

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 21 SEPTEMBER, 2012; 1.24.13GE; REV 1.25.13; REV 2.6.13; REV 2.27.13

PROGRAM AREA(S): UNIV

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> x Course Learning Outcomes
<input checked="" type="checkbox"/> X Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: This modification is to change the course number from UNIV 110 to UNIV 210. With the UNIV 150 First Year Seminar now in place and considering the demanding pace of this course, it is better suited to be part of the sophomore level University Experience offerings. Additionally, in practice, most sections of this mission-focused critical thinking course fill up with continuing students, so students seldom take it as freshman, as the 110 numbering would imply.

~~The mode of instruction is changed from lecture to seminar, as this is the current practice, and more appropriate for the design of the course.~~

Learning outcomes are revised to incorporate relevant course-level outcomes related to General Education Goals from Senate Policy 06-06.

Area E GE added. Development of multicultural, national, international, and integrative perspectives, as well as civic responsibility and learning to learn are important life-long learning skills.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix UNIV Course# 110
Title Critical Thinking through the
University Mission Units (3)
3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Description: This course teaches critical thinking skills, including forms of logic, by introducing students to the four components of our mission. Through special presentations, guest lectures, and small discussion sections. Students will apply various types of arguments and understand the relationship of language to logic in analyzing issues and opportunities specific to multiculturalism, internationalism, interdisciplinarity and community engagement.

General Education Categories: A3

NEW

Prefix UNIV Course# 210
Title Critical Thinking through the
University Mission Units (3)
☐ hours lecture per week
3 hours seminar per week

☐ Prerequisites: ☐
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Description: This course teaches critical thinking skills, including forms of logic, by introducing students to the four components of our mission through special presentations, guest lectures, and small discussion sections. Students will apply various types of arguments and understand the relationship of language to logic in analyzing issues and opportunities specific to multiculturalism, internationalism, interdisciplinarity and community engagement.

General Education Categories: A3, E

Grading Scheme (Select one below):

☒ A – F

Credit/No Credit

Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N N

Course Level:

☒ Undergraduate

Post-Baccalaureate

Graduate

Grading Scheme (Select one below):

☒ A – F

Credit/No Credit

Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N N

Course Level:

☒ Undergraduate

Post-Baccalaureate

Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	<input type="text"/>
Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Online	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Online	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Course Attributes:

☒ **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

☒ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

C-3b Multicultural

D (Social Perspectives)

X E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☒ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ **Online Course** (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

☐

☐ Requirement for the Major/Minor

☐ Elective for the Major/Minor

☒ Free Elective

NEW

☐

☐ Requirement for the Major/Minor

☐ Elective for the Major/Minor

☒ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

of the course, students will be able to:

- (1) Discuss issues inherent in the control of meaning;
- (2) Identify and define common types of material, psychological, and logical fallacies in argumentation;
- (3) Assess how evidence is applied to substantive issues tied to each of the four mission-based elements;
- (4) Choose an issue and develop and assess various arguments used to promote specific social policy, law, curriculum, etc.;
- (5) Assess fallacies; distinguish fact from opinion; and be able to examine various facets of complex issues or problems;
- (6) Demonstrate the uses of inductive and deductive reasoning.

Upon completion of the course, the student will be able to:

NEW

- (1) Discuss issues inherent in the control of meaning;
- (2) Identify and define common types of material, psychological, and logical fallacies in argumentation;
- (3) Assess how evidence is applied to substantive issues tied to each of the four mission-based elements;
- (4) Choose an issue and develop and assess various arguments used to promote specific social policy, law, curriculum, etc., integrating content, ideas, and approaches from multicultural perspectives, national and international perspectives, and integrative perspectives across disciplines and taking individual and collective actions which can address issues of public concern (GE 1.1 and 1.2)
- (5) Assess fallacies; distinguish fact from opinion; and be able to examine various facets of complex issues or problems;
- (6) Demonstrate the uses of inductive and deductive reasoning from a variety of perspectives. (GE 2.1)

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- (1) What is Critical Thinking?
- (2) What is an Argument?
- (3) Explanations and Value Arguments
- (4) What is the Argument? Conclusion and Premises.
- (5) Applying Arguments:
a) Multiculturalism; b) Internationalism; c) Interdisciplinarity/synergy; d) Community Engagement
- (6) Evaluating Evidence and kinds of evidence
- (7) Induction and Causality

NEW

- (1) What is Critical Thinking?
- (2) What is an Argument?
- (3) Explanations and Value Arguments
- (4) What is the Argument? Conclusion and Premises.
- (5) Applying Arguments:
a) Multiculturalism; b) Internationalism; c) Interdisciplinarity/synergy; d) Community Engagement
- (6) Evaluating Evidence and kinds of evidence
- (7) Induction and Causality

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒
If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒
If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: UNIV

9. References. [Provide 3-5 references]

OLD Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission)
Writing Logically, Thinking Critically, 2nd. ed. (Longman, 1977)
Sheila Cooper and Rosemary Patton
California Dreams and Realities: Readings for Critical Thinkers and Writers (Bedford, 2nd ed., 1999)
Sonia Maasik and Jack Solomon
Rereading America: Cultural Contexts for Critical Thinking and Writing, 5th ed (Bedford, 2001)
Gary Colombo, Robert Cullen, and Bonnie Lisle
Paul, R. & Elder, L. (2007). The Miniature Guide to Critical Thinking: Concepts and Tools. The Foundation for Critical Thinking.

NEW Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission)
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Rereading America: Cultural Contexts for Critical Thinking and Writing, 5th ed (Bedford, 2001)
Gary Colombo, Robert Cullen, and Bonnie Lisle
Paul, R. & Elder, L. (2007). The Miniature Guide to Critical Thinking: Concepts and Tools. The Foundation for Critical Thinking.
Peer-reviewed rticles and other materials related to the mission focus.

10. Tenure Track Faculty qualified to teach this course.

Marie Francois, Geoff Buhl, Georgina Guzman

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes ☐ No ☒
If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
☐
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
☐
- C. Facility/Space/Transportation Needs:
☐
- D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)
- E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒
If, YES attach a program update or program modification form for all programs affected.
Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.
Priority deadline for Course Proposals and Modifications: **October 15, 2012.**
Last day to submit forms to be considered during the current academic year: **April 15th.**

Marie Francois

10.1.12

Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have UNIV110: Critical Thinking through the Mission added to E: Human Physiological and Psychological Perspectives

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

Request Submitted

Course: UNIV110 Critical Thinking through the Mission

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 10/8/2012 8:58:46 AM

Date Approved: 1/24/2013 4:02:56 PM

1. Focus on some aspect of human physiology, psychology, health, or physical activity

Students in this course will critically assess the psychological, societal and economical impact of social problems or issues on human populations in their communities, countries and in the world. For example, one unit in the course focuses on discrimination and overt physical and psychological violence that stems from bigotry and intolerance. Another unit on the economics, science, and psychology of food might investigate conditions of industrial food production that affect the health of consumers. Another unit on land use and farmworker issues might engage issues of pesticide use, which affects both farm workers and consumers, and learn about the physical demands of stoop labor.

2. Promote an understanding the humans, as physiological and psychological beings, exist and live in a social and physical environment

This course will promote in students their own development as self-reflective, culturally aware, and responsive community participants in their existence as both psychological and physiological beings. It also develops students' habits of mind that promote life-long learning and wellness, and integration in their adult lives of critical engagement with mission perspectives.

GE Committee response to your request have UNIV110: Critical Thinking through the Mission added to A3: Critical Thinking

Approved by committee on 11-07-2007

Request Submitted

Course: UNIV110 Critical Thinking through the Mission

Area: A3 Critical Thinking

Date Submitted: 11/2/2007 12:00:00 AM

Date Approved: 1/24/2013 4:07:49 PM

1. Prepare the student to use reasoning of both inductive and deductive types

Through the textbook and supplemental readings, students will be introduced to both types of reasoning. We will use mission-based examples for students to practice using inductive and deductive reasoning skills.

2. Focus on the analysis of written, oral, visual and/or symbolic communication

Focus on the analysis of written, oral, visual and/or symbolic communication, Within this course, students will have the opportunity to use oral and written language to demonstrate their comprehension of arguments within a variety of communication genre (film, internet, TV, journal articles, etc).

3. Prepare the student to assess common fallacies in reasoning

Prepare the student to assess common fallacies in reasoning, This course will present arguments on a variety of mission-related topics such as multiculturalism, internationalization, interdisciplinarity, and social issues. The students will have to recognize which fallacies are commonly used within particular discourses. Furthermore, students will have to critique particular messages while abstaining from common fallacious traps.

Popular discourse is filled with fallacious arguments about each of the center areas. This course will introduce students, through critical thinking models, to academic discourse expectations with regard to these topics.

4. Address modes of argument, rhetorical perspectives, and the relationship of language to logic

The mission centers present an ideal focus for helping students to discern the relationship between language and action. Through assignments, guest speakers and class discussion, students will have to compare different perspectives and produce logically sound arguments.

Approval Sheet

Course: UNIV 110

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date