

# GSR Learning Opportunities Worksheet

## GSR 221 Methods of Multiple Disciplines 4-6)

*Course Description:* This is an Integrated Learning Course which emphasizes the fourth Undergraduate Student Learning Outcome: Knowledge and Inquiry. Thus, this course focuses enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. This course will be team-taught by two faculty members from the disciplines of Economics, Literature and Culture and will focus on a central topic “Why Africa is Struggling” What is hindering Economic, social development and What is helping?

*Prerequisite:* GSR 150.

Student Learning Outcomes	Course Objectives	Learning Opportunities	Assessments
1. Language & Communication	<p>1.a Compose at least one substantial academic text in written English and at least one substantial academic text in ASL.</p> <p>1.b Compose academic texts demonstrating an understanding of the methods used in the disciplines studied in this course. At least one of these texts must be qualitative or interpretive.</p> <p>1.c Use rhetorical conventions (e.g. Style, tone, grammar) appropriate to the fields studied and texts composed in this course.</p> <p>1.d Analyze, interpret, and respond appropriately to the rhetorical problem(s) presented in assignments and prompts.</p> <p>1.e Correctly cite, paraphrase and quote from primary and secondary sources, avoiding plagiarism .</p> <p>1.f Revise and edit academic texts, incorporating feedback</p>	<p>1.a.1 Final research paper on a specific country in Africa addressing the issue “Why Africa is Struggling?”</p> <p>1.a.2 Final individual presentation on choosing country</p> <p>1.b.1 Student analyze Art Structure from African Museum</p> <p>1. b.2 Literature Analysis “The Lion and The Jewel”</p> <p>1.b.3 Case report on Economic indicators related to poverty, developing and developed economy using statistics, and graphical interpretations</p> <p>1.c Demonstration and class discussion and class practice</p> <p>1.d Journal Writing: Short answers on the discussions of the issues.</p> <p>1.e Class Discussion, Online discussion, demonstration midterm paper and Final research paper</p> <p>1.f Rough draft and final version of the final research papers at least 10 pages</p>	<p>1.a.1 Writing rubric</p> <p>1.a.2 Presentation rubric, ASL rubric and peer evaluation</p> <p>1.b.1 Check list developed by instructors</p> <p>1.b.2 Writing rubric</p> <p>1.b.3 Quiz and check list developed by the instructors</p> <p>1.c Instructor observation and Peer Review and feedback</p> <p>1.d. Writing Rubric</p> <p>1.e Comparison of selection of rubrics based on prior coursework and Writing rubric</p> <p>1.f Writing rubric</p>

<p>2. Critical Thinking</p>	<p>2.a Analyze materials to understand disciplinary concepts, methods and technologies.</p> <p>2.b Examine and discern multiple disciplinary perspectives from texts, discussions, and presentations.</p> <p>2.c Select sources on the basis of relevance, variety and quality.</p> <p>2.d Analyze, compare and contrast divergent cultural perspectives of at least two self-defining cultures.</p> <p>2.e Synthesize ideas, within and across disciplines, to address complex problems.</p> <p>2.f Evaluate arguments and evidence in own and peers' work, and from other materials using standard logical techniques and discipline specific techniques.</p> <p>2.g Consider and respond to objections against own conclusion.</p> <p>2.h Give compelling evidence to support conclusions.</p>	<p>2.a Use of an online forum for discussion. PowerPoint Presentation, Excel spread for graphical, statistical data and quantitative presentation of Information. and E-Portfolio</p> <p>2.b Group work on multidisciplinary perspective on women issues using the book "So long a letter ". Team presentations</p> <p>2.c Student will research and collect articles on HIV/AIDS and evaluate the quality of the information</p> <p>2.d Movies and journal writing to compare US and African culture:</p> <p>2.e Final semester research paper</p> <p>2.f Debate (Take a side): "Who failed African" (Summary and incorporation of the issues discussed so far into a debate). Include but limited to Colonialization, trans-Atlantic slave trade, Structural Adjustment World bank, IMF, USAID, African leaders and etc</p> <p>2.g Debate (Take an opposite side:(Devil Advocate)): Issue on debt forgiving</p> <p>2h. Final semester research paper</p>	<p>2.a check list developed by the instructors</p> <p>2.b Presentation and feedback from peer</p> <p>2.c Student and instructor develop evaluation form</p> <p>2.d Critical thinking Rubric</p> <p>2.e Critical thinking rubric</p> <p>2.f Instructors observation and peer evaluation</p> <p>2.g Instructors observation</p> <p>2h. Critical Thinking rubric</p>
<p>3. Identity &amp; Culture</p>	<p>3.a Demonstrate a basic understanding of one's self and respect for complex identities of others, their histories and their culture.</p>	<p>3.a Cultural role Play class activity</p>	<p>3.a Instructors observation and feed back from peer</p>

4. Knowledge & Inquiry	<p>4.a Demonstrate a basic understanding of the concepts, methods and technologies used in at least two disciplines.</p> <p>4.b Apply the modes of inquiry from at least two disciplines to address real world issue(s) and /or question(s).</p> <p>4.c Compare and contrast the modes of inquiry studied.</p>	<p>4.a <b>Video Glossaries</b> developed in ASL on Economy, culture and Literature.</p> <p>4.b <b>Budgeting Game:</b> Budget development and demonstration presented on Excel spread sheet and PowerPoint Presentation. (living one Specific budget in US and in Africa)</p> <p>4.c <b>“The Model on Development”:</b> <b>A Case study</b> on specific African countries that are fast developing using statistics, graph and literature reading to demonstrate why they are growing faster than other countries.</p>	<p>4.a Online test</p> <p>4.b Instructor-generated check list and rubric</p> <p>4.c.1 Instructors develop rubric or check list</p>
5. Ethics & Social Responsibility	<p>5.a Demonstrate intellectual honesty, respect and integrity.</p> <p>5.b Work effectively in teams of diverse composition.</p> <p>5.d Identify and consistently apply ethical standards in area of study.</p>	<p>5.a.1 Discussion; (In class and online) Issue of African culture of Corruption and Bribery.</p> <p>5.a.2 Class discussion of Academic dishonest policy, academic integrity, Plagiarism and class policy</p> <p>5.b ‘Group regional research/study and Presentation: (5 teams each focuses on one region in the continent)</p> <p>5.b.2 Service Learning Project</p> <p>5.c Spell –out in Course syllabus. Discussion in the class about what is appropriate.</p>	<p>5.a.1 observation by instructor and participation rubric checklist developed by the instructors</p> <p>5.a.2 Reflection paper (self evaluation at the end of the course)</p> <p>5.b.1 Peer evaluation and feedback</p> <p>5.b.2 Developed by instructors</p> <p>5.c Instructors develop checklist on self-assessment</p>
Products Added to Assessment Portfolio	<p>*Results from initial assessments of writing, ASL, critical thinking, and self-knowledge.</p> <p>*First and final drafts of a text in written English, plus rubric score and letter grade on final draft.</p> <p>*First and final draft of a recorded ASL text, plus rubric score and letter grade on final draft.</p>	<p>Ten minute PowerPoint presentation by each student in ASL</p> <p>10 or more pages of research final research paper to address the term of the course.</p>	<p>Presentation and ASL rubric</p> <p>Writing and critical thinking rubrics</p>