GSR Learning Opportunities Worksheet

**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.

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<th>Student Learning Outcomes</th>
<th>Course Objectives</th>
<th>Learning Opportunities</th>
<th>Assessments</th>
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<td><strong>1. Language &amp; Communication</strong></td>
<td>1.a Compose at least one substantial academic text in written English and at least one substantial academic text in ASL.</td>
<td>1.a.1 Final research paper on a specific country in Africa addressing the issue “Why Africa is Struggling?”</td>
<td>1.a.1 Writing rubric</td>
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<td>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.</td>
<td>1.a.2 Final individual presentation on choosing country</td>
<td>1.a.2 Presentation rubric, ASL rubric and peer evaluation</td>
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<td>1.c Use rhetorical conventions (e.g. Style, tone, grammar) appropriate to the fields studied and texts composed in this course.</td>
<td>1.b.1 Student analyze Art Structure from African Museum</td>
<td>1.b.1 Check list developed by instructors</td>
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<td>1.d Analyze, interpret, and respond appropriately to the rhetorical problem(s) presented in assignments and prompts.</td>
<td>1.b.2 Literature Analysis “The Lion and The Jewel”</td>
<td>1.b.2 Writing rubric</td>
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<td>1.e Correctly cite, paraphrase and quote from primary and secondary sources, avoiding plagiarism.</td>
<td>1.b.3 Case report on Economic indicators related to poverty, developing and developed economy using statistics, and graphical interpretations</td>
<td>1.b.3 Quiz and check list developed by the instructors</td>
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<td>1.f Revise and edit academic texts, incorporating feedback</td>
<td>1.c Demonstration and class discussion and class practice</td>
<td>1.c Instructor observation and Peer Review and feedback</td>
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<td>1.d Journal Writing: Short answers on the discussions of the issues.</td>
<td>1.d. Writing Rubric</td>
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<td>1.e Class Discussion, Online discussion, demonstration midterm paper and Final research paper</td>
<td>1.e Comparison of selection of rubrics based on prior coursework and Writing rubric</td>
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<td>1.f Rough draft and final version of the final research papers at least 10 pages</td>
<td>1.f Writing rubric</td>
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| 2. Critical Thinking | 2.a Analyze materials to understand disciplinary concepts, methods and technologies.  
2.b Examine and discern multiple disciplinary perspectives from texts, discussions, and presentations.  
2.c Select sources on the basis of relevance, variety and quality.  
2.d Analyze, compare and contrast divergent cultural perspectives of at least two self-defining cultures.  
2.e Synthesize ideas, within and across disciplines, to address complex problems.  
2.f Evaluate arguments and evidence in own and peers’ work, and from other materials using standard logical techniques and discipline specific techniques.  
2.g Consider and respond to objections against own conclusion.  
2.h Give compelling evidence to support conclusions. | 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  
2.b Group work on multidisciplinary perspective on women issues using the book “So long a letter “. Team presentations  
2.c Student will research and collect articles on HIV/AIDS and evaluate the quality of the information  
2.d Movies and journal writing to compare US and African culture:  
2.e Final semester research paper  
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  
2.g Debate (Take an opposite side): (Devil Advocate): Issue on debt forgiving  
2.h Final semester research paper | 2.a check list developed by the instructors  
2.b Presentation and feedback from peer  
2.c Student and instructor develop evaluation form  
2.d Critical thinking Rubric  
2.e Critical thinking rubric  
2.f Instructors observation and peer evaluation  
2.g Instructors observation  
2.h Critical Thinking rubric |
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<td>3. Identity &amp; Culture</td>
<td>3.a Demonstrate a basic understanding of one’s self and respect for complex identities of others, their histories and their culture.</td>
<td>3.a Cultural role Play class activity</td>
<td>3.a Instructors observation and feedback from peer</td>
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| 4. Knowledge & Inquiry | 4.a Demonstrate a basic understanding of the concepts, methods and technologies used in at least two disciplines.  
4.b Apply the modes of inquiry from at least two disciplines to address real world issue(s) and/or question(s).  
4.c Compare and contrast the modes of inquiry studied. | 4.a **Video Glossaries** developed in ASL on Economy, culture and Literature.  
4.b **Budgeting Game**: Budget development and demonstration presented on Excel spreadsheet and PowerPoint Presentation. (living one Specific budget in US and in Africa)  
4.c **“The Model on Development”: A Case study** on specific African countries that are fast developing using statistics, graph and literature reading to demonstrate why they are growing faster than other countries. | 4.a Online test  
4.b Instructor-generated check list and rubric  
4.c.1 Instructors develop rubric or check list |
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| 5. Ethics & Social Responsibility | 5.a Demonstrate intellectual honesty, respect and integrity.  
5.b Work effectively in teams of diverse composition.  
5.d Identify and consistently apply ethical standards in area of study. | 5.a.1 Discussion; (In class and online) Issue of African culture of Corruption and Bribery.  
5.a.2 Class discussion of Academic dishonest policy, academic integrity, Plagiarism and class policy  
5.b ‘Group regional research/study and Presentation: (5 teams each focuses on one region in the continent)  
5.b.2 Service Learning Project  
5.c Spell –out in Course syllabus. Discussion in the class about what is appropriate. | 5.a.1 observation by instructor and participation rubric checklist developed by the instructors  
5.a.2 Reflection paper (self evaluation at the end of the course)  
5.b.1 Peer evaluation and feedback  
5.b.2 Developed by instructors  
5.c Instructors develop checklist on self-assessment |
| Products Added to Assessment Portfolio | *Results from initial assessments of writing, ASL, critical thinking, and self-knowledge.  
*First and final drafts of a text in written English, plus rubric score and letter grade on final draft.  
*First and final draft of a recorded ASL text, plus rubric score and letter grade on final draft. | Ten minute PowerPoint presentation by each student in ASL  
10 or more pages of research final research paper to address the term of the course. | Presentation and ASL rubric  
Writing and critical thinking rubrics |