

Application for a New Course v9

Course ID <i>Subject and Number</i>	Core 210 Human Identity and Community
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Vic McCracken
2	Course Teacher	Core Faculty
3	Course Title	Human Identity and Community
4	Course Abbreviation (if title is over 30 characters)	
5	College	General Education
6	Department	General Education
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed Credit
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	None
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3 hours/week
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	4
15	Grade Mode (check all appropriate):	☒ x Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Focuses on the intersection of the human self and community. Exploring a range of philosophical, ethical, and theological theories

		of human nature and society, students will learn how to think critically, globally, and missionally about themselves and the communities of which they are a part.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	CORE 110: Cornerstone ENGL 112: Composition and Literature
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	Yes
23c	How often will it be offered? Fall	
24	Frequency?	Every semester
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	Core 120: Human Person and Identity (Spring 2012) Core 220: Community (Spring 2012)
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes (required for all degree plans unless an alternative is approved for transfer students)
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Course will replace the original Core 120 and 220 courses (both required courses under the general education plan) with a single Core course, the second in a 3-course Core sequence.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Course has been designed in response to both (1) UGEC approval of the proposal to streamline Core 120 and 220 into a single course (Fall 2011) and (2) full faculty vote to approve this revision (Spring 2012).

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This class is intended for undergraduate freshmen and sophomores.
2	State the overarching course goal(s) in performance terms.	The course is intended to develop students' higher level critical thinking abilities.

2. Competencies and Measurements

	Competency	Measurement
1	Understand the historical and cultural context of critical terms and concepts that inform different views of the self and community.	(1) Students will take two unit exams and one final exam. These exams will test student knowledge of theory covered in class readings and lectures. (Required) (2) Students will complete regular quizzes and/or worksheets over course readings (Required) [Note: Required assignments will be common across all sections; Alternative assignments allow faculty to choose which measures they wish to use to meet competencies. The syllabus details the expectations of common workload for Core 210 sections. All sections must have at least one assignment that allows for assessment of common course outcomes]
2	Demonstrate proficiency in the skills necessary to write an effective research paper, including how to structure an argument, how to identify effective sources, and how to organize a critical paper.	(1) Students will prepare a position paper in which they defend a community-related social policy, using relevant evidence to support their position. (Required) (2) In support of this paper,

		students will submit an annotated bibliography of 8-10 academic sources for their papers. (Required) [Note: While faculty may adjust the length of this paper to accommodate other course assignments, all sections will be expected to assign 13-15 pages of written work for the entire semester.]
3	Describe how different visions of the self and community manifest themselves in the contemporary world.	(1) Course exams (Required; see above) (2) Students will submit three responses to blog prompts that invite students to relate a theory or course concept to a contemporary topic. Students will be assessed on the accuracy of their movement from theory to application. (Alternative) (3) Students will write one 1500 word essay that relates their own social location to their vision of human identity. (Alternative)
4	Demonstrate the moral implications of living an integrated, Christ-centered life, especially as this commitment pertains to the cultivation of good communities.	(1) Students will successfully complete a service learning contract and create an artifact—either a 3-4 minute podcast or a 1,000-1,500 word essay—that demonstrates adequate reflection on lessons learned from the service about integrating Christian faith into a life of service. (Alternative) (2) Students will submit a 1,000-1,500 word essay response to a case study and prompt selected by the professor. The essay will demonstrate adequate reflection on how Christian faith informs a response to the case study. (Alternative)
5	Compare and contrast different theories of the self and community.	(1) Course Exams (Required; see above) (2) Students will submit a 1500-2000 word literary analysis of a fictional text using different theories of the self and/or community as a lens for analysis. (Alternative)

6	Consolidate course concepts into a clearly articulated statement that relates these ideas to a community-related controversy or topic.	(1) Position Paper (Required ; see above)
7	Evaluate the strengths and weaknesses of different theories of the self, employing relevant evidence, logic, and learning.	(1) Course exams (Required ; see above) (2) Blog responses (Alternative ; see above)

3. Text and Resources

All faculty are required to select one primary text from the following pool:

- Michael Sandel, *Justice: What's the Right Thing to Do?* (2009) New York: Farrar, Straus, and Giroux
- Louis Pojman, *Who are We? Theories of Human Nature* (2005) Oxford, UK: Oxford University Press
- A faculty-created primary source reader [General education office will appoint a committee responsible for developing this common reader.]

In addition, all faculty are required to select one supplemental text, which may include the following:

- A novel or work of fiction
- A text exploring Christian visions of identity in community (e.g. Lee Camp, Boenhoeffer, etc.)

Supplemental texts need to adhere to a shared commitment to maintaining equitable reading loads across the sections (e.g. denser primary readings weigh more heavily than do lighter texts like The Hunger Games).

Note: recommendation is that the General Education Office appoints a working committee responsible for selecting common and supplemental text resources for this course.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new

		offering.
	5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
	6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
	7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
	8	Justification — Attach all documents referred to in Section II-2
	9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Nancy Shankle

Department Chair

4.11.2012

Date

Nancy Shankle

Dean of the College

4.11.2012

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: Core 210

Course Title: Human Identity and Community

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

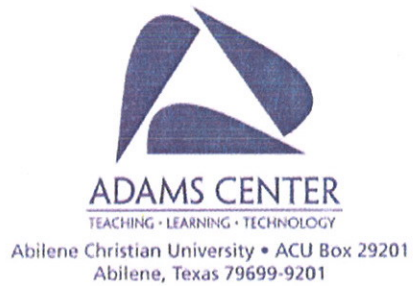
Memorandum

To: Vic McCracken

From: David B. Merrell

Date: April 13, 2012

Re: CORE 210



The Adams Center for Teaching and Learning has reviewed the New Course Application for CORE 210, Human Identity and Identity. The application is complete and has the support of the Adams Center. The course has been designed in line with the qualities presented to and approved by the faculty earlier this semester.

A copy of this document should accompany the New Course Application as *Supporting Documentation (Section IV)* when presented to the UUAC. This document does not represent or address approval or review by the UGEC.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 9, 2012
TO: Dr. Vic McCracken
FROM: Mark McCallon, Library Assistant Director
RE: New Course Proposal – CORE 210

After reviewing the course application and syllabus, the library is able to support the proposed course. Please help us monitor the research needs of students in this course and make us aware of resources that would be helpful. We look forward to working with the faculty who will be teaching in Core 210. Thank you for letting us review the course.

Proposed for 2012-13 Catalog

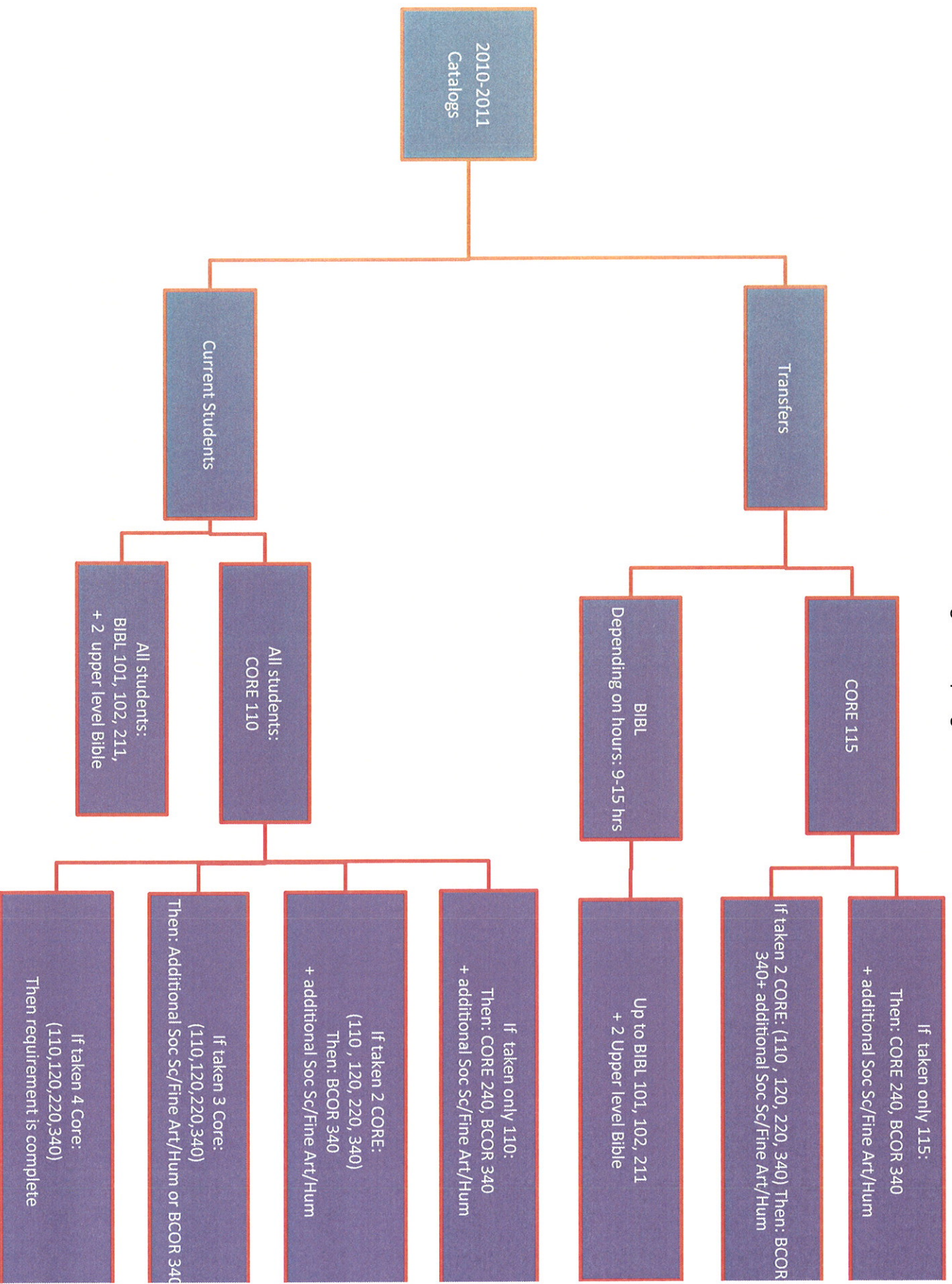
University Requirements for all Bachelor's Degrees

<i>Some courses may not be taken for university requirements credit (see course description)</i>	Required Credit
The Core CORE 110 - Cornerstone CORE 210 - Human Person and Identity BCOR 310 – Title to be determined	3 3 (3)*
Bible BIBL 101 - Jesus: His Life and Teachings BIBL 102 - Early Christians: Life, Literature and Community BIBL 211 - Message of the Old Testament Adv. course (300-499): BIBP, BIBT, BIBH, BIBL, BIBM, BHEB, BMIS BCOR 310 – Title to be determined	15
English ENGL 111 - Composition and Rhetoric (<i>or</i> ENGL 106/006 <i>and</i> 107/007) ENGL 112 - Composition and Literature Sophomore (200-299) Literature (includes literature in foreign language)	9
Communication COMS 211- Speech and Rhetoric	3
Science Students will take two science courses from the departments of Agricultural and Environmental Sciences, Biology, Chemistry or Physics, or NUTR 120 Nutrition and Wellness from Kinesiology. Students may take two unconnected courses in different disciplines or one two-semester sequence of courses within a single discipline. Courses typically used to satisfy this requirement are listed below. Select two courses in different department areas from the following list: <i>Agriculture/Environmental Sciences</i> AENV 130 - Environmental and Technological Science ANSC 111 - General Animal Science ANSC 235 - Companion Animal Management ENVR 112 - Plant Science <i>Biology</i> BIOL 101 - Biology: Human Perspective <i>Chemistry</i> CHEM 101 - Consumer Chemistry <i>Geology</i> GEOL 111 - Introduction to Geology <i>Nutrition</i> NUTR 120 - Nutrition and Wellness <i>Physics</i> PHYS 101- Astronomy PHYS 102 - Physical Science PHYS/PHIL 378 - History and Philosophy of Science PHYS/PHIL 379 - Philosophy, Religion, and Science Or select courses from a two semester sequence below: BIOL 112/113 - General Biology I & II BIOL 291/292 - Anatomy & Physiology I & II CHEM 113/114 - Introductory Chemistry/ Introductory Organic and Biological Chemistry	6

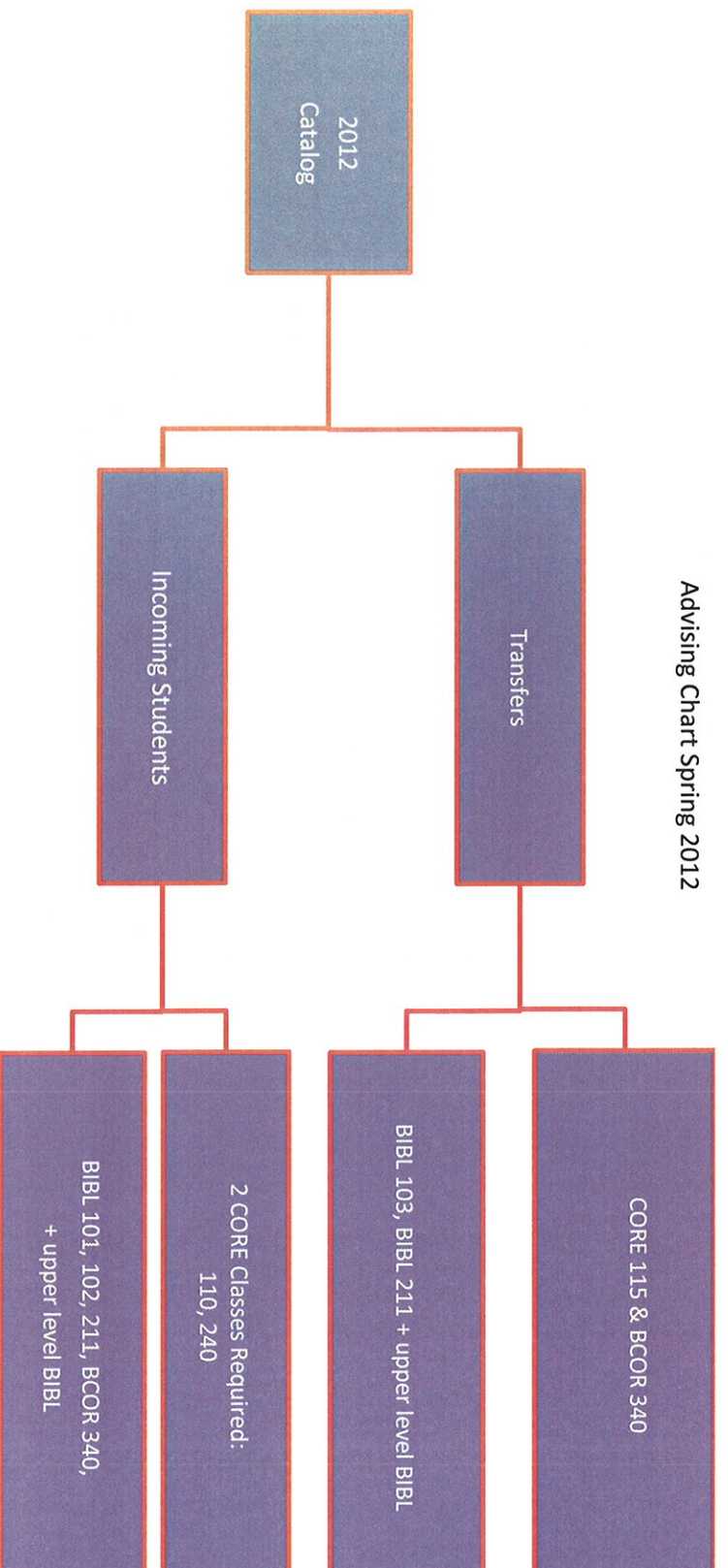
CHEM 133/134 - General Chemistry I & II PHYS 110/112 - General Physics I & II PHYS 120/122 - Engineering Physics I & II	
Mathematics MATW 120/020, MATH 120 or higher	3
Social Science/Fine Arts 3 hours from the following list: <i>Economics</i> AGRB 261 - Principles of Agriculture and Applied Economics ECON 260 - Macroeconomics ECON 261 - Microeconomics <i>History</i> HIST 117 - Civilization I HIST 118 - Civilization II HIST 221 - American History I HIST 222 - American History II <i>Political Science</i> POLS 221 - Government and Business POLS 225 - National Government <i>Psychology</i> PSYC 120 - Introduction to Psychology EDUC 221 - Educational Psychology <i>Sociology</i> SOCI 111 - Introduction to Sociology 3 additional hours from the list above (in a different area than the first course) or from the list below: <i>Art</i> ART 101 - Introduction to Art ART 221 - Art History: General Survey I ART 222 - Art History: General Survey II <i>Humanities</i> HUM 212 - Oxford Through the Ages HUM 217 - Latin America and the Arts <i>Music</i> MUSM 230 - Survey of Music in Western Culture MUSM 231 - Survey of Jazz MUSM 232 - Survey of Popular Music MUSM 233 - Survey of World Music <i>Theatre</i> THEA 220 - Introduction to Theatre THEA 250 - Film Appreciation	6
Kinesiology PEAC 100 - Lifetime Wellness PEAC activity - 2 different activities	3
Foreign Language / Cultural Competency/Awareness	3
General Education Elective Choose 2 hours of courses from any menu listed above.	2
Total University Requirements Hours	56

*BCOR 310 is a combined class for CORE and Bible; the hours for the class are counting in the total for the Bible requirement.

Advising Chart Spring 2012



Advising Chart Spring 2012



ABILENE CHRISTIAN UNIVERSITY
CORE 210.01: Identity and Community

Time

Location

3 Credit Hours

SYLLABUS • *Semester*



Contact Information

[Professors Info Here]

Course Information

ACU Mission

To educate students for Christian service and leadership throughout the world.

General Education Core Mission

To introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

Course Mission

To enhance students' ability to reflect and critically evaluate the role of community in shaping and developing values, attitudes and engagements of the human person.

Course Description

Core 210: Community and Identity (3-0-3): Focuses on the intersection of the human self and community. Exploring a range of philosophical, ethical, and theological theories of human nature and society, students will learn how to think critically, globally, and missionally about themselves and the communities of which they are a part.

A range of theoretical questions are at the heart of the course. How can we speak truthfully about human nature and selfhood? What makes humans different from animals? Are humans naturally bad or good? What sources shape the kind of people we are? How do different visions of the self translate into different conceptions of the kinds of communities we hope to create? What is a good community, anyway? And what difference does the Lordship of Christ make to how we view *ourselves*, *others*, and the *communities* that we are born into? While the course hopes to equip students to think divergently—learning how to compare and contrast different ideas about the self and community—the goal is not simply to teach students how to regurgitate different theories. Rather, this course aspires to create opportunities for students to see the relevance of these ideas for their own lives and communities. *This course is intended as the second course in the sequence for those who are continuing their Core Curriculum requirements.*

Prerequisites

Core 110: Cornerstone

Course Competencies and Measures

The overall percentage required when all assignments are totaled is: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = less than 60%.

Upon completion of this course, students will be able to:

- 1) Understand the historical and cultural context of critical terms and concepts that inform different views of the self and community.
- 2) Demonstrate proficiency in the skills necessary to write an effective research paper, including how to structure an argument, how to identify effective sources, and how to organize a critical paper.
- 3) describe how different visions of the self and community manifest themselves in the contemporary world.
- 4) Demonstrate the moral implications of living an integrated, Christ-centered life, especially as this commitment pertains to the cultivation of good communities.
- 5) Compare and contrast different theories of the self and community.
- 6) Consolidate course concepts into a clearly articulated statement that relates these ideas to a community-related controversy or topic.
- 7) Evaluate the strengths and weaknesses of different theories of the self, employing relevant evidence, logic, and learning.

Student achievement will be measured by successful completion of the following course assignments, weighted as follows:

Course Exams (40%): Students will take two unit exams and one final exam testing adequate grasp of theory covered in class readings and lectures.

Reading Quizzes (20%): Students will take regular quizzes over course readings.

Position Paper (20%): Students will prepare a ____ page position paper in which they defend a community-related social policy, using relevant evidence to support their position. **[See Below]**

Annotated Bibliography (5%): In support of the position paper, students will submit an annotated bibliography of 8-10 academic sources that will inform the argument of their paper.

Alternative Writing/Creative Assignment(s) (15%): *Faculty may select from a pool of alternative assignments tied to appropriate learning outcomes (see below)*

All Core 220 sections will have 3 exams, regular reading quizzes, and 13-15 pages of assigned written work through the course of the semester.

(Notes: (1) Faculty should consult the course addendum document which details connections between learning outcomes and course assignments and lists a range of alternative assignments that faculty may employ in their respective sections.

(2) All sections are expected to have 13-15 pages of assigned written work over the course of the entire semester. Course design permits flexibility for professors to apportion these pages among the assignments that professors employ.)

Course Policies

Academic Integrity

We support ACU's Academic Integrity Policy located at:

http://www.acu.edu/campusoffices/studentlife/judicialDocuments/Acad_Integ_Policy_20

Attendance

For MWF sections: *Attendance* is expected at every class period. In the event of an emergency causing you to be away, you are responsible for the materials covered in class. *Excused absences* are those caused by a university-sponsored activity, medical emergency or family tragedy. If you are absent due to a university-sponsored event, you should provide a suitable explanation in advance, which must be approved by me. Illness must be verified on the day that you return to class. You are allowed (but not encouraged to use) up to **three** unexcused absences this semester without penalty. For every unexcused absence beyond the third your final course grade will be decreased by 1/3 of a letter grade. Class will begin promptly at the scheduled time. Two tardies equal one unexcused absence.

For TR sections: *Attendance* is expected at every class period. In the event of an emergency causing you to be away, you are responsible for the materials covered in class. *Excused absences* are those caused by a university-sponsored activity, medical emergency or family tragedy. If you are absent due to a university-sponsored event, you should provide a suitable explanation in advance, which must be approved by me. Illness must be verified on the day that you return to class. You are allowed (but not encouraged to use) up to **two** unexcused absences this semester without penalty. For every unexcused absence beyond the third your final course grade will be decreased by 1/2 of a letter grade. Class will begin promptly at the scheduled time. Two tardies equal one unexcused absence.

Disabilities

If you have a documented disability and want to request academic accommodations, contact the ACU Student Disability Services office (a part of Alpha Scholars Program). To receive accommodations you must be registered with Disability Services and complete a specific request for individual classes. Call (325) 674-2667 for an appointment with the Director of Student Disability Services.

Texts and Readings

All faculty are required to select one primary text from the following pool:

- Michael Sandel, *Justice: What's the Right Thing to Do?* (2009) New York: Farrar, Straus, and Giroux
- Louis Pojman, *Who are We? Theories of Human Nature* (2005) Oxford, UK: Oxford University Press
- A faculty-created primary source reader

In addition, all faculty are required to select one supplemental text, which may include the following:

- A novel or work of fiction
- A text exploring Christian visions of identity in community (e.g. Lee Camp, Boenhoeffer, etc.)

Supplemental texts need to adhere to a shared commitment to maintaining equitable reading loads across the sections (e.g. denser primary readings weigh more heavily than do lighter texts like The Hunger Games).

Note: recommendation is that the General Education Office appoints a working committee responsible for selecting common text resources for this course.

Tentative Daily Schedule

While faculty are expected to structure their courses in their own way, the primary texts above lend themselves to the following general modules that may frame the sequence of the course:

Core 210 with Sandel as primary text

Module 1: The Self in Community (explorations of big questions pertaining to community and identity, exemplified in public discourse, arts, and literature)

Module 2: The Just Community (Sandel—4 theories of the just community)

Module 3: The Christian in Community (The nature of Christian community, and the nature of the Christian mission in non-Christian communities).

Module 4: Contemporary Challenges and Responses (Case studies exploring Christian identity and justice, pertaining to real community-related topics)

Core 210 with Pojman as primary text

Module 1: Christian Faith and the Self (Christian tradition and visions of human nature and identity)

Module 2: Who are We? Theories of Human Nature (Pojman—historical survey, with series of smaller modules structured in historical sequence, with integration of arts and literature)

Module 3: The Human in Community (Contemporary focus on import of modules 1 and 2 for Christian living in the world)

Learning Outcomes and Measures
Core 210: Identity and Community
Learning Outcomes and Measures Supporting Document

Learning Outcome Type	Learning Outcome ("Students will be able to . . .")	Measures (Required or Alternative) ⁱ
Knowledge	1) Understand the historical and cultural context of critical terms and concepts that inform different views of the self and community. 2) Demonstrate proficiency in the skills necessary to write an effective research paper, including how to structure an argument, how to identify academic sources sources, and how to organize a critical paper.	- Students will take two unit exams and one final exam. These exams will test student knowledge of theory covered in class readings and lectures. (Required) - Students will complete regular quizzes and/or worksheets over course readings (Required) - Students will prepare a position paper in which they defend a community-related social policy, using relevant evidence to support their position. (Required) - In support of this paper, students will submit an annotated bibliography of 8-10 academic sources for their papers. (Required) [Note: While faculty may adjust the length of this paper to accommodate other course assignments, all sections will be expected to assign 13-15 pages of written work for the entire semester.]
Comprehension	3) Describe how different visions of the self and community manifest themselves in the contemporary world.	- Course Exams (Required; see above) - Students will submit three responses to blog prompts that invite students to relate a theory or course concept to a contemporary topic. Students will be assessed on the accuracy of their movement from theory to application. (Alternative) - Students will write one 1500

		word essay that relates their own social location to their vision of human identity. (Alternative)
Application	4) Demonstrate the moral implications of living an integrated, Christ-centered life, especially as this commitment pertains to the cultivation of good communities.	- Students will successfully complete a service learning contract and create an artifact—either a 3-4 minute podcast or a 1,000-1,500 word essay—that demonstrates adequate reflection on lessons learned from the service about integrating Christian faith into a life of service. –OR– - Students will submit a 1,000-1,500 word essay response to a case study and prompt selected by the professor. The essay will demonstrate adequate reflection on how Christian faith informs a response to the case study. (Both alternative—if correctly crafted, this assignment may also satisfy 3), above)
Analysis	5) Compare and contrast different theories of the self and community.	- Course Exams (Required) - Students will submit a 1500-2000 word literary analysis of a fictional text using different theories of the self and/or community as a lens for analysis. (Alternative)
Synthesis	6) Consolidate course concepts into a clearly articulated statement that relates these ideas to a community-related controversy or topic.	Position paper (see above) (Required)
Evaluation	7) Evaluate the strengths and weaknesses of different theories	- Course Exams (Required) - Blog prompts (see above)

	of the self, employing relevant evidence, logic, and learning.	(Alternative)
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ⁱ While some assignments are optional, all syllabi will need to include some mechanism for assessing achievement of each learning outcome. Professors who opt out of an optional assignment will need to identify a replacement assignment that can serve this role.