2012 Magazine Writing class published in Transformations, the SDSU College of Arts and Sciences magazine, Spring 2013.

Publication meets all four Advanced Writing student learning outcomes — story generation, including research; adhering to the required style, avoiding plagiarism, etc.; evaluating sources critically; and presenting the results.
Paul Mantz, geography graduate student experiences the world

Envision yourself wandering the hills, mountains and plains of the southeastern European countryside or working side-by-side with politicians in Washington, D.C., collecting critical information for natural resources and energy.

For one SDSU geography student, this was a reality.

Graduate student Paul Mantz was not only offered the opportunity to do field work while traveling in Romania and Bulgaria for a couple weeks in the summers of 2011 and 2012, he also was able to work at Oak Ridge National Laboratory in Tennessee.

Currently, Mantz lives in Washington, D.C., where he has a full-time position as a researcher for U.S. Sen. Tim Johnson, D-S.D. “I primarily work on policy issues for the United States Senate Committee on Energy and Natural Resources,” Mantz says.

He also is completing his master’s thesis on Romanian nationalism in southeastern Europe and plans to graduate in May.

While traveling through Romania and Bulgaria, a typical day for Mantz consisted of visiting various cities and destinations and interacting with native Romanians. “This helped me gain an understanding of the Romanian people, culture and language,” Mantz says.

Mantz also had the chance to be a student researcher at Oak Ridge National Laboratory last summer with former SDSU geography graduate student Jordan Graesser as his mentor. The Oak Ridge Institute for Science and Education is a U.S. Department of Energy institute that focuses on scientific initiatives to research health risks from occupational hazards, assess environmental cleanup, respond to radiation medical emergencies, and support national security and emergency preparedness.

“This position gave me the opportunity to work with state-of-the-art geographic information technologies that gather satellite imagery information and develop global demographic data,” Mantz says. “We analyzed formal and informal demographic settlement trends in slums, barrios and squatter communities in South America, Central Asia, the Middle East and Africa.”
Cultural ambassadors with the Spanish Ministry of Education

SDSU students travel all over the world in order to learn from different universities and cultures, but how many students can say that they went to a foreign country sponsored by its government to teach others? Three students from the modern languages department can. Kayla Blindert, Shane Madison and Sean Krohse all applied and were accepted to be teachers through the Spanish Ministry of Education.

After graduating, they went to teach English wherever they were sent by the Auxiliares de Conversación or the English Language Assistant program, which is run by the Ministry of Education.

The role of the native English speakers is to assist with activities at an elementary or high school in Spain. They are not in charge of a class, but rather to help out with speaking, conversation, pronunciation and cultural activities when the classroom teacher didn’t have first-hand experience.

Sean Krohse

Krohse was a part of the program for two years.

“The program is first-come, first-serve. If you apply right away, you will more than likely be chosen,” says Krohse. “If you apply early, you have more choices of where you want to go.”

Krohse taught in the northern Spanish province of La Rioja — in Haro, a town of 12,000, and Logrono, a city of 153,000 — for his two years. He applied right after graduation in 2008 and in February 2009 completed his application. After being accepted, he applied for a visa and was on a plane to Spain by September.

“It was the best two years of my life, hands down,” says Krohse.

He didn't stay in schools the entire time, however. He walked the Camino de Santiago across Spain before returning to the USA in summer 2011.

Shane Madison

The paychecks for Shane Madison did not come from the Spanish Ministry of Education but rather the Basque government.

“I don’t have much to say about the selection process. I filled out an application online, and the organization selected Donostia for me,” Madison says. Donostia, or San Sebastian, is a city in northern Spain in the Basque Country.

“Being placed in Donostia was the luckiest thing that has ever happened to me,” says Madison, who arrived there Sept. 23, 2009.

Madison promised the people of the Basque Country to help support its peaceful search for autonomy.

Madison says he is passionate about the Basque Country. Whenever encountering anyone, he likes to tell people about the Basque culture and language, and how he learned how to speak it a little during his time there.

He recalls that when he found out about the cultural ambassador position in January 2009, he was staying in Brookings and had one credit remaining for his Spanish degree and three credits remaining for his psychology degree.

“I was working at Bravos as a server and a cook,” says Madison.

He had already spent the 2007-08 school year in Spain through an internship in Valencia.

“I was doing my internship at a partially private Catholic school for my psychology requirements when an instructor fell down the stairs. The principal burst into my office, and he asked me to cover her class.”

“I loved it, so I continued doing it. I helped cover English classes for juniors and seniors in high school from December 2007 to May 2008. When I was not in class, I was working under the wing of the school’s psychologist.”

Madison now is in Hong Kong, where he arrived Jan. 5 and will spend a few years as a native English teacher for primary and secondary schools.

Madison says he craved for a new experience and wanted to learn an East Asian language. Cantonese and traditional Mandarin typically require at least two years to master, he says.

Kayla Blindert

Blindert is in her second year in Spain as an English teaching assistant.

“Last year I worked at an elementary school in rural Castilla-La Mancha, a central Spanish autonomous community,” says Blindert. “This year I’m working at an official language school in urban Cantabria, a northern Spanish autonomous community.

“Apart from elementary schools and language schools, English teaching assistants can also work at high schools throughout the country.”

Blindert says after living there in 2011 and seeing the protests and revolts, she knows that the economic situation for Spanish is tough right now.

“The English teaching program for North Americans was suspended this year in the autonomous communities of Castilla-La Mancha, Catalonia, and Valencia. Unfortunately, I don’t know if the program will continue throughout the rest of the country next year,” says Blindert.

“It’s really unfortunate because it is a wonderful program. I can honestly say that this experience has been absolutely amazing. I have met so many incredible people and seen so many places in Spain and Europe.”

Many other countries offer positions similar to this as well through their ministry or departments of education.

Julia DeCook

A&S 23
## System Graduation Requirement (SGR) Course Review (including SGR #7, AW and Globalization)

**Faculty Self-Report Form (8.13)**

SGR Goal #7; Information Literacy  X  Advanced Writing  Globalization

### 1. Course prefix, number, and title:

MCOM 316 Magazine Writing

### 2. Number of Credits:

3

### 3. Faculty member’s name, department, college:

James Helland, Journalism & Mass Communication, Arts & Sciences

### 4. Department Head

Mary Arnold

(Electronic signature indicates approval)

---

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number, Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: SDSU Bulletin (Catalog) description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: As stated in SDSU Bulletin (Catalog) Technology skills (optional)</td>
<td>X</td>
<td>No prerequisite.</td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes general education goal statement)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal as listed in the most current SDSU Bulletin (catalog) System Goal 1 — Students will write effectively and responsibly and will understand and interpret the written expression of others.</td>
<td>Yes</td>
<td>Yes</td>
<td>W = A minimum of 8 writing assignments from a “short” (100 words of less) to a long-form article for publication. D = Peer evaluation</td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this course</td>
<td>Yes</td>
<td>Yes</td>
<td>W = A minimum of 8 writing assignments from a “short” (100 words of less) to a long-form article for publication, most, if not all, requiring research/sources. D = Peer input/evaluation of rough and final drafts of articles. T = Mid-term teaches good writing; final utilizes reflective writing</td>
</tr>
<tr>
<td>Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.</td>
<td>Yes</td>
<td>Yes</td>
<td>W = A minimum of 8 writing assignments from a “short” (100 words of less) to a long-form article for publication, most, if not all, requiring research/sources. D = Peer input/evaluation of rough and final drafts of articles. T = Mid-term teaches good writing; final utilizes reflective writing</td>
</tr>
<tr>
<td>Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</td>
<td>Yes</td>
<td>Yes</td>
<td>W = A minimum of 8 writing assignments from a “short” (100 words of less) to a long-form article for publication, using AP Style. Magazine analysis assignment requires indepth attention to conventions of that specific publication.</td>
</tr>
<tr>
<td>Evaluate sources critically, both print and</td>
<td>Yes</td>
<td>Yes</td>
<td>W = A minimum of 8 writing assignments from a</td>
</tr>
</tbody>
</table>
Writing Intensive – MCOM 316 Magazine Writing and Editing

| electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. | Yes | Yes | “short” (100 words of less) to long-form article for publication. All require news judgment, presentation skills, sources, strong editing. |
| Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. | |

+ P = portfolio  T = tests/exams  C = clinical field demonstration  D = group discussion
S = speech or presentation  L = lab skill  W = written assignment (research paper, reaction paper, creative writing, etc.)  O = Other, please specify
E = performance (music, theatre, forensics)  V = visual arts/design studio work
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add SOC 350 Race and Ethnic Relations to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
The components of SOC 350 Race and Ethnic Relations course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of SOC 350 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: SOC 350 Race and Ethnic Relations: A survey of contemporary ethnic and racial groups and selected minorities in South Dakota, the United States and other countries; special attention will be given to sociological concepts and theories relevant to intergroup dynamics, social structures, and communication.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.
Writing Intensive – SOC 350 Race and Ethnic Relations

Writing Intensive Student Learning Outcomes: As a result of taking SOC 350, students will be able to:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Students will refine their writing skills appropriate to the discipline of Sociology. Assessment of all goals will be conducted through both the group research paper and through the Independent Film Analysis paper. Both assignments reflect the ability to formulate a research question appropriate to the sociological discipline, to demonstrate critical analysis based on literature review and secondary data analysis (group paper) and original qualitative analysis (film analysis paper). All sources are cited by ASA criteria and all final projects are shared on-line with the class. Assessment of SLO 4, in particular, will be conducted through peer review discussion feedback in the discussion area of the course D2L page.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
Writing Intensive – SOC 350 Race and Ethnic Relations

Course Goals:
1) To introduce students to the breadth of diversity in modern American society, and in the world;
2) To examine the experiences of multiple racial and ethnic groups in the context of contemporary cultures and globalization;
3) To establish understanding of the continued dynamics of intersectionality and multiculturalism in comprehending individual statuses in globalized societies.

Student Learning Outcomes:
As a result of this course, students will demonstrate ability to:
1) Recognize and define sociological concepts pertaining to multicultural study;
2) Describe and explain inter- and intra-group relations in the context of American society and global society and their variance over time;
3) Apply primary concepts and explanations in original and group research work relevant to course topics;
4) Analyze different forms of racial, ethnic or other multicultural representation in current American society and in the context of globalized ethnic identities and systems.

Assessment of SLO 1 and 2 will be conducted through exams, discussion postings and student-to-student feedback, and a group research paper. Assessment of SLO 3 and 4 will be conducted through discussion postings and student-to-student feedback, a group research paper and individual student reports analyzing media representation of minority groups.

This course also applies to SGR goal #7 for Advanced Writing and Globalization.

Advanced Writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline of Sociology.

Student Learning Outcomes:
1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.
2. Use the ASA style manual; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as ASA format for incorporating information from Internet-based resources.
3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

To meet this goal this course includes the following student learning outcomes: #1, #2, #3, #4.

Assessment of all goals will be conducted through both the group research paper and through the Independent Film Analysis paper. Both assignments reflect the ability to formulate a research question appropriate to the sociological discipline, to demonstrate critical analysis based on literature review and secondary data analysis (group paper) and original qualitative analysis (film analysis paper). All sources are cited by ASA criteria and all final projects are shared on-line with the class. Assessment of SLO 4, in particular, will be conducted through peer review discussion feedback in the discussion area of the course D2L page.

Instructional Methods:
On-line delivery, with weekly posting of lectures, general feedback and resource materials. Students will engage in asynchronous (at a time chosen by the student) activities, including asynchronous weekly discussion postings, and two individual composition and analysis papers with accompanying powerpoint presentations to share with your peers.

Course Textbook

Evaluation Procedures
This course is graded based on the proportion of points earned. Points available are distributed as follows:
2 exams 200
2 projects/papers 225
Discussion 75
Total: 500 points

Grading is determined by the number of total points earned through course assignments:
A = 450 points and above
B = 400-449 points
C = 350-339 points
D = 300-349 points
F = 299 points or less

Please note that there is no curve attached to grading, and no “rounding up” at the end of term. Regular and thorough posting and attention to course readings and posted lectures will assure ample opportunity for earning points.

Your running point totals will be available to you on the D2L page throughout this course. You can expect that your work will be evaluated and grading assigned: 1) Once a week (at the end of the week) for discussion and discussion responses; 2) Seven to ten days after submission of papers in the appropriate dropbox; 3) Five to seven days following testing. If there is an unexpected delay in grading, the professor will notify all
students on the Course front page notice section, and an alternative date for grade reporting will be specified.

Take special note of the following:
Privacy laws and university regulations restrict me from giving out grade information either through e-mail or over the phone. As noted above, your point totals are available on the Internet throughout the term. Final letter grades will be posted on WebAdvisor.

Online Course Attendance Policy:
Attendance policies do apply in the online classroom. Students are expected to login to the class on the first day of the semester. To demonstrate “attendance” through the term, you are required to login a minimum of three times per week (although every day is recommended), to provide an original discussion post and to respond to 3 of your classmates (at a minimum) on a timely basis every week. You are also expected to review the discussion posts of others.

Discussion Points:
Discussion points are awarded weekly and are important to your completion of course assignments, so please don’t fall behind. Also, the quality of discussion postings is part of the assessment. Merely noting “I agree” or “good idea” do not constitute substantive postings.

Sample of appropriate posting (in response to Week 1 Discussion question):
“Hi. I’m Meredith Redlin, the instructor of the course. I’m originally from Montana, and am a second generation European American (white). All of my grandparents were born in Europe—Germany, Norway or Sweden—and came to the U.S. with their families when they were children. My grandfather homesteaded in Montana in 1912, and my uncle, father and brother have continued to keep our family farm working.

I’m interested in studies of social difference because American society is so complex, and Americans are so varied. That diversity has provided so much strength in our society throughout our history, economically, politically and socially. However, that same diversity is a constant challenge to maintaining an open and free democracy, as diversity and difference have resulted in social structures which constantly seem to provide more opportunity for some groups, and limit opportunities for others. These structures change over time, as our society changes, and the most important thing to understanding diversity, I think, is to see how and why those changes occur.

I think South Dakota has a very complicated race and ethnic structure. While our culture sure celebrates the pioneer spirit, we also have a long history of both violence and interdependence with the Native American population in the state. In that way, I think we are a good representation of how lasting and how difficult diversity can be in American society.”

Sample of appropriate response (in context of above—note that you don’t have to respond to the entire text, just a part that you think is interesting): “I think it’s interesting that some of your grandparents were born in Germany. At the time your grandfather homesteaded the U.S. was moving toward WWI and many places were very anti-German. Did your family experience any prejudice or discrimination at that time? I don’t think there’s any common prejudice against German-Americans today, so that may be evidence of change in social structures.”

Projects and papers:
In addition to discussion, students will complete:
1) an assigned group research project, focusing on data retrieval and information gathering for diversity research. For the research paper assignment, students will be assigned to research groups and given their own space for discussion and development of the research project. Each group space will also be monitored for regular participation and posting during the four week period set aside for group research paper completion.
2) an individual analytical paper of racial/ethnic/sexuality film representation of a distinct “different” group in American society. Each student will review a minimum of three films for the basis of the paper, and the films must be approved by the professor, Dr. Meredith Redlin. NOTE: films are not provided on the course platform and students will access and view their approved films individually in a manner and place of their choosing. Full assignment description and point distribution will be available on the Content page after spring break.

Please note that I DO NOT ACCEPT LATE PAPERS/PROJECTS. All due dates are listed in your syllabus, so plan accordingly for their timely completion!

Exams
There are two tests scheduled during the term, the midterm exam and the final exam, at 100 points each. Each test will cover unique content (exams are not cumulative). Exams are scheduled in the following course agenda, with the final exam occurring during finals week of the term.

Take special note of the following: If you miss the midterm exam, make-up exams must be taken within one week after the scheduled exam date. Please let Dr. Redlin know before the initial scheduled date of the exam.

Syllabus Statement on Disability
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately to discuss their specific needs. The Office of Disability Services is located in room 65 in the University Student Union.

Policy on Academic Dishonesty
In written papers and other class projects (electronic format, hard copy or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/guardian (when the students is a dependent for financial aid purposes). Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include uncited work from journals, books, work of others or electronic sources (World Wide Web, CD Rom, video and audio, graphic materials, etc.).

In addition, the penalty for academic dishonesty is one or more of the following, based on the seriousness of the infractions:
1. a grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2. a grade of F for the course
3. referral of the matter to the Student Conduct Committee for disciplinary action.
Writing Intensive – SOC 350 Race and Ethnic Relations

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in College Departmental Offices and the Dean’s Office. No final course grades will be given until all avenues of appeal have been completed or the case resolved.

If repeated offenses occur in either a specific class or in 2 or more different classes, the matter will be automatically referred to the Student Conduct Committee.

Students who may be unsure as to whether or not their writing or other work may constitute academic fraud should seek the advice of their professor BEFORE formal submission or presentation of the work. Plagiarism and academic fraud are the most serious of offenses, but they are easily avoided with a modicum of care and forethought.

Freedom in Learning and Teaching

Freedom in Learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Freedom in Teaching: Academic freedom is the freedom of faculty to teach the knowledge encompassed by their academic disciplines. It is vital to successful education, and thus must be defended. As stated in the Higher Education Agreement, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one’s professional duties and to present differing and sometimes controversial points of view, free from reprisal.” This academic freedom must be shielded against harassment and limitation in accordance with the words and spirit of the Higher Education Agreement.

Furthermore, students bear the responsibility to become informed on the subject matter of the course and base their comments on a coherent understanding of these materials. Such an understanding is the only legitimate basis of any “reasoned exception” to course data or views. The mastery of these materials will constitute the basis for judgments of academic achievement and performance in this course.

COURSE CALENDAR

SECTION I: SETTING THE CONTEXT FOR UNDERSTANDING DIVERSITY

First Week, Jan. 9-13: Introductions

Course Goals: 1, 2

SLO Writing: 1, 3

Lecture on-line: Introduction to the course and foundations of cultural study

*Includes introductory discussion of globalization’s impacts on cultural systems and ascribed identities through politics, media and disciplinary norms of studying the “other”.

Readings: Chapter 1 and 2

Discussion (posting due Jan. 11): First, introduce yourself and your background. Second, explain what you find interesting in this course topic. Last, using the ideas of culture traits, cultural particularities and symbols (definitions and discussion found in text), identify what you think can distinguish a “South Dakota” culture inside a broader American culture. Also, what are distinct ethnic, religious or other subcultural groups in our state? Expected length: 3 paragraphs

Response (postings due Jan. 13): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Second Week, Jan. 14-Jan. 20:

Course Goals: 1, 2, 3

SLO Writing: 1, 3

Lecture on-line: Globalization, Identity and South Dakota

*Includes discussion of international indigenous movements as “globalization from below” and the potential impact of those movements on South Dakota’s racial systems.

Readings: Chapter 3

Discussion (posting due Jan. 17): As seen in our readings, globalization impacts indigenous people financially, politically and in the context of human rights. Using the concepts of cultural rights, human rights and identity politics, how do you think current issues in South Dakota reflect these same impacts? Also, discuss how you think these same concepts are reflected in U.S. society as a whole. Expected length: 2-3 paragraphs.

Response (postings due Jan. 20): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Paper Assignment: Group paper assigned. Description of paper form and content requirements is posted on the Contents page and in the drop box folder. Assignment will be due Feb. 25.

Third Week, Jan. 21-Jan. 27:

Course Goals: 1, 2, 3

SLO Writing: 1, 3

Lecture on-line: Researhing Cultural Diversity and Multiculturalism

*Introduces concepts of multicultural as reflected in examples of ethnic inequality and identification in Russia and France, as well as the U.S.

Readings: Chapter 4

Discussion (posting due Jan. 24): To conclude our study of basic concepts, this week let’s think about how we understand multiculturalism. Drawing from your existing understandings, how would you define multiculturalism? Then, discuss how the perspective of critical multiculturalism is the same or different from your understanding?
Writing Intensive – SOC 350 Race and Ethnic Relations

Response (posting due Jan. 27): Again, read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

SECTION II: INVESTIGATING ETHNICITY AND RACE

Fourth Week, Jan. 28-Feb. 3:
Course Goals: 1, 2, 3
SLO Writing: 1, 3

Lecture on-line: Ethnic Group Identification and Conflict
*Introduces intra- and inter-national difference in ethnic group identification and systems of inequality. Examples of formative contrasts are made between France, India, Japan and the U.S.
Readings: Chapter 5
Discussion (posting due Feb. 1): Now we turn our attention to specific groups and to the ways specific groups are defined. Select an ethnic group that you feel experiences conflict in American culture. Discuss why this ethnic group is important and note whether this group’s experience reflects that forced assimilation, discrimination or prejudice? Also, discuss how you are defining the group ethnically or racially. Expected length: 3 paragraphs.
Response (posting due Feb. 3): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Fifth Week, Feb. 4-Feb. 10:
Course Goals: 1, 2, 3
SLO Writing: 1, 3

Lecture on-line: Understanding Ethnicity and Religions in Multicultural Society
*Introduces intra- and inter-national stratification based on alignment between ethnicity and religious systems, with examples drawn from India, the Caribbean and the U.S.
Readings: Chapter 6
Discussion (posting due Feb. 7): Here, in relation to the concepts of communitas, rites of passage and worldview, discuss why you think we are including a discussion of religion in the context of race and ethnicity. Expected length: 2 paragraphs.
Response (postings due Feb. 10): Again, read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Sixth Week, Feb. 11-Feb. 17:
Course Goals: 1, 2, 3
SLO Writing: 1, 3

Lecture on-line: Race, Racial Groupings and Biology
*Focuses on interdisciplinary integration of biological and social understandings of the basis of race.
Readings: Chapter 7
Discussion (posting due Feb. 14): While the idea that race is biologically significant for categorization still exists for many in our society, this chapter explains the science behind why this isn’t true. Using the concepts of haplogroup, natural selection and racial characteristics, explain why scientific classification of humans is not successful along the lines of what we consider “racial groups”. Expected length: 2 paragraphs.
Response (postings due Feb. 17): Again, read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Seventh Week, Feb. 18-Feb. 24:
Course Goals: 1, 2, 3
SLO Writing: 1, 2, 3, 4

Lecture on-line: Re-conceptualizing Race through understanding of social constructionism
*Introduces and disrupts socialization through formative comparison of contrasting social constructions of race and their legal and personal consequences for inequality.
Readings: Chapter 8
Discussion (posting due Feb. 22): Using the American cultural idea of hypodescent, what is your ethnicity and race? How would your understanding be different if you used the Japanese cultural concept of exclusion or “not us”? How would your understanding be different using the Brazilian cultural concept of “fluidity”? Expected length: 3 paragraphs.
Response: This week, take response time to work on completing the paper assignment. It’s due at the end of the week!

DUE Feb. 25: Group Paper in the dropbox and group powerpoint summary of paper to be sent to: meredith.redlin@sdstate.edu . Your powerpoints will be posted on the Content page for full class review.

Eighth Week: Feb. 25-Mar. 3
Course Goals: 1, 2, 3, 4

DUE: Midterm Exam on-line, open for 2 days, Feb. 26 (open at 7 am)-Feb. 27 (closes at 10 pm)
DUE Feb. 28: Peer reviews of at least three groups’ powerpoints in the discussion area of the course (these reviews accounts for 10 points of the group total paper grade)

Ninth Week: SPRING BREAK—Mar. 4-Mar. 10

SECTION III: INTERSECTING IDENTITIES BEYOND RACE AND ETHNICITY

Tenth Week, Mar. 11-Mar. 17:
Course Goals: 1, 2, 4
SLO Writing: 1, 3
Writing Intensive – SOC 350 Race and Ethnic Relations

Lecture on-line: Understanding Intersectionality through Gender
*Introduces gender status in globalized systems, with formative comparisons of gender roles (i.e. male and female) and examples of globalization from below through the international women’s movement.
Readings: Chapter 9
Discussion (posting due Mar. 15): While Race and Ethnicity are very important symbols in American culture, we don’t experience or interpret them as single effects. This week, we introduce the idea of intersectionality in understanding diversity, particularly as gender organizes larger social structures. Using the concepts of gender roles, gender stereotypes and gender stratification, explain your understandings of where race, ethnicity and gender “intersect”. How does comprehending these intersections help us to understand the social effects of diversity? Expected length: 3 paragraphs.
Response (postings due Mar. 17): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.
Assignment: Individual Media Analysis paper. Description of paper form and content requirements is posted on the Contents page and in the drop box folder.
Assignment due tba.

Eleventh Week, Mar. 18-Mar. 24: Course Goals: 1, 2, 4
SLO Writing: 1, 3
Lecture on-line: Understanding Intersectionality through Sexual Orientation
*Introduces heteronormativity as a component of marginalized identity, and the role of globalized media in expanding sexual expression, including examples from Russia and the U.S.
Readings: Chapter 10
Discussion (posting due Mar. 22): As with gender, diversity in sexual orientation crosses all race and ethnic groups, and creates differing social experiences for different groups. Using the concepts of sexual orientation and stratification, explain your understandings of where race, ethnicity and sexual orientation “intersect”. How does comprehending these intersections help us to understand the social effects of diversity?
Expected length: 3 paragraphs.
Response (postings due Mar. 24): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Twelfth Week, Mar. 25-Mar. 31: Course Goals: 1, 2, 4
SLO Writing: 1, 3
Lecture on-line: Understanding Intersectionality through Age and Generational Group
*Introduces concepts of cohorts, using demographic data and longitudinal population change in the U.S. due to economic forces of globalization.
Readings: Chapter 11
Discussion (posting due Mar. 29): This week, we look at intersectionality based on age or age cohort. First, think about your generation—how would you define who is in your age cohort? What are distinctive cultural and historical experiences that distinguish your cohort from others?
Expected length: 2 paragraphs.
Response (postings due Mar. 31): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, noting specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

Thirteenth Week, Apr. 1-Apr. 7: Course Goals: 1, 2, 4
SLO Writing: 1, 3
Lecture on-line: Understanding Intersectionality through Social and Economic Class
*Introduces socio-economic status and international inequalities arising from globalization from above by financial and technical systems. UN data to compare national wealth inequality is referenced.
Readings: Chapter 13
Discussion (posting due Apr. 5): Aside from gender, the most common intersection we can see impacting race or ethnic experience is that of social class. However, it remains difficult to define. To understand the idea of class, first identify what social class you feel you are a member of and explain that identification. Second, discuss where your social class standing may “place” you in society through the concept of class stratification. Last, thinking back across age, gender and sexual orientation, in how many ways do you experience diversity in society?
Response (postings due Apr. 7): Read three postings from those in your discussion group, or if postings aren’t present, from someone in a group outside of your own. Respond to them, naming specifically where your thoughts align or don’t align with their postings. Expected length: 1 paragraph response to each classmate.

SECTION IV: DIVERSITY IN THE GLOBAL ERA
Fourteenth Week, Apr. 8-Apr. 14: Course Goals: 1, 2, 4
SLO Writing: 1, 3
Lecture on-line: Comprehending Space and Diversity
*Focuses on special consideration of rural places and peoples comparative outcomes across the U.S. based on globalizations differing impacts on states and regions.
Readings: Chapter 14
Discussion (posting due Apr. 12): This week, using your understandings of classification and intersectionality, let’s focus on the question posed in the chapter (p. 259), “Can you conclude anything about the relationship between the ethnic homogeneity or heterogeneity of a state and its income gap?” Provide your answer to this question in 2 paragraphs.
The cultural heritage of Native Americans in South Dakota is full and rich, though marked with significant struggle. The result of western expansion across the plains in the 19th century was a trail of pain and destruction across the Dakotas. The generations of native peoples that followed have dealt with the aftermath, seeking to hold on to their traditional heritage while struggling to thrive in a new cultural landscape, under a new government. As the state of South Dakota progressed into recent history, significant steps have been taken to reconcile the terrible mistakes of the past, and to enrich and enliven the native culture of South Dakota. Steps have been taken in order to honor native cultures and to integrate them into the fabric of the state’s identity. In light of such damage, though, the restoration process is long and complex. Gains have been made, while much progress is yet to come. Our ability to face the past with honesty, to confront the tensions of today with open minds, and to face the future together will measure our success in bridging cultural gaps, and upholding the shared values of all South Dakotans. 

Native peoples in South Dakota have faced significant obstacles specifically in the areas of economics, religion, and education as they have struggled to reconcile the rich established culture of the past within the context of modern-day South Dakota, after a period of significant cultural disintegration. The data presented will explain the current atmosphere of each, as well as point to progress made and possible steps to take in the future. Data has been collected from relevant census findings, as well as from sources across the state of South Dakota dealing with the economic, religious, and educational issues facing Native Americans in the state today.

PART I: ECONOMICS

According to the 2010 U.S. Census Bureau Profile of General Population and Housing Characteristics, the total population in South Dakota is 814,180 people, and of this population, just 69,476 identify themselves as Native American or Alaska Native. As the Native American population is a clear minority in South Dakota, there is an instant struggle to maintain influence, especially with the dividing lines of reservations keeping much of Native American life nearly invisible to average South Dakotans.

According to Stephanie M. Schwartz (year of publication?) in her article, The Arrogance of Ignorance: Hidden Away, Out of Sight...
Writing Intensive – SOC 350 Race and Ethnic Relations

and Out of Mind, reports vary but suggest that the median income of individuals living on the Pine Ridge Reservation is about $2,600 to $3,500 per year, with about 97% of the population living below Federal poverty levels.

Unemployment rates are high on South Dakota’s reservations. Joseph Stromberg’s 2011 article, Land of the Lakota, explains that unemployment within the Native American population is difficult to estimate. The Bureau of Indian Affairs and the Census Bureau keep track of unemployment information, but the methods and standards of the research vary from one another. The 2010 Census states that 20% of the native population in South Dakota is unemployed, while the BIA states a 73% unemployment rate. Another survey of those living on the Pine Ridge Reservation finds 42.74% unemployment.

As complex differences between tribal and state and local laws exist, it is very difficult for entrepreneurs to start businesses on or near reservations, and therefore very few jobs exist. Schwartz explains that in addition to little industry, the technology and infrastructure needed to lure potential employers also does not yet exist.

As a result, much of the money spent by those living on reservations is done so in outside places, such as Rapid City, and the reservation has very little opportunity to put its population’s dollars back to its own use.

Stromberg (year?) also reports that less than 50 businesses exist within the Pine Ridge Reservation. Of these businesses, less than half are owned by natives themselves. Service industries make up the bulk of the businesses located on the reservation, such as gas stations, restaurants and fast food, and mechanical repair. As stated in Land of the Lakota, an estimated 64.1% of reservation jobs stem from the government or tribal authority. The tribe itself estimates that 95% of total income for the people of Pine Ridge comes from the government.

As a result of the low employment rate, safe and affordable housing is also a significant problem for Native Americans living on reservations. Many homes on South Dakota’s reservations lack basic necessities for heat through long winter months, and electricity throughout the year. Naturally, Internet connectivity is rare and as there are few businesses on reservations, the availability of quality food and supplies is also low. This leaves many residents of reservations forced to spend what little money they have to travel far outside their own communities to make basic purchases. As banks or credit unions are essentially non-existent within the area, those who might wish to save or better organize their finances will lack the direction, education, and resources to do so.

The economic state of South Dakota’s reservations directly affects the Native American population of South Dakota as a whole. As progress is made to implement state and tribal laws that work with, and not against, one another, slowly business and opportunity will find its way to tribal lands.

PART II: RELIGION

According to City-Data.com, in the year 2000, the largest denomination in the state of South Dakota was Roman Catholicism, with 181,434 adherents, about 24% of the population. The Evangelical Lutheran Church, the United Methodist Church, and the Lutheran Church—Missouri Synod followed as the leading Protestant denominations in the state. These, and other religions now present in South Dakota, of course were not originally practiced here, but were brought with the addition of new cultures and traditions to our state in the last two centuries.

The religious history of the Sioux people of South Dakota is deep, vibrant, and rich. Many tribal customs and oral legends are now well-documented and tell a story of a culture deeply integrated with belief. However, as outside forces sought to pull natives from their land, their families, and their traditions, this religious culture was deeply wounded and left future generations disconnected from their religious heritage.

Christine Leigh Heyman (year) explains in her article, Native American Religion in Early America,

Many key Indian religious beliefs and practices bore broad but striking similarities to those current among early modern Europeans, both Catholic and Protestant. These cultures, too, credited a creation myth (as set forth in Genesis), venerated a Creator God, dreaded a malicious subordinate deity (Lucifer), and looked forward to the individual soul’s immortality in an afterlife superior in every respect to the here and now. They, too, propitiated their deity with prayers and offerings and relied upon a specially trained clergy to sustain their societies during periods of crisis.

Many common similarities did exist between tribal and European religions; however, there were of course many conflicts and differences. As white Americans moved west, they sought to bring their own religious beliefs with them. As these predominantly Christian religious views were introduced—and sometimes forced—into the Native American culture, the nature of the Native American’s religion changed and in many respects was severely damaged. Since that time, efforts have been made to reconcile one to the other, or to meld the two together, incorporating both Christian and traditional tribal beliefs together.

It is important to note the very deep ties native South Dakotans felt to the land and all the creatures who shared it, and also the complete interconnectivity they perceived between the physical and spiritual realm. We gain insight into this perspective from the Rosebud Sioux Tribe.

We are the Sicangu Oyate. Long ago, the Creator formed us from his own blood to share his loneliness. We are plains people. Not because we are entitled to this land, but because we have made relatives with this land, and have survived here by conducting ourselves as warriors who use respect as our greatest weapon, as wisemen who freely give and receive insight, and as Ikce Wicasa (a simple human) who is grateful to be a child of creation, taken from Culture of the Sicangu Oyate. (year: page number)

We see how deeply the Sioux people integrated their identity, purpose, and spirituality with the whole of life’s experiences in nature.

It goes on to explain,

Our ancestors asked the Eagle and Buffalo to show us how to live, and they gave of themselves so we may have food and shelter, they gave us ways to connect with Creator. Any elder will tell you that Tatanka and Wambli have spirits, that they too laugh and mourn, they have ceremonies of their own. The squirrel blanket is his tail, the Turtles shell is his home, the blue sky and green grass belong to us all. (year: page number)

It is crucial, then, to identify how detrimental it was to the culture of native South Dakotans when they were forced out of lands they had occupied for untold centuries. Not only were tribes forced out of the land they knew and called their home, but as we have seen, were also disconnected from their culture and spirituality as a result. The concept of land ownership was completely new to the tribes of the Dakotas, and meant much more than property rights. The loss of land meant loss of identity, and we now travel a road of reconciliation, attempting to restore a portion of what was lost.

Attempts have been made to bridge the divide between the religious culture and traditions of native peoples in America, with much work ahead. H. Wood explains in his 1998 article, The Sacred Siskiyous- Religious Freedom for Native Americans, Congress adopted the ‘Religious Freedom Restoration Act’ shortly thereafter. However, the U.S. Supreme Court ruled in 1997 that the Act was unconstitutional. It thus appears that today, in an America which is supposed by many to be the last haven for religious liberty, Native Americans, pantheists, pagans, and others who have valid religious free exercise interests in wild land will continue to have that interest snubbed by American society and by the legal system. (p. #)

The struggle for validity and governmental protection of sacred lands continues, as the native people of South Dakota strive to maintain protection for the places and practices that are culturally significant to them.

One way in which native peoples seek to form religious unity and strength is through the pow-wow. Native American Heritage Programs explains that these celebrations draw native people together for dancing, singing, and relationship. These events are also open to the public, allowing connections to be formed between cultures, while preserving the rich history of the past.
PART III: EDUCATION

As South Dakota moves ahead to the future, it is crucial that we focus much attention and energy on the growth of education opportunities for Native American students. If we hope to resolve current issues of poverty and cultural disintegration, we must arm the next generation with the tools they will need to succeed in their own communities, and in the world.

As Native American students obtain their high school diplomas, they face a new dilemma. If they stay on the reservation, there will be very little opportunity for work. If they leave their community, they feel a sense of abandonment. Many students feel this tension as they seek to enter colleges and universities, and later the professional world, but do not want to leave their native culture and community behind.

According to Iverness Research (year) in the article, Supporting Native American Students along STEM Education, there is very little overlap between native communities and the outside population in South Dakota. This means that native students can grow up segregated in large part from common life in the rest of the state. There is little interaction between these two worlds, and the article claims that this can lead to ignorance and mistrust between both cultures. The article goes on to explain that this makes it particularly difficult for Native American students to enter college in another part of the state. They can feel as if they are completely lost, among an entirely new set of cultural and lifestyle norms from what they have experienced thus far.

With such a difficult transition facing many native students, efforts to help bridge the gap become incredibly important if we hope to retain students through to the successful completion of a degree.

As more and more Native American students are able to complete degrees in myriad fields of study, the effect of this level of educational exposure and involvement will be a catalyst for positive change within the cultural landscape, and, perhaps over time, progress will be made to improve the lives of those living on reservations, giving them new opportunities for education and growth as individuals, and as a people. Iverness goes on to explain,

Many Native American students we spoke with want to find jobs where they can serve their local communities—thus, nursing and education tend to be popular courses of study a the Tribal Colleges in particular. Environmental science is also an area that is attractive to Native American college students… (p. #)

As more and more Native American students are equipped to succeed in school throughout their educational careers, the demand for more positions within the tribal culture could perhaps generate job opportunity and growth, and inspire future generations to further the trend. Also, as educational opportunities carry Native American students into mainstream South Dakota, much can be gained in bridging cultural gaps between cultures.

As we move forward, many unique struggles face the Native American population of South Dakota. However, as we work to bridge the dividing gaps and obstacles between cultures, relationships will be built that can further progress. As we work to create new business and commerce on and near native lands, to create opportunities for job growth and educational advancements, real change can take place. As we work to understand and appreciate the deep cultural values of those outside our own groups, we will have a deeper respect for our individuality and also for those things which bind us together.

References


Evaluation criteria and grading rubric:

The paper is worth up to 125 points, and all group members will share the same grade. Paper elements will be evaluated as follows:

Critical Thinking elements: 60 points possible

Thorough integration of data (20 points):
Thorough explanation of data (20 points):

Originality of data analysis (defensible and original selection of data for paper theme) (20 points):

Grammar: 25 points possible
Clarity of expression (15 points):
Use of proper English for formal writing (10 points):

Format/References: 20 points possible
Completeness of references for avoidance of plagiarism (in bibliography and text) (10 points):
Format is logical and clear (10 points):
Arab American Film Analysis

SOC 350

Spring 2012

Introduction

Broader social beliefs in the United States have often provided negative connotations to anyone who is Arab, Muslim (of Islamic faith) or anyone who is of Middle Eastern origin. Even before the 9/11 attacks, a hateful, violent stereotype of Muslims and Arabs surfaced from American media. When we think of the Middle East, Americans tend to have a preconceived notion of what kind of people live there, what they believe, or how they act even though they may have never been there or met anyone from there. The American media tends to develop preconceived notions to form a very persistent pattern of hateful Arab, Muslim, and Middle East stereotypes. Through stereotypes and common associations with violence and terrorism, the American media misrepresents Muslims and Arabs, hindering the advancement of cultural understanding and peaceful relations with people of Middle Eastern origin. Throughout the course of American media, the demeaning images of Arabs have surfaced and hindered our view of any humanity that these people possess, particularly noticeable in Hollywood.

In the full film transcript version of his book, Dr. Shaheen warns us, the American people, that this is a vast problem in order to advance toward peaceful relations with the Middle East.

Before advancing toward peaceful relations, however, Americans must get past the recurring degrading stereotypes that have become ingrained subconsciously in our minds by the media and not allow a select group of Muslim-Arabs to represent an entire population or Middle Eastern people. As Dr. Shaheen continually enlightens viewers of the demeaning Arab stereotypes that clearly emerge in American media, he notes how certain events persuaded Americans to develop the modern stereotypes we still have today. When we become more educated about what prompted these stereotypes, we can more readily prevent misinformation that leads to negative stereotypes because we can base our views on factual information. This, in turn, will create a more positive and less curbed view of all Arab-Muslims.

Toward the end of the transcript of his movie version of the book, Dr. Shaheen (2006) notes,

We are at war with Iraq. We went to war in March of 2003, but didn’t our entrance to war, wasn’t that made a lot easier primarily because for more than a century we had been vilifying all things Arab? And now, given what happened with 9-11, the tragic events that took place on that day where 19 Arab-Muslim terrorists were responsible for the deaths of nearly 3000 people. Now instead of saying, that’s the lunatic fringe, we say no no, the actions reflect the actions of 1.3 billion people. Now that’s dangerous (Reel Bad Arabs).

Because of all the recycled demeaning Arab-Muslim stereotypes in American media, less indecision surfaces about the just cause for fighting these peoples in the subconscious minds of Americans. Because terrorist attacks have been performed by a select group of Arab-Muslims, Americans become less hesitant to allow these violent acts to represent all Muslims, Arabs or anybody with Middle Eastern ties or origin. Dr. Shaheen warns us, the American people, that this is a vast problem in order to advance toward peaceful relations with the Middle East.

Before advancing toward peaceful relations, however, Americans must get past the recurring degrading stereotypes that have become ingrained subconsciously in our minds by the media and not allow a select group of Muslim-Arabs to represent an entire population or Middle Eastern expance of the world.

After viewing three North American mainstream films (Sabah: A Love Story, Amreeka, and The Kite Runner) that represent the Arab American ethnic group, I discovered that on the whole, these films delve into the personal stories of characters representing Arab Americans so that the viewer is better able to see them as rational beings with stories that deserve to be told -- with the enduring effects of recycled stereotypes from the American mainstream more prevalent in some films over others. That is to say, the filmmakers present the stories so that the viewer can see how negative stereotypes guide prejudiced attitudes and discriminatory actions. That is not to say that the filmmakers do not affirm certain stereotypes but generally, these films work to challenge broader social beliefs regarding Arabs and Arab Americans.

Religious Stereotypes

The American media often associates Middle Easterners with the Islamic faith (or being Muslim) because Islam is largely the predominant religious faith in this part of the world. People who follow the Islamic faith (Muslims) are often misunderstood. Islam does not breed terrorism like it is often portrayed in the American media. In fact, a third of the world’s population is Muslim and a small fraction of those people are extremists. Extremism exists in every religion, and the many acts of violence that we see claim to have a religious base. American terrorist Timothy McVeigh is often associated with right wing Christianity as his basis for performing the Oklahoma City bombings but because the 9/11 terrorist attacks were of much larger proportion, associations to Islam emerge for anyone who looks Middle Eastern.

In The Kite Runner, when the protagonist Amir agrees to return to Kabul, Afghanistan in order to retrieve his nephew Sohrab, (only after he is informed that Sohrab is his long lost nephew) he is accompanied by Farid who helps him act and dress appropriately in Taliban-controlled territory. They attend a football match in Kabul conducted by the Taliban where they witness the stoning of women adulterers at half-time in graphic detail. The Taliban headman leading the execution announces the justification for a women’s death by stoning on extremist religious grounds. In this way, The Kite Runner influences opinions about Afghanistan (and arguably, Islam-dominated nations) by using a sort of propaganda technique of demonizing the enemy, in this case the Taliban. Many Americans falsely believe that all Muslims are as strict in their religion as the Taliban. However, the film makes a clear distinction between the average Afghan and the Taliban, and emphasizes the brutality of the Taliban in contrast with the more prevalent, more liberal Muslim practices in Afghanistan. Director Marc Foster seeks to reverse the stereotype and portray many of the Islamic people of Afghanistan as caught up under Taliban control with not much choice. Foster portrays the more common Afghan Muslim as not wanting to allow the Taliban to reflect the nature of Islam but the commoner seemingly has no choice in the matter of how to conduct Islamic practices.

When it comes to the portrayal of religion in Amreeka, the filmmaker portrays people commonly acting off of stereotypes about the Middle East that lump a Palestinian Christian family together with Muslim extremists in the same category. However, the time context is important as it takes place in 2003 shortly after the U.S. invasion of Iraq started. The location of the film in rural Illinois certainly factors in to how people act based on the common recycled stereotypes about people from the Middle East. Director Cheriden Dabis portrays this part of the U.S. as not as readily accepting and understanding of cultures and religion, especially during such times of tension and resentment toward the Middle East. In a particular scene, Fadi, the immigrant son of the main character Muna, comes to find “Al Kada” (correctly spelled Al Qaida) written on the back windshield of his cousin’s car by a fellow white American student. Fadi is with his cousin that night. That portrayal of discrimination shows people acting based off of the common stereotype of all Arabs or Middle Easterners having ties to terrorism. It shows how people allow the acts of religious extremists from a vast Middle Eastern part of the world. This movie is unique in that this Christian Palestinian family, although technically Arab, is often lumped together and associated with negative interpretations of Islam as well as having links to terrorism.
Writing Intensive – SOC 350 Race and Ethnic Relations

For the majority of the film, Sabah: A Love Story, an adherence to strict Muslim traditions are portrayed through Sabah’s actions and words. When her new friend (and soon-to-be suitor) Stephen suggests that Sabah try the BLT sandwich at a local restaurant, she contends that Muslims are not supposed to eat pork as part of religious tradition. Later in the film, as they start to see each other more, Stephen asks Sabah if he will ever get to see her hair. She responds by saying that by letting her hair down is considered to be provocative in Muslim tradition and this is why she wears the hijab out in public. Conrad Phillip Kottak and Kathryn A. Kozaitas (2012) note that “the hijab, a symbol of Islam, can represent religiosity, patriarchy, or women’s independence among Muslims, while it stirs xenophobia (fear of strangers) among westerners” (p. 88). While it is questionable whether or not Ruba Nadda intends for Sabah to confirm the veiling of her hair as a patriarchal mechanism that regulates a Muslim women’s life rather than redefining her hijab as a symbol of ethnic and religious pride, Sabah is never seen without the hijab in public settings. Sabah does embrace some western culture by consciously dying and conditioning her hair more intensively in the latter part of the film. But the fact that the only thing she says about the hijab is that it serves to conceal the provocativeness of letting her hair down overshadows it as a symbol of religious pride for her.

Class Stereotypes

Throughout all three films, the portrayal of socio-economic challenges upon the Arab’s migration to the U.S. varies. Because of the particular time (2003, during the U.S. invasion of Iraq) and location (rural Illinois) in Amreeka, Director Cheriden Dabis portrays Palestinian immigrant Muna as facing harsher socio-economic challenges than the protagonists of the other two films. In a series of scenes, we see that Muna goes to a local bank to apply for a position, making her case that she has over ten years of experience in banking and has the proper qualifications. The bank says they are not hiring. Muna then tells her sister and family that she has landed a job in banking but we subsequently find out that she lied and found employment at the White Castle next door to the bank. Muna’s sister drops her off at the bank without realizing that she walks over to White Castle to work. Arguably, Dabis portrays Muna’s challenges to reflect the recycled stereotypes that prevent a qualified Arab foreigner from getting a job. By extension, this may reflect the unwillingness for more rural area businesses to hire foreign employees even if they have the proper qualifications. While it could be argued that the bank simply was not hiring regardless of one’s qualifications, one cannot help but think that Dabis wanted to portray a sense of discrimination based on the current circumstances that faced the U.S. at the time.

In The Kite Runner, the Agha Sahib (as he is referred to) father of the protagonist Amir, proves a wealthy philanthropist and iconoclast in Kabul, Afghanistan. His socio-economic status allows him to hire servants to work for him and his son around his manor. Upon coming to the U.S., specifically Fremont, California in the late 1980s, we find that he runs a gas station and operates a stall at a local flea market. He is portrayed as being able to support himself and his son financially with minimal financial obstacles as we also find out that his son Amir has just earned a degree at a community college. Director Marc Foster focuses more-so on the internal struggles of the Agha Sahib and Amir in their search for closure and love amongst political and religious turmoil in Afghanistan that prompts them to search for a better life in the U.S.

In Sabah: A Love Story, Director Ruba Nadda portrays Sabah’s family as facing some socio-economic hardship but this is understandable when we find that her brother Majid is solely responsible for supporting the family financially. In a scene toward the end of the movie, Sabah confronts her brother Majid about the status of the family and that something needs to change in order for greater happiness. Majid reveals that their father’s inheritance money ran out eight years ago and he has been supporting the family himself. Sabah finds a new respect for Majid. Director Ruba Nadda portrays the hardships of the family with its reliance on the only male member, reflecting a simplified traditional Muslim family when it comes to financial support.

Ethnic/Racial Stereotypes

In Amreeka, a series of scenes centers around Fadi finding out that her mother slipped and hurt her back as a result of some fellow white students coming into White Castle and giving her grief. One of the boys kicked over an ethnic drink from the counter onto the floor and Muna, running over to force the boys away, slipped on the liquid. Fadi responds by going over the boy’s house, grabbing him by the shirt and immediately starts to throw punches. They both end up at the police station. The school principle comes to the station and assures the police that this is simply an altercation between two harmless young boys. The Police say “this is a special circumstance” and they may need to hold Fadi overnight. The principal claims that the notions of terrorist suspicions are bogus. This action by the police reflects that simply because Fadi has an ethnic background based in the Middle East, they must take special consideration. The principal persuades the police to let the boys go. Dabis presents stereotyping from the police and reflects how institutions that are supposed to uphold justice can be influenced by racial stereotypes.

The Kite Runner does not portray recycled racial stereotypes from established Americans as much as it does portray racial stereotypes that the Afghan ethnic groups act on. The film portrays the Russian efforts to overthrow the government and people of Afghanistan in 1979. In a scene where the Agha Sahib seeks diagnosis of his declining health in California in 1988, he finds out that the doctor who is treating him has a Russian ethnic background. He immediately shoves the doctor away and a cut-shot emerges of him receiving diagnosis from an Arab American doctor. This scene highlights that Fadi has an ethnic background but does not mean that he is better or worse as a medical practitioner. Foster wants to portray the stereotypes that Afghans act on as well. This focus on portraying the stereotypes within the Afghan Muslim ethnic group overshadows any of the recycled stereotypes that prompt common Americans to act on.

It could be argued that Sabah: A Love Story oversimplifies the ethnic traditions of Muslim families. In social gatherings at their home, the family is portrayed as dancing, smoking hookah, and engaging in other stereotypical Muslim/Arab activities. At times, the actors seem awkward in engaging in these traditional activities and this furthers the notion that the director wanted to portray the most common, relatable Muslim activities when gathering together as a family.

Violence Stereotypes

Arabs or Muslim are often stereotyped as violent people with links to terrorism. In Sabah: A Love Story, when Stephen and Sabah are lying in bed after sleeping together, Stephen asks how big his brother is, keeping in mind that he does not approve of Sabah dating a non-Muslim. This seemingly portrays the stereotype of Muslims being forceful and violent to any non-Muslims who interfere with Islamic tradition.

In Amreeka, one particular scene portrays Fadi in the classroom and the discussion focuses on the war events abroad in Iraq and the Middle East. One white student holds a sense of pride in that his brother is serving abroad and naively remarks that they train people like Fadi to be terrorists. The film portrays the Russian efforts to overthrow the government and people of Afghanistan in 1979. In a scene where the Agha Sahib seeks diagnosis of his declining health in California in 1988, he finds out that the doctor who is treating him has a Russian ethnic background. He immediately shoves the doctor away and a cut-shot emerges of him receiving diagnosis from an Arab American doctor. This action by the police reflects that simply because Fadi has an ethnic background based in the Middle East, they must take special consideration. The principal persuades the police to let the boys go. Dabis presents stereotyping from the police and reflects how institutions that are supposed to uphold justice can be influenced by racial stereotypes.

The Kite Runner does not portray recycled racial stereotypes from established Americans as much as it does portray racial stereotypes that the Afghan ethnic groups act on. The film portrays the Russian efforts to overthrow the government and people of Afghanistan in 1979. In a scene where the Agha Sahib seeks diagnosis of his declining health in California in 1988, he finds out that the doctor who is treating him has a Russian ethnic background. He immediately shoves the doctor away and a cut-shot emerges of him receiving diagnosis from an Arab American doctor. This scene highlights that Fadi has an ethnic background but does not mean that he is better or worse as a medical practitioner. Foster wants to portray the stereotypes that Afghans act on as well. This focus on portraying the stereotypes within the Afghan Muslim ethnic group overshadows any of the recycled stereotypes that prompt common Americans to act on.

Conclusion

Perhaps the most interesting note to point out about The Kite Runner is that the film’s lead characters are all Muslims, but not one of them is a terrorist, convenience store owner, cab driver or woman wearing an all-enclosing hijab. These characters just happen to be Muslim. The concern of the film is not the role of Islam in the world. It is more of a family story. Their struggles are things that people identify with. While the film certainly showcases violence of Afghani terrorists and the religious/political turmoil of Taliban control, it aims to showcase these Muslims as rational humans that experience the same ups and downs of daily life and in that sense, challenges broader social beliefs in American media.
Amreeka arguably takes the approach of challenging greater social beliefs about Arab Americans by portraying more extreme cases of people acting against Middle Easterners based on recycled stereotypes. Muna’s Palestinian Christian family is technically Arab but feels a lack of belonging anywhere because they are a minority in the Middle East as well as in the U.S. The film seeks for viewers to realize how dangerous it can be to lump together people who appear Middle Eastern into the same category as terrorist extremists.

Only until the very latter part of Sabah: A Love Story does Ruda Nadda portray the traditional Muslim family as embracing a non-Muslim, Canadian man into their family. In this sense, the film works to challenge stereotypical, endogamous Muslim tradition. All throughout, the film portrays fixed traditional Muslim views and it takes a pleading of compassion and understanding to realize that their deceased father would want the family’s happiness to take priority over strict, Muslim tradition.

References


Film Analysis Paper Grading Rubric

Film content and conceptual integration:
Key concepts identified and defined (20 points):
Incorporation of concepts from all three films (15 points):
Critical analysis and discussion of key concepts (25 points):
Subtotal (60 points): /60

Writing elements and paper organization:
Grammar and spelling (15 points):
Format, i.e. clearly identified introduction, discussion, conclusion (15 points):
Professional elements, i.e., cover page and complete bibliography, including thorough in-text citation as appropriate (10 points):
Subtotal (40 points): /40

Total points for assignment: /100
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Arts and Sciences / Communication
Laurie Stenberg Nichols 1/17/14

Institution  Division/Department  Institutional Approval Signature  Date
SDSU  Studies and Theatre  Laurie Haleta  1/2/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add THEA 364 Literature and History of the Theatre II to the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of THEA 364 Literature and History II course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of THEA 364 on the designated list of Writing Intensive courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: THEA Literature and History of the Theatre II is a comprehensive study of the patterns of development in theatre arts, and consideration of the social, political, and economic conditions in which theatre has functioned. Lectures and class discussions will concentrate on literature and history from the Realistic period through Modern periods.

Writing Intensive goal: Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.
Writing Intensive – THEA 364 Literature and History of the Theatre II

Writing Intensive Student Learning Outcomes: As a result of taking THEA 364, students will be able to:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

   Students will develop their research papers sequentially over the course of the semester. They will receive instructor feedback and assessment at each stage of the paper’s development: topic selection, preliminary bibliography, an outline for the paper’s structure, initial and final drafts. The due dates for each are reflected in the course schedule. The instructor will return these materials in a timely manner in each case.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

   Student work will be assessed relative to appropriate use of style. Students will make use of APA style, as that is our departmental standard. In some cases, students may choose to use MLA style in conjunction with, and approval of the instructor.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

   Student work will be assessed, in this case, primarily with the preliminary (or working) bibliography. At each step of the research and writing process, students will receive recommendations and advice from the instructor to ensure currency, credibility and quality of evidence.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

   The final version of each student’s research paper will be made available to the peers in the class and to the Theatre faculty. Students may present the results of their work to the class in formal presentations or via D2L. Papers may also be made available to the public at semester end Showcase of Student Work. Outstanding work may be submitted for student research recognition or for professional presentation.

Each course meeting this goal includes the following student learning outcomes.
Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.
Writing Intensive – THEA 364 Literature and History of the Theatre II

THEA 364: Literature and History of the Theatre II
South Dakota State University - Spring 2016 – 3 Credits

11:00 – 11:50 MWF
PAC 214
Instructor: J.D. Ackman
Office: PAC 202
Office Phone: 688.4387 Email: john.ackman@sdstate.edu
Office Hours: MWF 10 am – 11am and 12 pm 3- pm

Course Description:
Literature and History of the Theatre II is a comprehensive study of the patterns of development in theatre arts, and consideration of the social, political, and economic conditions in which theatre has functioned. Lectures and class discussions will concentrate on literature and history from the Realistic period through Modern periods.

Additional Course Description:
The objective of this course is to combine the study of dramatic literature and theatre history to gain a deep understanding of the relationship of the physical, economic, cultural, political and social elements of theatre’s historical eras with the corresponding dramatic literature of those eras. Students will learn to address the complex relationship(s) between the culture of time and place and the dramatic art of that culture.

Description of Instructional Methods:
We will explore the history, theory, and literature of theatre through readings, individualized research and writing, lecture, video presentations, and class discussion.

Course Prerequisites: There are no identified prerequisites for this course. However, it is recommended (when possible and practical) that students take THEA 361: Literature and History of the Theatre I prior to this course.

Required Texts:

Goals and Objectives:
This course fulfills the System General Education requirements for SGR # 7: Advanced Writing.

Advanced Writing Goal Statement: This course has been identified as meeting the Advanced Writing Goal designated by the South Dakota Board of Regents. To meet this goal, Students will build upon the concepts learned in courses covering SGR Goal #1 and refine their skills through research and writing in a discipline specific context

In order to meet these specific Student Learning Outcomes, students will:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand. Students will develop their research papers sequentially over the course of the semester. They will receive instructor feedback and assessment at each stage of the paper’s development: topic selection, preliminary bibliography, an outline for the paper’s structure, initial and final drafts. The due dates for each are reflected in the course schedule. The instructor will return these materials in a timely manner in each case.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. Student work will be assessed relative to appropriate use of style. Students will make use of APA style, as that is our departmental standard. In some cases, students may choose to use MLA style in conjunction with, and approval of the instructor.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. Student work will be assessed, in this case, primarily with the preliminary (or working) bibliography. At each step of the research and writing process, students will receive recommendations and advice from the instructor to ensure currency, credibility and quality of evidence.

4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference. The final version of each student’s research paper will be made available to the peers in the class and to the Theatre faculty. Students may present the results of their work to the class in formal presentations or via D2L. Papers may also be made available to the public at semester end Showcase of Student Work. Outstanding work may be submitted for student research recognition or for professional presentation.

Course-specific Goals and Objectives:
Students will:

1. Recognize the interrelationships between the physical, economic, cultural, political and social elements of time and place and the theatre architecture, stage technology, theatrical practices and dramatic literature of the periods covered during the semester. This will begin with European theatre from 1660 to the latter decades of the 20th century in the United States and worldwide. These objectives will be assessed using daily or weekly quizzes and three examinations. The research paper assignment also supports this.
Writing Intensive – THEA 364 Literature and History of the Theatre II

2. Understand and articulate the influences that led to generic and stylistic evolution of playwriting from 1660 to the late 20th century. Readings from our texts, class discussions and lectures will be the primary means of accomplishing this objective. This objective will be assessed using daily or weekly quizzes and three examinations. The research paper assignment also supports this.

3. Understand the evolution of drama and theatrical production practice from the Restoration Period through the advent of romanticism, realism/naturalism, the avant-garde, Theatre of the Absurd to the eclectic theatre of the late 20th century. Readings from our texts, class discussions and lectures will be the primary means of accomplishing this objective. This objective will be assessed using daily or weekly quizzes and three examinations. The research paper assignment also supports this.

Attendance Policy
This class requires active participation from everyone on a daily basis. Therefore, your attendance is vital and mandatory. The theatre program has agreed to institute the following attendance policy for all classes which meet 3 days/week.

- 3 unexcused absences, overall grade is dropped one letter grade;
- 5 unexcused absences, overall grade is dropped two letter grades;
- 7 unexcused absences, overall grade is dropped three letter grades;
- 9 unexcused absences, overall grade is dropped four letter grades.

Excused absences include illness, family or work emergencies, university approved activities or other reasonable circumstances as determined by the instructor and arranged well in advance. The instructor must be notified before the scheduled class time to receive an excused absence. Again, for university approved activities or other unusual circumstances, TALK TO THE INSTRUCTOR WELL IN ADVANCE to make arrangements for completing assignments, in class work, or other missed material. Acceptable means of contact regarding an absence: email, phone, or face to face. Information passed through friend or classmate is not accepted. Being on time and ready to work is also vital. Two times tardy (5 minutes late or more) will count as an absence. Leaving class early, except due to illness or by advance arrangement with instructor, is considered an absence or similar to a tardy at the discretion of the instructor.

Assessment/Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper process</td>
<td>100pts.</td>
<td>630-700</td>
</tr>
<tr>
<td>Paper</td>
<td>100pts.</td>
<td>560-629</td>
</tr>
<tr>
<td>3 exams</td>
<td>300pts.</td>
<td>490-559</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150pts.</td>
<td>420-489</td>
</tr>
<tr>
<td>Paper presentation</td>
<td>50pts.</td>
<td>0-419</td>
</tr>
</tbody>
</table>

Total: 700 pts.

Quizzes may be short answer, brief essay, matching or mixed format. Exams will be similar. While there may be specific facts or data to recall, the intent of the course is for students to gain fundamental understanding of the interrelated nature of theatre history, theory and literature.

ADA Statement
This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services privately to discuss your specific needs. Please contact the Office of Disability Services at 605/688-4504 (Voice) or 605/688-4394 (TTD), or at the office in Wintrode, Room 123 to coordinate reasonable accommodations for students with documented disabilities.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Academic Dishonesty Policy:
• Any student behaving dishonestly – any form of cheating or plagiarism – will be dealt with according to the University Disciplinary Policy and will meet with the instructor to determine further action.
  1. **Academic Dishonesty Statement**: Plagiarized reports or papers will result in the student receiving zero points for the assignment. Additional action may be justified depending upon the severity of the offense.
  2. **Academic Dishonesty will not be tolerated**: Plagiarism, copying or cheating will result in no credit for that assignment. Severe or repeated offenses will result in further disciplinary action such as the reduction of the final grade and formal reporting of the incident to the student conduct committee.
  3. **Academic Integrity**: Academic dishonesty will not be tolerated. Cheating, plagiarism, fabrication, or lying will result in the student receiving zero points for the assignment and a semester letter grade one letter lower than their point total. Additional action may be justified depending on the severity of the offense.

Cheating and Plagiarism Policy:
• The following actions will not be tolerated and if detected will be reported to the appropriate authorities for disposition.
  1. Cheating: An act of deception by which a student misrepresents that he or she has mastered information on an academic enterprise that she or he has not mastered.
  2. Plagiarism: The offering of, as one’s own work, the words, ideas or arguments of another person without appropriate attribution by quotation, reference or footnote.
Writing Intensive – THEA 364 Literature and History of the Theatre II

3. Fabrication: The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

4. Facilitating Academic Dishonesty: Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.

**COURSE SCHEDULE**
(For assigned readings, chapters refer to Wilson and Goldfarb’s *Living Theatre*. Plays may all be found in Wadsworth’s *Anthology*)

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>ASSIGNED READING</th>
<th>STUFF DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Lecture / Discussion</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Discussion</td>
<td>Moliere’s Tartuffe</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>NO CLASS – MLK DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Synthesis – French Neoclassical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Lecture / Discussion</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Synthesis – English Restoration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Lecture / Discussion</td>
<td>Behn’s The Rover</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Discussion</td>
<td>Sheridan’s School for Scandal</td>
<td>Paper topic selected (10 pts)</td>
</tr>
<tr>
<td>Wed.</td>
<td>Synthesis – 18th Century Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Lecture / Discussion</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Review for Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>EXAM #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Lecture / Discussion</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>NO CLASS – PRESIDENT’S DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Discussion</td>
<td>Ibsen’s A Doll’s House</td>
<td>Ref. page (Bib.) due (25 pts)</td>
</tr>
<tr>
<td>Fri.</td>
<td>Discussion</td>
<td>Chekov’s The Cherry Orchard</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Discussion</td>
<td>Strindberg’s Miss Julie</td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Discussion</td>
<td>Kan‘ami’s Matsukaze</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Discussion</td>
<td>Glaspell’s Trifles</td>
<td>Outline of paper due (25 pts)</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Synthesis – Theatres from 1875-1915</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Lecture / Discussion</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Discussion</td>
<td>Pirandello’s Six Characters in Search of an Author</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Discussion</td>
<td>Brecht’s Mother Courage and Her Children</td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Discussion</td>
<td>O’Neill’s The Hairy Ape</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Synthesis Theatres from 1915-45</td>
<td></td>
<td>First draft of paper due (40 pts)</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>EXAM #2</td>
<td></td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Wed.</td>
<td>Lecture / Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>NO CLASS – EASTER RECESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>NO CLASS – EASTER RECESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Discussion</td>
<td>Pinter’s The Homecoming</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Discussion</td>
<td>Miller’s Death of a Salesman</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Discussion</td>
<td>Williams’ The Glass Menagerie</td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Synthesis - Theatres from 1945-75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Intensive – THEA 364 Literature and History of the Theatre II

Fri. Lecture / Discussion Chapter 15 & 16

Week 14
Mon. Discussion Shepard’s True West
Wed. Discussion Hwang’s M. Butterfly
Fri. Discussion Soyinka’s Death and the King’s Horseman

Week 15
Mon. Lecture / Discussion Havel’s Temptation
Wed. Synthesis – Theatres from 1974 – Present and Global Theatre
Fri. Course wrap-up

FINAL EXAM TIME – XXXXXXXXXX – X:XX – X:XX

RESEARCH PAPER AND RUBRIC

These papers are to be typed, double-spaced, with citations and documentation presented in APA style. Each paper will be accompanied by a title page and a references section.

The class policy on papers is that each step or piece of written work must be ready or handed in at the beginning of class on the due date. Anything else is unacceptable. The format for all papers is APA, as this is our department's standard.

The organization of your paper should be as follows:

I. Initial statement of the problem, which should include a clear statement of your thesis (problem, peculiarity, subjects of comparison or application, etc.)
   A. Major questions posed by the topic.
   B. Indication of why these questions attracted your attention or are worthy of inquiry.
II. General review of earlier scholarly attempts to deal with the topic/question and the limitations of these attempts.
   A. Citations of primary materials (play(s) and/or historical documents)
   B. Citations of secondary analyses (historical sources, critical interpretations, reference materials, etc.)
   C. Presentation of elements of your argument.
IV. Drawing of proofs and conclusions.
V. Final statement of thesis.

Literature and History of the Theatre II (THEA 364) – RUBRIC FOR FINAL DRAFT OF PAPERS

APA format (15%)
   Title page
   Body (citations, etc.)
   References

Overall organization and structure (60%)
   Clarity and appropriateness of thesis
   Review of other perspectives/attempts to address issue
   Citations of primary sources
   Citations of secondary sources

Thesis proven or demonstrated? (15%)
   Clarity of argument
   Critical thinking
   Sufficient/appropriate evidence

Writing style and mechanics (10%)
   Grammar and spelling
   Clarity and economy

Total points (100%)

System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)
Faculty Self-Report Form (8.13)

Directions:
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed).
**Writing Intensive – THEA 364 Literature and History of the Theatre II**

**Due:** October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. E-mail copy is required. (Douglas.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu). Please send to both email addresses.

SGR Goal ___ #7, Information Literacy _X__ Advanced Writing _______ Globalization

| 1. Course prefix, number, and title: | THEA 364 Literature and History of the Theatre II |
| 2. Number of Credits: | 3 |
| 3. Faculty member’s name, department, college: | J.D. Ackman, Communication Studies and Theatre, CAS |
| 4. Department Head | Dr. Laurie Haleta |

_(Electronic signature indicates approval)_

**GOAL(S) AND STUDENT LEARNING OUTCOMES**

```
ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)          DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)          LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+

Goal as listed in the most current SDSU Bulletin (catalog)

**System General Education Goal #7 - Advanced Writing** courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will refine their skills through research and writing in a discipline specific context.

List all SLOs for the Goal met by this course

| 1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize | Yes | Yes - W, D |
```

**Course Description:**

SDSU Bulletin (Catalog) description

Addition course description (optional)

Literature and History of the Theatre II is a comprehensive study of the patterns of development in theatre arts, and consideration of the social, political, and economic conditions in which theatre has functioned. Lectures and class discussions will concentrate on literature and history from the Realistic period through Modern periods.

List all SLOs for the Goal met by this course

| 1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize | Yes | Yes - W, D |

*ATTACHMENT II*
what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

<table>
<thead>
<tr>
<th>2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the roles for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.</th>
<th>Yes</th>
<th>Yes – W, D</th>
<th>Student work will be assessed relative to appropriate use of style. Students will make use of APA style, as that is our departmental standard. In some cases, students may choose to use MLA style in conjunction with, and approval of the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</td>
<td>Yes</td>
<td>Yes – W, D</td>
<td>Student work will be assessed, in this case, primarily with the preliminary (or working) bibliography. At each step of the research and writing process, students will receive recommendations and advice from the instructor to ensure currency, credibility and quality of evidence.</td>
</tr>
<tr>
<td>4. Present the results of research or project collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.</td>
<td>Yes</td>
<td>Yes – D, S or O</td>
<td>The final version of each student’s research paper will be made available to the peers in the class and to the Theatre faculty. Students may present the results of their work to the class in formal presentations or via D2L. Papers may also be made available to the public at semester end Showcase of Student Work. Outstanding work may be submitted for student research recognition or for professional presentation.</td>
</tr>
</tbody>
</table>
Revision to General Education Requirements

Institution: SDSU
Division/Department: Agriculture and Biological Sciences / Agricultural and Biosystems Engineering
Institutional Approval Signature: Laurie Stenberg Nichols
Date: 1/17/14

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ABE 490 Seminar from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete CHEM 494 Internship from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ECON 433 Public Finance from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ENGL 410 Mythology and Literature from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
## SOUTH DAKOTA BOARD OF REGENTS
**Revision to General Education Requirements**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Name</th>
<th>Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences / Modern Languages and Global Studies</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
<td></td>
</tr>
<tr>
<td>SDSU</td>
<td>Form Initiator</td>
<td>Maria Ramos</td>
<td>Kathleen Donovan</td>
<td>1/2/14</td>
</tr>
</tbody>
</table>

**Indicate (X) the component of the General Education Curriculum that the proposal impacts.**

- [X] Writing Intensive Requirement

**Indicate (X) the revision(s) that is being proposed (more than one may be checked).**

- [X] Deletion of an approved course from the set of approved courses

### Section 1. Provide a Concise Description of the Proposed Change
Delete GER 433 German Civilization I from the list of courses approved to meet the Writing Intensive Requirement.

### Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

### Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete HO 464 Senior Project I from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
This course is requested for deletion based upon 2013-2014 Advanced Writing course review.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete HSC 490 Seminar from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Education and Human Sciences / Consumer Sciences
Institution
Jane Hegland
Division/Department
Form Initiator
Laurie Stenberg Nichols
Institutional Approval Signature
Jane Hegland
Dean’s Approval Signature
1/17/14
1/3/14
Date
Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ID 322 Interior Design Studio III from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MCOM 371-371L Advertising Copy and Layout and Lab from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
MCOM 371-371L Advertising Copy and Layout and Lab was discontinued and deleted at South Dakota State University. MCOM 371-371L and ADV 371-371L were cross-listed courses. ADV 371-371L Advertising Copy and Layout and Lab is still being offered and remains an approved course to meet the Writing Intensive Requirement.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X  Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X  Deletion of an approved course from the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**
Delete NFS 490 Seminar from the list of courses approved to meet the Writing Intensive Requirement.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2014

**Section 3. Provide a Detailed Reason for the Proposed Change**
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete OM 469 Project Management from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete PS 383-383L Principles of Crop Improvement and Lab from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X  Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X  Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete PS 390 Seminar from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete RECR 410 Current Issues in Recreation from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Engineering / Electrical Engineering and Computer Sciences
Institution

Laurie Stenberg Nichols
Division/Department
Institutional Approval Signature
1/17/14
Date

Steven Hietpas
Form Initiator

Richard Reid
Dean’s Approval Signature
1/2/14
Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete SE 320 Software Requirements and Formal Specifications from the list of courses approved to meet the Writing Intensive Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- X Globalization/Global Issues Requirement
- X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete AGEC 479 Agricultural Policy from the list of courses approved to meet the Writing Intensive and Globalization/Global Issues Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- X Globalization/Global Issues Requirement
- X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete PSYC 409 History and Systems of Psychology from the list of courses approved to meet the Writing Intensive and Globalization/Global Issues Requirement.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Department request to remove course listing.
Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete MATH 104 Finite Math from the list of courses approved to meet SGR Goal #5 Mathematics.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
MATH 104 Finite Math was discontinued and deleted at South Dakota State University effective Fall 2013.
Section 1. Provide a Concise Description of the Proposed Change
Add MICR 231-231L General Microbiology and Lab to the list of courses approved to meet SGR #6 Natural Sciences.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014.

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the MICR 231-231L General Microbiology and Lab course correspond with the SGR #6 objectives, and thus the department seeks approval and inclusion of MICR 231-231L on the designated list of SGR #6 courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SGR #6 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: MICR 231-231L General Microbiology and Lab: Principles of basic and applied microbiology. Co-requisites: MICR 231L-231.

SGR#6 goal: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

SGR #6 Student Learning Outcomes: As a result of taking MICR 231-231L, students will be able to:
1. Demonstrate the scientific method in a laboratory experience;
SGR #6 – MICR 231-231L General Microbiology and Lab

To meet this goal, students will: Apply the scientific method to explore laboratory problems in microbiology. This student learning outcome will be assessed through laboratory written exercises, laboratory skills and quizzes.

2. Gather and critically evaluate data using the scientific method;
To meet this goal, students will: Collect, review and analyze biological data according to the scientific method. This student learning outcome will be assessed through laboratory written exercises, quizzes, written lab reports, and laboratory exams.

3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences;
To meet this goal, students will: Define and discuss major historical developments in microbiology, and identify and explain basic concepts in microbiology related to structure and function of cells and cellular metabolic pathways. This student learning outcome will be assessed through lecture exams, laboratory exams, quizzes, clicker questions, and written lecture and lab exercises.

4. Apply selected natural science concepts and theories to contemporary issues.
To meet this goal, students will: Utilize biological sciences concepts to examine and evaluate contemporary issues. This student learning outcome will be assessed through written lecture and laboratory exercises, quizzes, clicker questions, and lecture/laboratory exams.

Each course meeting this goal includes the following student outcomes: Required #1, #2, #3 and #4.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see attached.

Syllabus General Microbiology (MICR 231)
4 credits total (lecture and lab)
South Dakota State University - Brookings
Fall 2013

Lecture Times: Tuesday and Thursday 08:00 a.m. to 08:50 a.m., SRO Room D

Contact Information for Lecture:
Lecture Instructor: Dr. Bruce Bleakley
Office: SDS 220
Office phone: (605) 688 5498
Email: bruce.bleakley@sdstate.edu
Office hours: Tuesday and Thursday 10:00 – 12:00; and 2:00-3:00; Monday and Wednesday: 3:00-4:00; or by appointment

Contact Information for Lab:
Laboratory Instructor: Jessica Mediger
Office: SNP 033
Office phone: (605) 688 5972
Email: jessica.mediger@sdstate.edu (preferred)
Office hours: Tuesday and Thursday 9:00 – 10:30 AM or by appointment

Course Description: Principles of basic and applied microbiology. Laboratory experience that accompanies MICR 231 include aseptic techniques; use of microscopes; common staining techniques; cultivation of various microbes; investigation of microbial diversity and metabolic pathways.

Course Prerequisites: CHEM 106 or CHEM 112; Co-requisite: MICR 231L
SGR #6 – MICR 231-231L General Microbiology and Lab

Course Objectives
- To provide a general introductory knowledge of structure and activities of microorganisms;
- To increase the awareness of the roles that microorganisms play in human health, agriculture, industry;
- To provide an overview of interactions between disease-causing microorganisms and humans and how infections can be controlled;
- To learn basic microbiological laboratory skills including aseptic techniques, use and care of microscopes, microbial identification and microbial enumeration. Details of laboratory objectives can be found in the laboratory manual.

Course Goals
This course meets the requirements for SGR Goal #6 – Natural Sciences.

SGR Goal #6 – Natural Sciences
Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Student Learning Outcomes for SGR Goal #6: As a result of taking this course students will be able to:
1. Demonstrate the scientific method in a laboratory experience.
   a. To meet student learning outcome 1, students will: Apply the scientific method to explore laboratory problems in microbiology.
   b. This student learning outcome will be assessed through laboratory written exercises, laboratory skills and quizzes.
2. Gather and critically evaluate data using the scientific method.
   a. To meet student learning outcome 2, students will: Collect, review and analyze biological data according to the scientific method.
   b. This student learning outcome will be assessed through laboratory written exercises, quizzes, written lab reports, and laboratory exams.
3. Identify and explain basic concepts, terminology and theories of selected natural sciences.
   a. To meet student learning outcome 3, students will: Define and discuss major historical developments in the microbiology, and identify and explain basic concepts in microbiology related to structure and function of cells and cellular metabolic pathways.
   b. This student learning outcome will be assessed through lecture exams, laboratory exams, quizzes, clicker questions, and written lecture and lab exercises.
4. Apply selected natural science concepts and theories to contemporary issues.
   a. To meet student learning outcome 4, students will: Utilize biological sciences concepts to examine and evaluate contemporary issues.
   b. This student learning outcome will be assessed through written lecture and laboratory exercises, quizzes, clicker questions, and lecture/laboratory exams.

Description of Instructional Methods:
Instructional methods will include lecture and laboratory activities.

Course Requirements:
1. Students are required to complete all assigned readings (on your own).
2. Students are required to complete 3 lecture examinations (scheduled lecture times).
3. Students are required to complete 14 weekly lecture quizzes (in D2L at scheduled times).
4. Students are required to complete 3 short essays based on lecture discussions (using D2L dropbox).
5. Students are required to complete 1 chemistry quiz (using D2L).
6. Students are required to complete 14 laboratory purpose/hypothesis statements before the start of lab (in D2L).
7. Students are required to complete 12 pre-lab quizzes before the start of a new lab exercise (in D2L).
8. Students are required to complete 6 laboratory quizzes (in lab).
9. Students are required to complete all assigned readings (on your own).
10. Students are required to complete 2 homework lab homework assignments (dilution and graphing).
11. Students are required to complete 1 laboratory examinations (in lab).
12. Students are required to complete 2 lab reports.
13. Students are required to complete 2 Peer-Marked assignments (using Turnitin.com)
14. Students are required to maintain a lab notebook.

Course Website
You will find the lecture material, other documents, and announcements on the course management program D2L. To get access to the web page, use the URL: http://d2l.sdbor.edu.

If you haven't used D2L before, you can find access instructions at: https://boris.sdbor.edu/idm/retrieve-email.cfm?new or you can contact the SDSU helpdesk at 1-605-688-6776 or SDSU.SupportDesk@sdstate.edu. You will find at least 24 h before the lecture, the lecture notes as handout with three slides per page. The material will usually be in pdf format, and you will need Adobe Acrobat Reader to open the files. All university lab computers should have this software already installed. If you are using your personal computer, Adobe Acrobat Reader can be downloaded from the Internet at http://get.adobe.com/reader/otherversions/.

D2L also provides a discussion board for the class. Please feel free to use the discussion board to ask questions about the lecture material (preferred). The tool will be regularly visited by the instructor and questions will be answered. You can also use the tool to exchange course-related material with the other students. Please use the discussion board only for course-related communications to make sure that questions are easily visible and can be answered.

Required Materials and Texts

The book will be available at the University Bookstore in two versions: a cheaper loose leaf version that will allow you to bring single chapters to the class and a more expensive normal textbook (the difference are about $70). The Nester textbook will also be used in Medical Microbiology (MICR-533).

It is recommended to use the Nester textbook, but if you have already an older edition, or another Microbiology textbook, such as Talaro, Bauman or Black, you will be able to use these textbooks as well.
SGR #6 – MICR 231-231L General Microbiology and Lab

2. **Turning Point response pad** (available in the bookstore) or can be purchased online at https://store.turningtechnologies.com/index.cfm. Our code is 2m0W. If you purchase online, you won’t be able to sell the response pad back to the bookstore - you would have to sell it to another student. Before you can use the clicker system, you are responsible to register your clicker (see below).


4. **Microbiology Lab Kit** (includes inoculating loop, slides, lens paper, bibulous paper, permanent marker and wax pencil) - available in the bookstore

5. **Calculator**

6. **Spiral bound notebook** (with three holes, if using a 3-ring binder)

**Optional/Recommended Materials**

1. **3-ring binder**
2. **Leboffe, M.J., and B.E. Pierce. 2005.** A photographic atlas for the microbiology laboratory, 3rd edition. Morton Publishing Co., Englewood, CO. The Photographic Atlas has very good photographs of organisms stained with particular stains, biochemical tests, etc. It is mainly useful for students who intend to take more microbiology in the future or to students who would like to have a ready visual resource for this class.

**Class attendance policy**

Lecture: Educational studies show a direct, positive correlation between attendance and grades. Therefore, attendance is required to at least 80% of the lectures and to the extent that you are responsible for any course material, handouts, discussion, results, and announcements from class. There are no make ups for missed classes, being late, or forgetting your response pad. The only exception would be a serious, long-term illness (> 1 week) requiring medical care (only upon receipt of a medical excuse signed by a physician). The penalty for using someone else's clicker in the class room will be the loss of all 10 points for all parties involved.

Lab: Students are allowed one unexcused absence which must be made up by making arrangements with the lab coordinator **BEFORE** you miss lab. Additional unexcused absences will result in 5 points deducted for overall total in lab. **Unexcused absences will result in points lost for any assignment or quizzes due on the date or associated with the lab will result in a zero.** The lab coordinator must receive WRITTEN NOTIFICATION of any absences from lab PRIOR TO your lab time, including University Excused Absences (UEA). Documentation (i.e. doctor’s note) must be shown for all excused absences. The final decision as to whether an absence will be considered excused is up to the lab coordinator.

Because of the pace, it will be critical to study the material on a daily basis. It is strongly recommended to come to lecture and lab prepared. The attached syllabus gives you information about the material that will be covered in class.

**Cheating and plagiarism policy**

Cheating is defined according to the Student Policies Manual, Section 01:10:01 on Cheating, Plagiarism, and Facilitating Academic Dishonesty, see also: http://www.sdstate.edu/eecs/for-students/index.cfm#Academic

Cheating, which is defined as, but not limited to, the following: use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

Plagiarism, which is defined as, but is not limited to, the following: use, by paraphrase or direct quotation, of the published or unpublished work of another person (words, ideas or arguments) without full and clear SDSU Student Code (July 2008) acknowledgment consistent with accepted practices of the discipline; the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor and based on the seriousness of the situation:

1. grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2. grade of F for the course.
3. referral of the matter to the Student Conduct Committee or the Graduate School for disciplinary action.

**Make-up policy**

Make-up exams will only be given upon receipt of a medical excuse signed by a physician or approved university events. Excused absences are a determination of the instructor. You must notify the instructor **IN ADVANCE** (or see that someone does so for you). Make up exams will normally have to be taken before the exam’s date in class.

**Evaluation procedures**

The grades in the course are negotiable and are based solely on performance. Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**Grading policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture clicker points</td>
<td>15</td>
</tr>
<tr>
<td>Three lecture exams (100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>14 online D2L quizzes (2 points each)</td>
<td>28</td>
</tr>
</tbody>
</table>
SGR #6 – MICR 231-231L General Microbiology and Lab

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry quiz via online D2L (15 points)</td>
<td>15</td>
</tr>
<tr>
<td>Three D2L dropbox essays based on class discussion (14 points each)</td>
<td>42</td>
</tr>
<tr>
<td>Extra credit opportunities (three D2L online quizzes ; 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Lab (see below)</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

Slight changes to this grading scheme are possible and will depend on class performance.

**Lecture exams**: The exams will contain multiple choice questions. The exams will cover the lecture material.

**Extra credit opportunities (optional)**
The three bonus quizzes (5 points each) represent 15 possible bonus points available to all students in the class.

**Policy for returning exams and grade adjustments**: The exams will not be returned to you. If you want to see your exam, please contact Dr. Bleakley to visit during office hours or by appointment.

**Lab Grading Policy**

**Grade Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (taken in lab)</td>
<td>6 x 12pts each</td>
</tr>
<tr>
<td>Pre-Lab Quizzes</td>
<td>12 x 4pts each</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Dilution</td>
<td>9pts</td>
</tr>
<tr>
<td>Graphing</td>
<td>9pts</td>
</tr>
<tr>
<td>Peer-Marked</td>
<td></td>
</tr>
<tr>
<td>Lab Report</td>
<td>8pts</td>
</tr>
<tr>
<td>Unknown Lab Report</td>
<td></td>
</tr>
<tr>
<td>Formal Lab Reports</td>
<td></td>
</tr>
<tr>
<td>Lab Report</td>
<td>20pts</td>
</tr>
<tr>
<td>Unknown Lab Report</td>
<td>60pts</td>
</tr>
<tr>
<td>Lab Purpose statements</td>
<td>14 x 3pts each</td>
</tr>
<tr>
<td>Lab Book Checks</td>
<td>2 x 7pts each</td>
</tr>
<tr>
<td>Lab Practical</td>
<td></td>
</tr>
<tr>
<td><strong>Total Lab Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Lab Make-up Exams, Quizzes/Late Reports or Assignments.** No exercises, assignments, lab reports, quizzes or exams will be accepted late if it has not been approved by lab coordinator or is not an excused absence.

**Lab Attire and Safety.** Students must adhere to the lab dress code and wear full pants and closed shoes to each lab period. Any student not in lab dress code will be asked to leave lab and will not be able to return. It will result in 2 points for each time from the total score at the end. All safety guidelines outlined on pg. 3 of the lab manual and the safety presentation must be followed to ensure a safe lab environment. As part of lab safety, no cell phones are allowed to be used during the lab (including as a calculator), including texting. Use of a cell phone can result in point deductions.

**Microscope Care and Participation** Students are responsible to properly take care of equipment in the lab. Instructors will check microscopes and micropipettes, when used, and students will lose a 4 point from the overall lab score each time their microscope has not been cleaned according to instructions on pg 40 of the lab manual. Students will lose 2 points each time they refuse to answer questions in class. If a student leaves lab before the group discussion is complete without an excuse (See “Attendance Policy”), that results in an unexcused absence and no assignment/quiz will be graded for that day.

**Lab Quizzes.** All quizzes will be administered in class and at the beginning of class. A time limit of 15 minutes has been set and no quiz can be made up if late to lab. All quizzes will be closed-book and individually done.

**Lab Purpose Statement/Hypothesis:** Purpose statements must be completed BEFORE lab begins. Purposes will be submitted as electronic copy on D2L. A hand written copy will not be accepted. They must also be completed in lab manual as part of a complete lab book check. Students can print the purpose statement and paste it into the lab manual. A rubric will be provided on D2L for the purposes and the following must be on there for all points:

- First & Last Name
- Lab Section Number
- Exercise
- Contents: Why, What, How & if applicable the hypothesis.

When a purpose is due that day a student will be randomly called on to present their purpose. If not completed and the student is called on the student will lose the points.
SGR #6 – MICR 231-231L General Microbiology and Lab

Pre-Lab Quizzes: The pre-lab quiz questions will be posted on D2L at least five days before due date. All pre-lab quizzes will be turned in D2L before the start of the student’s lab section. Quizzes will be automatically graded and there is 1 attempt for the quiz. The student will be responsible to check answer during lab as it reviewed in the kick-off or discussion. If it is not on D2L completed before beginning of class it will be late and will not be re-opened.

Re-grades. Since “to error is human”, students may request a re-grade of a lab report by attaching a written request to the report indicating which section needs to be re-graded with justification. It is up to the instructor’s discretion to return points to the student. Requests for re-grades on lab practical exams must be submitted to the lab coordinator. Students are discouraged from requesting re-grades just to earn extra points as additional errors may be found.

Grading Criteria for Lab Reports: (See complete rubric on grading criteria on D2L)
1. Completeness, accuracy and proper grammar/spelling
2. Appropriate information for each section (i.e. Introduction, Materials & Methods, Results, etc.)
3. Quality of data, data analysis and presentation of data (i.e. tables, graphs, etc.)
4. Critical thinking skills applied in conclusions made from experimental data and observations
5. Proper citation of reference(s), using American Society for Microbiology (ASM) format
6. Inclusion of answers to all post-lab questions in the conclusions and discussion section

Notes: In order to avoid plagiarism, cite your information source using ASM format AND make sure that no more than three words in a row are identical to your information source OR any other student’s summary or report. DO NOT use direct quotes (paraphrase all information including definitions). Include complete information about all sources in your reference section. A guide to ASM format for references can be found on the D2L course site.

To calculate your grade:
(Total points accumulated/800) x 100 = your %

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

ADA Statement
If you are a person with a disability and anticipate needing ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act in order to participate in this class, please inform the instructors, and make appropriate arrangements with the Office of Disability Services (ODS). The Office of Disability Services is located in 065 University Student Union (SSU). Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy-Hartenhoff-Crooks, Coordinator of Disability Services, at 605.688.4504 or 605.688.4986 to privately discuss your specific needs. THE ODS FAX number is 605.688.4987 and their Email is SDSU.disabilityservices@sdstate.edu.

Freedom in Learning Statement
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

GENERAL MICROBIOLOGY
MICRO 231 LECTURE Schedule
FALL 2013

* These dates are approximate and may vary by several days.

<table>
<thead>
<tr>
<th>Date*</th>
<th>Course Outline/Lecture Title</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>Aug. 27</td>
<td>Intro to course; The History of Microbiology</td>
<td>1;</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>The History of Microbiology</td>
<td>1;</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>The Scope of Microbiology</td>
<td>1; 10</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Microscopy</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Structure and Function of Cells</td>
<td>1; 3; 10</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Structure &amp; Function of Cells</td>
<td>1; 3; 10</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Structure &amp; Function of Cells</td>
<td>1; 3; 10</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Enzymes</td>
<td>6</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Metabolism</td>
<td>6</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Metabolism</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>HOUR EXAM 1</td>
<td></td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Metabolism</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Metabolism</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Microbial Growth</td>
<td>4; 29</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Microbial Growth</td>
<td>4</td>
</tr>
</tbody>
</table>
SGR #6 – MICR 231-231L General Microbiology and Lab

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 17</td>
<td>Genetics of Microorganisms</td>
<td>7; 8; 9;</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Genetics of Microorganisms</td>
<td>7; 8; 9;</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Genetics of Microorganisms</td>
<td>7; 8; 9;</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Genetics of Microorganisms</td>
<td>7; 8; 9;</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Viruses</td>
<td>13;21;28</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>HOUR EXAM II</td>
<td></td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Viruses</td>
<td>13; 21; 28</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Viruses</td>
<td>13; 21; 28</td>
</tr>
<tr>
<td>II</td>
<td>Resistance, Immunity &amp; Disease</td>
<td></td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Non-specific Immunity</td>
<td>14; 16; 19</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>Non-specific Immunity</td>
<td>14; 16; 19</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Resistance &amp; Immunity</td>
<td>14;15;16; 17; 18</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Resistance &amp; Immunity</td>
<td>14;15;16; 17; 18</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Resistance &amp; Immunity</td>
<td>14;15;16; 17; 18</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Microbe/host Relations</td>
<td>16</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Microbe/host Relations</td>
<td>16</td>
</tr>
</tbody>
</table>

Your Final Examination will be Thursday, December 12, 2013: from 12:00 noon to 1:40 p.m.

EXAM MAKEUPS ONLY FOR AUTHORIZED ABSENCES AND ONLY BY PRIOR APPOINTMENT!

Makeup exams will be essay or oral format, and must be taken within five days of regularly scheduled exam.

Topics that will be covered in Camtasia/PowerPoint lectures online through D2L:
- Topic 3; Chemical basis of microbiology; Chapter 2 of text
- Topic 11; Taxonomy/classification; Chapters 1; 10 of text
- Topics 12 & 13; Eucaryotic microbes; Chapter 12 of text
- Topics 15,16,17; Control of microbes; Chapters 5; 20 of text

### Tentative Lab Schedule

<table>
<thead>
<tr>
<th>Lab Week</th>
<th>Lab #</th>
<th>Date</th>
<th>Lab / Exercise #</th>
<th>Pre-lab Quiz: PLQ (Take on D2L before your section begins on the due date)</th>
<th>In-class quiz</th>
<th>Purposes (Pur) except for Pur1, all other purposes will handed in on dropbox</th>
<th>Lab Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>8/28-8/29</td>
<td>Safety Introduction to Micro lab</td>
<td></td>
<td></td>
<td>Pur1: Ex2 (will complete in class)</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>2</td>
<td>9/4-9/5</td>
<td>Exercise 1 Part A: Where Are Microbes Found?&quot; Exercise 3 Experimental Epidemic</td>
<td>PLQ1</td>
<td></td>
<td>Pur2: Ex 1 Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pur3: Ex 1 Part B</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>3</td>
<td>9/9-9/10</td>
<td>Exercise 1 part A &amp; B Colony &amp; Cellular Morphology Isolation Technique Microscope care and use Simple Staining</td>
<td>PLQ2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>9/11-9/12</td>
<td>Exercise 1 part B Maintenance Slants Simple Staining Introduction to Dilutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>5</td>
<td>9/16-9/17</td>
<td>Exercise 1 part B &amp; C Biochemical Test; IMV/C Diversity in Microbial World: Unicellular, Actinomycetes, &amp; Eukaryotes</td>
<td>PLQ3</td>
<td></td>
<td>Pur4: Ex 1 Part C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>9/18-9/19</td>
<td>Exercise 1 part C Fungal Stain: Trypan Blue Gram Staining Technique</td>
<td></td>
<td></td>
<td>Quiz 1</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>7</td>
<td>9/23-9/24</td>
<td>Dilutions Exercise 9 part 1 only</td>
<td>PLQ4</td>
<td></td>
<td>Pur5: Ex 9</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date Range</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8    | 9/25-9/26  | Exercise 2: UV radiation  
Exercise 4: Unknown Bacterium: Isolation and Gram Staining |
| 9    | 9/30-10/1  | Exercise 9: Selective Medias  
Exercise 4: Interpretation of Soil Plates  
Unknown Gram Staining: Lab report 1 and rubric |
| 10   | 10/2-10/3  | Exercise 4/5: Endospore Staining  
Measuring resistance and susceptibility of microbes to antibiotics, disinfectants, and antiseptics |
| 11   | 10/7-10/8  | Exercise 4/5: Biochemical Test of Unknown Bacterium |
| 12   | 10/9-10/10 | Exercise 4: Interpretation of Biochemical tests  
Lab report and rubric |
| 13   | 10/16-10/17| Exercise 7: Microbial Growth and Factors that affect growth: Turbidity, Transmittance and Absorbance |
| 14   | 10/21-10/22| Exercise 7: Graphing  
Measuring Doubling Time  
Exercise 8: Food Microbiology: Day 1 |
| 15   | 10/23-10/24| Exercise 8: Food Microbiology: Day 2  
Counting Microbial Load in Dairy Products and Food Products |
| 16   | 10/28-10/29| Nitrogen Cycle  
Starch Hydrolysis  
Microbial role in Agriculture |
| 17   | 10/30-10/31| Exercise 10: Water Analysis: Presumptive Test Day 1 |
| 18   | 11/4-11/5  | Exercise 10: Water Analysis: Presumptive Tests Day 2  
Confirmed Test Day 1 |
| 19   | 11/6-11/7  | Exercise 10: Water Analysis: Confirmed Tests Day 2  
Completed Tests Day 1 |
| 21   | 11/18-11/19| Exercise 13: Food Poisoning: Presumptive tests Day 1  
Confirmed Test Day 1  
Completed Tests Day 1 |
| 22   | 11/20-     | Exercise 13: Food Poisoning: Completed Tests Day 2  
Confirmed Test Day 1 |

- **Quiz 2** due on 10/8/13 by 11:59pm for Lab Report 1
- **Quiz 3** due on 10/24/13 by 11:59pm for Lab Report 2
- **Quiz 5** due on 10/24/13 by 11:59pm for Lab Report 2
- **Quiz 6** due on 10/24/13 by 11:59pm for Lab Report 2
- **Quiz 7** due on 10/24/13 by 11:59pm for Lab Report 2
- **Quiz 8** due on 10/24/13 by 11:59pm for Lab Report 2
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/21</td>
<td>Food Poisoning: Read presumptive tests and confirmatory tests Day 2 Titration of Bacteriophage and Viral Pathogenic affects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Labs: Thanksgiving Break</td>
<td>}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>12/2-12/3</td>
<td>Techniques Proportion of the Final Lab Practical: Students seating in seats 1-12 will come the FIRST 50 minutes of the section and students seating in seats 13-24 will come the SECOND 50 minutes of the section.</td>
<td></td>
</tr>
<tr>
<td>12/4-12/5</td>
<td>Written Proportion of the Final Lab Practical: Students will come at the beginning of their sections: 1hr 50min to complete exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Soil Lab Report Rubric**

This needs to be printed off and stapled to the front of your hard copy final lab report. If it is not, it will be a 3% deduction from your total score on this report. You will need to have a final copy submitted to Turnitin BEFORE your lab section starts on Oct 16/17th. NO LATE REPORTS WILL BE ACCEPTED. If it is not submitted onto Turnitin there is a 50% deduction from final score.

I have reviewed the document titled Soil Lab Report Rubric on D2L and understand the grading of this assignment. My signature also verifies the writing of this lab report is the original, independent, and individual work of the author. (please sign)

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>0-0.5pts</td>
<td>0.6-1pts</td>
<td>1.1-1.5pts</td>
<td>1.6+</td>
</tr>
</tbody>
</table>

**Introduction**

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 pts</td>
<td>Contains a clear and orderly why, what, how, and objective of the experiment. The who and how are written in past tense.</td>
</tr>
<tr>
<td>3.5-2.5 pts</td>
<td>The &quot;why&quot; includes background information with at least 1 reference and in-text citation is done correctly. The following need to be addressed: formatting of in-text citation and objective not clear.</td>
</tr>
<tr>
<td>2-1 pts</td>
<td>The &quot;what&quot; of the experiment includes what was completed on the soil samples. The &quot;how&quot; includes enumeration of microorganisms in different soil samples.</td>
</tr>
<tr>
<td>0 pts</td>
<td>The &quot;how&quot; of the experiment includes how the procedures were completed (diluting samples, how was done, selection, and name of strain).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 pts</td>
<td>Lab manual reference is correct. Both equations for the tube and plate dilutions are present. The manual is included and correct.</td>
</tr>
<tr>
<td>0 pts</td>
<td>Lab manual reference is correct. Missing one component: Tube or Plate dilution, Tube or Plate dilution.</td>
</tr>
<tr>
<td>0.25 pts</td>
<td>Lab manual is not correct and missing one component: Tube or Plate dilution.</td>
</tr>
<tr>
<td>0 pts</td>
<td>Lab manual is not correct and missing both components: Tube or Plate dilution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pts</td>
<td>Data results are reported in correct order, including color, shape, and arrangement.</td>
</tr>
<tr>
<td>1 pts</td>
<td>Data results are reported in correct order, but table and graph are referenced incorrectly and missing one component: observations (color, shape, and arrangement) tubes and graph referenced incorrectly.</td>
</tr>
<tr>
<td>0 pts</td>
<td>No data report or missing 2 components: observations (color, shape, and arrangement) tubes and graph referenced incorrectly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pts</td>
<td>Data is complete and labeled correctly. 1. Table 1 contains colony and cellular morphology of all four bacteria isolated in the group.</td>
</tr>
<tr>
<td>2 pts</td>
<td>Data is complete and labeled correctly. 1. Table 1 contains colony and cellular morphology of all four bacteria isolated in the group. 2. Table 2 contains class data and labeled correctly. 3. Graph 1 is labeled correctly and easy to see the different soil types and different bacterial types.</td>
</tr>
<tr>
<td>1 pts</td>
<td>Data is complete and labeled correctly. 1. Table 1 contains colony and cellular morphology of all four bacteria isolated in the group. 2. Table 2 contains class data and labeled correctly. 3. Graph 1 is labeled correctly and easy to see the different soil types and different bacterial types.</td>
</tr>
<tr>
<td>0 pts</td>
<td>No data is reported or 3 components of the data are incomplete or 2 are missing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 pts</td>
<td>Lab manual reference is correct. Both equations for the tube and plate dilutions are present. The manual is included and correct.</td>
</tr>
<tr>
<td>7 pts</td>
<td>Data results are reported in correct order, including color, shape, and arrangement.</td>
</tr>
<tr>
<td>4 pts</td>
<td>Data results are reported in correct order, but table and graph are referenced incorrectly and missing one component: observations (color, shape, and arrangement) tubes and graph referenced incorrectly.</td>
</tr>
<tr>
<td>1 pts</td>
<td>No data report or missing 2 components: observations (color, shape, and arrangement) tubes and graph referenced incorrectly.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Interpreted</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>One interpretation missing:</td>
<td>complete</td>
</tr>
<tr>
<td>the dominant gram reaction of bacteria found in the soil type that the group analyzed</td>
<td>1</td>
</tr>
<tr>
<td>the trend of which soil type had the highest count on fungal, actinomycetes, and unicellular bacteria for each soil type</td>
<td>1</td>
</tr>
<tr>
<td>a statement of whether or not the 3 soil types followed the trend</td>
<td>1</td>
</tr>
<tr>
<td>One interpretation missing:</td>
<td>complete</td>
</tr>
<tr>
<td>the dominant gram reaction of bacteria found in the soil type that the group analyzed</td>
<td>1</td>
</tr>
<tr>
<td>a statement of whether or not the 3 soil types followed the trend</td>
<td>1</td>
</tr>
<tr>
<td>Two interpretations missing:</td>
<td>complete</td>
</tr>
<tr>
<td>the dominant gram reaction of bacteria found in the soil type that the group analyzed</td>
<td>1</td>
</tr>
<tr>
<td>a statement of whether or not the 3 soil types followed the trend</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Questions &amp; Conclusion</th>
<th>0:3-3.5 pts</th>
<th>3.5-5.2 pts</th>
<th>5.2-7.5 pts</th>
<th>7.5-10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered questions 3, 4, 5 from lab manual on pages 164-165 clearly, completely and accurately.</td>
<td>0:3-3.5 pts</td>
<td>3.5-5.2 pts</td>
<td>5.2-7.5 pts</td>
<td>7.5-10 pts</td>
</tr>
<tr>
<td>1) Answered question 3 with the lab manual as the reference</td>
<td>0:3-3.5 pts</td>
<td>3.5-5.2 pts</td>
<td>5.2-7.5 pts</td>
<td>7.5-10 pts</td>
</tr>
<tr>
<td>2) Answered question 4 &amp; 5 and used at least one reference (besides the lab manual)</td>
<td>0:3-3.5 pts</td>
<td>3.5-5.2 pts</td>
<td>5.2-7.5 pts</td>
<td>7.5-10 pts</td>
</tr>
<tr>
<td>3) Had a clear, point-focused, 1st person conclusion by restating that objective was reached and what was learned from this experiment.</td>
<td>0:3-3.5 pts</td>
<td>3.5-5.2 pts</td>
<td>5.2-7.5 pts</td>
<td>7.5-10 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference</th>
<th>1</th>
<th>2</th>
<th>No reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>(score)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Report used correct sources as informed by instructor and demonstrated mastery of both in-text citation and bibliographic citations according to ASM formatting.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Report may not use correct sources as informed by instructor and/or in-text citation and bibliographic citations demonstrates several errors.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledgment</th>
<th>0.25</th>
<th>0.15</th>
<th>0.05</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(score)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly thanked lab partners with first and last names. Put after conclusion and before reference page.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Just thanked lab partners without their names. Put after conclusion and before reference page.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Just thanked lab partners without their names but did not put after conclusion and before reference page.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No acknowledgments</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>0.75</th>
<th>0.25</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(score)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and spelling was correct or minimal errors that do not distract the reader from the content.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grammar and spelling had some errors that distracted the reader from the content.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>One or more of these components:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bacterium nonesulcure was incorrect</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>major grammatical errors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>sentence structure</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>report not written in past tense</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>not double-spaced</td>
<td>12pt font</td>
<td>12pt font</td>
<td>12pt font</td>
<td>12pt font</td>
</tr>
</tbody>
</table>

Deductions such as:
- not following instructions for Turnitin
- past due date
- title not being attached
- not original/independent work of the student (automatic 0 for this report)

Subtotal: 
Deductions: 
Total (0% possible): 

# Unknown Lab Report Rubric

This needs to be printed off and stapled to the front of your hard copy final lab report. If it is not, it will be a 5% deduction from your total score on this report. You will need to have a final copy submitted to Turnitin BEFORE your lab section starts. NO LATE REPORTS WILL BE ACCEPTED. If it is not on submitted onto Turnitin there is a 5% deduction from final score.

I have reviewed the document titled Unknown Lab Report Rubric on D2L and understand the grading of this assignment. My signature also verifies the writing of this lab report is the original, independent, and individual work of the author.

**Sign**

---

### Title

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

#### Introduction

A descriptive, contains indication that a bacterium was identified through different testing methods (physical and physiological), and the name of the identified bacterium: 0 points

- Vague and missing one component: 0 points
- Vague and missing one of the following: 0 points
- Vague: 0 points
- No background information: 0 points
- No clear or missing those components: 0 points
- Objective not clear: 0 points
- No objective: 0 points

### Materials and Methods

Lab manual reference sentence is correct by being a complete sentence and in context: 0.75 points

- Lab manual reference needs minor revision: 0 points
- Lab manual reference in text citation is not correct: 0 points
- Lab manual is not correct: 0 points

### Results

Data results are reported in order with correct referencing of tables and figures: 0 points

- Written data contains the observations of colony and cellular morphology, Color observations and positive/negative for biochemical tests, and measurements taken for zone of inhibition: 0 points

### Data

Data results are reported in order with correct referencing of tables and figures: 0 points

- Written data contains the observations of colony and cellular morphology, Color observations and positive/negative for biochemical tests, and measurements taken for zone of inhibition: 0 points

---

**SGR #6 – MICR 231-231L General Microbiology and Lab**

**ATTACHMENT II**

---

**Section 6**
## SGR #6 – MICR 231-231L General Microbiology and Lab

### Interpretation

<table>
<thead>
<tr>
<th>Score</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(score)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Incomplete by having complete gram stain reports, endospore production, susceptible/resistant to antibiotics and disinfectants, and enzymes present or absent in the bacterium (according to biochemical test).

- One interpretation missing: complete gram stain reports, endospore production, susceptible/resistant to antibiotics and disinfectants, enzymes present or absent in the bacterium (according to biochemical test).

- Two interpretations missing: complete gram stain reports, endospore production, susceptible/resistant to antibiotics and disinfectants, enzymes present or absent in the bacterium (according to biochemical test).

- Three or more interpretations missing: complete gram stain reports, endospore production, susceptible/resistant to antibiotics and disinfectants, enzymes present or absent in the bacterium (according to biochemical test).

### Questions that remain unanswerd

<table>
<thead>
<tr>
<th>4.0 points</th>
<th>2.0 points</th>
<th>1.0 points</th>
<th>0.0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(score)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Questions are completed by:
  - Having the most helpful and most difficult test for interpretation, including an explanation for both.
  - Having which tests did not match the key.
  - Completing the question on the additional biochemical tests that would be helpful in identifying the bacterium and the expect results with at least 1 reference.

- If these components missing/incomplete/incorrect most helpful for interpretation or not including an explanation or not including an explanation.

- Most difficult test for interpretation or not including an explanation for both which tests did not match the key.

- Having only 1 additional biochemical test with at least one reference.

### Questions

<table>
<thead>
<tr>
<th>4.0 points</th>
<th>2.0 points</th>
<th>1.0 points</th>
<th>0.0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(score)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Information found on the unknown bacterium using at least 2 different references.

- Human roles in anti-biotic resistance, example of a pathogen and the disease that this pathogen causes using at least 1 reference.

- A total of three diseases caused by either Clostridium sp. or Bacillus sp. and what pathogens cause those disease using at least 2 references.

### Reference

<table>
<thead>
<tr>
<th>1.0 points</th>
<th>0.75 points</th>
<th>0.0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(score)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Reference page is properly cited and in correct format.
- Numbers match reference with in-text citation.
- Acceptable reference used.
- References included for lab manual and three outside sources.

- One of these components missing/incomplete:
  - Did not put references in numerical order.
  - Incorrect format.
  - Lab manual.
  - 3 outside sources.

- Sources are still acceptable but formatting is completely wrong.
- Missing referencing of lab manual or no outside sources.

### Acknowledgment

<table>
<thead>
<tr>
<th>1.0 points</th>
<th>0.75 points</th>
<th>0.0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(score)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Clearly thanked lab partners with both first and last names.
- Put after conclusion and before reference page.

- Just thanked lab partners without their names.
- Put after conclusion and before reference page.

- Just thanked lab partners without their names but did not put after conclusion and before reference page.

- No acknowledgment.

- Extra credit.

14
SGR #6 – MICR 231-231L General Microbiology and Lab

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
   NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences ___ Globalization

1. SGR/global Course prefix, number, and title: Micr 231/ Micr 231L
2. Number of Credits: 4
3. Faculty member’s name, department, college: Bruce Bleakley, Biology and Microbiology, College of ABS
4. Department Head: Volker Brozel
   (Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Term, Year</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition course description (optional)</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SGR #6 – MICR 231-231L General Microbiology and Lab

<table>
<thead>
<tr>
<th>Catalog description</th>
<th>Technology skills (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Instructional Methods</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Yes</td>
</tr>
<tr>
<td>Required textbook(s) and other supplementary materials</td>
<td>No</td>
</tr>
<tr>
<td>Class attendance policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Cheating and plagiarism policy</td>
<td>No</td>
</tr>
<tr>
<td>Key deadlines</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Goals (includes specific reference to SGR goal)</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>Yes</td>
</tr>
<tr>
<td>Grading Procedures</td>
<td>Yes</td>
</tr>
<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>Yes</td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>Yes</td>
</tr>
<tr>
<td>Schedule attached for Fall 2013</td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)*</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal as listed in the latest College Catalog (e.g., SGR Goal #1: Written Communications – Students will write effectively and responsibly and will understand and interpret the written expression of others)</td>
<td>Yes, SGR Goal #6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all SLOs for the Goal met by this course

1. Demonstrate the scientific method in laboratory experience; Yes |

   Student performance is demonstrated by …

   T: In lab, students are assessed by weekly quizzes, two lab exams, and weekly pre-lab online quizzes.

   D: In lab, students participate in discussions to demonstrate their understanding of the material. Students also will discuss their pre-lab purpose statements with the class.

   W: In lab, students submit pre-lab purpose/hypothesis statements and a lab report demonstrating the scientific method in laboratory experience.

   L: In lab, students perform lab tasks during lab using the scientific method.

2. Gather and critically evaluate data using the scientific method; Yes |

   Student performance is demonstrated by …

   T: In lab, students are assessed by weekly quizzes, two lab exams, and weekly pre-lab online quizzes.

   D: In lecture and lab, students participate in discussions to demonstrate their understanding of the material. Students also will discuss their pre-lab purpose statements with the class.

   W: In lab, students submit pre-lab purpose/hypothesis statements and lab reports in which they present, evaluate, and discuss data collected in lab using the scientific method.

   L: In lab, students perform lab tasks to gather and critically evaluate data using the scientific method.
### SGR #6 – MICR 231-231L General Microbiology and Lab

<table>
<thead>
<tr>
<th></th>
<th>Identify, explain and apply the basic concepts, terminologies and theories of the selected natural sciences.</th>
<th>Yes</th>
<th><strong>Student performance is demonstrated by …</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T: In lecture and lab, students are assessed on the basic concepts, terminologies and theories of the selected natural sciences by lecture quizzes and exams, pre-lab quizzes, purpose/hypothesis lab statements, lab reports, lab quizzes, lab exams, and in lecture clicker questions.</td>
<td></td>
<td>D: In lecture and lab, students participate in discussions to demonstrate their understanding of the material. Students also will discuss their pre-lab purpose statements with the class.</td>
</tr>
<tr>
<td></td>
<td>D: In lecture and lab, students participate in discussions to demonstrate their understanding of the material. Students also will discuss their pre-lab purpose statements with the class.</td>
<td></td>
<td>W: In lab, students submit pre-lab purpose/hypothesis statements and lab reports in which they demonstrate understanding the basic concepts, terminologies and theories of microbiology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Apply selected natural science concepts and theories to contemporary issues.</th>
<th>Yes</th>
<th><strong>Student performance is demonstrated by …</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D: In lecture and lab, students research hot topics and current research and discuss in groups.</td>
<td></td>
<td>T: Selected natural science concepts and theories are connected to contemporary issues in lecture and lab. These issues are incorporated into lecture exams, written lecture exercises, pre-lab quizzes, lab quizzes, lab exams, and lecture clicker questions.</td>
</tr>
</tbody>
</table>

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

<table>
<thead>
<tr>
<th>+ P = portfolio</th>
<th>S = speech or presentation</th>
<th>E = performance (music, theatre, forensics)</th>
<th>T = tests/exams</th>
<th>C = clinical field demonstration</th>
<th>L = lab skill demonstration</th>
<th>W = written assignment (research paper, reaction paper, creative writing, etc.)</th>
<th>D = group discussion</th>
<th>O = Other, please specify</th>
<th>V = visual arts/design studio work</th>
</tr>
</thead>
</table>

**ATTACHMENT II**

362