Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

- Department: Mansfield Library
  Course Title: Research Skills for an Informed Citizenry
  Course Number: 291

Type of Request: New* One-time Only Renew Change Remove Assessment follow-up
Course offered: Fall Spring Intermittent Summer Winter Multiple sections
*If course does not exist in the catalog, an o-curr form is also required.

JUSTIFICATION FOR COURSE LEVEL
Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):
In which MUS Core Category, does this course fit? Humanities
Does the course include content regarding cultural heritage of American Indians? No

II. ENDORSEMENT / APPROVALS

* Instructor: Susanne Caro
  Phone / Email: 243-4548

Program Chair:
Dean: Shali Zang

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble

This course will provide grounding information on the organization and processes of government, and how the various branches work together. Students will understand how to be an engaged, where engagement is possible within the workings of government and how to obtain the information needed to make informed decisions.
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE DESCRIPTION FOR THE GROUP.

These courses ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through courses in the Y perspective prepares students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

Students will understand how the concept of democracy developed in America through reading founding documents including the Constitution of the United States of America, the Magna Carta, and other works. Primary source materials will be analyzed based on the ACRL Framework for Information Literacy (http://www.lib.umt.edu/services/info-lit/framework.php), and Garraghan's six inquiries (historical method).

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

We will analyze the U.S. Constitution, the Bill of Rights, state and federal legislation, laws and court opinions from the perspectives of history, civil rights, and changes implemented by citizens. We will examine the Constitution using the originalism theory of interpretation, and will explore how documents like the Bill of Rights have been interpreted by courts, lawmakers and citizens.

2. Analyze and evaluate the significance and complexities of engaged citizenship.

We will look critically at founding and supporting documentation and utilize information literacy skills as part of that evaluation. We will look at how movements including women’s suffrage, emancipation, labor reforms, and other movements worked within and without legal limits and the various ways an individual can effect change at local, state and federal levels. We will see how a citizen can engage through voting, protests, drafting of legislation, providing information, petitioning representatives, jury duty, lawsuits, organization and other actions.

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

We will explore issues of citizenship, rights, equality, the history of these movements, and why many are still active. Students will understand how rights have been applied, denied and gained.

For example, we will cover:
Citizenship- who has been considered a citizen and how laws have changed to expand citizenship including Native Americans, African Americans and immigrants.
Voting- Who could vote and when, what efforts led to expanding suffrage and why movement have succeeded or failed including women’s suffrage, Native American suffrage, African American suffrage, and felons.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)

Please attach or provide a web link to relevant assessment materials.
Throughout the course there are short writing assignments asking the students to evaluate and apply what they have learned. These will be assessed to gauge their progress. In addition, students will be submitting a topic and draft of their final paper. This will provide an opportunity to compare growth in their understanding of the subject matter.

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

In-class writing exercise:
Find one primary source document relating to a constitution (state or federal). Write one paragraph on how this material influences your thoughts on what democracy is and how it functions.

Based on what we have learned, what do think are the most important factors/aspects of a democracy?

2. Analyze and evaluate the significance and complexities of engaged citizenship.
Find an example of rights denied and then regained. What was required for those rights to be obtained (petitions, voting, and legal action)? What are your sources?

In-class writing exercise:
Identify a current issues relating to state or federal elections. Provide your solutions including how you would gain support for your solution.

Identify a threat to your ability to access the information you need to be an informed citizen. Why is this access important? How can you fight for your right to information?

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

In-class writing exercise:
Choose a constitutional amendment, determine what sources are available to learn about why that amendment was passed.
Find a state or federal bill, identify arguments and progress of the legislation. Can you find the intention behind the law?

Based on what we have learned in class, what do you believe your role is in America's democracy?

Laws affect large portions of the people living in the United States, but not all voices are represented. Choose a law and identify to the best of your ability who had input into the creation of the legislation and who did not.

A General Education Assessment Report (Items B-D) If this information is not yet available, items B-D must be completed within one year one year of course review (re-submit the entire form with these sections completed).

B. ACHIEVEMENT TARGETS
[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific learning goals (do not rely on overall course grades). The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

ASSESSMENT FEEDBACK

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
A General Education Assessment Report will be due on a seven-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the American and European Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.