

Course Enhancement Rationale

Course Dept/Number: PHIL 101 Course Name: Introduction to Philosophy

Instructor: Grace Clement Total Credits: 4 Gen Ed Cr: Yes

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

There will be significantly more assigned reading in the enhanced course than in the current course. Philosophical text is especially dense and difficult, so we cannot assign as many pages of reading as some disciplines do, but I will move from 232 pages of text in the current course to 328 pages in the enhanced course. In order to ensure that students benefit from this extra reading, not all of which we will be able to cover in-depth in class, I have chosen different books with reader-friendly features like answers to exercises in

the back of the book and “thinking questions” preceding each essay, as well as reading selections of special interest to students.

In addition, there will be significantly more assigned writing in the enhanced course than in the current course. Currently, students are required to write four 3-5 page formal papers and six 1 page informal writing assignments. In the enhanced course, students will be required to write thirteen 2 page papers and two 3-5 page formal papers. Currently, then, students write 18-26 pages; in the enhanced course, students will write 30-36 pages. But more important than the extra pages will be a change in emphasis: while the current informal writing assignments are graded with a simple check/check-plus/check-minus and are worth 15% of the course grade, the weekly papers in the enhanced course will be graded (on an A-F scale) and will be the most important component (40%) of the course grade. The purpose of this weekly, graded writing is to help students become more comfortable with writing, and better writers, more focused on the material, but also to have them use writing to become better *thinkers*. I will design writing assignments that focus on skills of analysis, synthesis, and evaluation.

In the enhanced course, there will also be an exam focusing on critical thinking. Currently, there are no exams in the course. I have added this unit as the first unit of the course because I believe that some preliminary attention to critical thinking will help students read and write more skillfully.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

I will read and grade all of the students’ writing assignments and their exam. Students will not be able to do well on these assignments unless they read the assigned material carefully and think about it on their own. In addition to giving students grades, I give them extensive written feedback, so that they have guidance on how to improve their work. With such regular writing assignments, students will have ample opportunity to improve during the course of the semester.

3. Discuss the estimated time expected for students (and faculty) to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Students will do approximately 30% more reading and 30%-40% more writing than they do now. This will require of them *at least* three hours of extra outside-of-class work per week. It will also require that I spend at least three extra hours of reading, designing assignments, and grading every week.

4. Discuss how the enhancement will be assessed.

To assess the enhanced course, I will rely on my own pedagogical judgment to compare the quality of student performance in this course with the quality of student performance in the corresponding three-credit course I have taught. I will also rely on students’

responses to two new questions about enhancements to be added to the regular departmental course evaluation form.

5. For Gen Ed Courses Only: Identify the student learning goals (Appendix F of SU Catalog) addressed through the enhancement for this course.

Critical Thinking

Command of Language

Breadth of Knowledge—Civilization, Contemporary Global Issues

Interdependence among Disciplines

Social Responsibility

Humane Values

Intellectual Curiosity

Philosophy 101 (ENHANCED)
Introduction to Philosophy
Dr. Grace Clement
Fall 2007

Office Hours: MWF 12-2
Office: Philosophy House, 202
Office Phone: (410) 677-5074
E-mail: gaclement@salisbury.edu

Course Description:

The purpose of this course is to learn to think philosophically: that is, clearly and critically about matters of ultimate importance. We will explore questions about morality, knowledge, the mind and body, God, and the meaning of life. We will take as our model the ancient Greek philosopher Socrates, and we will study works of a number of historical and contemporary philosophers.

Philosophy often seems unusual to students because most philosophical “truths” are open to debate. In fact, in philosophy, asking good questions is more important than knowing the “right” answer. This means that you will not succeed in this course by merely parroting my views; indeed, thinking philosophically requires that you critically examine whatever views I express. However, the fact that there are few established truths in philosophy sometimes leads students to think that everyone has his or her own opinions or “philosophy” which cannot be evaluated objectively. This is a misconception: while your work will not be evaluated based on whether it reaches the “right” conclusion, it will be evaluated based on the *philosophical skill* it demonstrates; that is, on *your understanding of often difficult and subtle philosophical ideas, on your openness to and skill in critically examining your own and others’ views, and on your ability to express philosophical ideas and take part in philosophical dialogue in class and in writing.*

Philosophy is difficult, but most students find it rewarding, especially if they keep in mind two things. First, philosophy is an *activity* rather than a set of beliefs that one holds. The more actively you engage yourself with the material and ideas that arise in the course, the more you will stimulate your growth as a philosopher. Second, philosophy is not primarily a major or a career, but *a way of thinking and living* that is of great value in virtually any aspect of life and any career.

This class, along with all philosophy classes beginning this semester, is a *four-credit enhanced course*, rather than a traditional three-credit course. Different philosophy classes will be enhanced in different ways; in this class students will be required to do more, and more in-depth, reading, and more writing than they would be required to do in a comparable three-credit course. This *extra* work will require approximately three hours per week outside of class. (This is in addition to the six hours of outside of class work per week that students are expected to do in a three-credit class.) These additional requirements will be demanding, but the Philosophy Department is making these changes because we believe that our students will receive a better philosophical education by taking *fewer* classes and focusing *more* on each class.

Texts:

**A Preface to Philosophy, sixth edition, by Mark B. Woodhouse (Wadsworth)
Delight in Thinking: An Introduction to Philosophy Reader, edited by
Steven D. Hales and Scott C. Lowe (McGraw-Hill)**

Requirements:

1. Weekly Writing Assignments (40% of grade)

You will be required to turn in a two page writing assignment every other class. (See writing schedule below.) Specific assignments will be made in class and will require that you read carefully and reflect on the assigned material. These assignments are intended as preparation for class discussion, and you may be asked to share your work with the class, or with a group in class. **Assignments will not be accepted late and you must come to class to turn them in. I do not accept assignments by e-mail.**

2. One exam (15% of grade)

There will be an in-class exam on philosophy and critical thinking, based on our study of *A Preface to Philosophy*, chapters 1-6.

3. Two formal papers (30% of grade)

These three-to-five page papers will require that you understand, reflect upon, and apply the ideas we study. Topics will be assigned in class. Papers should be typed, written carefully, and proofread. Because it is important that you learn to express yourself well, grammar and spelling *do* matter. I will penalize you ½ letter grade for every two misspellings or significant errors in grammar that I find in your paper. I expect papers to be turned in on time. **Late papers will be penalized by one letter grade; and I will not accept papers more than one week late** except in extremely extenuating and documented circumstances. **I do not accept papers by e-mail.**

4. Attendance and Participation (15% of grade).

Class participation is vital in this course because philosophy is conducted primarily through discussion. You are expected to come to class prepared and to participate in class discussions. Note that participation is not just a matter of talking a lot. Quality, effort, and a willingness to listen to and learn from others are more essential contributions. **Minimally, you are expected to show courtesy and recognize the importance of classroom functions: come to class on time and stay in class the whole period; turn off your cell phone; at the very least, you are expected to be awake and attentive in class. If you do not follow these guidelines, your grade *will* be affected.**

Because class discussion is so important to this course, regular attendance is expected. If you miss 3 classes, you will receive *at best* a ‘B’ for this grade; if you miss 4 classes you will receive *at best* a ‘C’; if you miss 6 or more classes, you will receive an ‘F’ for this grade. *Two latenesses will count as one absence.* **Your two allowed absences are intended for illness or emergencies, and you are expected to save them in case you need them for these reasons. Absences beyond your second absence, even when you have good reason to be absent, will not be excused. If you have an extended documented illness or family emergency, please speak to me as soon as possible.**

The Writing Center:

At the University Writing Center at Herb’s Place, trained consultants will be ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In accordance with Salisbury University’s mission to foster a student-centered learning community, the writing center is a student-centered place; therefore, visits are not mandatory. However, all undergraduates are encouraged to make use of this important student service.

Academic Integrity:

You are encouraged to talk to others about assignments, but the work you turn in must be your own. In this class you are not expected to do any outside research—you are expected to study the course readings carefully and develop your own thoughts about them and the questions they address. I am interested in your own thoughts, expressed in your own voice. If you choose to do research using outside sources, you must cite it carefully. Please do not make the serious mistake of downloading papers (or parts of papers) off the Internet, or “borrowing” from other sources. I detect such papers easily. **Plagiarism is a serious violation of academic integrity, and the standard penalty for plagiarism is failure for the course.** If you have any doubts about whether something counts as plagiarism, please speak with me *before* you turn it in.

To foster and sustain an ethical community and a culture of integrity, the Philosophy Department asks you to sign an honor pledge that the work you do has been truly your own and when you have relied on sources you have cited them. I ask that you write and sign the following pledge on your papers: **“As a Salisbury University student, I pledge that I have completed this assignment honorably.”**

Class Schedule

I. What is Philosophy?

8/28: Introduction to the course

8/30: Woodhouse, chapter 1: Recognizing Philosophical Subject Matter

Assignment #1 due, A-L students.

9/4: Woodhouse, chapter 2: Why Philosophize?

Assignment #1 due, M-Z students.

9/6: Woodhouse, chapter 3: Philosophical Progress: Clearing Up Some Misconceptions

Assignment #2 due, A-L students.

9/11: Woodhouse, chapter 4: Doing Philosophy: Getting Started

Assignment #2 due, M-L students.

9/13: Woodhouse, chapter 5: Doing Philosophy: Further Considerations

Assignment #3 due, A-L students.

9/18: Woodhouse, chapter 6: Common Fallacies in Argument

Assignment #3 due, M-Z students.

9/20: Exam

II. Moral and Political Philosophy

9/25: Woodhouse, chapter 7: Reading Philosophy, and Barzun, "Trim the College?—A Utopia!" (pp. 3-6)

Assignment #4 due, A-L students.

9/27: Plato, "The Apology" (pp. 3-16)

Assignment #4 due, M-Z students.

10/2: Plato, "The Apology" (pp. 16-25)

Assignment #5 due, A-L students.

10/4: Milgram, "Obedience to Authority" and Bennett, "The Conscience of Huckleberry Finn" (pp. 26-48)

Assignment #5 due, M-Z students.

10/9: Midgley, "Trying Out One's New Sword" and Rachels, "Ethical Egoism" (pp. 66-77)

Assignment #6 due, A-L students.

10/11: Kant, "The Categorical Imperative" (pp. 90-98)

Assignment #6 due, M-Z students.

10/16: Gilligan, "Gender and Moral Development" (pp. 106-114)

Assignment #7 due, A-L students.

10/18: Gutmann, "Deliberation and Democratic Character" (pp. 139-147)

Assignment #7 due, M-Z students.

10/23: Mendus, "Losing the Faith: Feminism and Democracy" (pp. 148-158)

Assignment #8 due, A-L students.

10/25: Woodhouse, chapter 8: Writing Philosophy

Assignment #8 due, M-Z students.

10/30: Formal Paper #1 due in class.

III. Philosophy of Religion

10/30: Kurtz, "Should Skeptical Inquiry Be Applied to Religion?" (pp. 161-166)

11/1: Aquinas, "The Five Ways" and Paley, "The Watchmaker" (pp. 170-174)

Assignment #9 due, A-L students.

11/6: Manson, "The Design Argument" (pp. 175-196)

Assignment #9 due, M-Z students.

11/8: Pascal, "The Wager" and Johnson. "The Problem of Evil" (pp. 193-196 and 209-214)

Assignment #10 due, A-L students.

11/13: Stump, "A Solution to the Problem of Evil" (pp. 215-227)

Assignment #10 due, M-Z students.

IV. Mind and Knowledge

11/15: Almeder, "Reincarnation and Mind/Body Dualism" (pp. 275-288)

Assignment #11 due, A-L students.

11/20: Hales, "Evidence and the Afterlife" (pp. 289-297)

Assignment #11 due, M-Z students.

11/27: Thompson, "The Know-It-All Machine" (pp. 298-304)

Assignment #12 due, A-L students.

11/29: Searle, "Minds, Brains, and Programs" (pp. 305-322)

Assignment #12 due, M-Z students.

12/4: Shermer, "I Am Therefore I Think" (pp. 383-392)

Assignment #13 due, A-L students.

12/6: James, "The Will to Believe" (pp. 403-413)

Assignment #13 due, M-Z students.

Wednesday, 12/12 at 10 a.m.: Formal Paper #2 due.

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Introduction to Philosophy
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Spring 2007

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Text: *Exploring Philosophy: An Introductory Anthology*, second edition, edited by Steven M. Cahn.

Requirements:

1. Four formal papers (70% of grade).

There will be a 3-5 page paper due at the end of each unit. Topics will be assigned in class, and will require that you understand, reflect upon, and apply the ideas we study. Papers should be typed, written carefully, and proofread. Because it is important that you learn to express yourself well, grammar and spelling *do* matter. I will penalize you ½

letter grade for every two misspellings or significant errors in grammar that I find in your paper. I expect papers to be turned in on time. **Late papers will be penalized by one letter grade; and I will not accept papers more than one week late** except in extremely extenuating and documented circumstances. **I do not accept papers by e-mail.**

You will have the opportunity to revise and resubmit your (first three) formal papers, to be turned in no later than one week after these papers have been returned in class. If you do so, your final grade for the paper will be the *average* of the two grades received.

2. Six informal writing assignments (15% of grade).

There will be a short (1 page, typed) informal writing assignment due every other Thursday. (See schedule below.) In these assignments you will be asked to reflect on your own views, the views expressed in the reading, or on something outside of class. These writing assignments are intended as preparation for class discussion, and you may be asked to share what you have written with the class, or with a group in class.

Assignments will not be accepted late and you must come to class to turn them in. I do not accept assignments by e-mail. You may make up one (and only one) informal writing assignment on 5/10.

3. Attendance and Participation (15% of grade).

Class participation is vital in this course because philosophy is conducted primarily through discussion. You are expected to come to class prepared and to participate in class discussions. Note that participation is not just a matter of talking a lot. Quality, effort, and a willingness to listen to and learn from others are more essential contributions. **Minimally, you are expected to show courtesy and recognize the importance of classroom functions: come to class on time and stay in class the whole period; turn off your cell phone; at the very least, you are expected to be awake and attentive in class. If you do not follow these guidelines, your grade will be affected.**

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Class Schedule

I. What is Philosophy?

Week 1 (1/30, 2/1): Beardsley and Beardsley, “What is Philosophy?” (pp. 3-12)

2/1: Informal Writing #1 due, A-L students.

Week 2 (2/6, 2/8): Plato, “Defence of Socrates” (pp. 13-40)

2/8: Informal Writing #1 due, M-Z students.

Week 3 (2/13, 2/15): Plato, “Crito” (pp. 383-396) and King, “Letter from a Birmingham Jail” (pp. 332-339)

2/15: Informal Writing #2 due, A-L students.

2/20: Formal Paper #1 due in class.

II. Morality

Week 4 (2/20, 2/22): Rachels, “The Challenge of Cultural Relativism” (pp. 251-261) and Kant, “Foundations of the Metaphysics of Morals” (pp. 313-317)

2/22: Informal Writing #2 due, M-Z students.

Week 5 (2/27, 3/1): Rachels, “Active and Passive Euthanasia” and Sullivan, “Active and Passive Euthanasia: A Reply” (pp. 294-306)

3/1: Informal Writing #3 due, A-L students.

Week 6 (3/6, 3/8): Feinberg, "Abortion" and Held, "Giving Birth" (pp. 276-294)

3/8: Informal Writing #3 due, M-Z students.

Week 7 (3/13, 3/15): Leiser, "The Death Penalty" and Bedau, "Capital Punishment" (pp. 344-361)

3/15: Formal Paper #2 due in class.

Spring Break

III. Knowledge and Mind

Week 8 (3/27, 3/29): Plato, "Meno," (pp. 91-125) and Descartes, "Meditations on First Philosophy" (pp.125-129)

3/29: Informal Writing #4 due, A-L students

Week 9 (4/3, 4/5): Phillips, "What Can I Know?" (pp. 74-80), Malcolm, "Knowledge and Belief," (pp. 80-83), and Descartes, "Meditations on First Philosophy" (pp. 174-180)

4/5: Informal Writing #4 due, M-Z students.

Week 10 (4/10, 4/12): Ryle, "The Ghost in the Machine" (pp. 143-147), Taylor, "The Mind as a Function of the Body" (pp. 147-154) and Nagel, "What is it Like to be a Bat?" (pp. 154-158)

4/12: Informal Writing #5 due, A-L students.

4/17: Formal Paper #3 due in class.

IV. God and the Meaning of Life

Week 11 (4/17, 4/19): Aquinas, "Summa Theologiae" (pp. 236-239) and Descartes, "Meditations on First Philosophy" (pp. 239-241)

4/19: Informal Writing #5 due, M-Z students.

Week 12 (4/24, 4/26): Nagel, "Does God Exist?" (pp. 183-191) and Swinburne, "Why God Allows Evil" (pp. 191-202)

4/26: Informal Writing #6 due, A-L students.

Week 13 (5/1, 5/3): Flew and Mitchell, "Theology and Falsification" (pp. 202-206), Blackburn, "Pascal's Wager" (pp. 210-212) and McKim, "The Hiddenness of God" (pp. 212-217)

5/3: Informal Writing #6 due, M-Z students

Week 14 (5/8, 5/10): Plato, "Euthyphro" (pp. 218-236) and Taylor, "The Meaning of Life" (pp. 409-417)

5/10: Make-Up Informal Writing due.

Week 15 (5/15): Russell, "The Value of Philosophy" (pp. 417-420)

Tuesday, May 22, by 10 a.m.: Formal Paper #4 due at the Philosophy House.

The University

www.salisbury.edu/about

Dr. Janet Dudley-Eshbach, President

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work and business, and a limited number of applied graduate programs. SU's highest purpose is to empower its students with the knowledge, skills and core values that contribute to active citizenship, gainful employment and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty and staff engage one another as teachers, scholars and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. SU's learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors and virtually every student has an opportunity to undertake research with a faculty mentor. SU fosters an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural and social needs of the state and nation.

VALUES

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all students to commit as a way of highlighting the University's values and expectations for our students.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

APPENDIX E

General Education: Student Learning Principles and Goals

PURPOSE

The General Education program at Salisbury University promotes intellectual development and the search for truth, cultivates an appreciation for learning, and provides opportunities for students to construct a coherent framework for lifelong learning in a diverse and ever changing world.

PROGRAM PRINCIPLES

The General Education Program:

- seeks to advance the University's mission.
- provides a coherent integrated curriculum. Coherence is the inter-connectedness of the curriculum within courses, across disciplines and throughout the undergraduate experience. The connections can be made through content, process, ways of knowing, learning goals or connections to the major.
- encourages the developmental progression of student knowledge, skills and dispositions throughout the undergraduate experience.
- provides learning experiences both in and out of the classroom. A broad range of learning opportunities are provided in courses, in co-curricular activities and in settings outside the university.
- strives to foster an academic community. Student-to-student, faculty-to-student and faculty-to-faculty collaborative opportunities are encouraged. The collaboration may occur in linked courses, interdisciplinary courses, learning communities and community projects.
- incorporates ongoing review and assessment. Progress in achieving the program's purpose will be monitored. Student progress toward the learning goals will be monitored.

STUDENT LEARNING GOALS

The principles and goals, which follow, represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the faculty. These principles and goals will help guide the development of the General Education program at Salisbury University.

Learning Principles

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles. The liberally educated person:

- communicates effectively in diverse situations,
- uses multiple strategies, resources and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,
- reasons quantitatively and qualitatively,

- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

Student Learning Goals

Skills: Acquire the personal and intellectual skills necessary for productive membership in contemporary society.

- 1) Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
- 2) Command of Language - Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
- 3) Quantitative Literacy - Acquire abilities to reason mathematically.
- 4) Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
- 5) Interpersonal Communication - Acquire abilities to relate to and work effectively with diverse groups of people.

Knowledge: Possess knowledge and understanding commensurate with that of a well educated person.

- 1) Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
 - a) Visual and performing arts (art, music, dance, theater)
 - b) Literature (English, foreign language-based)
 - c) Civilization: cultural and historical perspectives
 - d) Contemporary global issues (peoples, cultures, institutions)
 - e) Second language or culture
 - f) Mathematics
 - g) Social and behavioral sciences
 - h) Biological and Physical Sciences
- 2) Interdependence among Disciplines - Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

Dispositions: Examine qualities that contribute to personal well-being and social and professional integrity.

- 1) Social responsibility - Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
- 2) Humane values - An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
- 3) Intellectual Curiosity - A propensity for reflection and life-long learning.
- 4) Aesthetic Values - An awareness of and appreciation for aesthetics.
- 5) Wellness - Issues of personal well-being.

Reminders from the Writing Across the Curriculum Program

A good way to enhance your course is by adding more writing assignments. And a good source of inspiration for writing assignments is the WAC website: www.salisbury.edu/wac.

Thinking About Writing in Your Class

There are two kinds of writing opportunities you can develop for your students:

- Formal writing assignments
- Informal writing assignments

Formal Writing Assignments

Ideally, a good formal writing assignment allows students to “live” some part of the process of discovery in your discipline, or simulate some part of the writing they will do as professionals in your field. These assignments should allow students to do more than just report back what you said to them in class (or what they read in the textbook). They should engage students in your discipline in some way--maybe a watered down way (compared to how you engage in your discipline, or how a professional in your field does her work), but in a realistic way nonetheless.

A good formal writing assignment includes an assignment sheet, response plan, and rubric. The assignment sheet spells out the goals and expectations for the assignment and gets students started. The response plan details when students will get response in the process of doing the project and the kinds of response they will get at each point. The rubric spells out how you will grade/assess the project.

Informal Writing Assignments

An informal writing assignment is something that students can do in class or in preparation for class. The goal of an informal writing assignment is to use writing to help students learn some specific content in your course. Instead of lecturing it to them, they do an informal writing assignment as a way of engaging with the content.

Response Plans

You might want to think about your students' writing as a process, one that consists of the following activities:

- Invention activities (brainstorming, outlines, presentations, discussion)
- Drafting (intros, theses, rough drafts, partial drafts, final drafts)

You can respond to their writing at any point during the process (not just the end) and you can focus your response on different things: content, organization, style, correctness.

You can also build in peer response.

Where to Invest Your Time

You might want to think about responding to drafts, then giving just a grade and a sentence or two justification on the final draft. Keep in mind that the very last grade is the end of the process. It's over for the students at that point.

Rubrics

Sample rubrics are available on the WAC website.

Some Resources From the WAC Manual

(Available at: www.salisbury.edu/wac/more/manual/wacmanual.pdf)

Checklist for Formal Writing Assignments

Ask yourself the following questions about the assignment:

1. How does the assignment help fulfill a course objective?
2. How does the assignment promote the mastery of specific knowledge that is appropriate to the course?
3. How does the assignment promote the development of specific skills that are appropriate to the course?
4. How does the assignment relate to preceding and ensuing course assignments in developing students' skills sequentially?

Examine the assignment handout to answer the following questions:

1. Does the assignment state the audience for which it is intended?
2. Does the assignment state its purpose?
3. Does the assignment explain what information will be given to the student?
4. Does the assignment explain what information the student should bring to the assignment?
5. Does the assignment describe and possibly illustrate a successful response?
6. Does the assignment state the criteria that will be used in evaluation?

Formal Writing Assignment Worksheet

I. *Purpose*

1. What course objectives are addressed by this assignment?
2. What intellectual tasks are required of the student in completing this assignment?

II. *Knowledge*

1. What is the topic or subject matter of the assignment?
2. What do we expect our students to know about this topic or subject? What do we want them to find out?
3. Will they know where and how to look for the information they need to complete the assignment?

III. *Audience*

1. Is the audience for this assignment the instructor, other students, or a specific imagined audience?
2. How familiar is the writer's audience with the subject and material being presented?
3. Does the reader hold a viewpoint different from the writer's?
4. Are there considerations regarding an imagined audience--such as age, sex, or nationality--which should influence the writer's presentation?

IV. *Length and Format*

1. Is length an important consideration in completing this assignment? How long would an 'ideal' response be? What form should it take?
2. Is there a time limitation? If so, is the format matched to the time allowed?
3. Is the student-writer familiar with the format?

V. *Evaluation Criteria:* content, organization, style, correctness

A Cautionary Note:

Recent research into how students interpret assignments (see, for example, Walvoord and McCarthy and Flower et al. *Reading*), indicates a few principles that may be obvious but nevertheless frequently forgotten:

1. Students interpret assignments based on previous experience, which may or may not fit your expectations. High school essays are frequently five-paragraph themes or research papers. Many students, unable to accept variation, experience writers' block, frustration or even anger when asked to change.
2. If you give students assignment specifications in writing, they may follow those specifications only, even if you suggest other sources that may help them.
3. Suggesting procedures that students *might* follow tells them those procedures are *unnecessary*, perhaps discouraging them from taking a step you consider important.
4. Providing students step-by-step procedures often suggests to them that the assignment is simple, even if it is really complex.
5. Assignments that engage students in an argument or position statement encourage active engagement and positive reaction to the assignment.

Sample Informal Writing Assignments

(See the WAC website for more.)

1. Freewriting
2. Focused Freewriting
3. Entry Slips/Exit Slips
4. The Sentence/Passage Springboard
5. Reader-Response Writing
6. Writing Definitions to Empower the Student
7. Student-Formulated Questions
8. The Short Summary
9. Group Writing Activities
10. Dialectical/Double Entry Notebook

FULTON SCHOOL CURRICULUM REFORM Course Enhancement Menu/COMAR Regulations

Course Enhancement Menu

The proposed Fulton School Curriculum Reform seeks to increase nearly all of the Fulton School courses from three credits to four. The intent of the four-credit courses is to increase our academic standards and adjust them upward by adding ***one or more*** of the following enhancements to the current three-credit courses. The following current enhancement menu specifies seven types of course enhancements, scaled back from the ten types of enhancements specified in the earlier version of the enhancement menu. This revision has resulted from extensive discussions of the menu both within and beyond the Fulton School.

One-credit Course Enhancements:

1. **Increased course content and/or collateral readings** (*e.g.*, more primary, secondary and/or supplemental readings).
2. **Undergraduate Research and Information Literacy** (*e.g.*, assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors).
3. **Technology** (*e.g.*, instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research).
4. **Higher Level Critical Thinking Exercises** (*e.g.*, assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application).
5. **Service Learning/Civic Engagement** (*e.g.*, assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 *Middle States Report*).
6. **International Education/Cultural Enrichment** (*e.g.*, spring break study/experience abroad, museum visits, cultural experiences within our geographical area).
7. **Additional hour(s) in class, lab or studio.**

COMAR Regulations

The following chart indicates each proposed enhancement, its COMAR regulation and the additional course requirements *beyond* that of the current 3-credit course

requirements. These relevant additional course requirements must be identified in Fulton syllabi in order for enhanced 4-credit courses to be COMAR compliant.

Enhancement	COMAR Regulation	Requirements
Increased course content and/or collateral readings	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Undergraduate Research and Information Literacy	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Technology	(.16.C.1.d.)	Supervised instruction and documented learning through appropriate technology mediums.
Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Service Learning/Civic Engagement	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
International Education/Cultural Enrichment	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Additional hour(s) in class	(.16.C.1.a.)	Additional 15 hours per semester of supervised, documented learning.
Additional hour(s) in lab or studio	(.16.C.1.b.)	Additional 30 hours per semester of supervised, documented learning.