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Introduction
The University of South Florida St. Petersburg General Education Committee (GEC) is excited you will be teaching a course that is part of the USFSP General Education Curriculum. These courses are meant to provide students with a broad liberal arts education that exposes them to an array of disciplines and perspectives that are both inside or outside of their major. Additionally, this multidisciplinary curriculum offers faculty members with the opportunity to engage with students from a variety of majors and expose them to their discipline’s subjects, concepts, approaches, and ethical considerations. Furthermore, General Education courses are meant to develop and/or hone students’ intellectual dispositions, quantitative and qualitative proficiency, reading literacy, analytical reasoning, and communication skills.

This packet was created to provide faculty members with a guide to General Education Course Assessments. These assessments are an important part of teaching General Education (GE) courses because they track student progress within the institution, provide departments with course improvement information, evaluate student competencies, and are required for the university’s accreditation. Inside this packet you will find general information about assessments and course areas, the student learning outcomes, creating critical assignments, detailed instructions for completing the assessment form, syllabus development, and a section of frequently asked questions.

General Education Course Assessments
This section of the packet describes the various components of the assessment process. It provides the philosophy of the USFSP General Education Committee and how it relates to assessments. It also offers some general information about assessments. Additionally, we included details on three important components of assessments, including General Education Areas, Student Learning Outcomes, and Critical Assignments.

General Education Course Assessments are closely related to the General Education Committee Philosophy (see below). This philosophy has been influential in developing all aspects of the General Education curriculum. The General Education Committee hopes that you consider the goals and aims described within this statement as you develop critical assignments for the assessment process. To aid you in this portion of course development, Appendix D provides you with a description of how your course connects with the aims and goals of USFSP General Education.

The General Education Committee Philosophy
Applicable Fall 2015
Approved by the USFSP General Education Committee April 5, 2013
Approved by the USFSP Voting Faculty December 6, 2013
General Education is the cornerstone of academic life at the University of South Florida St. Petersburg. It is shaped and inspired by the faculty’s commitment to give our students the broad liberal arts education they need and deserve.

A liberal arts education provides students with broad knowledge of major areas of human learning, it instills and refines quantitative literacy and reading, understanding, reasoning, and communication skills, and it develops and strengthens essential intellectual virtues: curiosity, a healthy skepticism, intellectual honesty, the imagination to understand and fairly consider the perspectives of others, and the willingness and ability to constructively evaluate their own ideas and arguments. Such an education allows students to appreciate the cultural and biological diversity of an increasingly interconnected world, provides them with critical thinking skills to engage issues shaping our global economy, environment, and lives. It thereby prepares them to continue their intellectual, cultural, and personal development long after college.

General Education courses in mathematics, social sciences, humanities, communication, and the natural sciences lay the groundwork for a quality liberal education. All require students to write clearly and think critically. We further encourage faculty to incorporate, where appropriate, discussion of diverse cultural perspectives and significant ethical debates into their respective discipline’s general education courses.

Students explore a range of subjects, many outside their anticipated field or major. These courses encourage the development of a habit of inquiry that is flexible, disciplined, and able to grasp multiple perspectives; it is scholarly while understanding that the force of ideas extends beyond the classroom. A sound General Education curriculum empowers students to pursue a liberal arts education by giving them the academic tools required for success in their respective majors and minors.

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**General Information**

USF St. Petersburg assesses the General Education core and the Liberal Arts Requirements using a variety of measures, including [A] national competency evaluations and surveys and [B] General Education course assessments undertaken by instructors and their disciplinary units; the latter being the assessment type described in this packet.

In order to provide normative assessments, USFSP uses the ETS Proficiency Profile (formerly known as MAPP, the Measure of Academic Proficiency and Progress), to measure college-level reading, mathematics, writing, and critical thinking in the context of the Humanities, Social Sciences, and Natural Sciences. The university also assesses student and instructional performance in Liberal Arts with respect to the State and USFSP Student Learning Outcomes. Finally, instructors and disciplinary units evaluate student competencies in all General Education and Liberal Arts coursework by assessing the critical assignments of General Education courses.
General Education Course Assessment forms must be completed for Fall, Spring, and Summer semesters. These assessment forms are always due five business days after final grades are due. All assessment forms should be separately emailed to the General Education Committee Assistant, Liz Southard (casouthard@mail.usf.edu), and the Chair of the General Education Committee, Morgan Gresham (Gresham@mail.usf.edu) should be cc’ed on these emails. Please include the course prefix, the course number, and the course section number in the subject line of the email, for example XXX2000.601 (XXX- course prefix, 2000- course number, and .601- course section Number).

**General Education Areas**

General Education courses have been divided into five areas. These areas include Communications, Humanities, Mathematics, Natural Sciences, and Social Sciences. Table 1 displays the list of courses that are associated with each GE Area (Appendix C also provides this information).

The GE Areas are important to the assessment process because they determine which Student Learning Outcomes (SLOs) are used to assess student and instructional performance/competencies of courses. Therefore, all General Education Areas have SLOs associated with them that are to be used by faculty when formulating critical assignments and evaluating students. You should only choose SLOs from your GE area. For example, if you are teaching English Composition I (ENC 1101) you will only select SLOs from the Communications GE Area.

**Table 1. List of General Education Courses by General Education Areas**

<table>
<thead>
<tr>
<th>Communications</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Natural Sciences</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>ARH 2000</td>
<td>MAC 1105</td>
<td>ANT 2511</td>
<td>AMH 2020</td>
</tr>
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<td>MAC 2311</td>
<td>BSC 1005</td>
<td>ANT 2000</td>
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<td>BSC 2085</td>
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</tr>
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<td></td>
<td>LIT 2000</td>
<td>STA 2023</td>
<td>CHM 2020</td>
<td>ECO 2013</td>
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<td>EVR 2001</td>
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<td>THE 2000</td>
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<td>EVR 2217</td>
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<td></td>
<td>WOH 2030</td>
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<td>GEO 2200</td>
<td>PHY 2053</td>
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</table>

**Student Learning Outcomes**

Student Learning Outcomes (SLOs) are also a crucial part of the assessment process. These learning objectives were carefully selected because they are intrinsic to the topic, measurable, and can lead to instructional improvements when indicated. Beginning in the Fall 2015, USFSP adopted and implemented the new State General Education SLOs and the new USFSP SLOs. These SLOs are provided for you here. You must assess student competencies in regards to all State and USFSP SLOs through their performance on critical assignments.
General Education Student Learning Outcomes
University of South Florida Saint Petersburg
Approved by the USFSP General Education Committee October 25, 2013
Approved by the USFSP Voting Faculty December 6, 2013

Communications
State mandated Student Learning Outcomes (SLOs):
C1: Students will demonstrate the ability to communicate effectively.
C2: Students will demonstrate the ability to analyze communication critically.

In pursuit and amplification of State SLOs, it is expected that in USFSP courses:
C3: Students will demonstrate fluency in grammar, spelling and mechanics; they will communicate with accuracy, clarity and style, using numerical computations and interpreting statistical data where appropriate.
Associated Courses: ENC 1101, ENC 1102, MMC 3602

Humanities
State mandated Student Learning Outcomes (SLOs):
H1: Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.
H2: Students will acquire competence in reflecting upon the human condition.

In pursuit and amplification of State SLOs, it is expected that in USFSP courses:
H3: Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabulary and using disciplinary appropriate techniques, including the relevant use of quantitative methods.

Mathematics
State mandated Student Learning Outcomes (SLOs):
M1: Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.
M2: Students apply appropriate mathematical and computational models and methods in problem solving.

In pursuit and amplification of State SLOs, it is expected that in USFSP courses:
M3: Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry and statistical problems.
M4: Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.
Associated Courses: MAC 1105, MAC 2311, MGF 1106, MGF 1107, STA 2023

Natural Sciences
State mandated Student Learning Outcomes (SLOs):
NS1: Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and use the scientific method to explain the natural world.
NS2: Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

In pursuit and amplification of State SLOs, it is expected that in USFSP courses:
NS3: Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.
Associated Courses: ANT 2511, BSC 1005, BSC 2010, BSC 2085, CHM 2020, CHM 2045, ESC 2000, EVR 2001, EVR 2217, GEO 2200, PHY 2053

Social Sciences
State mandated Student Learning Outcomes (SLOs):
SS1: Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
SS2: Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

In pursuit and amplification of State SLOs, it is expected that in USFSP courses:
SS3: Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past and present.
SS4: Students will demonstrate knowledge of quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

The SLOs listed above are the ones you will be using during the assessment process. As previously stated, you will only use the SLOs that are associated with the General Education Area your course falls under. For example, if you are teaching AMH 2020 you will only use the Social Science State and USFSP SLOs.
Critical Assignments

Critical assignments are a very important part of the assessment process. These are the assignments that the faculty selects to assess student competencies of course material in relation to the Student Learning Outcomes (SLOs). Critical assignments can be almost any type of assignment, including, but not limited to, a comprehensive research paper, discussion board posts, final exam question(s), individual or group projects and/or presentations, homework assignments, test question(s), weekly quizzes, essays, or e-portfolios. In most cases, the faculty member chooses the type of assignment selected for a critical assignment. However, it is important to note that these assignments need to address all State and USFSP Specific Student Learning Outcomes. Therefore, it is important to review the SLOs associated with your course while creating your critical assignments. The General Education Committee recommends that you consult with members of your department that have previously taught your course and your department chair to ensure there are not certain critical assignments that have been established for your course. For example, some of the Communications, Mathematics, and Natural Sciences courses may have certain critical assignments. To assist faculty in the process of developing critical assignments, Appendix E of this packet provides you with critical assignment descriptions that are associated with your course’s SLOs. Please be sure to carefully read and consider the approved critical assignments for your course in this appendix.

Critical assignments can be linked with one or multiple SLOs. For example, you could select a comprehensive research paper as a critical assignment for your HUM 1020 course. If you choose, you could evaluate students on H1, H2, and H3 SLOs through this one assignment. Alternatively, you could create two critical assignments; a multiple-choice test that includes questions relating to H2 and a writing assignment to assess H1 and H3. Again, the type of critical assignments you decide to use for your course is your decision, just be sure they are able to accurately assess student competencies of all SLOs within your GE Area.

Assessment Form Instructions

This section of the packet provides you with step-by-step instructions for filling out the General Education Assessment Form. The General Education Committee asks that you submit course assessments on the form pictured in Figure 1. At the beginning of each Fall, Spring, and Summer semesters, the General Education Committee will send faculty members a reminder about the GE course they are teaching. This email will contain the General Education Assessment Workbook. Within this workbook, you will find a copy of the assessment form, instructions on how to fill out the form, an example of a completed form, the GE courses by GE Areas, and the Student Learning Outcomes.
Step 1
The first step of filling out the assessment form involves indicating the type of critical assignment you have selected. As shown in Figure 1, each critical assignment should have its own block of cells where you report the data for your class (more detailed instructions regarding multiple critical assignments is provided later in this packet). Figure 2 provides an image of the assessment form and highlights the column that you will mark with an “X” next to the type of critical assignment used. The choices for critical assignment types include: Test, Final Exam, Paper, Comprehensive Research Paper, Presentation/Project, Group Presentation/Project, or Other. We ask that if the type of critical assignment is not listed, please provide a brief description of the assignment in the cell next to “Other” instead of placing an “X” in the column. For example, if your critical assignment is discussion board posts, you will write “discussion board posts” in the highlighted column next to “Other”.

Step 2
The second step of the assessment form process involves indicating the SLOs that are associated with each critical assignment. Figure 3 provides an image of the assessment form and highlights the column where you will write in the SLO(s) that is/are associated with this critical assignment. A couple quick reminders: (a) only select SLOs that are associated with your course’s GE Area, (b) you may use multiple SLOs on one critical assignment, and (c) you may use both State and USFSP SLOs.

Figure 1. Image of Blank USFSP Assessment Form.

Figure 2. Step 1 of Assessment Form- Indicating Type of Critical Assignment.

Figure 3. Step 2 of Assessment Form- Indicating SLOs Associated with Critical Assignment.
on any and/or all critical assignments. However, please ensure that the critical assignment you have selected is able to accurately assess student performance in relation to the SLO(s).

**Figure 3. Step 2 of the Assessment Form - Indicating the SLO(s) associated with the critical assignment.**

**Step 3**

The third step of the assessment form process involves indicating whether a rubric is being used for the assignment. Figure 4 provides an image of the assessment form and highlights the column where you will mark with an “X” if a rubric was used on this critical assignment. The General Education Committee does not require faculty to use rubrics to grade critical assignments. However, we do encourage it. If you do choose to use a rubric for one or all of your critical assignments, please attach a copy of the rubric to the email when you submit your assessment.

**Figure 4. Step 3 of the Assessment Form - Indicating Rubric Use.**

**Step 4**

The fourth step of the assessment process involves indicating the threshold set for each critical assignment. The threshold is the percentage score used to measure whether students did or did not meet the standard set for the critical assignment. Figure 5 provides an image of the assessment form highlighting the column where you will type in the threshold. The General Education Committee does not require faculty to use a particular threshold. Therefore, you choose what percentage you think is acceptable and you can set different thresholds for different critical assignments. However, you should keep in mind when setting thresholds you are stating that the students who scored above...
the threshold performed adequately on the critical assignment and students that scored below the threshold did not perform adequately. Additionally, this threshold connects with student competencies in regards to the SLOs that are associated with this critical assignment. Thus, setting low thresholds is discouraged because students that perform poorly on critical assignments likely are not grasping course material and/or are not meeting the guidelines described in the SLO(s). Lastly, keep in mind that the USFSP Liberal Arts Requirements state that students must achieve an overall average of C (2.0 GPA) on all General Education courses completed (http://www.usfsp.edu/catalog-undergrad/liberal-arts-requirements.htm).

<table>
<thead>
<tr>
<th>Critical Assignment(s)</th>
<th>Place ‘X’ next to the Type of Assignment</th>
<th>Type in the SLO Letter/Number that Corresponds with each INDIVIDUAL Critical Assignment</th>
<th>Place ‘X’ if Scoring Rubric is Used</th>
<th>Threshold Score for Meeting Performance Standard</th>
<th>No. of Students Enrolled in Course</th>
<th>No. of Students Graded</th>
<th>No. of Students that Met Standard</th>
<th>No. of Students that Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Assignment #1</td>
<td></td>
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<td></td>
<td>80%</td>
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<tr>
<td>Test</td>
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<tr>
<td>Final Exam</td>
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<td>Paper Comprehsive Resarch Paper</td>
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<td>Presentation/Project</td>
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<tr>
<td>Group Presentation/Project</td>
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<tr>
<td>Comment for Critical Assignment</td>
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Figure 5. Step 4 of the Assessment Form- Indicating Threshold of Critical Assignment

**Step 5**

The fifth step of the assessment process involves indicating the total number of students that are enrolled in the course at the time of the assignment. Figure 6 provides an image of the assessment form and highlights the column where you will type in the total number of students enrolled in the course. For example, using the data from Figure 6, the reported number of 33 indicates that 33 students were enrolled in the course when this critical assignment was turned in. It is important to note that enrollment numbers can change throughout the semester since students sometimes drop courses or have medical withdrawals. Thus, be sure to check enrollment numbers once students have submitted each critical assignment.

<table>
<thead>
<tr>
<th>Critical Assignment(s)</th>
<th>Place ‘X’ next to the Type of Assignment</th>
<th>Type in the SLO Letter/Number that Corresponds with each INDIVIDUAL Critical Assignment</th>
<th>Place ‘X’ if Scoring Rubric is Used</th>
<th>Threshold Score for Meeting Performance Standard</th>
<th>No. of Students Enrolled in Course</th>
<th>No. of Students Graded</th>
<th>No. of Students that Met Standard</th>
<th>No. of Students that Did Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Assignment #1</td>
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<td></td>
<td>80%</td>
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<td>Test</td>
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<td>Final Exam</td>
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<td>Paper Comprehsive Resarch Paper</td>
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<td>Comment for Critical Assignment</td>
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</table>

Figure 6. Step 5 of the Assessment Form- Indicating the number of students that were enrolled in the class at the time of the assignment.

**Step 6**
The sixth step of the assessment process involves indicating the total number of students that were graded for that particular critical assignment. Figure 7 provides an image of the assessment form and highlights the column where you will type in the total number of students that turned in and were graded on the assignment. For example, using the data from Figure 7, the reported number of 30 indicates that 30 students were graded on the assignment. It is important to note that this number may differ from the number of students enrolled in the course if one or more students did not attempt the assignment. Thus, this reported number must include all the students who submitted the assignment rather than a select subset.

Figure 7. Step 6 of the Assessment Form - Reporting Number of Students Graded

**Step 7**

The seventh step of the assessment process involves indicating the number of students that met the standard/threshold of the critical assignment. Figure 8 provides an image of the assessment form and highlights the column where you will report the number of students who performed at or above the threshold on the assignment. Using the data from Figure 8 as an example, the number reported (25) indicates that 25 out of 30 students received an 80% or higher on the critical assignment.

Figure 8. Step 7 of the Assessment Form - Reporting Number of Students that Met Standard.

**Step 8**

The eighth step of the assessment process involves reporting the number of students that did not meet the standard of the critical assignment. Figure 9 provides an image of an assessment form and highlights the column where you will report the number of students that performed below the
threshold on the assignment. As previously mentioned, you will only report the number of students that turned in the assignment and scored below the threshold. Using the data from Figure 9 as an example, the number reported indicates that 5 out of the 30 students did not meet the threshold. This number means that 5 students did not meet the standard and received a 79% or lower on the assignment. Again, you do not need to report the number of students that did not meet the standard as a result of not turning in the assignment. This information is reflected in the enrollment column.

Figure 9. Step 8 of the Assessment Form - Reporting the Number of Students that did not Meet the Standard.

Step 9
The ninth step of the assessment process is optional. The General Education Committee recently added an area for faculty to write a comment about the critical assignment. Figure 10 provides an image of an assessment form highlighting the row where you can provide a comment about the critical assignment.

Figure 10. Step 9 of the Assessment Form - The Optional Comment Area (optional)

Multiple Critical Assignments to Report
Faculty may have as many or as few critical assignments for their course as they choose. Figure 10 provides an image of how you should fill out assessment forms when you have multiple critical assignments. The General Education Committee requests that you report different critical assignments in separate blocks. If you have more critical assignments than blocks available (there are 5 blocks on the official assessment form), please contact the General Education Committee.
Assistant (Liz Southard- casouthard@mail.usf.edu) and request an assessment form with the number of critical assignments needed.

<table>
<thead>
<tr>
<th>Critical Assignment(s)</th>
<th>Place 'X' next to the Type of Assignment</th>
<th>Type in the SLO Letter &amp; Number that Corresponds with each INDIVIDUAL Critical Assignment</th>
<th>Place 'X' if Scoring Rubric is Used</th>
<th>Threshold Score for Meeting Performance Standard</th>
<th>No. of Students Enrolled in Course</th>
<th>No. of Students Graded</th>
<th>No. of Students that Met Standard</th>
<th>No. of Students that Did Not Meet Standard</th>
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<tbody>
<tr>
<td>Critical Assignment #1</td>
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<td>S52, S54</td>
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<td>80%</td>
<td>33</td>
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<td>Comment for Critical Assignment 1</td>
<td>The five students that did not meet the standard have missed four or more course lectures.</td>
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<td>Comment for Critical Assignment 2</td>
<td>The 4 of the 6 students that did not meet the standard received between a 70%-79% on the assignment, while the remaining 2 received below a 65%.</td>
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Figure 11. Example of Completed Form with Multiple Critical Assignments

Syllabi for General Education Courses

All syllabi for General Education Courses must contain certain information. Below is a list of all the information that is required to be included in the syllabus for your course. This information can also be found in Appendix F. Forthcoming is another packet that details additional information for your syllabus, including recommended textbooks, course objectives, and a sample syllabus of your course. Please be sure to view this packet as you create your own.

Also, please keep in mind as you create your syllabus that this document serves as the main source of information for students, so all information, policies, expectations, and assignments should be clearly stated.
GE Student Learning Outcomes (State and USFSP list each with critical assignment for assessment)
Program or Department Outcomes and Assessment if applicable
Required textbooks and readings
Course Calendar- course content, scheduled exams and dates, and assignments and dates due

Course Policies
- Notice of permission/non-permission to sell notes or tapes of class lectures
- Attendance Policy
- Religious Preference Absence Policy-a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)
- Policy for making up missed work
- Incomplete Policy- may refer to USFSP Undergraduate catalogue http://www1.usfsp.edu/catalog-undergrad/quotiquot-grade-policy.htm
- Accommodation Policy- Students with disabilities requiring special needs and requesting classroom accommodation, please contact the Student Disability Service Office. It is the student's responsibility to provide the instructor with the proper documentation so that proper accommodations can be met.
- Academic Dishonesty and Plagiarism Policy- you may refer to the USFSP Student Handbook, Integrity of Students http://www1.usfsp.edu/catalog-grad/academic-integrity-of-students.htm
- Classroom Etiquette/Behavior/Disruption Policy- you may refer to Disruption of Academic Process and/or SOCATS
  - http://www1.usfsp.edu/catalog-undergrad/disruption-of-academic-process.htm
  - http://www1.usfsp.edu/studentsofconcern/
- Course Grading Policy and Scale- may refer to USFSP Undergraduate Catalogue http://www1.usfsp.edu/catalog-undergrad/grading-system.htm
- S-U Policy
- IX Policy

Frequently Asked Questions
This section of the packet provides some of the frequently asked questions regarding the assessment process. The General Education Committee always welcomes feedback from faculty, so if there are...
questions that you feel should be included please email them to the General Education Committee Assistant (Liz Southard- easouthard@mail.usf.edu).

Where to Submit?
All General Education Assessments should be emailed directly to the General Education Committee Assistant (Liz Southard- easouthard@mail.usf.edu). Please include the course prefix, the course number, and the course section number in the subject line of the email, for example XXX2000.601 (XXX- course prefix, 2000- course number, and .601- course section Number).

Additionally, you may want to contact the Chair and/or other faculty members of your department to see if the department also requests a copy of the form. In previous years, faculty was permitted to upload assessments to the Q drive, however, the General Education Committee requests that you only submit via email to the General Education Committee Assistant.

What to Submit?
All General Education Courses regardless of teaching format (online, hybrid, face to face, etc.) are assessed in the same manner as written below. Also, it is important to note that Fall, Spring, and Summer General Education Courses require assessments.

The GE Assessment Form was created by the IR Officer and has proceeded through several versions (2008-sp2010; F2010-2011; 2012; Fall 2015-present). The forms require faculty to indicate the SLOs covered in their courses, the critical assignments addressing the SLO, rubric, criteria for success, and the number and percent of students who meet or do not meet each SLO. The current GE Assessment Form can be found in this packet in Appendix A.

How should I save the Assessment File?
Assessments should be saved in the following format:

(Semester)(Year) (Course Prefix)(Course Number).(Course Section Number)- Faculty Last Name and first Initial.

Example- Fall2017 XXX2000.601 Last Name, First Name

When are Assessments due?
Assessments are to be submitted 5 business days after final grades are due.

Where can I find the documents associated with GE Assessments?
All necessary documents can be found in the Appendix of this packet, including a blank assessment form, the list of General Education Courses by General Education Area, and the Student Learning
Outcomes. However, please use the electronic version of the assessment form when submitting your Fall, Spring, and/or Summer assessments.

Additionally, the General Education Committee sends out an email to all faculty teaching General Education Courses at the beginning of the Fall, Spring, and Summer semesters. All the information you will need to complete the assessment form will be provided in this email.
# Appendix A. Official General Education Assessment Form

## Assessment Entry Form

<table>
<thead>
<tr>
<th>Semester / Year:</th>
<th>Course Subject / Number / Section:</th>
<th>Instructor:</th>
</tr>
</thead>
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<table>
<thead>
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<th>Place 'X' next to the Type of Assignment</th>
<th>Type in the SLO Letter &amp; Number that Corresponds with each INDIVIDUAL Critical Assignment</th>
<th>Place 'X' if Scoring Rubric is Used</th>
<th>Threshold Score for Meeting Performance Standard</th>
<th>No. of Students Enrolled</th>
<th>No. of Students Graded</th>
<th>No. of Students that Met Standard</th>
<th>No. of Students that Did Not Meet Standard</th>
</tr>
</thead>
</table>

### Critical Assignment #1

- Test
- Final Exam
- Paper*
- Comprehensive Research Paper*
- Presentation/Project*
- Group Presentation/Project*
- Other (Describe)

Comment for Critical Assignment 1

### Critical Assignment #2

- Test
- Final Exam
- Paper*
- Comprehensive Research Paper*
- Presentation/Project*
- Group Presentation/Project*
- Other (Describe)

Comment for Critical Assignment 2

### Critical Assignment #3

- Test
- Final Exam
- Paper*
- Comprehensive Research Paper*
- Presentation/Project*
- Group Presentation/Project*
- Other (Describe)

Comment for Critical Assignment 3

### Critical Assignment #4

- Test
- Final Exam
- Paper*
- Comprehensive Research Paper*
- Presentation/Project*
- Group Presentation/Project*
- Other (Describe)

Comment for Critical Assignment 4

End of Semester Data
Appendix B. List of General Education Student Learning Outcomes

COMMUNICATIONS
State mandated Student Learning Outcomes (SLO):
C1. Students will demonstrate the ability to communicate effectively.

C2. Students will demonstrate the ability to analyze communication critically.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:
C3. Students will demonstrate fluency in grammar, spelling and mechanics; they will communicate with accuracy, clarity and style, using numerical computations and interpreting statistical data where appropriate.

HUMANITIES
State mandated Student Learning Outcomes:
H1. Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

H2. Students will acquire competence in reflecting critically upon the human condition

In pursuit and amplification of State SLO, it is expected that in USFSP courses:
H3. Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

MATHEMATICS
State mandated Student Learning Outcomes:
M1. Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

M2. Students will apply appropriate mathematical and computational models and methods in problem solving

In pursuit and amplification of State SLO, it is expected that in USFSP courses:
M3. Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry and statistics problems;

Updated 8-14-17
M4. Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

NATURAL SCIENCES

State mandated Student Learning Outcomes:
NS1. Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

NS2. Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:
NS3. Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

SOCIAL SCIENCES

State mandated Student Learning Outcomes:
SS1. Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

SS2. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:
SS3. Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

SS4. Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.
Appendix C. List of General Education Courses by General Education Area

<table>
<thead>
<tr>
<th>Communications</th>
<th>Humanities</th>
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<td>MAC 1105</td>
<td>ANT 2511</td>
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<td>GEO 2200</td>
<td>PHY 2053</td>
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Appendix D. General Education Course Connections to the General Education Philosophy

How would this course promote the aims of the General Education program? Please be specific in describing how this course would help students to develop the skills and attributes described in the excerpt from the Philosophy of the General Education program quoted below. If applicable, particular emphasis should be placed upon ways it might do so across General Education content fields and/or across academic disciplines.

AMH 2020

American History II (AMH 2020) explores a wide range of cultural, social, political and economic history. Understanding the range of material, and synthesizing it into a comprehensible whole that respects, rather than reduces the agency of the historical actors being studied, requires that student and instructor alike draw upon a range of intellectual and analytic traditions outside of history, not least of which are cultural anthropology, political science, ethnomusicology, demography, sociology, and American studies/humanities. The desired effect is to promote an appreciation of the multicultural richness of American life and a new sense of the multiplicity of perspectives and experiences that have shaped United States history. An examination of historical contingency, ethical choices, and cultural complexities is the hallmark of the course.

This multi-faceted engagement with United States History is particularly conducive to the sorts of intellectual virtues and dispositions noted in the GE Philosophy, not because of something intrinsic to the history, but rather because students enter the course familiar with the material and confident that they "know" what happened. The course is designed to force students to engage far more critically and robustly with American History and, in so doing, to interrogate the sources from which they have developed or derived the views and ideas that they hold about that history. They will be presented with an array of historical analyses and historiographical approaches, encouraging them to move beyond the rote memorization of historical names and dates and to consider how historical knowledge is constructed and transmitted. This ability to interrogate the sources of one's knowledge and to question long-held assumptions or beliefs is central to the General Education philosophy, and it is a goal to which US History since 1877 can contribute.

ANT 2000

The course Introduction to Anthropology addresses the tenets of the General Education philosophy by requiring students to read and to think critically about social issues, such as how race is socially constructed, which is a theme throughout the semester. In addition, students have to read articles and think critically about some of the major debates in anthropology, such as whether early hominids were hunters or scavengers, causes of current genocides, and the cultural survival versus acculturation of indigenous societies. These debates allow the students to realize the complexities of the world in which they live and to
think critically about how research is undertaken to make a logical argument.

The course also provides readings and discussions concerning cultural diversity through archaeological and cultural anthropological examples. Students learn through biological and archaeological studies how and why human biological diversity evolved, how and why humans populated different continents, and the development of cultural diversity from the period of the earliest food producers to the earliest state societies through to the colonial period and early slavery. We then discuss present-day slavery and spend the remaining portion of the semester discussing a variety of cultures in Africa, Americas, and Asia to understand variation in social stratification, kinship, economics, and religion.

Furthermore, at the beginning of the course we discuss ethics associated with anthropological research. The course reviews the Institutional Review Board policies and discusses the importance of informed consent and respecting participants’ dignity, safety, and privacy.

ANT 2410

Cultural anthropology will contribute to developing students’ quantitative literacy skills and critical thinking skills. The course also will engage students in discussions concerning ethics and diverse cultural perspectives. Ultimately cultural anthropology is about comparative and holistic views of culture across the globe. Students will be exposed through reading and class discussions to societal issues from the perspectives of people living in a variety of cultural contexts that are different from their own. Students often have pre-conceived ideas concerning issues such as race and gender and often view these social issues as natural "facts" rather than as social "facts". This course will systematically challenge students to critically rethink their own worldview, by exposing them to a variety of worldviews on issues such as race, gender, marriage, and religion. Thus, cultural anthropology engages students in discussions of diverse cultural perspectives. In this regard, quantitative analyses often are enlisted in the social sciences to compare social factors within and between different societies. Students will be required to analyze social facts such as race, gender, and class, as they are displayed as quantitative data in charts and tables to highlight similarities and differences cross-culturally. Furthermore, we also discuss ethical issues in the course focusing on various debates concerning anthropological methods and the use of anthropological research. For example, we look at a variety of perspectives that debate the ethics of an anthropologist’s involvement in human rights advocacy and/or military organizations and the ethical debates surrounding ethnocentrism and cultural relativism.

ANT 2511

Biological anthropology will promote the aims of the General Education program by assessing students concerning the State and USFSP SLOs and through developing the following skills and attitudes:

Quantitative literacy: The collection, assessment and interpretation of quantitative data is key in all scientific fields, including biological anthropology. Students are asked to interpret tabular and figural data on a variety of topics (e.g. inheritance of genetic traits; fossil finds; chronometric dates; stratigraphy). Students also collect, analyze and tabulate quantitative data...
on topics such as and animal behavior as a part of this course.

Understanding, reasoning, critical thinking, and communication: Students collect and evaluate data and analyze articles from the current journal literature in biological anthropology, then present findings in both written form and in-class oral presentations. Through case studies, targeted questioning, and in-class discussions, students are asked to think critically about topics including: what it means to be "human," given that chimpanzees share over 98% of genetic material with humans; ideas about biological sex/gender in the light of sex chromosomal variation and the relationship between biological studies of human variation vs. culture-specific categories.

ARH 2000

Art and Culture represents a reworking of ARH 3001, Introduction to Art, which has been taught at USFSP since 2001. A major aim of this art appreciation (as opposed to art history) course is building visual literacy. Students will learn to “read” and discuss works of art: style, techniques, materials, subject matter, elements of design. The purpose is to build skills and vocabulary applicable not only to artworks seen in the course, but any the student may encounter. Students will be exposed to many different media/techniques and cultures/time periods. Thus in a class session on Sculpture, students might analyze an ancient Greek statue, African mask, and 20th century "readymade." Students will learn to confront their own social/cultural biases and study artworks objectively.

A second goal is to bring students into the local arts community through field trips and assignments. Traditionally we have given USFSP instructors freedom to choose which venues they most wanted classes to visit. One course instructor may opt for the Morean Arts Center for Clay (as on the sample syllabus) and another for the Chihuly Collection of studio glass. The field trip component and related assignments also depend upon what temporary exhibitions might be on view in a given semester. Students will be able to take advantage of ample opportunities to see art "in person," which pictures in a book or online cannot replace.

A third emphasis, interwoven with those above, introduces debates and issues relevant to the art world today. These too might depend on current events or an instructor’s individual interests. The roles of public art and graffiti as an art form are other topics that have been integrated into past semesters of Introduction to Art and that we anticipate will recur in Art and Culture. The course’s flexibility will allow for re-evaluation each term based on what is happening in art locally and globally.

ARH 2050

ARH 2050 emphasizes historical context in a way that an art appreciation course (ARH 2000, state-mandated) does not. Students learn chronological framework; however, this is not the entire story. By course’s end, students should be able to walk into any museum with ancient/medieval works and discuss what they see: subject matter, context, style, techniques, etc. They will have gained visual literacy and critical thinking skills sufficient for this task. The course will integrate primary source texts to a greater degree than under the “old” gen-ed, with
the intent of enhancing students’ analytical skills still further. The old-fashioned “kitchen sink” approach to art history survey is eschewed in favor of “less is more”: providing students with more discussion and detailed looking at fewer artworks/monuments than the traditional art history survey of even a decade ago. We cannot cover the entire textbook and do not try; instructors of ARH 2050 use their strengths in their selection of topics. The sample syllabus gives one possible sequence of topics; another instructor might opt to include Africa rather than India, or a lecture on China instead of a third day on ancient Egypt. Regardless of these variations, students gain a sound art historical foundation as well as broader skills essential to a complete education. In the sample syllabus, for instance, the second essay assignment offers students a chance to discover Asian and African art in the Museum of Fine Arts, since those topics are not included in the sample class session sequence. (n.b. ARH 2051 includes African art in its sample syllabus.) ARH 2050 includes non-Western as well as Greco-Roman and Western European art so that students will gain exposure to a variety of artistic traditions. Because the classical tradition in particular tends to be the most familiar, students learn that not all ancient/medieval cultures viewed and portrayed their world in the same way, and that value judgments colored by cultural bias (“good” art vs “bad” art, with “good” being the most “realistic”) need re-evaluation.

Current events mean that issues of cultural property and conservation are an essential part of discussion in ARH 2050, e.g., the repatriation of looted antiquities (and debates therein), the safety of archaeological sites in places of conflict (e.g., the Near East), and the conservation of heritage sites in peril (e.g., the Lascaux caves or the church of Hagia Sophia). Such topics allow students to see that art history is no “dead” discipline, and that our shared cultural heritage is something that concerns us all.

ARH 2051

ARH 2051 emphasizes historical context in a way that Art Appreciation does not. Students learn chronological “facts” and framework; however, this is not the entire story. By course’s end, students should be able to walk into any museum with relevant artwork and discuss what they see: subject matter, context, style, techniques, etc., even with works unseen in the course. They will have gained visual literacy and critical thinking skills sufficient for this task.

Art history is no “dead” discipline but changes constantly. Women artists are an example; invisible to history 20 years ago, they and gender theory are now critical to the field. Issues like the art market today, the tension between art history and biography, and the afterlife of artworks - e.g., issues related to conservation/restoration, collection history, and even art crime - are also discussed. The Lady in Gold book in the sample syllabus, for example, concerns a Klimt painting that was confiscated by the Nazis; students are asked to consider the recent and complex legal case involving repatriation to the portrait subject’s heirs and give their perspective in an essay. The course will emphasize primary source texts to a greater degree than previous years, with the intent of enhancing students’ analytical skills.

The old-fashioned ‘kitchen sink’ approach to art history survey is eschewed in favor of ‘less is more’: providing students with more discussion and detailed looking at fewer artworks than used to be the norm in survey even a decade ago. We cannot cover the entire textbook and do not try. Non-western is limited to African art in ARH 2051; however, Egyptian/Near Eastern,
Islamic, some Asian, and some pre-Columbian art are covered in ARH 2050, so non-western is not neglected in the sequence. [The SCNS description is clear that coverage may vary between ARH 2050/2051 but together they cover world art from prehistory to present.] Instructors are encouraged to use their strengths; but regardless of these variations, students gain a sound art historical foundation as well as broader skills that are essential to a complete education.

**BSC 1005**

This course focuses on providing students who are not science majors with the opportunity to understand science as a way of knowing the world. The course includes a combination of didactic teaching and written assignments (both short and long). The assignments will require students to work individually and in teams to develop critical analyses of current topics in biology with relevance to contemporary society. Students (in a team-based format) will also be required to present their projects and defend their analyses and arguments to peers and the instructor. The topics offered to students for consideration all have ethical components that must be explicitly considered. Overall, the course will emphasize the value of analytical reasoning and evaluation of evidence to support ideas, hypotheses and theories. It will also strengthen students' abilities in oral and written communication and, because a major assignment is team-based, will reinforce the ability to work with others and fairly consider what might be differing views.

**BSC 2010**

This course focuses on providing students who are not science majors with the opportunity to understand science as a way of knowing the world. The course includes a combination of didactic teaching and written assignments (both short and long). The assignments will require students to work individually and in teams to develop critical analyses of current topics in biology with relevance to contemporary society. Students (in a team-based format) will also be required to present their projects and defend their analyses and arguments to peers and the instructor. The topics offered to students for consideration all have ethical components that must be explicitly considered. Overall, the course will emphasize the value of analytical reasoning and evaluation of evidence to support ideas, hypotheses and theories. It will also strengthen students' abilities in oral and written communication and, because a major assignment is team-based, will reinforce the ability to work with others and fairly consider what might be differing views.

**BSC 2085**

This course provides relevant human-centered, biological concepts that are explored by the students as the semester progresses. Through reading assignments, lab exercises, class discussions, and formal exams, students will combine writing, reading comprehension, and analyzing topics, which will instill the basic knowledge of understanding the human body systems.

**CHM 2020**
Students who study chemistry will learn that the microscopic world around them defines the macroscopic world they live in. The behavior of invisible particles can be detected through careful observation and the scientific method.

Chemistry must be performed carefully. There have been many claims made about the behavior of molecules and atoms. The divergent claims are taken as a challenge to provide answers, to learn something new about nature. We must find out, which claim is correct, or, if both are correct, what new theory will unify them. This is how our understanding of objective reality is improved.

One must learn to be an excellent observer, an excellent problem solver, an individual who teaches others how to repeat your observation, and an individual who accepts when you are shown to be wrong. These are the essence of the scientific method: a tool for problem solving that can be applied across a wide range of fields.

Chemistry impacts and is impacted by a wide range of disciplines. It is, in some ways, applied mathematics. Students will be able to use math to predict real-world observations. It is useful in biology and medicine, where the chemical nature of genetic information, pathology, and respiration are central research areas. Chemists must learn to communicate well, requiring a good command of written and spoken English (Chemistry is “spoken” in many languages; however, professional level chemistry in the US is conducted in English.). Chemistry, as a unifying discipline, should have a central place in the study of the liberal arts.

**CHM 2045**

As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. In today’s world, arguments and claims often rely for support on scientific studies and statistical evidence. Students should possess the mathematical and quantitative skills to evaluate such evidence. Furthermore, students should possess the skills both to recognize the quantitative dimension of problems and to use critical thinking skills to solve the problem. Once students have mastered these skills they are able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. Finally, they must be able to write correctly and communicate their knowledge.

General chemistry engages students to first understand chemical ideas through personal discovery and problem solving. It encourages students to understand relationships between science and other human activities. Students often develop the capacity to understand his or her relationship to the physical universe, its life forms, and its natural phenomena. Finally, chemistry challenges students in examining solutions to major problems and in projecting probable outcomes related to the natural sciences.
CPO 2002

This course aims to promote the Philosophy of the General Education program in a variety of ways. First, the material that students will read includes both classic and contemporary texts in comparative politics, many of which rely on sophisticated quantitative and qualitative evidence including cross-national statistical correlations and ethnographic descriptions of local politics. Class time will be used to aid students in strengthening their ability to analyze these often challenging texts, and thus reinforce their basic quantitative and reading skills. In addition, in-class discussions will offer them an opportunity to enhance their communication skills by requiring them to summarize, explain, and discuss the implications of these materials with their peers. Although texts will be selected due to their importance for the field of comparative politics, they are drawn from a variety of disciplines, including economics, sociology, and history. Therefore, reflecting the eclectic nature of the field, the methods and theories to which students are exposed will be broadly cross disciplinary. Second, students will be asked repeatedly to compare and contrast the arguments and evidence provided by social scientists who often disagree among themselves. By comparing and contrasting different sources, students will enhance their capacity to evaluate alternative positions fairly and consistently. Rather than present comparative politics as a set of known propositions about world politics, this course aims to encourage students to develop a healthy curiosity about the diversity of political phenomena around the world. In doing so, it seeks to help them formulate their own informed opinions about the causes and consequences of important phenomena like democracy and development. Third, the global scope of the course offers ample opportunities to discuss how diverse cultural perspectives shape how people engage in politics. Students will be encouraged to understand the reasons and relations that underpin foreign systems of government, and to develop the ability to step into the shoes of those operating under social, economic, and political conditions that are often rather different from their own. Finally, the course’s emphasis on discussion and interaction is intended to foster an environment in which students must evaluate and consider their own ideas in a public forum. In particular, the in-class debates and their associated papers offer a valuable opportunity to develop many of the skills associated with the General Education philosophy. Many students will find themselves having to defend positions they do not naturally sympathize with, or which challenge their own perceptions and assumptions about the world. The debates cover issues like the legitimacy of state intervention in society and the appropriate scope of democratic participation, raising pressing ethical issues and offering an opportunity for students with divergent viewpoints to interact in a fruitful manner.

ECO 2013

This course provides students with the opportunity to refine reasoning and quantitative literacy. In addition, in developing an understanding of economic logic and forces, students can evaluate their own as well as the views of others (including policy makers) on the practice and institutions of "everyday living," which is the essential focus of economics. These skills and intellectual virtues will be fostered through quantitative and economic analysis of problems in assignments and exams, as well as through short writing assignments that will require students
to relate macroeconomic topics and issues to some aspect of their own lives.

**ENC 1101**

In addition to the state mandated and USFSP specific goals for general education, the foundation for Composition I and Composition II at USFSP is the “Framework for Success in Postsecondary Writing” that encompasses Habits of Mind and the (national) Writing Program Administrators Outcomes Statement for First-Year Composition. Working in concert, these two guiding documents (attached) provide strategies for developing: rhetorical knowledge, critical reading, writing, and thinking practices, composing processes, a knowledge of conventions, and processes for analyzing, creating, critiquing, and disseminating texts in print and electronic forms.

In ENC 1101 courses at USFSP, students have multiple opportunities to develop abilities in reading, writing, and analysis that will serve them well both as students at USF St. Petersburg and in their lives outside the university. Regardless of major and career, writing—along with reading, speaking, listening, computing, and problem solving—will help students achieve a wide range of personal and professional goals.

**ENC 1102**

In addition to the state mandated and USFSP specific goals for general education, the foundation for Composition I and Composition II at USFSP is the “Framework for Success in Postsecondary Writing” that encompasses Habits of Mind and the (national) Writing Program Administrators Outcomes Statement for First-Year Composition. Working in concert, these two guiding documents (attached) provide strategies for developing rhetorical knowledge, critical reading, writing, and thinking practices, composing processes, knowledge of conventions, and processes for analyzing, creating, critiquing, and disseminating texts in print and electronic forms. These processes and habits mirror the language of the USFSP General Education Philosophy.

In ENC 1102 courses at USFSP, students have multiple opportunities to develop abilities in reading, writing, and analysis that will serve them well both as students at USF St. Petersburg and in their lives outside the university. Regardless of major and career, writing—along with reading, speaking, listening, computing, and problem solving—will help students achieve a wide range of personal and professional goals.

**ESC 2000**

This GenEd course in Earth Science will accomplish the Philosophy of General Education Program by concentration efforts on Student Learning Outcomes (NS1-NS3). This will be done by the following approach:

Quantitative Literacy: For any science course it is imperative that scientific and quantitative literacy is being taught. This will help students understand the data to be used or represented
in models, maps, figures, and tables that are used to interpret Earth Science fundamentals (e.g., geological, astronomical) as well as for future predictions (e.g., weather patterns, tides).

Reasoning Skepticism: In this course students will be challenged to use cognitive learning. This approach will enable them to study, learn, and understand natural processes across disciplines (e.g., Geology, Astronomy). Students will learn how to critically examine Earth's processes (e.g., water cycle, nutrient cycling, adaptation) without unbiased and pre-conceived ideas. This will empower the students to "...consider the perspectives of others and the willingness and ability to evaluate their own ideas...".

Both approaches will empower our students to understand the integral role of our planet in society and how it affects how humans view the world. This is fundamental knowledge that all students need to know as a pivotal point towards scientific literacy.

**EVR 2001**

This proposed General Education course in Introduction to Environmental Science will accomplish the Philosophy of General Education program by concentrating efforts on Student Learning Outcomes (NS1-NS3). Environmental Science is an interdisciplinary subject that bridges science, society, and policy and through this course students will learn and understand the relationship between societies and how they affect our environment. This will be done by the following approach:

Quantitative Literacy: For any science course, it is imperative that scientific and quantitative literacy be taught. This will help our students understand the data to be used or represented in models, maps, figures, and tables that are used to interpret the fundamentals of environmental processes (e.g., ecology, pollution), as well as for predictions of natural phenomena (e.g., weather patterns, human population).

Reasoning Skepticism: In this course students will be challenged to use cognitive learning. This approach will enable them to study, learn, and, understand natural processes across disciplines (e.g., Biology, Chemistry). The students will learn how to critically examine environmental processes (e.g., water cycle, nutrient cycling, adaptation) without biased and preconceived ideas. This will empower the students to "...consider the perspectives of others and the willingness and ability to evaluate their own ideas...".

Both approaches will empower students to understand the integral role of our planet in society and how it affects how humans view the world. This is fundamental knowledge that all students need to know as a pivotal point towards scientific literacy.

**EVR 2217**

This course will accomplish the Philosophy of General Education Program by the following approach:
Quantitative Literacy/Reading: Scientific and quantitative literacy/reading will help our students understand the intricacies of data represented in models, figures, and tables that are used to study and interpret energy sources and sustainability. This will enhance the science literacy of all Liberal Arts students enrolled in this course by having them work with real-world data and reflect on the environmental impacts of energy and ways to minimize these impacts by thinking about sustainability. For example: reflective essays from peer-review sources and from book chapters will be used as tools.

Reasoning Skepticism: Students will be able to study, learn, and understand natural and anthropogenic sources of energy and sustainable ways on how to minimize environmental impacts. The students will learn how to critically examine data presented in class. The most important factor is to engage students in scholarly debates and group projects in which their biased and/or unbiased views on sustainable energy will be questioned and challenged. This will empower the students to "...consider the perspectives of others and the willingness and ability to evaluate their own ideas...". This approach involves communication skills (written and oral) as well as critical thinking of data and alternative ideas. For example: students will work on energy challenges for a sustainable future. This group project will combine their experiences (e.g., reflective essays, field trip, and book presentation) and they will gather data and construct models to generate sustainable ideas on current and alternate energy sources couple with its environmental impacts. This will provide a unique set of tools that will nurture their way of thinking sustainably on energy sources but most importantly on potential impacts on the environment.

GEA 2000

World Regional Geography is often an "eye-opening" course for many students, as they themselves often testify in email and evaluations. The course challenges students to step out of their nationally specific, and socially positioned, perspectives to examine the wider world with open eyes. As students and professor "travel" the world region by region, students become familiar with adverse cultural formations, environmental landscapes, political structures, social and family systems, and the linkages of the global economy and history that bind us together. Patterns of diversity and shared human experiences emerge. Students become aware that they may hold stereotyped or inaccurate views about people in other countries; further, they come to see that their own actions have consequences across the globe. Students emerge from the class with a stronger competence in the spatial configuration of the world in which they live from the basic location of countries to their languages, political systems, religions and levels of development. Paying attention to current events is an important part of the course, and it is the instructor’s hope that students maintain this good habit even after the class has ended. Further, students will gain a more sophisticated and nuanced understandings of global poverty, conflict, and issues such as population growth and environmental decline. The interconnectedness of people and places in the 21st century is emphasized.

GEO 2000

Updated 8-14-17
This course will accomplish the Philosophy of General Education Program by the following approach:

Quantitative Literacy/Reading: For any science course it is imperative that scientific and quantitative literacy/reading is being taught. This will help our students understand the data to be used or represented in models, maps, figures, and tables that are used to study and interpret Geography fundamentals as well as for future predictions (e.g., landforms). This will enhance the science literacy of all Liberal Arts students enrolled in this course by having them work with real-world data and reflect on interpretation and models constructed (e.g. weather) in order to understand their application.

Reasoning Skepticism: Students will be able to study, learn, and understand natural processes in Geography. The students will learn how to critically examine data presented in class. The most important factor is to engage students in scholarly debates in which their biased and/or unbiased views on weather, natural processes, and society (cultural baggage in the context of Geography) will be questioned and challenged. This will empower the students to "...consider the perspectives of others and the willingness and ability to evaluate their own ideas...". This approach involves communication skills (written and oral) as well as critical thinking of models, data, and ideas. For example: students will begin by constructing a conceptual model of climate controlling factors (e.g., temperature, precipitation, etc.). Then they will gather data and construct models by which they will comment/reflect on its relation to their conceptual model they built ahead of time. This will provide a unique set of tools that will nurture their intellectual honesty by teaching the students how to scrutinize data, establish comparisons, and reach ethical and sound conclusions.

HUM 1020

This class provides students with a grounding in the humanities by introducing students to the development, elements, purposes and significance of different humanities disciplines; it strengthens students' ability to grasp artistic conventions, cultural currents, and the influence of historical movements across various disciplines; it refines students understanding and communications skills through multiple reading and writing assignments; it gives students the foundation needed to be lifelong learners in the arts. We further encourage faculty to incorporate, where appropriate, discussion of diverse cultural perspectives and examples of works in the humanities from a variety of backgrounds and historical periods. Students will read and write about the creative ideas and accomplishments of various cultures in language and literature, and they will make presentations concerning their interpretations of topics like values, reform, freedom, or nation.

LIT 2000

Introduction to Literature provides students with a foundation in the literary arts across genres; it gives students the ability to grasp rhetorical and literary conventions, and sharpen their own faculties as writers and language users; it refines their reasoning and communications skills through multiple reading and writing assignments; it refines quantitative skills by discussing
literature as a sales/market driven phenomenon; it gives students the foundation needed to be lifelong learners. We further encourage faculty to incorporate, where appropriate, discussion of diverse cultural perspectives and examples of literary works from a variety of backgrounds and historical periods.

**MAC 1105**

While this course focuses on quantitative literacy, understanding, reasoning, reading and comprehension are essential skills, practiced in the context of mathematics. Classroom discussion contributes to student development of considering perspectives of others, engaging healthy skepticism when their own views are challenged, and the willingness to dialogue constructively as they evaluate ideas in class. Collaborative learning and group work in class promote curiosity as students explore concepts and applications of math to real world examples. Real world examples in homework, lecture, and in-class projects provide relevant practice of the concepts covered.

**MAC 2311**

This course provides students with many concepts and methods that apply directly to real world problem applications. It allows students to develop their quantitative literacy and reading, understanding, reasoning and communication skills. A student needs to be able to demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument. These are evaluated in all assessments in the course. In addition through class discussions, students learn to listen to others interpretation of the math problems and to formulate their thinking process verbally.

**MGF 1106**

This course focuses on quantitative literacy, understanding, and reasoning. Classroom discussion contributes to student development as adult thinkers and problem solvers. Collaborative learning and group work in class promotes curiosity as students explore concepts and applications of math to real world examples.

In problem solving, students discuss strategies for coming to reasonable solutions for applications that include planning how to get tasks done, time management, and financial choices. In set theory, students learn to be discerning in their choice of words and gain insight into the precise nature of mathematical and everyday language. In logic, students further refine their linguistic clarity as they discuss recent news items, translate these into the notation of logic and then use mathematical techniques to evaluate the soundness of reasoning as given in the news. Geometry provides practical tools, which allow students to solve basic questions in life. Probability and statistics provide discussion springboards for current and historical issues including drug safety testing, discrimination, survey issues, sound research methods, climate change, and global distribution of wealth. These ideas are new for many students in this class and discussions not only bring awareness of these ethical issues but also inspire
deep curiosity and engagement as students develop their own adult worldviews. The unit on the history of math provides a global view, since math arose in Egypt, Sumaria, China, and other places. A broad appreciation of the universal language of math is shared.

**MGF 1107**

This course focuses on quantitative literacy, understanding, and reasoning. Classroom discussion contributes to student development of considering perspectives of others and the willingness to constructively evaluate their ideas and arguments. Collaborative learning and group work in class promote curiosity as students explore concepts and applications of math to real world examples.

The unit on the history of math provides a global view, since math arose in Egypt, Sumaria, China, and other places. A broad appreciation of the universal language of math is shared. Practical small group and individual projects in the units provide students ample opportunity to improve their quantitative literacy, understanding, reasoning and communication as they work collaboratively to gain deep understanding of the topics of the course. Students complete projects in these areas: 1. Financial mathematics, 2. Linear and exponential growth, 3. Numbers and number systems, 5. Elementary number theory, 6. Voting techniques, 7. Graph theory.

Critical thinking is emphasized throughout the course. Critical Thinking is the active and systematic process of communication, problem solving, evaluation, analysis, synthesis, and reflection. Critical thinking is both individually and communally based, in that it fosters understanding, supports sound decision making and guides action. By infusing critical thinking into the classroom, it is the instructor’s hope to improve student learning and prepare students for a brighter and more prosperous future.

**MMC 3602**

This course requires more than simple memorization and recitation of facts. An extensive data-collection project, MyMediaAudit, seeks to develop critical thinking in students by teaching them systematic methodologies for examining the media they use on a daily basis. This project requires students to identify and question their own assumptions, confront personal bias, and differentiate what they think they know from what they can prove they know about the role of mass media in their lives. Their collection, analysis and reporting on data about their media consumption encourages intellectual honesty and a skeptical view of what they believe about how and why they consume media. Ethical issues and "intellectual virtue" are at the forefront of many readings and assignments, including those on how social media collects personal information on users and put it to commercial use, often without clear consent of the parties. The study of modern propaganda encourages students’ creative reasoning by asking them to actively identify persuasive techniques endemic to the media they consume each day. They then employ these techniques from the opposing side by using various propaganda techniques in an advertisement they create to sell a fictional product. The course fosters clear, rigorous communication in that it requires a major written report at the end of the semester.
MUL 2020

In this General Education course, students will practice the arts and habits of a liberal education. They will read, listen, write, and practice abstract thinking in the context of learning about music. This course helps students develop an appreciation of music and the arts, in general, because a background in music will broaden students' general understanding of culture, artistry, and design as illustrated through musical expression. Students in this course practice communication skills through multiple writing activities and oral presentations. With a goal of interpreting cultural perspectives, students will study examples of music from a variety of backgrounds and historical periods and discuss the relationship of music to religion, ethnicity, gender, patriotism, work, and/or entertainment. The activities in the course reinforce quantitative literacy through the recognition of rhythm and pattern as well as through marketplace and promotion analysis.

PHI 2010

The focus in Humanities courses is not on quantitative literacy. Nonetheless, this course will at least demonstrate the importance of such literacy to understanding certain important philosophical issues (statistical generalizations in ethical arguments, the use of math in framing scientific theories and testing hypotheses, etc.). The main skills cultivated in the course are reading, understanding, communication, and reasoning. The teacher should encourage and instruct students on how to understand important, complex texts. In her classroom, she should model clear communication and careful reasoning. Written assignments will test — and help students improve — their communication, reading and reasoning skills. Finally, through the readings, lectures, and assignments, the course should cultivate the intellectual virtues. It encourages intellectual curiosity (understanding a complex world and the rationale for alternative views); intellectual honesty (a willingness to embrace, or at least see the plausibility of, views which once seemed foreign); and the propensity to rationally and critically evaluate others' (and especially one's own) views.

PHI 2630

The focus in Humanities courses is not on quantitative literacy. Nonetheless, this course will demonstrate the importance of such literacy to understanding important philosophical issues (particularly the use of statistical generalizations in ethical arguments, etc.). The main skills cultivated in the course will be reading, understanding, communication, and reasoning. Teachers will encourage and instruct students on how to understand important, complex texts. Teachers will also provide a model of clear communication and careful reasoning. Written assignments will both improve and assess student communication, reading, and reasoning skills. Finally, through the readings, lectures, and assignments, the course will cultivate the intellectual virtues. It will encourage intellectual curiosity (understanding a complex world and the rationale for alternative views); intellectual honesty (a willingness to embrace, or at least see the plausibility of, views which once seemed foreign); and the ability to evaluate the views of one-self and others rationally and critically.
POS 2041

“It instills and refines quantitative literacy and reading, understanding, reasoning, and communication skills, and it develops and strengthens essential intellectual virtues: curiosity, a healthy skepticism, intellectual honesty, the imagination to understand and fairly consider the perspectives of others, and the willingness and ability to constructively evaluate their own ideas and arguments. We further encourage faculty to incorporate, where appropriate, discussion of diverse cultural perspectives and significant ethical debates into their respective discipline’s general education courses.”

American National Government is an engaging and robust course that prepares students to be active citizens. Through class discussion and simulations, students have many opportunities to strengthen their written and oral communication skills and fairly consider the perspectives of others. The nature of the content of this course lends itself to a discussion of contemporary political issues from diverse points of view. The topics covered in American National Government require debate and discussion related significant ethical issues (e.g., campaign finance reform, capital punishment, reproductive rights) from diverse cultural perspectives (e.g., when discussing immigration reform, affirmative action, US foreign policy).

PSY 2012

Perhaps more than any other General Education class at this institution PSY 2012 builds upon scientific understandings of cognitive, developmental, biological and social understandings of the human condition to help students understand the bases of sexism, racism and homophobia and recognize how their own self-reflection and knowledge can enable them to behave differently. It also promotes capacity to understand and uphold-- but not resolve and win multiple perspectives/sides of the same argument. Students develop methodological competence through exposure to issues of design and analysis, engage in critical analyses and discussion with one another, and exit the course with a more developed understanding of why people think, feel, and act the way they do.

STA 2023

This course focuses on quantitative literacy, understanding, and reasoning. Classroom discussion contributes to student development in the areas of considering perspectives of others and willingness to participate constructively as they evaluate their ideas and arguments. Collaborative learning and group work in class promote curiosity as students explore concepts and applications of math to real world examples. By learning about basic concepts in descriptive and inferential statistics, students enhance their quantitative literacy, reading, understanding, reasoning and communication skills. In learning about confidence intervals and hypothesis testing students enhance their healthy skepticism as they constructively evaluate their own and others ideas and arguments. Discussions of examples of hypothesis testing are springboards for discussion of social issues, such as fair jury selection, FDA testing and the use of double blind testing.
SYG 2000

Throughout the semester, students will become familiar with core sociological concepts and theoretical perspectives, and will be presented with pertinent examples that emphasize sociopolitical context and cross-cultural comparisons of social behavior. Considering the sensitive subject matter discussed in class (e.g. race, social class, gender, politics, etc.), it is imperative that students maintain a professional attitude and learn how to interact with others who hold differing views on critical topics. Students will learn to evaluate and support specific positions on key issues with evidence (both quantitative and qualitative) and logic, rather than personal feelings or experiences. Tests are designed to test students' knowledge of sociological concepts and theories, processes and structures, rather than their personal beliefs. The class provides a safe forum for students to encounter new ideas about the world and an opportunity to question long held assumptions about how society functions. Explorations of cross-cultural perspectives on key issues will be explored through lecture, discussion, readings, quizzes, films, and a substantial independent research project.

THE 2000

This course helps develop an appreciation of theater as it strengthens students' understanding of dramatic art from the written page, through rehearsal to performance; it emphasizes the value of collaboration, marketing and management through the arts -- knowledge that requires communication and quantitative skills. The course further refines students' communications skills through multiple reading and writing assignments. The course material fosters discussion of diverse cultural perspectives and examples of theater from a variety of backgrounds and historical periods. The class exposes students to theater so that they appreciate its complexities and cultural importance and challenges students to imagine the lives of others by performing as others in scripted ways. In addition to studying dramatic literature, theories, history, forms, and styles, students will evaluate how theatrical performances and literature explore societal issues such as ethnicity, gender, sexuality, and economic class. Students will explore the collaborative processes that make theater work, and learn to think and write critically about theatrical productions. The course is designed to develop and enhance students' communication skills through writing and performing texts related to theater and theater production.

WOH 2030

This course will promote the General Education philosophy in a number of ways. First, it will ask students to engage with and to show command of materials both quantitative (demographic data, comparative economic data; historical censuses and databases of human migration, etc.) and qualitative (primary source documents, first-hand accounts of historical events, poetry and literature from the past, etc.). Students will also be asked to analyze the ways in which such materials shed light on the lives and interactions of diverse populations across time and how different sorts of sources permit or suggest different forms of inquiry. Students will be required to present these materials accurately and to assess them critically,
will be required to communicate both descriptions and analyses of these materials clearly and accessibly in class discussion and in essays, and will be asked to put their own analyses into dialogue with alternatives presented by the textbook, their instructor, and their classmates, thereby requiring that they recognize and engage with the possibility of multiple and competing analytic approaches and assessments.

Moreover, the course is designed in such a way that historical events will be approached from a range of historical, social, geo-political, and cultural perspectives (as the syllabus demonstrates, the textbook is used as a guide, but the bulk of the assigned readings are primary sources drawn from a diverse pool of regions, states, and viewpoints). This approach is intended to challenge students to recognize that history and historical events are both shaped and given meaning by the perspectives of diverse populations and actors, and that the nature and meaning of historical events varies when approached from different perspectives. They will be asked to present their own analyses of historical events and documents, but also to recognize and address ways in which those analyses might be challenged by others and/or how they privilege or focus upon one perspective over others.

These skills and habits will be particularly important when we engage with ethically charged or challenging topics such as the history of slavery, industrialization and its consequences for global economics, imperialism, and the dynamics at work in contemporary global society. Also, by presenting students with many primary sources from a variety of historical contexts, and by asking them to select for themselves documents and contexts for analysis, the course is designed to simultaneously promote intellectual curiosity (students may pursue those historical topics that spark their interest) and to demonstrate self awareness and self scrutiny, as they will have to justify bringing particular documents and contexts into dialogue with one another. They will also have to identify and describe the historical themes or dynamics to which their selections permit us insight as well as those that might be obscured by their choices.
Appendix E. Critical Assignment Descriptions for Each Gen Ed Course

How will your course satisfy (a) the state mandated and (b) USFSP-specific Student Learning Outcomes? How will the course assignments demonstrate that students have met the SLOS. Be specific. Your course MUST demonstrate assessment of ALL state and ALL USFSP SLOs. (There may be some overlap in your answers).

AMH 2020

SS1- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Critical Assignment- Students will write "response papers" for which they will be required to analyze historical primary sources within their historical context. At the very least, this essay requires that students recognize that the issues of the past looked different to those who lived through them than they do to historians and students of history, and so that the meaning of cultural, social, political, and other such "behavioral issues" are shaped by perspective. Moreover, for those response papers students will be asked to analyze and describe a diverse array of primary sources, thereby engaging with a variety of points of view even among the people of the past.
SS2- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analyses of behavioral, social, and cultural issues, past and present, local and global.

Critical Assignment- Midterm and final examinations will include essays in which students are required to employ the concepts and principles of historical analysis and develop a substantive analysis of how they understand key events, ideas, and historical dynamics as elements of US History. Doing so will require that they clearly define and then demonstrate command of those concepts.

SS3- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

Critical Assignment- As noted above, students will be required to situate and analyze primary sources in their historical contexts. While the primary source selection and analysis will emphasize the multiplicity of voices we must engage when studying the past, the identification and analysis of context(s) will emphasize the many factors that shape historical actions as well as the significance of those actions or resulting events.

SS4- Students will demonstrate knowledge of quantitative and qualitative methods on the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

Critical Assignment- Students will be expected to work with both quantitative (census data, economic indicators, industrial outputs) and qualitative historical sources. In addition to evaluating students' grasp of these approaches through class discussion, the interaction of these sorts of data will be the subject of essay questions on the midterm and final exam.

ANT 2000

SS1- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Critical Assignment- Students will be asked to examine social issues from a variety of points of view through reading a variety of articles and summarizing the information in a written assignment. For example, students may be required to demonstrate their ability to examine the concept of race as culturally constructed in two or more cultural context, which would highlight the variety of points of view through which the cultural issue of race is manifested.

SS2- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Critical Assignment- Students will be required to take a series of exams that focus on
assessing their knowledge of the key concepts and terminology in anthropology, such as ethnocentrism, cultural relativity, gender, etc..

**SS3**- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

**Critical Assignment**- Students must write a paper that demonstrated critical thinking. For example, the paper must demonstrate critical thinking about how racism shapes human behaviors and interactions that result in genocide. Students must demonstrate that they understand that the concept of race is culturally constructed and provide two specific examples (one in the past and one in the present) of the historical development of a specific genocide fueled by racism.

**SS4**- Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

**Critical Assignment**- Students will answer a series of exam questions about quantitative and qualitative anthropological methods to demonstrate their knowledge of social science methods.

**ANT 2410**

**SS1**- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

**Critical Assignment**- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view through class discussions. Discussions will focus on a series of readings and questions that will require students to explore, critically think, and verbally express their views and the views of others about social and cultural issues.

**SS2**- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

**Critical Assignment**- Students will demonstrate an understanding of the basic concepts and principles in anthropology through course exams. Each exam will focus on testing student knowledge about specific anthropological concepts and principals (cultural relativity, enculturation, examining culture as learned, dynamic, shared, symbol-based, integrated, and adaptive) used in the analysis of behavioral, social, and cultural issues (e.g., economics, gender, marriage, religion) presented in course lectures, films, and readings.

**SS3**- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and
interactions, past or present.

**Critical Assignment**- Students will be required to provide written analyses that evaluate social factors that shape human behaviors, experiences and interactions. For example, students will write either one paper (in which several social factors are evaluated) or a series of short papers (in which they focus on one social factor, e.g. race, kinship, gender) that requires them to critically evaluate how social factors shape human behaviors and experiences in a specific cultural context (e.g., Samoan, Nuer, Mayan, Maasai, Kwaikutal society).

**SS4**- Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

**Critical Assignment**- Students will answer a series of exam questions about quantitative (census, participant observation, in-depth interviews) and qualitative (codebooks, statistics) anthropological methods to demonstrate their knowledge of social science methods.

**ANT 2511**

**NS1**- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

**Critical Assignment**- Students are presented with at least two case studies drawn from the scientific literature in biological anthropology and, after an introduction to the scientific method, are asked to identify the hypothesis, methods and data used to reach the conclusions in that study. Students are then asked to critically evaluate whether the steps of the scientific method were properly followed, and whether the conclusions follow from the methods used.

**NS2**- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

**Critical Assignment**- Students engage in a variety of field and class-based exercises in areas such as population genetics, comparative anatomy of fossil and extant skeletal specimens, and collection and analysis of data on field observations of primate behavior. These exercises illustrate and complement the material introduced in the texts and lectures in order for students to understand concepts such as evolutionary change, animal behavior and ecology, and variation.

**NS3**- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

**Critical Assignment**- Students do quantitative and qualitative behavioral observations of 4 non-human primate species and relate these observations to evolutionary and behavioral
ecological models discussed in lecture and the scientific literature. Field data is tabulated, presented and analyzed both quantitatively and qualitatively in a formal report of investigations. Students evaluate ideas about human variation from an anthropological/biological perspective as a means of biomedical research using non-human primates, the impact of habitat loss and bushmeat hunting on extant primate populations, and the ethics of genetic testing in human populations are also examined.

**ARH 2000**

**H1**- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

**H2**- Students will acquire competence in reflecting critically upon the human condition.

The many writing assignments spread across the semester are designed to address these broad SLOs. Among other tasks, students will complete visual analyses of a painting and a building; a critical response essay to a book on modern art; reflective essays on themes of art across time/cultures; and response papers following field trips to local arts institutions. In all cases, students will need to think critically about the subject at hand: the artwork/building, the book, and/or the museum display. The Journal Project to be submitted at the end of the semester, in which most of the previous will be included, is intended as a compendium of work that approaches art from multiple perspectives. By the end of the semester, students will have had enough practice in using appropriate concepts and vocabulary to demonstrate both competence and confidence.

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

Writing assignments and tests/quizzes emphasize mastery of concepts/vocabulary and the development of visual literacy. Particular attention will be paid to design principles, echoing CAS’ focus on quantitative literacy; the architectural analysis assignment, which will include drawing a basic ground plan and elevation, illustrates how these ideas will be integrated into the course. Students will analyze artworks-as-text and discuss them in written and spoken form. Students will be asked to support opinions about artworks with observed analysis and not rely on value judgments that may show social/cultural bias. While not an art history course that proceeds chronologically and emphasizes artworks as historical documents per se, this course examines art from diverse times and cultures to introduce students to many media, processes, and subjects. Students will be introduced to local arts institutions, both to enhance the learning of course concepts and to encourage life habits of museum-going.

**ARH 2050**
H1- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

H2- Students will acquire competence in reflecting critically upon the human condition.

In ARH 2050, students use artworks/monuments as documents in understanding historical and cultural developments across time, while simultaneously learning the basics of art historical interpretive theory (e.g., iconology for subject matter/symbolism and reception theory to understand the role of the ancient/medieval viewer). Writing-intensive examinations require students to apply these concepts, interpret artworks (both seen in class and ‘unknowns’), and explain their broader significance. Essays, which involve trips to local museums and analyzing/researching “real” artworks, ask them to think and write critically while developing their visual literacy.

H3- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

In ARH 2050, artworks and monuments are considered as texts and in concert with broader historical/sociocultural developments. Students master the historical framework and discuss artworks within that framework; they also learn appropriate vocabulary for stylistic/iconographic analysis and build their visual literacy. Primary source texts serve as supplemental readings, and students learn how to use primary sources critically in artistic analysis. Examinations require students to write paragraphs about identified artworks, and the last exam requires a longer essay. Two additional papers, both involving “real” artworks in local museums, further build writing and critical thinking skills.

**ARH 2051**

H1- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

H2- Students will acquire competence in reflecting critically upon the human condition.

**Critical Assignment**- In ARH 2051, History of Visual Arts II, students use artworks/monuments as documents in understanding historical and cultural developments across time and simultaneously learn the basics of art historical interpretive theory (e.g., iconology for subject matter/symbolism and reception theory to understand the role of the viewer). Writing-intensive examinations require students to apply these concepts, interpret artworks (both seen in class and ‘unknowns’), and explain their broader significance. Essays on assigned topics ask them to think and write critically about supplemental readings and/or relevant museum exhibitions on view that semester [assignments vary depending on the term and what is happening in the local arts community--the syllabus provided is a sample assuming that no relevant exhibitions...
are on view in a given term].

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

**Critical Assignment**- ARH 2051 artworks are considered as texts and in concert with broader historical/sociocultural developments. Students master the historical framework and discuss artworks within that framework; they also learn appropriate vocabulary for stylistic/iconographic analysis and build their visual literacy. Dr. Bundrick has developed a new list of primary-source texts that will serve as supplemental readings; students will learn how to use primary sources critically in artistic analysis. Examinations require students to write paragraphs about identified artworks, and the last exam requires a longer essay. Two additional papers further build writing and critical thinking skills. With regards to quantitative literacy specifically, principles of design form are an important part of discussion and analysis; thus in the sample syllabus, the first essay concerns architectural design through the achievements of Bernini and Borromini.

**BSC 1005**

**NS1**- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

**Critical Assignment**- Written analysis of an article in a newspaper, magazine, or from an online trusted source about a scientific topic. By reading and analyzing an article about science, students will gain experience in critically analyzing the quality of the evidence presented in the article, evaluating whether and how that evidence supports or refutes the scientific issue or hypothesis in the article and, if appropriate, evaluating the validity of the statistical analysis in the article.

**NS2**- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

**Critical Assignment**- Selected questions from examinations and quizzes. The course will include both examinations and a series of short quizzes (perhaps some open book or even team-based) that will challenge students to correctly interpret and explain fundamental biological concepts, principles and processes. For example, an exam question might ask students to explain cellular respiration (the fundamental energy process in every living cell) or photosynthesis (one of the most basic processes in biology), not simply answer a series of multiple choice questions. This will require synthesis of knowledge and evaluation of the key features of these vital biological concepts. A quiz might ask a student team to apply their knowledge about Mendelian genetics to predict the outcome of a genetic case study (perhaps in the context of genetic counseling). In this way, students will not merely memorize facts, but
rather will be challenged to use their knowledge in ways that are relevant to contemporary problems.

**NS3**- Students communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

**Critical Assignment**- Team projects on scientific topics of contemporary significance. Teams of 3-4 students will be asked to research a specific topic including ethical and societal impacts. Each team must produce a written paper in a format that will be specified and common to all teams and each team must also prepare an in-class presentation (5 slides) that must involve all team members and will be formally critiqued by the other class members (and the instructor, of course). This assignment will incorporate oral and written communication skills, analytical reasoning and critical thinking. In addition, information literacy will be emphasized since each team paper must have a minimum of 5 citations to underpin their written work. A presentation on finding and using scholarly resources is part of the syllabus.

**BSC 2010**

**NS1**- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

**Critical Assignment 1**- Students will correctly answer exam questions that explore their knowledge and understanding of hypothesis based research such as the concept of a hypothesis, use of experimental predictions for hypothesis testing, use of controlled experiments, and use of independent and dependent variables.

**Critical Assignment 2**- Students will describe in a brief (i.e. 2 page) paper their own model scientific study to describe a mock hypothesis testing experiment, to include description of their hypothesis, experimental predictions, variables, and controls.

**NS2**- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

**Critical Assignment 3**- Students will correctly answer key exam questions directed at the fundamental concepts of cell biology to include at least 3 key concept questions (each) on basic biochemistry, cell structures and functions, metabolism, DNA and gene expression.

**NS3**- Students communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

**Critical Assignment 2**- (see above) Students will describe in a brief (i.e. 2 page) paper their own model scientific study to describe a mock hypothesis testing experiment, to include
description of their hypothesis, experimental predictions, variables, and controls.

**Critical Assignment 4** - Students will complete quantitative problems on basic chemistry such as molecular weights and pH calculations.

**Critical Assignment 5** - Students will write a paper on either (a) the dietary implication of some biochemical principle such as saturated vs. unsaturated vs. trans fats or (b) the social and ethical ramifications of genetic testing and genetic engineering/biotechnology.

**BSC 2085**

**NS1** - Students will demonstrate the ability to examine and evaluate scientific observation, hypothesis, or model construction, and the use of the scientific method to explain the natural world.

**Critical Assignment** - Students will complete a written analysis of articles in newspaper, magazine, or from other online trusted source about a scientific topics. This will increase the ability to read, comprehend, and discuss current topics of interest.

**NS2** - Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

**Critical Assignment** - Students will answer selected questions from examinations and quizzes. Exams will reinforce the learning of the unit concepts throughout the semester.

**NS3** - Students should communicate in writing the examination of scientific observations, hypotheses, or models to include quantitative analyses and relevance to societal issues.

**Critical Assignment** - Team projects on scientific topics of contemporary significance through creating a written assignment (ex. powerpoint presentation, poster, reaction papers). The projects will incorporate teamwork, reinforcement of topics and apply them to anatomy related events currently happening around the world.

**CHM 2020**

**NS1** - Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

**Critical Assignment** - Student achievement will be measured by their responses to homework and exam questions on the topics of: identifying the perfect gas equation (a model with
assumptions), predicting amount of product for a reaction with a limiting reagent, identifying the limiting reagent in a reaction, identifying states of matter and phase transitions, and using SI measurements.

NS2- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Critical Assignment- Student achievement will be measured by their responses to homework and exam questions on the topics of: conservation of mass and energy, the atomic and molecular theories of matter, the structure of the atom, electron configuration, determination of spontaneity using the 2nd Law of Thermodynamics, and proper use of significant figures.

NS3- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

Critical Assignment- Student achievement will be measured by their responses to questions about the kinetics and thermodynamics associated with anthropogenic climate change by written homework and projects and short answer questions on quizzes and exams.

CHM 2045

NS1- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

Critical Assignment- Student achievement will be measured by their responses to homework, quizzes and an ACS standardized final exam with questions on differentiating between accuracy and precision in measurements, reporting metric measurements and calculations to the proper number of significant figures, and solving problems using the Unit-Label/Dimensional Analysis method.

NS2- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Critical Assignment- Student achievement will be measured by their responses to homework, quizzes and an ACS standardized final exam with questions on classifying the four basic types of chemical reactions, balancing chemical equations and predicting products of chemical reactions, and using balanced chemical equations to solve stoichiometry problems.

NS3- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

Critical Assignment- Student achievement will be measured by their responses to homework,
quizzes and an ACS standardized final exam with questions on describing phase changes and calculate heat changes for a substance that involve heat of fusion, specific heat, and heat of vaporization; discussing the structure of the atom and organization of the periodic table; relating the spectrum of an element to the structure of the atom; differentiating between ionic and covalent bonding; and predicting and explaining the polarity of a molecule.

CPO 2002

SS1- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Critical Assignment- The first state-mandated SLO will be evaluated through two structured in-class debates, which will be recorded and evaluated. Students will be randomly assigned to defend or challenge a provocative claim about contemporary global politics. Students will have to defend their own position and critique that of their opponents, thus requiring that they systematically evaluate contrasting positions. Moreover, since their assigned role may not match their personal stance on an issue, the exercise encourages students to understand alternative points of view and identify the best arguments that can be used in their support.

SS2- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Critical Assignment- The second state-mandated SLO will be evaluated through a series of targeted short questions in the final exam, which will ask students to identify and explain general concepts and principles used in the study of comparative politics. Students will need to show a solid grasp of how different scholars use these general concepts and principles to understand particular political episodes around the globe.

SS3- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

Critical Assignment- The first USFSP-specific SLO will be evaluated through two short debate preparation papers (each ~1000 words), which will require students to make well-structured and evidence-based arguments analyzing both sides of prominent debates in contemporary comparative politics. In doing so, students will need to demonstrate an ability to consider how diverse social, cultural, and economic factors have shaped political outcomes, and why social scientists often disagree about their role and relative importance.

SS4- Students will demonstrate knowledge of quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.
Critical Assignment- The second USFSP-specific SLO will be evaluated via an essay (~1-page in length) included in the final exam, which will ask students to compare and contrast the methods used by prominent scholars of comparative politics to analyze central questions in the field. Students must demonstrate awareness of the basic frameworks deployed by political scientists and the ability to assess the costs and benefits of different approaches.

ECO 2013

SS1- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Critical Assignment- In exams and short papers, students will identify and analyze how different groups (e.g. consumers and producers) are affected by economic events and policies, as well as examine how these events and policies directly relate to their own (students’) lives.

SS2- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Critical Assignment- In exams and short papers, students will identify and apply basic macroeconomic concepts and principles, such as production, consumption, saving, unemployment, and inflation.

SS3- Students will construct a thoughtful and plausible well-written analysis demonstrating that they can identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

Critical Assignment- Students will be given two short writing assignments (500 words) in which they will answer a question on a relevant macroeconomic topic or issue, relating that topic or issue to some particular aspect of their own lives, as well as to a concept or principle taught in the course.

SS4- Students will demonstrate knowledge of quantitative and qualitative methods of social scientists as they formulate and seek to answer questions about the nature of social organizations and institutions.

Critical Assignment- In exams, students will calculate measures such as: GDP, Consumer Price Index (CPI), the unemployment rate, and money supply.

ENC 1101

C1- Students will demonstrate the ability to communicate effectively.
C2- Students will demonstrate the ability to analyze communication critically.

Critical Assignment- Instructors assess student portfolios using common and specific rubrics based on the SLOs.

COURSE PORTFOLIO: Students create electronic course portfolios that include final versions of major writings. The project portfolio includes a cover letter in which students analyze their learning over the semester as measured against the aforementioned course learning goals. Evidence of learning is crucial, and draws on all sorts of sources to find that evidence—for instance, writer’s journal/learning blog, excerpts from formal papers, and notes from peer-group discussions. Students submit draft portfolios at mid-term with a mid-term reflection and a final portfolio with a final reflection at end of term.

PROCESS WORK: Participation Portfolio: Ultimately, this work which consists of daily writings & logs, blog, progress reports, online exercises and draft conferences as well as class discussion, preparation of reading materials, in class assignments, homework, conference preparation, process drafts (on time), oral and written comments from collaborative works, group evaluations, self-evaluations (reflective memos, mid-term assessments, etc.), electronic participation on discussion boards, and individual and group presentations will be collected in a portfolio at the end of the semester.

C3- Students will demonstrate fluency in grammar, spelling, and mechanics; they will communicate with accuracy, clarity, and style, using numerical computation and interpreting statistical data where appropriate.

Critical Assignment- Instructors assess student written portfolios using common and specific rubrics based on the SLOs. Fluency in grammar, spelling, and mechanics falls under course-specific SLO of Knowledge of Conventions (see syllabus).

ENC 1102

C1- Students will demonstrate the ability to communicate effectively.

C2- Students will demonstrate the ability to analyze communication critically.

Critical Assignment- Instructors assess student portfolios using common and specific rubrics:

COURSE PORTFOLIO- Students create electronic course portfolios that include final versions of major writings. The project portfolio includes a cover letter in which students analyze their learning over the semester as measured against the aforementioned course learning goals. Evidence of learning is crucial, and draws on all sorts of sources to find that evidence—for instance, writer’s journal/learning blog, excerpts from formal papers, and notes from peer-
group discussions. Students submit draft portfolios at mid-term with a mid-term reflection and a final portfolio with a final reflection at end of term.

PROCESS WORK- Participation Portfolio: Ultimately, this work which consists of daily writings & logs, blog, progress reports, online exercises and draft conferences as well as class discussion, preparation of reading materials, in class assignments, homework, conference preparation, process drafts (on time), oral and written comments from collaborative works, group evaluations, self-evaluations (reflective memos, mid-term assessments, etc.), electronic participation on discussion boards, and individual and group presentations will be collected in a portfolio at the end of the semester.

C3- Students will demonstrate fluency in grammar, spelling, and mechanics; they will communicate with accuracy, clarity, and style, using numerical computation and interpreting statistical data where appropriate.

Critical Assignment- Instructors assess student portfolios using common and specific rubrics based on the SLOs. Fluency in grammar, spelling, and mechanics falls under course-specific SLO of Knowledge of Conventions

ESC 2000

NS1- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

NS2- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Critical Assignment- Both NS1 and NS2 SLO’s will be assessed by the following assignments:
- Exams: questions will be implemented to assess the understanding of principles and concepts about Earth Science.
- Exams: Inquiry based essay questions (short/long) will assess critical thinking and how to apply cognitive learning towards natural processes and most importantly to asses the ability to bring together several aspects of science.

NS3- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

Critical Assignment- Take-home Assignments: The students will complete several assignments and essays related to:
a) open essay: this essay is about your position on how Earth processes affect human population from a societal perspective taking into account content covered in the course.
b) movie (The Day After Tomorrow)- this assignment is related to how human populations adapt to drastic Earth processes in which students will be discussing scientific observations, and hypothesis testing. They will perform this by writing their position on the subjects at hand and to develop new ideas and ways on how to make improvements for the future of our society.

c) peer-reviewed literature- students will write reflective essays on each article topic(s) (e.g., tsunami impacts, earthquakes, etc.). These essays will help enrich scientific vocabulary, and show how science is performed and presented.

EVR 2001

NS1- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

NS2- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Critical Assignment- Both NS1 and NS2 SLO’s will be assessed by the following assignments:
Exams/Quizzes: questions will be implemented to assess the understanding of principles and concepts about Environmental Science and to gauge their scientific literacy.
Exams: Inquiry based essay questions (short/long) will assess critical thinking and how to apply cognitive learning towards natural processes and most importantly to assess their abilities in bringing together multiple aspects of science (e.g., Geology, Biology) and how this relates to policy and human societies (e.g., conservation, resource use).

NS3- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

Critical Assignment- Take-home Assignments: The students will complete assignments and essays related to movies (Soylent Green, An Inconvenient Truth, and A Crude Awakening). These movies are related to human over-population, climate change, and energy resources. Students will discuss scientific observations, hypothesis testing, and societal issues. They will perform this by writing their position on the subjects at hand and to develop new ideas and ways on how to make improvements for the future of our society.

EVR 2217

NS1- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.
**NS2**- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

**Critical Assignment**- These SLO’s will be assessed by the same following assignments:
- Exams/Quizzes: questions will be implemented to assess the understanding of principles and concepts about renewable resources and their relationship to human population and to gauge their literacy in the topic. In addition, inquiry based essay questions (short/long) will assess critical thinking and how to apply cognitive learning towards social interactions between politics, economics, and nature.

**NS3**- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

**Critical Assignment**- This USFSP SLO will be satisfied by the assignments describe above. In addition:
- 3-4 paragraph response/reflection summary of the article (e.g., journal articles, book chapters, government reports).
- Group Project: Each group will do a research project on energy challenges for a sustainable future, which includes writing and use of scientific methods.

**GEA 2000**

**SS1**- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

**Critical Assignment**- Exams and Essays: Objective and essay questions on exams will test students’ ability to analyze key social issues from within a spatial and geographic perspective. Cross-regional comparisons will be emphasized. Student essays will further demonstrate student investigation of social, cultural or environmental problems and challenges from a geographic perspective.

**SS2**- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

**Critical Assignment**- Exams and Essays: Students will demonstrate their understanding of social science concepts and methods through objective and essay questions on exams and in their essays.

**SS3**- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.
Critical Assignment- Essays: Students will choose two specific social issues for investigation and analysis through library research using academic sources. The essays will compare and contrast two regions in regard to the issues. Papers will demonstrate students’ ability to understand human actions from a spatial perspective.

SS4- Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

Critical Assignments- Exams will test students' basic mastery of geographic and social science research methods.

GEO 2200

NS1- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.

NS2-Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Critical Assignment- Both SLO’s will be assessed by the same assignments:
- Exams/Quizzes: questions will be implemented to probe each student’s understanding of the scientific method including differences between observations/facts, beliefs, hypotheses, and theories- as well as how values and ideologies shape the questions scientists ask and the methods they use to analyze data, and the models they construct to explain the natural world. In addition, questions will probe the student’s understanding of energy and its movement; atmospheric motion; changes in the water cycle; atmospheric circulation models; plate tectonics; climate classification and forcing mechanisms; erosion, transport, and deposition of earth surface materials; soil genesis; fluvial, aeolian, and glacial processes; and factors driving the distribution of plants around the world.

NS3- Students will communicate in writing the examination of scientific observations, hypotheses or models, to include quantitative analyses and relevance to societal issues.

Critical Assignment- This GE USFSP SLO’s will be satisfied by the assignments described above. In addition: assignments will be given to students for them to retrieve, examine, and graph mean monthly temperature data from one station in the Florida Panhandle, two stations in Central Florida (one near the ocean, the other inland), and one more from South Florida. In addition, they will write a two-page essay about their findings and interpretations (differences/similarities) using concepts and models discussed in class.
HUM 1020

H1- Students will confirm the ability to think critically through demonstrating interpretative ability and cultural literacy.

H2- Students will acquire competency in reflecting critically on the human condition.

Critical Assignment- Reading Journal: Students will write 1-2 pp. responses to assigned course reading, specifically focusing on the “Values” questions as noted in the textbook. Responses should summarize key concepts, employ interpretive/analytical tools discussed, and show how concepts and tools apply to specific historical and/or cultural examples. Responses will prepare students to write the essays below. [SLO H2]

Essay 1: Students will write a 4-5 pp. essay that examines a “Values” issue from Chapters 1-10 (i.e., Discuss the importance of Fate in early Greek society; Discuss the role of Revelation in Judeo-Christian tradition; Describe the Five Pillars of Islam). Essays should employ discipline-specific vocabularies and interpretive tools as discussed in the text and in class, apply them to different historical and/or cultural examples, and reflect critically upon the connections between specific examples and the general human condition. [SLO H1]

Essay 2: Students will write a 4-5 pp. essay that examines a “Values” issue from Chapters 11-19 (i.e., Explain what is meant by a term such as “Reform,” “Freedom” or “Nation”). Essays should employ discipline-specific vocabularies and interpretive tools as discussed in the text and in class, apply them to different historical and/or cultural examples, and reflect critically upon the connections between specific examples and the general human condition. [SLO H2]

Presentation: Students may work individually or in teams to present on topics related to Essay 2. Presentations may take a variety of forms, but the instructor ahead of time must approve topics and formats. Presentations should employ discipline-specific vocabularies and interpretive tools as discussed in the text and in class, apply them to different historical and/or cultural examples, and reflect critically upon the connections between specific examples and the general human condition. [SLO H1]

H3- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods

Critical Assignment- Students will examine texts and interpret them. Students will write and present essays based on class readings and discussion. All of the writing assignments for this class are designed to address both the state-mandated and the USFSP-specific GE SLOs. Responses should summarize key concepts, employ interpretive/analytical tools discussed, and show how concepts and tools apply to specific historical and/or cultural examples. Essays should employ discipline-specific vocabularies and interpretive tools as discussed in the text and in class, apply them to different historical and/or cultural examples, and reflect critically
upon the connections between specific examples and the general human condition.

**LIT 2000**

**H1**- Students will confirm the ability to think critically through demonstrating interpretative ability and cultural literacy.

**H2**- Students will acquire competency in reflecting critically on the human condition.

**Critical Assignment**- Reading Journal: Students will write 1-2 pp. responses to assigned course readings. Responses should define the week’s genre or literary terms, provide examples from assigned texts, and discuss the student's perspective on those texts. (Develop a vocabulary for discussing literary works in their historical, cultural, and aesthetic contexts; Evaluate selected literary works as representative of their generic, historical, cultural and artistic contexts.)

Essay 1: Students should select a work of fiction from the “Reading More Fiction” section of the textbook and write a 4-5 pp. essay that explains how one or more element operates in the piece. Students may also choose to compare and contrast fictional elements in two stories. (Define and discuss the conventions of different literary genres.)

Essay 2: Students should select a work of poetry from the “Reading More Poetry” section of the textbook and write a 4-5 pp. essay that explains how one or more element operates in the piece. Students may also choose to compare and contrast elements in two poems. (Develop a set of interpretive tools for analyzing literary works in their historical, cultural, and aesthetic contexts; Demonstrate how different literary works operate as examples of their particular genres.)

Performance: Students will work in teams to perform a scene from one of the plays discussed during Weeks 7-9. Each group should submit a collaboratively written document that explains why they chose this particular play, scene, and means of adaptation, focusing on appropriate dramatic elements. (Communicate effectively by means of written and/or oral modalities).

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

**Critical Assignment**- Students will analyze texts by completing the readings and discussions, practice expressing ideas clearly in writing journals and essays in which they demonstrate discipline-appropriate vocabularies and use discipline appropriate techniques. The assignments above collectively meet the USFSP SLOs.

**MAC 1105**
**M1**- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

**M2**- Students will apply appropriate mathematical and computational models and methods in problem solving.

**Critical Assignment**- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught, material is practiced in homework, discussed in class, and measured formatively and summatively through assessment. Assessments will include both conceptual questions and application questions.

In this course, all topics covered in the sample syllabus are taught both from a conceptual and applied point of view. For example, students learn how to solve quadratic formulas and APPLY that method to solving contextual problems. Students learn how to solve exponential equations and then apply that method to solving problems in finance and science (half-life). We assess student outcomes for GE reporting using specific questions on the common final exam, with each question coded to a specific SLO.

**M3**- Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry, and statistics problems.

**Critical Assignments**- Basic Concepts: Students solve polynomial, quadratic, exponential, and logarithmic equations and inequalities. Assessments will include both conceptual questions and application questions. The course includes a common final examination taken by all sections.

**M4**- Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

**Critical Assignment**- Basic Concepts: Students graph and evaluate polynomial, quadratic, exponential, and logarithmic equations and inequalities. All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught; material is practiced in homework, discussed in class, and measures formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. The course includes a common final examination taken by all sections.

**MAC 2311**

**M1**- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

**Critical Assignment**- Basic Concepts: For example, using limit definition to express the derivative using different functions and execute mathematical operations correctly to complete
the problem. The form of assessment will be in class quizzes, exams and the cumulative final exam.

**M2** - Students will apply appropriate mathematical and computational models and methods in problem solving

**Critical Assignment** - Application problems: For example, students need to comprehend the entire problem, identify the question, extract the relevant information using proper mathematical notation and choose the most effective or appropriate method to solve the problem. The form of assessment will be in class quizzes, exam and cumulative final exam.

**M3** - Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry and statistics problems.

**Critical Assignment** - Computation: Solve various types of equations (polynomials, trigonometric, rational, exponential, logarithmic, etc.) or inequalities using proper procedures. In addition, using graphs or mathematical formulas correctly. The form of assessment will be in class quizzes, exam and cumulative final exam.

**M4** - Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

Critical Reasoning: Use key theorems/definitions to present or justify answers with correct mathematical language. Application: In addition to M2 above, interpret mathematical terms such as the derivative as rate of change in physics, biology, chemistry, economics, etc. such problems as velocity, law of cooling, population growth and decay. The form of assessment will be in class quizzes, exam and cumulative final exam.

**MGF 1106**

**M1** - Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

**M2** - Students will apply appropriate mathematical and computational models and methods in problem solving.

**Critical Assignment** - All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught, material is practiced in homework, discussed in class, and measured formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. In this course, students begin by learning problem solving techniques, practicing critical thinking skills, and refining their ability to know WHAT technique to use in a given context. This addresses M1. M2 is addressed as students use the techniques taught in set theory, logic, geometry, statistics and probability to solve practical applications. Currently each question on
the common, comprehensive final is coded to the corresponding old SLO. Students who correctly answer 70% or more of all questions coded to an individual SLO are reported as successfully achieving the SLO. Questions will be recoded and/or revised as needed to correspond to the new SLO’s.

**M3**- Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry, and statistics problems.

**M4**- Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

**Critical Assignment**- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught; material is practiced in homework, discussed in class, and measures formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. Because this course specifically covers basic geometry and statistics, students must demonstrate mastery of these topics to be successful in MGF 1106. Further, basic algebra is used in the probability unit. Arithmetic is used throughout the course, specifically in set theory, geometry, applied problem solving, probability and statistics. Students will present results graphically when they create histograms, diagram problems in geometry, and create outcome tables for sample spaces in probability and computation of descriptive statistics. Currently each question on the common, comprehensive final is coded to the corresponding old SLO. Students who correctly answer 70% or more of all questions coded to an individual SLO are reported as having achieved the outcome. New coding will be needed.

**MGF 1107**

**M1**- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

**M2**- Students will apply appropriate mathematical and computational models and methods in problem solving.

**Critical Assignment**- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught, material is practiced in homework, discussed in class, and measured formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. A portion of the final exam is used to assess student success for each SLO. Students correctly answering at least 70% of questions coded to a particular SLO are reported as having achieved the outcome. New coding will be needed.

**M3**- Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry, and statistics problems.
M4- Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

Critical Assignment- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught; material is practiced in homework, discussed in class, and measures formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. A portion of the final exam is used to assess student success for each SLO. Students correctly answering at least 70% of questions coded to a particular SLO are reported as having achieved the outcome. New coding will be needed.

MMC 3602

C1- Students will demonstrate the ability to communicate effectively.

C2- Students will demonstrate the ability to analyze communication critically.

Critical Assignment- Student will demonstrate their ability to communicate and analyze communication critically through the following assignments:

Module: Propaganda Poster and modular exam. Students will identify types and methods of commonly used contemporary propaganda

Module: My Media Audit Final Report. Students will write a final report in which they demonstrate their understanding of the difference between qualitative and quantitative information and the analytical purposes of each; Understand the value of charts for identifying and conveying to others patterns of information; Understand the basics of developing hypotheses from preliminary data; Systematically collect data on your mass media consumption to gain insights into how, why and where you use it and Apply basic analytical methods in the interpretation of empirical data related to mass media.

C3- Students will demonstrate fluency in grammar, spelling, and mechanics; and communicate with accuracy, clarity and style, using numerical computations and interpreting statistical data where appropriate.

Critical Assignment- Module: Media Effects brief essay: Understand the history of media effects and insights it has shown into how words, images and video may influence human behavior.

Module: Advertising brief essay: Learning Objectives Understand difference between information used to inform and information used to persuade Recognize product placements.

Module: American Cinema and Hollywood Learning brief essay: Learning Objectives Draw
clear distinctions between “infotainment” and information. Recognize product placements.

Module: My Media Audit Final Report. Students will write a final report in which they demonstrate their understanding of the difference between qualitative and quantitative information and the analytical purposes of each; understand the value of charts for identifying and conveying to others patterns of information; understand the basics of developing hypotheses from preliminary data; systematically collect data on your mass media consumption to gain insights into how, why and where you use it and apply basic analytical methods in the interpretation of empirical data related to mass media.

**MUL 2010**

**H1**- Students will confirm the ability to think critically through demonstrating interpretative ability and cultural literacy

**H2**- Students will acquire competency in reflecting critically on the human condition

**Critical Assignment**- Students will analyze and interpret music-based texts and reflect on musical performances using key criteria for evaluation based on readings, in-class discussions and presentations.

Listening Journal: Students will write 1 to 2 page responses to assigned course reading and listening material. Responses should summarize the chapter’s key ideas, describe the accompanying CD examples, and discuss the student’s perspective on those ideas/examples.

- (State Outcome #H1) Students will demonstrate critical thinking via interpretive ability by mastering interpretive and analytical tools discussed in assigned reading and class and apply them to specific examples on the listening CD. Students will learn cultural frameworks discussed in assigned reading and class and apply them to specific examples on the listening CD
- (State Outcome #H2) Students will reflect critically upon the human condition by considering music as a type of human creative expression and how artistic contexts determine the forms of that expression

Essay 1: Students should attend a live concert event from a list provided by the instructor and write a 4-5 page essay that analyzes the performance using interpretive guidelines established in class.

- (State Outcome #H1) Students will demonstrate critical thinking via interpretive ability by mastering interpretive and analytical tools discussed in assigned reading and class and apply them to a live music performance
- (State Outcome #H2) Students will reflect critically upon the human condition by considering music as a type of human creative expression and how artistic contexts determine the forms of that expression

Updated 8-14-17
Essay 2: Students should select one or more musical pieces from the course CD and write a 4-5 page essay that analyzes the piece(s) using the cultural or generic frameworks established in class.

- (State Outcome #H1): Students will demonstrate critical thinking through cultural literacy by applying cultural frameworks discussed in assigned reading and class to one or more musical pieces from the listening CD
- (State Outcome #H2) Students will reflect critically upon the human condition by considering music as a type of human creative expression and how historical and/or cultural situations determine the forms of that expression

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

**Critical Assignment**- Listening Journal: Students will write 1-2 page responses to assigned course reading and listening material. Responses should summarize the chapter’s key ideas, describe the accompanying CD examples, and discuss the student’s perspective on those ideas/examples.

Essay 1: Students should attend a live concert event from a list provided by the instructor and write a 4-5 page essay that analyzes the performance using interpretive guidelines established in class.

Essay 2: Students should select one or more musical pieces from the course CD and write a 4-5 page essay that analyzes the piece(s) using the cultural or generic frameworks established in class.

All three assignments will allow students to fulfill the USFSP SLO, in the following way:

- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods. The journal is a writing assignment that asks students to analyze musical texts, and is graded on (among other things) clarity of expression, the use of discipline appropriate vocabularies and techniques; and, where appropriate (such as the relationship between music and mathematics -- i.e, rhythm and pattern, the relationship between music and the marketplace -- i.e, production costs), the use of quantitative methods.

**PHI 2010**

**H1**- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

**H2**- Students will acquire competence in reflecting critically upon the human condition
**Critical Assignment** - Introduction to Philosophy promotes cultural literacy by having students read significant historical or contemporary texts discussing work from at least three significant areas of philosophical inquiry (e.g. Metaphysics, Epistemology, Value Theory, Philosophy of Religion, Philosophy of Science, etc.) Properly selected content will introduce students to various perspectives on the human condition — about who we are, what is our place in the world, and how we should interact with family, fellow citizens, and strangers. The lectures and class discussion, and especially the required assignments, will demand that students demonstrate their ability to understand complex texts and significant ideas, and then to fairly and critically evaluate them.

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

**Critical Assignment**- The course’s written assignments require students to demonstrate the ability to correctly use significant elements of a philosophical vocabulary, and employ relevant techniques to analyze, comprehend, and evaluate philosophical ideas.

The class assignments (papers and any essay exams) will help students better learn to read complex texts and evaluate important ideas. They must write papers (or essay exams) with clear sentences, sensibly ordered into well-organized paragraphs, which are then ordered into a coherent paper. Depending on the specific topics covered, it will discuss statistical generalizations.

**PHI 2630**

**H1**- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

**H2**- Students will acquire competence in reflecting critically upon the human condition

**Critical Assignment**- Contemporary Moral Problems promotes cultural literacy and global citizenship by introducing students to both classic and contemporary ideas about the nature of value, and how they, as responsible citizens, ought to comport themselves. The lectures and class discussion, and especially the required assignments, demand that students demonstrate their ability to understand complex texts and significant ideas, and then to evaluate them fairly and critically. The SLOs will be assessed through assignments in the course, especially the long critical paper, and usually the essay final exam.

**H3**- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.
Critical Assignment - The course’s written assignments require students to demonstrate an ability to develop and correctly use an ethical vocabulary, and to employ relevant techniques to analyze, comprehend, and evaluate competing ethical views.

Class assignments (papers and essay exams) will help students understand complex texts and evaluate important ideas. They will be required to write papers (or essay exams) clearly and systematically. Papers must develop and logically demonstrate a strong thesis statement through a step-by-step process of well-organized paragraphs, buttressed by a serious treatment of counter-arguments. For this work, it will often be necessary to demonstrate statistical literacy in examining data and inductive generalizations.

Written assignments, especially the final exam and the revision of the critical paper, will be a key part of the learning experience and will determine whether students have met the desired learning outcomes.

POS 2041

SS1 - Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Each Module/Unit is accompanied by a quiz. There will be a mid-term and a final exam. There will be essay questions included in the quizzes and on the exams that will require students to think critically and demonstrate their ability to examine important political issues from a variety of points of view.

SS2 - Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Students will write 4 to 5 papers during the course of the semester as a part of the Civics Assignment. These writing assignments will enable students to demonstrate their understanding of social and political issues. Students will need to understand basic political science concepts and principles of analysis in order to formulate answers on the essay questions included in the quizzes and the exams.

SS3 - Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

Each Module/Unit is accompanied by a quiz. There will be a mid-term and a final exam. There will be essay questions included in the quizzes and on the exams that will require students to think critically and demonstrate their ability to examine important political issues from a variety of points of view.
SS4- Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

Students will write 4 to 5 papers during the course of the semester as a part of the Civics Assignment. These writing assignments will enable students to demonstrate their understanding of social and political issues. In addition, the quizzes and exams will include essay questions. The essay questions will require that students understand political science research methods as they answer questions about American institutions.

**PSY 2012**

SS1- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

SS2- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

**Critical Assignment** - To establish the extent to which students are making adequate progress in meeting student learning outcomes for SS1 and SS2, examinations contain multiple choice questions designed to test student ability to demonstrate knowledge of important theory and research on biological, learning, developmental, personality, and social psychology principles. Students must pass 70% of content items relevant to these issues tested twice per semester on Exams 1, 2, 3, and the final exam.

SS3- Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

**Critical Assignment** - To assess SS3, students complete a written analysis of a case study and apply what they have learned about cognitive biases to a novel scenario drawn from recent U.S. history. Students written case analyses identify and analyze social cognition and influence at work. At least 70% of students receive a passing score on the written analysis.

SS4- Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

**Critical Assignment** - To assess SS4, examinations contain multiple choice questions on case scenarios crafted to test student ability to distinguish among the various different research methods called upon to answer questions about human behavior and interactions. Students must pass 70% of content items relevant to research methodology, design and
analyses tested twice per semester on Exam 1 and the Final Exam.

**STA 2023**

**M1**- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

**M2**- Students will apply appropriate mathematical and computational models and methods in problem solving.

**Critical Assignment**- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught, material is practiced in homework, discussed in class, and measured formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. GE Reporting will be done for each individual SLO using specific blocks of questions on the common final exam, with each question specifically assigned to the related SLO. The number of students correctly answering 70% or more of the questions aligned with each SLO will be reported to reflect student achievement of the corresponding SLO. Since the final exam is comprehensive and taken by all students completing the course, this gives an equally comprehensive and complete evaluation of student achievement of these SLO.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

**M3**- Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry, and statistics problems.

**M4**- Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

**Critical Assignment**- All homework and assessments focus on these learning outcomes. Mathematical concepts provided in the course description are taught; material is practiced in homework, discussed in class, and measured formatively and summatively through assessment. Assessments will include both conceptual questions and application questions. GE Reporting will be done for each individual SLO using specific blocks of questions on the common final exam, with each question specifically assigned to the related SLO. The number of students correctly answering 70% or more of the questions aligned with each SLO will be reported to reflect student achievement of the corresponding SLO. Since the final exam is comprehensive and taken by all students completing the course, this gives an equally comprehensive and complete evaluation of student achievement of these SLO.

**SYG 2000**

**SS1**- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
**Critical Assignment**- Exams, Quizzes and Participation Exercises: Students will demonstrate their ability to examine behavioral, social and cultural issues through a sociological lens by taking scheduled unit-specific exams and unannounced chapter-specific quizzes and participation exercises. Students are also expected to be able to identify how distinct theoretical paradigms within sociology approach and explain behavioral, social and cultural issues in different ways.

**SS2-** Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

**Critical Assignment**- Exams, Quizzes, Participation Exercises and Writing Assignment: Students will demonstrate their understanding of how basic social and behavioral science concepts have been applied in the study of behavioral, social and cultural issues in a variety of historical and geographic contexts by taking exams, quizzes and participation exercises. These assessments will test their knowledge of sociological concepts that have been covered in class lectures and in the textbook. Examples of sociological concepts that address behavioral, social and/or cultural issues include impression management, collective effervescence, social cohesion, culture shock, socialization, structural strain, material and symbolic culture, values, norms, mores and taboos.

**SS3-** Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

**Critical Assignment**- Writing Assignment and Participation Exercises: Students will demonstrate the capacity to identify and critically evaluate social factors that contribute to shaping human behaviors, experiences, and interactions in various contexts by completing a lifestyle change journal or an ethnographic research project. For the lifestyle change journal, students must adopt a lifestyle change that exposes them to new social groups and behaviors and chronicle their experience. For the ethnographic research project, students choose three different events such as religious services or ethnic food or music festivals and write short ethnographies detailing their experience. Both exercises are designed to elicit culture shock and make students think more deeply about concepts such as cultural relativism and ethnocentrism. Specific participation exercises also allow students to examine the sociological concept of intersectionality by analyzing the effect that social group membership (i.e. gender, age, race/ethnicity, sexual orientation, political affiliation, religion) has on behavior, experience and interaction with others.

**SS4-** Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.
**Critical Assignment**- Exams and Participation Exercises: Students will demonstrate knowledge of quantitative and qualitative research methodology by taking scheduled exams and unannounced participation exercises. The first exam covers material on quantitative and qualitative research methodology as well as issues related to correlation, causation, triangulation, and other methodological issues. Specific participation exercises test students' ability to identify what types of research are the most appropriate for studying certain issues.

**THE 2000**

**H1**- Students will confirm the ability to think critically through demonstrating interpretative ability and cultural literacy.

**H2**- Students will acquire competency in reflecting critically on the human condition.

**Critical Assignment**- To meet these SLOs, the course critical assignments are the following:

**Reading Journal**- Students will write 1-2 pp. responses to assigned course readings. Responses should summarize key concepts, define key terms, show how concepts and terms apply to examples. Journal entries demonstrate how students meet the State Student Learning Outcomes in the following specific ways:

- (State Outcome #H1) demonstrate critical thinking via interpretive ability: master interpretive and analytical concepts discussed in assigned reading and class and show how they apply to specific theatrical examples
- (State Outcome #H1) demonstrate critical thinking via cultural literacy: learn cultural frameworks discussed in assigned reading and class and show how they apply to specific theatrical examples (in both Western and non-Western examples)
- (State Outcome #H2) reflect critically upon the human condition: consider Theater as a type of human creative expression and how artistic contexts determine the forms of that expression

**Essay 1**: Students should attend a live performance event at American Stage Theater or Studio@620 and write a 4-5 page essay that analyzes the performance using guidelines established in class. Essays demonstrate how students meet the State Student Learning Outcomes in the following specific ways:

- (State Outcome #H1) demonstrate critical thinking via interpretive ability: master interpretive and analytical tools discussed in assigned reading and class and apply them to a live theatrical performance
- (State Outcome #H2) reflect critically upon the human condition: consider Theater as a type of human creative expression and how artistic contexts determine the forms of that expression

**Essay 2**: Students should select a work of dramatic literature from the textbook and write a 4-5 page essay that analyzes the work using the generic and historical/cultural guidelines established in class.

Essays demonstrate how students meet the State Learning Outcomes in the following specific
ways:
● (State Outcome #H1): demonstrate critical thinking through cultural literacy: apply historical/cultural frameworks discussed in assigned reading and class to a theatrical text
● (State Outcome #H2) reflect critically upon the human condition: consider music as a type of human creative expression and how historical and/or cultural situations determine the forms of that expression

H3- Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods

Critical Assignment- Students will present written analysis (see above reading journal, essay 1, and essay 2) of texts. These student-authored texts will use discipline specific vocabulary (key terms). Students will evaluate how theatrical performances and literature explore societal issues (cultural literacy and human condition). The journal and essays are writing assignments that ask students to analyze theatrical texts, and these are graded on (among other things) clarity of expression, the use of discipline appropriate vocabularies and techniques, and, where appropriate (such as the relationship between theatre and the marketplace -- i.e. production costs), the use of quantitative methods.

WOH 2030

H1- Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

Critical Assignment- The first of the state-mandated Humanities SLOs will be met through a document contextualization exercise in which students are required to situate a primary source within multiple historical contexts. Doing so will require them to think critically about the range of relevant contexts, the relationship among those contexts, as well as the ways in which different contextual frames influence our reading and understanding of the document in question. Moreover, this assignment requires students to show knowledge of the cultural, social, and political dynamics at work within and across global societies, cultures, and states, thereby helping them to develop a broader sense of cultural literacy.

H2- Students will acquire competence in reflecting critically upon the human condition.

Critical Assignment- The second state-mandated Humanities SLO will be addressed in a final essay (approximately 3,000 words) in which students will be asked to reflect upon and analyze ways in which global society has taken shape across, and has influenced the lives of people within, diverse human societies. In this essay students will be asked to draw upon primary sources from multiple contexts and geographical regions and to show both awareness and understanding of the forces and events that have shaped human society over the past 200 years. More structurally, this course is designed to promote this SLO through its consistent emphasis on the importance of primary source materials and the humanistic undertaking of
trying to appreciate and understand the lives of those who lived in different and past societies.

**H3** - Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

**Critical Assignment** - This USFSP-specific Humanities SLO will be satisfied and assessed with a medium-length essay (approximately 2,000 words) in which students situate multiple primary source documents within their historical context(s) (geographical, political, social, etc.), describe how those documents illustrate, represent, or challenge what we know of the historical context, and put primary sources from different cultures and contexts into dialogue with one another, thereby illustrating awareness of the ways in which historical events and cultural perspectives have shaped the nature and significance of historical events since 1815. This essay will require students to apply the skills associated with historical inquiry, to develop and deepen the critical skills illustrated in the contextualization exercise (noted above), and to present their analyses in clear, concise, and substantive prose. Substantial feedback will be provided on the accuracy, substance, clarity, organization, logical coherence, and analytic rigor of this essay.
Appendix F. Mandatory Syllabus Contents and USF System Syllabus Template

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name</td>
<td>Department</td>
<td>Office hours:</td>
<td>location:</td>
</tr>
</tbody>
</table>

Course Description
- USFSP official descriptions: see http://www1.usfsp.edu/catalog-undergrad/

Content/Topics
- concepts and skills

Objectives or Aims

GE Student Learning Outcomes
(State and USFSP list each with critical assignment for assessment)

Program or Department Outcomes and Assessment
(if applicable)

Required textbooks and readings

Course Calendar
- course content, scheduled exams and dates, and assignments and dates due

Course Policies
- Notice of permission/non-permission to sell notes or tapes of class lectures

Updated 8-14-17
- Attendance Policy
- Religious Preference Absence Policy-a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)
- Policy for making up missed work
- Incomplete Policy- may refer to USFSP Undergraduate catalogue [http://www1.usfsp.edu/catalog-undergrad/quotiquot-grade-policy.htm](http://www1.usfsp.edu/catalog-undergrad/quotiquot-grade-policy.htm)
- Accommodation Policy- Students with disabilities requiring special needs and requesting classroom accommodation, please contact the Student Disability Service Office. It is the student’s responsibility to provide the instructor with the proper documentation so that proper accommodations can be met.
- Academic Dishonesty and Plagiarism Policy- you may refer to the USFSP Student Handbook, Integrity of Students [http://www1.usfsp.edu/catalog-grad/academic-integrity-of-students.htm](http://www1.usfsp.edu/catalog-grad/academic-integrity-of-students.htm)
- Classroom Etiquette/Behavior/Disruption Policy- you may refer to Disruption of Academic Process and/or SOCATS
  - [http://www1.usfsp.edu/catalog-undergrad/disruption-of-academic-process.htm](http://www1.usfsp.edu/catalog-undergrad/disruption-of-academic-process.htm)
  - [http://www1.usfsp.edu/studentsofconcern/](http://www1.usfsp.edu/studentsofconcern/)
- Course Grading Policy and Scale- may refer to USFSP Undergraduate Catalogue [http://www1.usfsp.edu/catalog-undergrad/grading-system.htm](http://www1.usfsp.edu/catalog-undergrad/grading-system.htm)
- S-U Policy
- IX Policy
I. Welcome!
If desired, address your students directly with a statement of welcome or a call to learning.

II. University Course Description
Paste the approved description from USF’s course inventory (http://ugs.usf.edu/course-inventory/).

III. Course Purpose
What is the course about? Why is the course relevant? An expanded description, beyond the state-approved course description.

IV. Course Objectives
Objectives describe the intended purpose and expected results of teaching activities and establish the foundations of the assessment. Objectives are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

V. Student Learning Outcomes
Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place and are more student-centered and describe what it is that the learner should learn.
VI. General Education Statement (undergraduate only)
All USF St. Petersburg courses approved for General Education are required to explicitly note what requirements the course satisfies (e.g., “This course satisfies the general education area: social sciences requirement”, Gordon Rule, etc.). Please include general education student learning outcomes (SLOs) and, when applicable, program learning outcomes (e.g., from your program ALCs). Include assignments used for General Education student learning outcomes (SLOs) and, when applicable, program (ALC) assessment.

VII. Required Texts and/or Readings and Course Materials
● Full text citations of all required materials (including ISBN)
● List of required readings and the source where they may be found
● If software is required, this to be noted as well
● Required library/library-accessible resources may be described here

VIII. Supplementary (Optional) Texts and Materials
Full text citations of any supplementary materials

IX. Basis for Final Grade
Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Essay 1</td>
<td>20%</td>
</tr>
<tr>
<td>e.g., Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>e.g., Group Project</td>
<td>15%</td>
</tr>
<tr>
<td>e.g., Essay 2</td>
<td>30%</td>
</tr>
<tr>
<td>e.g., Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>OR</th>
<th>Grading Scale (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>90-93</td>
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<td>77-79</td>
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<td></td>
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<td>0-59</td>
</tr>
</tbody>
</table>

X. Grade Dissemination
Explain how students will learn of their grades from assignments and assessments.
Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "Grades" in Canvas.
XI. Course Policies: Grades

Late Work Policy: Offer specifics about your policy on late work.
Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Offer specifics about your policy on extra credit.
Example: There is only one extra credit assignment: building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete": Offer specifics about your policy on incomplete grades.
The current university policy concerning incomplete grades will be followed in this course.
For USFSP undergraduate and graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Rewrite Policy: Offer specifics about your policy on rewrites.
Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Essay Commentary Policy: Offer specifics about your policy on essays.
Example: Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

Group Work Policy: Offer specifics about your policy on group work.
Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University’s final
XII. Course Policies: Technology and Media

**Email:** how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

**Canvas:** Describe how you will use Canvas in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc.

Example: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

**Online Proctoring:** If your course uses online proctoring, you must inform students of this on the syllabus, as well as their need to have a webcam.

Example: Canvas-based tests and/or quizzes within this course may require online proctoring. Students are therefore required to have a webcam with a microphone (either USB or mounted into your computer).

**Panopto:** If your course uses lecture-capturing, mention that is will be in use and that student voices may be heard in the captured content.

**Laptop Usage:** Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

**Classroom Devices:** Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

**Phone Usage:** Describe your policies for student phone use in class, including texting or surfing the Internet. If you are using social media for a “backchannel” conversation, mention it here. If you would prefer that students not take photos/video/audio recordings of you, or of the whiteboard notes at the end of the class, state so here.

**Classroom Response Clickers:** If your course includes the use of student response devices, provide specifics about the usage and how to get started.

Example: We will be using iClicker in class on a regular basis. You will need to purchase an iClicker pad (commonly called a “clicker”) from the bookstore or computer store and bring it with you to every class session. It would be wise to bring extra batteries as well, as we will be using the pads in activities that count for class points. The purchase of a clicker is NOT optional; it will be used as an integral part of this course. I will provide a short demonstration of how to use it in class. Note: the clicker can be used in other classes if it is the same version/generation. Check with your other instructors to be sure. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register their unit no later than the first week of class. Instructions for the registration process can be found on the handout. Purchase your clicker at the Computer Store or the Bookstore. Make sure you buy the clicker that looks like the image above.
Course Blog: If your course includes a blog, provide specifics about its location and usage. Example: Your participation grade depends upon your communication in class sessions and online. In addition to message boards in Canvas, you may also communicate via 'comments' on the course blog, where the instructor will post news items and provocative questions related to our content. The URL for our course blog is http://chemistryclass-USF.blogspot.com, or you may access the blog via RSS.

Course Wiki: If your course includes a student-created wiki, provide specifics about its location and usage. Example: If you choose to participate in the Extra Credit activity, you must help the class build a 'knowledge base' or communal notes about our course content. Think of this as a repository of all the class information, the kind of thing you could study from. This will be housed on a 'wiki', or a webpage that any of you can update. The wiki is found here: http://chemistryclass-USF.wikispaces.com, though you will not have 'write' access to the page until I grant you access. Email me your request to be added as a member of that wiki, if you are interested. As instructor, I have access to the logs and history that show how much each individual contributes to the wiki.

XIII. Course Policies: Student Expectations

Academic Integrity of Students: All syllabi are required to include this policy verbatim. Example: Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process: All syllabi are required to include this policy verbatim. Example: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures: All syllabi are required to include this policy verbatim. Example: The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: All syllabi are required to include this policy verbatim. Example: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
**Sexual Misconduct/Sexual Harassment Reporting:** All syllabi are required to include this policy verbatim. Example: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

**Attendance Policy:** Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.
Example: Students are expected to attend classes. Faculty must inform students of attendance requirements on syllabi. Instructors should accommodate excused absences by making arrangements with students ahead of time (when possible) or by providing a reasonable amount of time to make up missed work.

**Professionalism Policy:** Offer specifics about your policy on professionalism or late arrivals.
Example: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**End of Semester Student Evaluations:** Explain the evaluations and context.
Example: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

**Turnitin.com:** If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.
Example: In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit [http://www.turnitin.com](http://www.turnitin.com). Essays are due at turnitin.com the same day as in class.

**The Writing Studio:** Offer information about the Writing Studio.
Example: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more
information or to make an appointment, visit [http://www.lib.usf.edu/writing/](http://www.lib.usf.edu/writing/), stop by LIB 2nd Floor, or call 813-974-8293.

**SMART Lab:** Offer information about the SMART Lab.
Example: The SMART Lab is a learning environment dedicated to supporting students in introductory math courses. Equipped with over 300 computers, students, with the assistance of instructors, tutors and teaching assistants, work on improving their performance in SMART Lab courses. For more information or to make an appointment, visit [http://www.lib.usf.edu/smart-lab/](http://www.lib.usf.edu/smart-lab/), stop by LIB 2nd Floor, or call 813-974-9944.

**Campus Emergencies:** Explain the process for campus emergencies.
Example: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

**XIV. Important Dates to Remember**

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.
Example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>First day of class; no homework is due</td>
<td>List the main learning objectives or topics covered during this class period. Example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of Fluid Dynamics</td>
</tr>
</tbody>
</table>

**Religious Observances:** Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
Example: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. If you observe religious holidays, you should plan your allowed absences to include those dates.

**XV. Schedule**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Assignments</th>
<th>Ex.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments. Example: Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout (pdf) Listen to audio recording #1 (mp3) Browse website <a href="http://www.wingtheory.com">www.wingtheory.com</a> Homework #1 is due in class on 1/16</td>
<td>Turn in HW #1 Manometers, Fluid Statics Fluid Statics</td>
</tr>
<tr>
<td>1/18</td>
<td><strong>Holiday (No Class)</strong></td>
<td></td>
</tr>
<tr>
<td>1/20</td>
<td>Example: Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter’s end Find three entries in Fluidex Abstracts Database Homework #2 is due in class on 3/14 (continue with this pattern for the remainder of the term)</td>
<td>Turn in HW #2 Forces on Curved Bodies Euler’s Equation Bernoulli’s Equation</td>
</tr>
<tr>
<td>4/23</td>
<td>Final Exam, 7:00pm-10:00pm bring raspberry ScanTron</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The Schedule is subject to revision*

**XVI. Essay and Project Assignments**

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc. Example: **Project: Hovercraft Creation**

Due Date: February 27

Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design.