

## COLLEGE OF ARTS AND SCIENCES NEW COURSE PROPOSAL FORM

**THIS IS A FILLABLE PDF FORM. IT REPLACES THE FORMER "PROSPECTUS OUTLINE."**

**READ THE INSTRUCTIONS BELOW AND ANSWER THE QUESTIONS ON PAGES 2 - 7.**

**SUBMIT COMPLETED FORM WITH COURSE SYLLABUS IN PDF FORMAT**

### Instructions for Faculty

**Before proposing a new course, read these instructions to understand the information that the curriculum committees will use to review your proposal.** There are typically two such committees, operating at the levels of your school or college and the university as a whole, that consider your proposal after it has been approved by your department. The reviews have five principal aims:

1. To verify the **department's sponsorship** of the course as fitting into its curriculum.
2. To ensure that courses don't **overlap** or compete unnecessarily with one another.
3. To evaluate the **syllabus** for clarity and completeness, mainly by adopting a student's perspective.
4. To ensure that the number of **credits** a course carries reflects the workload it requires. This is required by our accreditors and, ultimately, by federal policy.
5. To determine whether an undergraduate course can count for a **special curricular status**:
  - a. General Education group-satisfying
  - b. General Education multicultural
  - c. Honors ("H" after course number on transcript—not Honors College)
  - d. Second language for B.A. degree
  - e. Math/computer science for B.S. degree

This New Course Proposal Form (NCPF) is designed to elicit all of the information needed – besides the course syllabus itself – for review by the college and university committees. It will be helpful to assemble as much of the required information as possible in advance. **Therefore, we ask that you take the following steps before filling out the form.**

1. **Secure departmental approval:** Each department has its own local process to develop and screen new course proposals. This is important because, while instructors write syllabi, departments own courses and both schedule and assign instructors to them. College and university committees mainly want to understand the rationale and context for a new course—how it fits into a department or program curriculum—and verify that the sponsoring department is committed to offering it sustainably.
2. **Check for course overlap:** Search the UO course catalog to see if your course might overlap or compete with others. If it does, you'll need to produce emails showing that your department—and not just you, the instructor—has conferred with its counterpart(s). Instructions are given in Part III of this form. The curriculum committees expect instructors and departments to work through any disagreements collegially. The committees don't relish acting as arbitrators, but neither do they defer automatically to either side in case of conflict.
3. **Prepare your syllabus:** Consult the "CAS Syllabus Checklist" on pages 17-21 below and follow its instructions carefully as you write a new syllabus or update an existing one. Provide the information required in the order indicated, and with the expected level of detail. Pay close attention to the instructions on matching workload expectations to the number of credits requested. All this will make life easier for your colleagues on the curriculum committees. Everyone understands that instructors revise and rearrange their syllabi when they actually teach a course, but the version you submit needs to be authentic and complete. [When you submit this New Course Proposal Form to your departmental curriculum coordinator, submit your syllabus in PDF format along with it.](#)
4. **Check criteria for special curricular status, if applicable:** If you want your course to count for a special curricular status, familiarize yourself with the applicable rules and policies, and submit a justification in Part V of this form. Make sure that the course description given on your syllabus provides a detailed explanation of precisely how the course addresses the criteria specified. Rules and policies on special status courses can be found in the Appendix on pages 9-16 below.

## I. General Course Characteristics

1. Subject code, course number, and catalog title:
2. Abbreviated course description for catalog:
3. Number of credits:
4. "Topics" course? (topic changes under one overarching subject)
5. Repeatable for credit?
6. Grading options for majors:  
Grading options for non-majors:
7. Special curricular status
  - 7.1. Group-satisfying?
  - 7.2. Multicultural
  - 7.3. Honors ("H" on transcript)
  - 7.4. Second language for B.A.
  - 7.5. Math/CIS for B.S.
8. Pre- or co-requisites:
9. Prerequisite for any other course(s)?
10. Other conditions for enrollment:
11. Requested start date:
12. Instructional format(s) envisioned:
13. Expected enrollment:
14. Has this course been offered before?

1. What is the rationale for creating this course? Include consideration of the following:
  - 1.1. How does it fit into the curriculum of its sponsoring department and/or other programs to which it belongs?
  - 1.2. If the course is part of a SEQUENCE (in which all courses must be taken in numeric order) or a SERIES (in which courses may be taken in any order), describe the intellectual connections.
  - 1.3. If this is a TOPICS course (one whose specific topic changes under one overarching subject), indicate a range of possible topics and what common subject matter or approach holds them together.
  
2. Is this course connected to any other curricular changes in process? For example:
  - 2.1. Other new course(s) being proposed concurrently
  - 2.2. Existing course(s) being changed concurrently
  - 2.3. Other course(s) to be dropped contingent on approval of this one
  - 2.4. Any related degree program (major, minor, or certificate) concurrently being changed or newly proposed
  
3. What faculty are available to teach this course?

### III. Overlap with other courses

**It is the responsibility of faculty who propose a new course to review carefully the catalog descriptions for course offerings of other departments to identify courses which, by their descriptions, might appear to an outside observer to have considerable overlap with the newly proposed course (<http://uocatalog.uoregon.edu/>).**

If course content overlap is possible, the proposing department will need to provide formal confirmation that the other department/college has been consulted and does not object to the new or changed course. Normally, the syllabus for the new course, along with an explanation of how it provides a perspective significantly different from that of the existing course, should be sent by the head (or faculty curriculum coordinator) of the proposing department to the head (or faculty curriculum coordinator) of the established offering department as a courtesy. This communication is intended to foster cooperation and collegiality between departments and with other colleges.

**If applicable, cut and paste documentation (email is fine) of your consultation and agreement below.**

## IV. Student Engagement Inventory

The Student Engagement Inventory (SEI) below is checked against the syllabus to ensure that the proper amount of credit is awarded to the course given the work it requires. Federal policy defines one undergraduate *credit* hour as approximately 30 *real* hours of student work over the term (typically 10 hours in class and 20 hours outside of class). One graduate credit hour denotes 40 hours of work. **Graduate students in 4xx/5xx courses are therefore expected to perform roughly a third more work than their undergraduate counterparts.** To ensure that the number of credit hours requested corresponds to the student workload described in the syllabus, instructors should tally up and briefly explain the number of hours per term a **typical** student is expected to spend in the SEI below. For each applicable category, indicate the total expected hours and very briefly describe the activity in the in the “Explanatory Comments” column. **For reading and writing assignments, indicate the total number of required pages.** Highlight any divergence from what a non-specialist reviewer might consider normal (*e.g.* a dense philosophical text read at a rate of 5 pages an hour).

EDUCATIONAL ACTIVITY	Hrs/term engaged (UG)	Hrs/term engaged (Grad)*	Brief Explanatory Comments
IN-CLASS ACTIVITIES			
50-min. sessions = 1 hr 80-min. sessions = 1.5 hrs			Classroom scheduled for: ____ hrs/class X ____ times/week. Plus co-requisite lab or discussion sections: ____ hrs/class X ____ times /week.
OUT-OF-CLASS ACTIVITIES			
Assigned readings			
Problem sets or exercises			
Projects or presentations			
Writing assignments			
Field work or experiential learning			
Performance or creative activities			
Online interaction			
Studying for exams or other assessments			
Film-viewing**			
Other			
<b>Total hours over the term</b>			Minimum 120 hrs/term for a 4 credit undergraduate course. Minimum 160 hrs/term for a 4 credit graduate course.
<b>Number of credits requested</b>			

\* For 500- and 600-level courses only

\*\* See page 12 for CAS policy on film viewing

## V. Special Curricular Status(es)

*If you are not requesting special curricular status for an undergraduate course, STOP HERE.*

Proposals requesting that a course count for a special undergraduate curriculum status (General Education group-satisfying or multicultural, second language, or mathematics/computer science) are given special scrutiny, as are those that bear an “H” (for Honors) on the transcript. Proposers should study the criteria and restrictions for any applicable special status and pay careful attention to them, and to the following points, when completing this section.

- **The description of your course:** The course description given on your syllabus is given special scrutiny in the case of General Education courses. This description is made available to students (through DuckWeb) at the time they register for classes and is widely used by academic advisors when they are helping students choose courses. Like descriptions for all courses, it should present the questions or ideas addressed by the course in language that is accessible to undergraduates who may have no prior knowledge of the field. In addition, it should explain how the course meets the criteria for a particular General Education requirement, or more than one. If a course is intended to count toward both the group-satisfying and multicultural requirements, a single description is sufficient.
- **The frequency with which your course will be offered:** It’s important to be aware from the outset that lower-division General Education courses must be offered every year, and upper-division courses at least every other year.
- **Other restrictions.** Note that repeatable topics courses cannot be group-satisfying, nor can courses that are open only to majors. Note also that additional requirements apply to 300-level group-satisfying courses.

1. *For group-satisfying and multicultural courses:* Does your department have the staffing and resources to offer this course at least every year (in the case of lower-division courses) or every other year (in the case of upper-division courses)?
2. **On page 7, please paste a 1-2 paragraph justification for your request for special curricular status(es).** The criteria for various kinds of special status are given in the Appendix and you should refer explicitly to the relevant ones in your justification.

**V. Special Curricular Status(es) – *continued***

Reviewed by: \_\_\_\_\_ Email: \_\_\_\_\_

1. **Departmental sponsorship/overlap.** Are the rationale for the course and its place in the curriculum clear and convincing? If overlap is an issue, has it been adequately addressed? [NCPF I, II, III]
2. **Syllabus.** Is the syllabus clear and complete from the perspective of its target student audience? *I.e. does it adhere to the guidelines set forth in the syllabus checklist?* [SC I-VIII]
3. **Credits.** Does the number of credits requested reflect the workload required? *I.e. is the SEI plausible and consistent with the workload expectations given in the syllabus?* [NCPF IV; SC IV, VI]
4. **Special status.** If special status is requested, do the course description and learning outcomes in the syllabus and the justification in the NCPF satisfy the applicable criteria? [NCPF V; SC II, III]



# APPENDIX

## Purpose of the UO General Education Curriculum

The liberal arts and sciences form the foundation of the General Education curriculum at the University of Oregon. The General Education curriculum prizes a common educational experience for all students, and offers opportunities for mastery of linguistic, analytic and computational skills, as well as the development of aesthetic values. It fosters personal development and an expanded view of self. It offers a breadth of knowledge and a variety of modes of inquiry. It strives for coherence of learning through integration and synthesis. It seeks to impart enthusiasm for learning. It emphasizes critical thinking, logic, and effective reasoning along with a healthy skepticism. It encourages appreciation of heritage and culture and examines values and controversial issues.

The University of Oregon, as a comprehensive research university, offers opportunities through General Education to develop an understanding of and appreciation for:

1. the centrality of effective communication and language facility
  - \* oral and written communication
  - \* group, interpersonal and technological communication
2. the moral foundations of human interaction
  - \* ethical judgment, personal and social responsibility
  - \* the increasing interdependence and diversity of world cultures
  - \* the consequences of current actions and policies
3. the nature of the historical past and its relationship to the present
  - \* the common concerns and diverse responses of societies, past and present
  - \* historical approaches to understanding contemporary issues
4. the diversity of human experience through the study of various cultures
  - \* culture and its tangible achievements
  - \* creative expression
  - \* critical approaches
  - \* aesthetic standards
  - \* oral and written histories
5. the importance of modern sciences and technology
  - \* science as an interrelated body of knowledge, rather than a collection of isolated facts
  - \* scientific methods of discovery
  - \* scientific perspectives on major problems facing society
  - \* quantitative reasoning and computational skills
6. the fundamentals and interrelationship of the human mind and body
  - \* human behavior
  - \* perception and cognition
  - \* diverse modes of thought and creativity
  - \* self awareness
  - \* health and physical activity

## Criteria for General Education Group-satisfying Courses

Courses approved for General Education provide perspectives that encourage students to integrate knowledge and develop skills that will enable them to pursue further knowledge effectively. A large proportion of General Education coursework is intended to introduce students to the wide range of human inquiry and accomplishment, divided into three Groups: Arts and Letters, Social Science, and Science. The criteria that courses in each of these Groups should meet are given below:

**1. All Group-satisfying courses in Arts and Letters, Social Science, and Science must meet the following general criteria:<sup>b</sup>**

- A. Group-satisfying courses in Arts and Letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
- B. Group-satisfying courses in the Social Sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
- C. Group-satisfying courses in the Sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning. Although laboratory courses are not automatically excluded from Group-satisfying status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

**2. Upper division Group-satisfying courses must meet these additional criteria:<sup>c</sup>**

Upper division Group-satisfying courses must serve as broad introductions to fields with which students are unfamiliar and provide depth and rigor beyond that of typical lower division General Education courses. To achieve this dual purpose, such courses should do the following:

- Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses may be focused on a single text or period, but should use the examples provided by that focus to illuminate the larger discipline; and,
- Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate, that is, in fields where this information is accessible to a non-specialist; and,
- Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding; and,
- Assume that students are capable of advanced university-level intellectual engagement as a result of having completed substantial lower division work, although not necessarily in the subject of the course. Some upper division Group-satisfying courses may also have specific prerequisites in the form of other courses whose content provides an essential foundation in the subject.

**Examples of hypothetical course designs that could achieve these ends are given in the “Examples” section at the end of the Appendix.**

**3. The following specific criteria apply to some or all Group-satisfying courses:<sup>b</sup>**

- A.** Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
- B.** Descriptions for Group-satisfying courses should be posted electronically in the Schedule of Classes. The posted course information should be substantially expanded over those provided in the catalog, should be understandable to someone unfamiliar with the field, and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned Group-satisfying status. **Effective descriptions for three existing courses are given in the “Examples” section below.**
- B.** Lower division courses must be offered annually, and upper division courses at least every other year. All Group-satisfying courses should be offered in time periods that are standard for regular academic terms, and in no case may be offered for a period shorter than three weeks.
- C.** Courses that are offered for majors only are excluded from Group-satisfying status, but courses that are designed for both majors and other students may qualify.

**Procedures governing the approval of General Education courses<sup>b</sup>**

- D.** Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:
  - i. By the curricular committees of the various colleges and schools;
  - ii. By an inter-college committee including the members of the CAS Curricular Committee and two representatives appointed by the deans of the other schools and colleges. This second committee is also charged to review such courses as do not meet the criteria described above and to negotiate a solution with the sponsoring department;
  - iii. By the University Committee on Courses.
- E.** The inter-college committee is authorized to establish procedures governing the review process.

<sup>1</sup> *This document is a synthesis of proposals by the UO Undergraduate Council that were approved by the University Senate during the period from Fall 1999 through Spring 2004. These sources are footnoted below and indicated at the appropriate places in this synthesis. They can be found in the archives of the University Senate.*

<sup>a</sup> *October 1999: Motion US99/00-2 Amend Criteria for Satisfying Group Requirements*

<sup>b</sup> *May 2001: Motion US00/01-3 Replacement Motion*

<sup>c</sup> *May 2004: Motion US03/04-8 Amend Criteria for Group-Satisfying Courses*

## Criteria for General Education Multicultural Courses

**Category A: American Cultures.** The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

**Category B: Identity, Pluralism, and Tolerance.** The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

**Category C: International Cultures.** The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monoculturalism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the twentieth-century United States.

**Multicultural Courses Policy:** As part of general education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the university. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

## College of Arts and Sciences

## POLICY ON FILM VIEWING

Class time devoted to viewing films should be framed within active pedagogical strategies including pre-viewing exercises and follow-up evaluation and critique. Ideally, screenings during class should be limited to excerpts of films that the students have already seen outside of class. If viewings are required almost every week, supplemental meeting times for film screenings outside of regular class times should be arranged and clearly indicated in the course description.

## Examples

### 1. Expanded descriptions of 3 courses

#### Arts and Letters    **Humanities 102: Christians, Jews and Muslims in the Middle Ages**

**Catalog description:** Introduction to the Humanities. Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

**Expanded course description:** Humanities integrates a number of academic disciplines – history, literature, philosophy, religion, art and architecture – in the study of the world’s cultures. The middle term of the course treats the “Middle Ages,” a period when religion played an especially important role almost everywhere. In Europe the period is often thought of as the “Christian Middle Ages,” but from Spain all the way to India it was also a golden age of Islam. A prominent feature of the period is the tension among the three “Abrahamic” religions, Christianity, Judaism, and Islam – think of the Crusades. These tensions are obviously still with us. Our news is dominated by the wars among these three religious groups – in Israel, in the whole of the middle East, and around the world. This course examines the deep history of these relations. If the assignments sometimes seem esoteric or “academic,” as assignments often do, remember that they’re in fact urgently relevant to our historical moment. Everyone should know Ibn Ishaq’s *Life of the Prophet*, for example, even if 8<sup>th</sup> century Arabia seems distant.

#### Social Science    **History 191: China Past and Present**

**Catalog description:** Introduction to Chinese culture. Explores meanings of past and present in 20<sup>th</sup>-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy.

**Expanded course description:** China today has multiple pasts – imperial, republican and revolutionary. China Past and Present introduces the epic sweep of China’s historical transformations since the nineteenth century. This survey provides a basis for understanding the uneasy relationship between past and present in modern China. Since the late Qing dynasty, Chinese intellectuals, reformers and revolutionaries have attempted to modify, reject, even to eradicate aspects of the Chinese past in order to construct a new, modern present. At the same time, they have sought to preserve a sense of specifically Chinese identity, and to redefine modernity in Chinese terms.

By the end of the course, students should be attuned to the ways China’s pasts haunt its present, and to the way in which the changing politics of the present transform understandings of the past.

History 191 is a continuation of History 190, though 190 is not a prerequisite.

191 focuses on acquainting students with contemporary China in historical perspective. Most of the class is devoted to a chronological and thematic overview of China’s modern transformations. This overview serves as a foundation for a historical understanding of contemporary issues in Chinese politics and society which we will explore at the end of the class.

**Catalog description:** Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

**Expanded course description:** A *practical* course for non-science majors to introduce the concepts necessary to understand and work with energy (what it is), energy generation (transformation) and energy use. We will be mostly interested in the relationship of energy to our everyday lives (other than eating), the environmental consequences of global energy consumption, and what this means for the future of our lifestyles. There is no question that *major changes* in our energy consumption habits will be forced upon us in our lifetimes. We will explore why this will happen and what some of the alternatives might be.

Fundamental issues of physics will be discussed with a minimum of mathematics (high school algebra at most). Some calculations will be required for homework and a few of the exam problems, so a standard calculator will be essential (scientific calculator not required but helpful).

Of the ten week term, approximately 5 weeks will be spent introducing and developing a reasonably thorough understanding of energy: mechanics (physics of motion), electricity and magnetism (most versatile form of energy) and thermodynamics (movement of heat). We will learn about mechanical power based on engines (heat, combustion, electrical or solar energy).

The sun is the ultimate energy source for world weather, and, as it turns out, for most of our present needs as well. These topics will be discussed in enough detail that we can apply the concepts to everyday life. Great emphasis will be placed on practical examples and in-class demonstrations. We will have 2-3 “in-class” lab days to do practical experiments. For example, we will perform very simple experiments to measure the power output of the human body and energy content of fossil fuels.

The last part of the term will deal with our energy lifestyles. We will study the source of and use of fossil fuels, generation of electricity and nuclear energy. Finally, the environmental consequences (air pollution, global warming) of our energy use will be discussed.

**2. Examples of hypothetical course designs that illustrate desired characteristics of 300-level Group-satisfying courses:**

**a. introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas:**

1. In a Humanities course, the political, economic and religious influences on particular artists might be used to examine the kinds of forces that shape personal taste and distinctive artistic style in all periods and places.
2. In a Literature course, texts from a specific period, genre, or individual might serve to represent larger cultural trends and developments.
3. A course on Environmental Economics would further develop the tools and analytical techniques introduced in “principles courses,” and would show how analytical tools applicable to economics, generally, can be applied to environmental issues.
4. A History course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.
5. A Biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function

**b. educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered:**

1. In the Humanities course on style, students would use a text book, but would also study paintings, sculptures, buildings and musical compositions directly, in an effort to identify common elements of style.
2. Students in a Literature course might be called upon not only to exercise interpretive and analytical skills, but also to explore the material and ideological circumstances that contribute to the production of literary texts in a given time and place.
3. In the Economics course, students would take the fundamental microeconomic concepts and tools used by economists and policy-makers and apply them to a specific problem. Texts, homework assignments, and lectures would all be used to demonstrate how to apply these tools. As an example, students might use models of consumer and producer behavior to predict the economic effects of regulating the price of oil.
4. A History course would use primary documents for at least part of the course material. For instance, a course on the US involvement in Vietnam might ask students to read a major US news paper covering a crucial period and try to reconstruct the relationships among: the news reports, public opinion, and events as they are now understood.
5. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles

(e.g. *Scientific American* articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.

**c. encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses:**

1. The Humanities course might ask students to summarize the key ideas in Leonard Meyer's essay, "A Theory of Style" and then apply these to a particular art form or an individual piece of creative work.
2. Students in a Literature course might be expected to apply various analytical paradigms, such as a Marxist, Post-Structuralist, or Feminist framework, in their critical writing about literary texts.
3. The Economics course might ask students to apply the tools they've been working with to a problem they haven't analyzed before. For example, having looked at the effects of oil price regulation, a student might be asked to analyze another instance of price regulation, or to put two types of regulation or price distortion together in a way that wasn't covered in class -- e.g. what would happen if a price ceiling and a per unit tax were imposed simultaneously?
4. A History course might ask students to use their understanding of particular philosophical ideas to defend or refute the statement, "Enlightenment philosophy was responsible for the outbreak of the French Revolution."
5. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer's Disease and long term memory) and propose specific molecular mechanisms for them.



## CAS Syllabus Checklist

### Overview

In order to communicate effectively with reviewers, and ultimately with students, please include the following elements, in this order, on your syllabus:

- I. Course identity, teaching staff, and logistics
- II. Course description
- III. Expected learning outcomes
- IV. Estimated student workload
- V. How grades will be determined
- VI. Course schedule and assignments
- VII. Course policies: *e.g.* etiquette/inclusiveness, academic integrity, late or missed work
- VIII. Supporting material

Further instructions, including the desired level of detail, are given below for each of the elements.

You are free to construct a syllabus that is appropriate for your field and that suits your pedagogical style, but keep in mind that your syllabus will be evaluated by reviewers who are non-specialists. Moreover, reviewers try to consider syllabi from the perspective of other non-specialists – namely, students. They want to ensure that important information is included in a clear form. This will allow students to understand the content of a course, its place in the curriculum, and its workload and grading expectations—both in a general sense and on a weekly basis.

## I. Course Identity, Teaching Staff, and Logistics

- Subject code, course number, and course title
- Instructor and GTF names
  - Contact information
  - Office hour information (time and place)
- Classroom and section/lab information (meeting times and locations)
- Required course materials (*e.g.* books, course packets) and where to obtain them (Duckstore, Blackboard, Library reserves)
- Course website (if applicable)

Detail on GTFs, sections/labs, and required course materials may be placed in a later section if this is needed to keep the course description on the first page of the syllabus.

## II. Course Description

Provide a description that is long enough (typically 100-250 words) and sufficiently specific to make your course appealing and accessible to its target student audience. Please take care to use language that is meaningful to non-specialists. If your course is intended to count toward the General Education Group requirement and/or the Multicultural requirement, indicate how the course addresses the specific criteria for those categories. If the course is part of a sequence or series, indicate how it fits conceptually with the other course(s).

## III. Expected Learning Outcomes

**Please devote a section of your syllabus to a list of expected learning outcomes** – that is, the major skills, abilities, and concepts a student is expected to acquire from your course. The point is to make your expectations more transparent by articulating academic objectives that may be only implicit in the course description and workload design. Three to six short sentences or bullet points will suffice.

Active verbs (“evaluate,” “analyze,” “demonstrate,” etc.) are preferable to vague ones (“appreciate,” “learn,” “study,” etc.). The test of an appropriate learning outcome is that it is possible, through standard means (*e.g.* exam questions, papers, talks or creative projects), to determine whether a student has grasped the concept or mastered the skill in question. More guidance is available at [cas.uoregon.edu/learning-outcomes](http://cas.uoregon.edu/learning-outcomes).

If multiple instructors will teach the course at different times, focus on the learning outcomes that are likely to be expected by all of them.

#### IV. Estimated Student Workload

In a paragraph or so, succinctly describe the kinds of work students will do in your course (*e.g.* reading, writing papers, working problem sets, doing field work). Give an estimate of the amount of time required to complete the work in a typical week—as well as in crunch weeks, such as when papers or exams are due. If appropriate, you may also want to indicate what students will do in discussion sections or laboratories and the relationship of that work to the learning outcomes of the course as a whole.

The narrative description you provide here for students should jibe with the quantitative tally required by the curriculum committees on what is called the Student Engagement Inventory (SEI). The SEI is part of the New Course Proposal form and is used by the curriculum committees to ensure that the proper amount of credit is being assigned to the course. You probably won't want to put an SEI on your syllabus, but you will still need to tally up how many hours you think a typical student would spend on different course tasks. Be honest! Per federal policy, one undergraduate *credit* hour equals 30 *real* hours of student work, typically 10 hours in class and 20 hours outside of class. For graduate students, it's 40 hours per credit. This means that graduate students in 4xx/5xx courses are expected to perform roughly a third more work than their undergraduate counterparts. **Be specific about what additional work graduate students will be required to do in 5xx courses;** grading them more stringently is not enough.

#### V. How Grades Will Be Determined

List the required assignments (*e.g.* papers, exams, projects) and how much weight each will carry in the final grade. Describe each in enough detail (*e.g.* provide page length for written assignments) that a student (and reviewer) can understand what will be required. Expanded descriptions of individual assignments may be placed at the end under "Supporting Material" if desired. It's probably obvious, but perhaps still worth noting, that your assessments of student achievement should be clearly related to the learning outcomes you've articulated.

**Also please indicate what distinguishes A, B, C, D, and F level work for the major types of assignments—and include your policy on A+.** Here, the idea is to go beyond the point ranges corresponding to particular grades, and explain qualitatively the type of achievement each grade represents. You may simply refer students to your department guidelines, posted at [gradeculture.uoregon.edu](http://gradeculture.uoregon.edu) if available, or provide your own.

**(For 4xx/5xx courses) Describe what additional work will be expected of graduate students and how it will be graded.** Again, graduate students are expected to put in a third more work than undergraduates.

## VI. Course Schedule and Assignments

**The format for the course schedule is flexible.** Some instructors use grids while others use lists or even short paragraphs to describe the content that will be covered in the course. Grids and minimalist lists often omit key detail, however, while paragraphs can be hard to assimilate quickly. So strike a balance between clarity and detail.

Whatever format you choose, please include all of the elements below:

- Topics/titles for all individual lectures, sections, labs, and other class meetings
- Titles of conceptual units within the course (if applicable)
- Readings assigned – with indications of when they are to be completed. ***Include page numbers in all instances – even in cases where you also give chapter numbers\****
- Due dates for all major assignments, including papers, problem sets, presentations, performances, midterms, etc.
- Final exam date, time, and location (if known)

*\*Page numbers (not merely chapter numbers, or book and article titles) are needed so that both reviewers and students can evaluate workload expectations. Reviewers understand that different types of material require differing amounts of time to read. However, they cannot evaluate these differences in the absence of the relevant specific information. Special circumstances that govern exceptionally high or low numbers of pages should be explained—to both the students and the committees—in the “Estimated Student Workload” section above.*

## **VI. Course Policies**

You may want to spell out your expectations with respect to behavior and individual responsibility for students in your course. Policies on the kinds of things listed below are recommended but not required for curriculum committee review.

- Classroom etiquette, inclusiveness, and prohibited discrimination
- Accessibility and disability accommodation
- Academic integrity, including citation of sources and use of external aids (*e.g.* Wikipedia)
- Make-up of late or missed work
- Opportunities for extra credit work
- Need for examination booklets or other materials, and where to buy them
- Formatting of papers (single or double spacing, point size, etc.)
- Technology needed for the course and related policies
- Attendance
- Recording of lectures and sharing of notes among students

## **VII. Supporting Material**

Expanded descriptions of course assignments may be placed here. These will help reviewers understand how students will be spending their time in your course and will also provide assurance that students will be given appropriate guidance in approaching their work.

Other material that supplements your syllabus in some way (*e.g.* a full bibliography of course readings) may also be placed here, if desired.