## 

## CITY COLLEGE of NEW YORK

## City University of New York

**FIQWS Proposal:**

Before completing this proposal, please read Guidelines for Topic and Composition Instructors at the end of this form. Although the topic instructor presents the proposal, it is with an understanding that the syllabus will be developed in coordination with the composition instructor.

Email your course proposal to: Ana Vasovic at [avasovic@ccny.cuny.edu](mailto:avasovic@ccny.cuny.edu)

**Proposal made by:**

**Course Name:**

**1. Course Information**

*a) Course Description (For Committee):*

*b) Course Description (For New Freshmen) :*

*c) Principal Readings (please be as specific as possible and explain how they relate to the topic):*

*d) Course Learning Outcomes:*

1. *Composition section Learning Outcomes:*

The following learning outcomes have been adopted for all FIQWS composition sections:

Students successfully completing this course will demonstrate ability to:

* Explore and analyze in your own and others’ writing a variety of genres and rhetorical situations
* Develop strategies for reading, drafting, revising, and editing
* Practice systematic application of citation conventions
* Recognize and practice key rhetorical terms and strategies when engaged in writing situations
* Develop and engage in the collaborative and social aspects of writing processes
* Understand and use print and digital technologies to address a range of audiences
* Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias
* Compose texts that integrate your stance and language with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation

*B. Topic section learning outcomes:*

*Select one of Pathways core categories learning outcomes (available at the end of this form) and paste here along with descriptions of assignments/activities that will address those learning outcomes (to be listed in the left column).*

e) Writing assignments (**total required**: 20-25 pages of polished, graded writing)

The following assignments (assigned and graded by topic and composition instructors respectively as indicated below) are examples of how the assignments may be structured.

|  |  |  |
| --- | --- | --- |
| ***Introductory Essay*** | 2-3 pages. | Suggested for composition (and/or topic) |
| ***Summary and Response Essay*** | Summary of or response to a reading assignment writing; 2-3 pages. | Required for topic section |
| ***Exploratory Essay*** | 4-5 pages. | Suggested for composition (and/or topic) |
| ***Researched Critical Analysis Essay*** | 5-7 pages. | Required for composition and topic (grades may be collaborative or separate) |
| ***Reflection Assignments*** | 1-2 pages after each essay. | Suggested for composition |
| ***Final Portfolio and Self-Reflection*** | 3-4 pages. | Required for composition; Optional for topic |

*In addition to the assignments listed in the table above (shared between topic and composition instructors and mandatory for all FIQWS sections) the instructor for the topic section should also develop assignments designed to evaluate discussion, presentation and test-taking skills. The topic section instructor may also choose to assign low-stakes writing assignments throughout the semester (alongside the low-stakes and formal writing students complete in the composition section)*. *Examples for additional forms of evaluation include: oral presentations, participation (including peer reviews), Journals, blogs or other low-stakes writing, First drafts (not graded—credit given for completeness). Please list some of the additional assignments that you envision for the topic section below:*

*g) Other Information/Comments (please tell us anything else you think we should know about the topic section that you are proposing):*

**h) Tentative grade breakdown – Please specify the breakdown in the topic section Note: no more than 10% for attendance/participation/punctuality, and at least two writing assignments (Summary and Response Essay and Researched Critical Analysis) are to be included:**

*If you choose to assign the same final grade as the composition section, you will need to ensure that your teaching partner and you have the same grade breakdown.*

Include a basic syllabus framework below :

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**Pathways Core Learning Outcomes**

1. Choose one of the five categories (A. through E.) and copy under the “Topic section learning outcomes” section above (in red).

2. Complete left column by listing activities/assignments that will be done to accomplish the learning outcomes in the right column

|  |  |
| --- | --- |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
|  | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
|  | * Analyze the historical development of one or more non-U.S. societies. |
|  | * Analyze the significance of one or more major movements that have shaped the world's societies. |
|  | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
|  | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |
| **B. U.S. Experience in its Diversity**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
|  | * Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
|  | * Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
|  | * Explain and evaluate the role of the United States in international relations. |
|  | * Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
|  | * Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |
| **C. Creative Expression** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
|  | * Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
|  | * Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
|  | * Demonstrate knowledge of the skills involved in the creative process. |
|  | * Use appropriate technologies to conduct research and to communicate. |
| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
|  | * Examine how an individual's place in society affects experiences, values, or choices. |
|  | * Articulate and assess ethical views and their underlying premises. |
|  | * Articulate ethical uses of data and other information resources to respond to problems and questions. |
|  | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
| **E. Scientific World**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
|  | * Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
|  | * Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
|  | * Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
|  | * Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |