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GENERAL EDUCATION COURSE PROPOSAL
WEBER STATE UNIVERSITY
SOCIAL SCIENCE

Area: **SOCIAL SCIENCE**

Date: October 27, 2014

College: Social Science

Department: Political Science

Catalog Abbreviation: Leadership and Political Life

Catalog Title: Leadership and Political Life

Course Number: POLS 1520

Credit Hours: 3

Substantive:

New: X

Revised:

Renewal

Effective Date Fall, 2015

Course description as you want it to appear in the catalog:

The purpose of the Leadership and Political Life class is to introduce students to the theory and practice of leadership in the public realm, which is applicable also to the private sector.

SOCIAL SCIENCE GENERAL EDUCATION MISSION STATEMENT

The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to assist

students in their efforts to contribute to society in their particular professions and as responsible citizens of their various communities.

SOCIAL SCIENCE LEARNING OUTCOMES

All courses proposed for inclusion in the social science breadth category must address at least **two** of the skill criteria listed below. (Mark all that apply.)

- ☒ Written, oral, or graphic communication
- ☐ Abstract logic or reasoning
- ☐ Use of information technology
- ☐ Use of library or other research sources
- ☒ Critical thinking, cognitive learning, and individual or group problem solving
- ☐ Collaborative group problem solving

Justification: In section 5 below, there is an outline of how each course assignment addresses each skill criteria outcomes checked above.

A student completing a social science general education course should be able to accomplish **three** of the following five outcomes. (Mark all that apply.)

- ☒ Describe a social science approach to studying and understanding human behavior.
- ☐ Describe basic assumptions about humans and their behaviors from a social science perspective.
- ☒ Explain the basic elements and operation of a sociocultural system.
- ☒ Explain the interactions between individuals and their sociocultural and/or natural environments.
- ☐ Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Justification: In section 5 below, there is an outline of how each course assignment addresses each of the social science general education outcomes checked above.

COMPLETE THE FOLLOWING

1. Has this proposal been discussed with and approved by the department?

Yes. The Political Science Department is fully supportive of this course and its designation as a social science general education course.

2. List those general education courses in other departments with similar subject matter and explain how this course differs.

This course is the first course specifically addressing the subject of Leadership offered in the Political Science course. There are no comparable courses in the Political Science department and that is why the course has the support of the department and the department head.

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3. If the proposed new general education course affects course requirements or enrollments in other departments, list the departments and programs involved and attach comments from each.
4. Attach a course syllabus. Include the number of contact hours per week and the format of these hours (e.g., lecture, lab, field trip, etc.).

This is a 3 credit lecture course.

New Courses Only:

5. Discuss how you will assess student learning outcomes associated with this course

Below is an explanation of how each assignment in the Leadership class addresses each of the Skill Criteria and Social Science Learning Outcomes:

Assignments/Grade/Political Science & Social Science General Education Requirements Achieved:

Attendance/Participation**20**

Attendance, participation and discussion in the class contribute to the oral communication and collaborative group skills of the class members. Students who attend class, prepare thoughtfully by researching the guest speakers and arriving with thoughtful questions, and who participate actively and thoughtfully in discussions of the texts we study together in class will receive full participation points in this class.

3 four page essays**105 (35 points each)**

The essay assignments meet the written, abstract reasoning, research, and critical thinking social science general education requirements. The students will be required, through the social science methods of political thought and leadership education, to study and understand human behavior.

Grading Standards: These papers should show that the students has read carefully and thought seriously about the text under consideration. They will be credited for clarity, conciseness, and the degree of reflection their arguments display.

A (90-100): An excellent piece of work. A paper in the A range will not only demonstrate a competence and solidity in treating the topic at hand, but it will go beyond that to demonstrate hard, original, and critical thinking. An A paper will not rest content with unsupported assertions (even sharp ones), but will build an argument or a series of arguments. I will have no doubt about what the guiding idea of the paper is. It will be well grounded in the text under discussion, with pertinent citations and quotations. Obvious opposing views will be anticipated and responded to. The writing throughout will be simple, clear and unambiguous and presented in a thoughtful and organized way. It will be proofread, well-polished, and contain very few grammatical and typographical errors.

B (80-89): Good, solid, above-average work of the sort I would expect from a political science student at Utah State University. A B paper will demonstrate a basic competence in the topic at hand. The argument of a B paper will be typically either solid but unremarkable, or it may face some notable, but not grave, problems. If the paper has attempted something more ambitious, there may be some significant problem (such as a failure to address opposing possibilities or insufficient textual support). A paper that otherwise might get an A may drop to a B owing to poor writing. But in general, a B paper will be clearly written and argued and well organized. Your basic argument should be clear to me, whether or not your support for it is rock-solid. A B paper will be free of major problems. Receipt of a B on a paper conceived and executed the night before is cause for celebration (except for the fact that if you had begun earlier and devoted more serious thought to the paper, it might have been an A).

C (70-79): Average work that may suffer from a variety of major ills. The reader may be left unsure what your main thesis is. Your basic thesis may contradict itself in a crucial way or be insufficiently supported or contradicted by the text. Many C papers are poorly written and haphazardly organized, giving the appearance of having been written in haste and with little

reflection or attention to the text. Some C papers may evidence significant work, but fail to demonstrate the basic competence in the topic required by a B paper.

D (60-69): A paper receiving a D will have many major problems. This should serve as a wake-up call.

F: Unacceptable work by any measure.

5 reports on political, government and public service speakers

50 (10 points each)

The speaker reports fulfill the social science outcome requirements for written communication. The speaker talks and the students' reports will also enhance their understanding of interactions between individuals and their sociocultural environment, and enable them to understand the basic elements and operation of the sociocultural system in which they live and work.

**Resume, Cover letter,
Constituent letter**

15 (5 points each)

The "Resume, Cover Letter, and Constituent Letter" assignment addresses the Social Science General Education requirement that students acquire the skills of written communication and research (to respond to a hypothetical constituent problem or question).

Attendance at 2 external

Lectures (See External Lectures below,

1 page reports

Due in the class after

the lecture)

10 (5 points each)

The external lecture attendance requirement exposes students to critical thinking and requires them to write critically about the lectures they have attended. It also introduces them to basic assumptions about human beings and their behaviors from the different perspectives addressed in the lectures.

200 points

Current General Education Courses and Existing Courses Seeking General Education Status:

7. How has this assessment information been used to improve student learning?

GENERAL EDUCATION COURSE APPROVAL PAGE

Gen ED Proposal

Approval Sequence:

BC UG 10/27/14
Department Chair/Date

Erin B. Hines 10/27/14
Dean of College/Date

University Curriculum Committee/Date

Passed by Faculty Senate _____ Date

Effective Date Summer 2015