

Appendix A: Foundations Tier Courses

Foundations courses are designed to help students build a combined intellectual and practical base for subsequent learning both within the Core and throughout their undergraduate studies at Marquette.\* To that end, Foundations courses do not simply emphasize canonical knowledge or content. Instead, they will be designed to provide a solid foundation for the study of the discipline. Theology and Philosophy will develop a syllabus for the TD [(di)2.6 (v)8.8 (er)-6 (parameters) for their respective courses;

” For those courses as well as Foundations in Methods of Inquiry, there will be multiple



sciences, while at the same time theology provides the foundations and imperative for an integration of those methodologies and discoveries to serve the common good of a global society.

#### Activities, Assignments, and Modification Options

A core of readings and thematic concerns will be common to all sections of the course. There will be an equivalence in expectations which nevertheless leaves room for a variety of pedagogical approaches including the departments successful initiatives in team-teaching. Sections will vary in which of theology's various disciplinary perspectives are emphasized (e.g., literary, historical, philosophical, social science, natural science) and which theological and humanistic perspectives are engaged (e.g., Jewish and Christian, Catholic and Orthodox, Protestant and secular, Christian and Islamic).

#### Pragmatics

Class size will be capped at 35. A memo of understanding will specify a core of readings and thematic concerns that will be common to all sections of the course. Each teacher will approach the common questions that the course investigates from his or her disciplinary strengths. Each section will highlight one of the many ways in which theology is engaged with other disciplinary perspectives (e.g., literary, historical, philosophical, sociological). Likewise, each section will discuss these questions in relation to at least two perspectives (e.g., Jewish and Christian, Catholic and Orthodox, Protestant and secular, Christian and Islamic). The disciplines and religious or humanistic perspectives chosen will be determined by the particular expertise of the teacher.

## Foundations Course in Philosophy: Thinking Philosophically

## Proposal for Foundations Course in Philosophy

Course description for the bulletin : This course aims to help students critically engage their own experience as it relates to fundamental philosophical questions about the human condition, focusing on moral value and the meaning and purpose of human life. It aims to help students articulate their own deepest questions about these issues, and to increase their understanding of, organize, and befriend these questions in light of a variety of classical and contemporary philosophical approaches.

Course Learning Objectives (tied to Core Learning Objectives 1-3): At the completion of a foundations course in philosophy students should be able to:

1. Articulate their own deepest philosophical questions: Articulate their own fundamental questions about the nature of the human condition, moral value, and the meaning and purpose of human life in relation to a variety of philosophical approaches to these questions. Students should be able to express in writing and orally how their own experiences have made these questions relevant for them and may influence their preliminary answers to these questions.
2. Explain how past and present philosophers have asked and attempted to answer these and related questions: Explain how a variety of philosophical approaches ask and attempt to answer questions about the nature of the human condition, moral value, and the meaning and purpose of human life and the logical connections philosophical approaches make among these ideas (e.g., how a philosopher's understanding of human nature or the human

serves the learning objectives of the core by aiming to enable all students with the development of interpretive, critical, analytical and communicative skills necessary to personal intellectual and moral development, cultural literacy, and achievement in the complexities of life in the Twenty-First Century. Students typically do not have background

# MU CORE Proposal Appendices

Foundations in Rhetoric: Multimodal Writing and Speaking  
A Praxis -Based Course

Course requirements/prerequisites: Normally, Foundations of Rhetoric should be taken in the first year of study at Marquette.

Credits: 3

Course learning objectives

Students who successfully complete this course should demonstrate proficiency in:

- ” Developing ideas and arguments informed by inquiries that involve the acquisition and critical analysis of diverse sources, including academic and nonacademic texts;
- ” Expressing informed ideas and arguments in multimedia writing and speaking for different audiences;
- ” Representing information, ideas, and points of view fairly, accurately, and in ways that are accessible to others;
- ” Critically reflect on their performance and growth as rhetors or good people striving to write and speak well both to and on behalf of others.

Description for Bulletin

Option A: Process-based introduction to applying principles of rhetoric to writing and speaking with multimedia for academic and nonacademic audiences. Emphasis on evidence-based, problem-driven, solution-seeking practices, including library research, critical analysis, and argumentation.

Option B for Bulletin: A process-based introduction to applying rhetorical principles to source-based writing and speaking with multimedia for diverse audiences. Incorporates undergraduate research.

Notes: Option A includes keywords and key phrases that not only help accurately describe the course but also make explicit elements of content relevant to (among other things) determining equivalences for transfer credit: “process-based,” which signals “scaffolded instruction, including revision”; rhetoric; “writing and speaking,” which is important to group together since not all courses include both modes of communication; multimedia; “academic and nonacademic audiences,” which maybe be important to group together since many courses emphasize only one or the other; library research; critical analysis; and argumentation. Option B substitutes reference to undergraduate research for a number of otherwise keywords and key phrases.

Rationale/Summary

This course is designed to give students scaffolded, cumulative opportunities to practice researching, critically analyzing, and synthesizing their own ideas and others’ in writing and speaking that involves multimedia. It is informed by rhetorical traditions including the Jesuit tradition of eloquentia perfecta, and it is guided by current national standards for first-year college writing proficiency, information literacy, and students’ overall post-secondary success, measured in part by students’ ability to marshal knowledge they gain in this course for subsequent academic and nonacademic purposes.

See in particular [Framework for Success in Postsecondary Writing](#) developed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project (2011); [WPA Outcomes Statement for First-Year Composition, v3.0](#) (2014);

[Framework for Information Literacy for Higher Education](#) developed by the Association of College and Research Libraries (2016).





superseded in theory and in practice by “the multimodal” and by the ubiquity of texts that combine writing and speaking with still and moving images, sound, space, movement, and more. In this context, it is difficult to imagine preparing students to be difference-makers on campus or elsewhere while artificially limiting the modes of communication about which we ask them to learn.

Underprepared students: With the new Foundations courses, students who need more than a single course to gain proficiency in college-level writing and speaking will not be well-served. There are any number of means of identifying and supporting these students. Hopefully, significant study and preparation can take place before the new Core is implemented as well as during the first years of implementation.

Online learning: If the university determines a need for online versions of this course, we would





2. articulate what specifically appealed or did not appeal to them about any of these particular approaches
3. reflect on what this tells them about themselves, their strengths and weaknesses, intellectual tendencies, curiosities, etc.

Professors are free to pursue the Context-Experience-Reflection-Action model within their module in whatever way they wish, with low-stakes assignments that cumulatively will constitute 15% (5% per module) of the student's final course grade.

To ensure fairness, promote a common understanding of the goals of the course, and increase student confidence, evaluation in all "Foundations in Methods of Inquiry" classes will be mostly weighted towards three identical end-of-module assignments (20% per module), and a standardized Final Reflection Paper (25%). The end-of-module assignment will be graded by the professor in charge; thus, each professor will grade every student's end-of-module assignment for his/her own module over the course of the semester.

The Final Reflection Paper (5-6 pp.) will also be identical across all "Exploring Methods of Inquiry" classes for a more common experience across groups and themes, and in keeping with the Jesuit pedagogical emphasis on "adequate reflection on experience, grasping the meaning and implications of what we study, [in order to] proceed freely and confidently toward choosing appropriate courses of action that foster our growth as human beings... whose aim is not merely the assimilation of subject-matter but the development of the person...[and which] broaden students' awareness and impel them to consider the viewpoints of others." The Final Reflection Paper will be evenly divided for grading between the three professors, either randomly or going back to the first assigned module as a 'home base.'

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Desired Student Outcomes. This is an entry-level course consisting of a triad of abbreviated modules, designed to introduce the interdisciplinary emphasis of the Discovery tier. Students are not expected to learn each discipline, only to make informed observations about and distinctions between them.

Evaluation should therefore be focused on the student's engagement with each module's material regardless of skill level; discernment of each discipline's method of inquiry; and consideration of what this exploration has revealed about themselves and their worldview as well as the viewpoints and contexts of others.

Ease of Faculty Entry. This course also provides opportunities for multi- and interdisciplinary reflection amongst faculty, which we believe will





awareness and Knowledge of Cultural Frameworks), and attitudes (Curiosity, Openness to Difference). In such a course a student could typically be better able to:

1. Identify one's own cultural rules and biases in relation to other cultural systems.
2. Demonstrate understanding of the complexity of elements important to members of another culture.
3. Analyze ways that human actions influence the natural and human worlds and evaluate their global impact.
4. Explain multiple perspectives (cultural, disciplinary, and ethical) when evaluating the global impact of human actions.
5. Recognize the intellectual and emotional dimensions of more than one worldview and begin to negotiate a shared understanding based on differences in own and other worldviews.
6. Ei.-5.1 (i)-11.4 (e)-do.6 (t)-17.20 t2heniumulr1f11.2 (l)29 (e)10.5 (m)-5f11.2 (l).9 (ber)6 (t)-6.6 (ur)-6 (e)10.6

3.

proficiency towards the “Capstone Level” outlined in the ESSV Rubric (see Section B below).

Call for Proposals for new/revised Engaging Social Systems and Values Foundational Experience Course

Faculty Name \_\_\_\_\_ Rank \_\_\_\_\_  
Department \_\_\_\_\_  
Proposed ESSV Course Name \_\_\_\_\_

Describe your interest in teaching an Engaging Social Systems and Values course, if pertinent please point to courses you have previously taught that indicate relevant experience and or preparation .

Course Description : (On what discipline is this particular ESSV course going to focus? Outline the practices that will lead to proficiency at the milestone levels of the modified AAC&U rubric below.)

x Description of assignment, activity, exercise:

Assignment B [Title]

x This assignment will measure student proficiency in (check all that apply):

- Skills  Empathy  Verbal and Nonverbal Communication  Critical Reflection
- Knowledge  Personal Contexts  Cultural Worldview Frameworks
- Attitudes  Curiosity  Openness

x Description of assignment, activity, exercise:

(Continue to add assignments as necessary to insure that all proficiencies are assessed)

Identify any experiential learning that will occur in the course (e.g. service learning/community based learning; study abroad; living learning community, etc.) that will be part of this course:

B. Measuring the outcomes of an ESSV course

The ESSV taskforce highly recommends that courses accepted as part of the ESSV Foundational Experience have a plan for measuring student proficiency in the course. Using a modified version of the well-researched AAC&U VALUE rubric (see modified rubric below), not only can Marquette faculty calibrate the ESSV courses with a common standard of assessment, they can engage the national literature for resources and support.

All ESSV courses need -2 (e) 2 (C)2.6 (&)2 (U)2.6 ( V)1.9 (A)2 (LU) 0 -1.149(ou)1ac6 (f)-6.7 ( ) (r)-5.6 (he wt Tw

C. Investing in our faculty as a pathway for student success.

Given the importance of the ESSV course as part of the overall foundational experience, faculty on the ESSV taskforce believe that there should be adequate support for faculty to insure the successful implementation of this component of the new Core Curriculum. We imagine that similar types of support will be afforded faculty in other areas of the Core development and add our voices of support with the following recommendations.

- a. Pre-service opportunity for faculty
- b. Assistance from the Center for Teaching and Learning
- c. Course development funds
- d. Communities of Practice opportunities

## Appendix C: Discovery Tier

### Overview of the Discovery Tier

The Discovery courses are designed to build on the Foundations tier's emphasis on different approaches to inquiry and the multi-disciplinary investigation of important topics. Courses in this tier are organized under a set of themes. The themes represent issues of contemporary importance, each of which is the focus of study by a great variety of scholarly disciplines. Consequently, under each theme, courses are divided into three categories: Humanistic, Social Scientific, and Natural Science and Mathematical Reasoning.

By building on the Foundations tier and further preparing the student for the Culminating tier, the Discovery courses are an important part of the vertical integration of Core courses. Each of the Discovery tier's themes brings together a group of Discovery courses around a common topic, while also systematically organizing them by type of approach to the study of that theme. As a result, students also experience a deeper for of the horizontal integration introduced in the Foundations tier.

Students will complete 4 Discovery courses. The first three courses will come from the selection of one course from each of the three areas under that theme (i.e., within a theme, a student will take one Humanistic course, one Social Scientific course, and one Natural Science and Mathematical Reasoning course.) The fourth course will be an elective course, chosen from the remaining courses within any of the three areas of that theme.

Because this tier involves a large number of courses taught by a variety of departments, the next section of this appendix includes a detailed discussion of the process for selecting and maintaining the themes of the Discovery tier and the courses available to students under each theme.

### Structure and Course Selection

#### 1. Course Proposals

Course proposals should include the following:

- a. Course description: This should include
  - summary of course content
  - learning objectives
- b. Justification : Explanation of how course will integrate methodology that fulfills the "questioning, investigating, interpreting" imperative of the Discovery Tier.
- c. Syllabus: A detailed syllabus that lays out key themes to be covered, related assessments, and active learning opportunities for students.

For the evaluation committee as well as for proposing faculty, a rubric is provided as a guideline for course selection at the end of this document.

#### 2. Course Themes and Threads:

Courses must directly and substantially address the theme through content, methodology, and written assignments. Within each theme, courses will be classified in one of three threads.

a. Courses in the Humanities Group

The humanities are the study of how people document and describe the human experience through philosophy, literature, religion, art, music, history and language. Drawing largely on documentary and literary sources, courses in this group will apply humanistic methodologies to question, investigate, and interpret the human experience through lectures, discussions, written assignments, and other active learning opportunities. Together with other classes in the UCCS,



solving to examine natural phenomena, through investigating, questioning, collecting, and analyzing information. Courses in this category will:

- ” introduce students to examination of natural and physical phenomena using a range of methodologies;
- ” help students develop critical analytical skills to address the above skills;
- ” provide students with the written and communication skills necessary to share their understanding of the natural and physical world;
- ” equip them with knowledge to be responsible citizens and make a difference.

### 3. Course Inclusion and Retention Process

- a. Course proposals will be sent to the Discovery tier coordinator for consideration for the Discovery Tier (DT).
- b. The DT Committee may use the provided rubric or other formal, objective mechanism to determine the appropriateness of the course for inclusion in the Discovery Tier (see end of section). Outcome of the process may be:
  - x Accept for inclusion;
  - x Revise and resubmit for consideration;
  - x Propose for a different tier;
  - x Reject.
- c. The DT Committee should maintain a map of themes and threads and how accepted courses fall within this map. The intent would be to ensure that there is a good balance of course offerings across themes and threads and that no one area is over or under supported.
- d. Accepted courses may be revisited every 3 years to ensure that content and delivery continues to remain aligned with the objectives of the tier. Should a course be found not to be meeting the objectives, some course revision may be involved or new courses may be solicited.
- e. As needed, the DT Committee may solicit courses from across campus for under-represented themes and threads.

### 4. A Process for Selecting, Maintaining, and Changing Themes 3 ( )-10.4 (P)1.9 (M)-5.9 ( )-4.2 (eC)2.6 (v)8

- b. CCRC will sort through all of the proposed themes. It will merge “similar” themes where appropriate, seek out additional information for less detailed themes, etc. CCRC will present to the MU community a list of proposed themes with courses arranged in them according to the three threads in each theme.
- c. The MU community will provide feedback to the CCRC on that list.
- d. CCRC will send to the Provost's office its initial list, a summary of MU feedback on that list, and recommendations on a final list.
- e. After consulting with college deans and chairs, the Provost's office will decide on the list of themes and their courses arranged in three threads for each theme.
- f. Rules for replacing themes and for bringing in new ones:
  - i. A theme has to last for at least five years to give students time to graduate in a theme they have started. There is no limit as to how many years a theme can be in place.
  - ii. No more than two themes can be replaced in the same year to keep workload on maintenance of the Core at a reasonable level.
  - iii. A cap on the number of themes will be set. There will be a cap on the number of themes that can be replaced in the same year.

### 5. Guiding Rubrics

Criteria	Weight	High	Medium	Low
Reflection of Discovery Methodology in Course	High	Course strongly incorporates all three elements of questioning, investigating, and interpreting throughout the course. The course content and active student learning opportunities encompass all three. The presence of these three elements are clearly reflected in the syllabus and course content.	Course incorporates all three elements of questioning, investigating, and interpreting to some degree. The course content and active student learning opportunities relate to at least two of these elements. Not all three elements may be clearly evident in the course content and syllabus.	Course only incorporates one or two of the three elements of questioning, investigating, and interpreting throughout the course and the elements present are weak. Course content and active learning opportunities do not clearly support the methodology.
Fit with Themes and Threads	High	The course clearly fits within one of the proposed themes of humanities, social sciences, and natural/physical sciences described in previous sections and has the potential of being offered across multiple themes or threads.	The course clearly fits within one of the proposed themes of humanities, social sciences, and natural/physical sciences as described above but may not have the potential to be offered across multiple themes and/or threads	It is unclear how the course fits within one of the proposed themes of humanities, social sciences, and natural/physical sciences. The course proposal also does not seem to fit in more than one proposed thread/theme.
Learning Objectives align with Core Objectives	High	The course clearly supports both the key objectives of the discovery tier – developing leaders in discovery and global problem solvers. The course content, assessments, and active learning opportunities align strongly with developing skill sets to support both the objectives.	The course clearly supports at least one the key objectives of the discovery tier. The course content, assessments, and active learning opportunities align strongly with developing skill sets to support at least one the objectives.	The course does not seem to support even one of the key objectives of the discovery tier. The course content, assessments, and active learning opportunities do not seem to develop skill sets to support even one of the objectives.
Active Learning	Medium	The course provides a clear path towards active learning and student engagement through problem solving that promotes analysis, synthesis, and reflection on class content. Active learning and student engagement is deeply entrenched in the course design.	The course design is suggestive of active learning and student engagement through problem solving that promotes analysis, synthesis, and reflection on class content. However, not all elements might be central to the content delivery.	The course does not seem to actively engage students in synthesis of knowledge and reflection on content.

Potential Student

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Appendix D: Culminating Experience Template

Proposed Title: The Sed T78.8 0.48 re f 62 0.48 0. 545.4 699.36 2.88iii Trd [(T)-o.48 0. mTJ From sed T84Ci

1. Integration/Transcendent Commitment

- a. Adolfo Nicolas, SJ's "Challenges to Jesuit Higher Education Today" which talks about confronting the "globalization of superficiality" is a potential example (and, in the words of James South encourages students to think about a deep integration across their classes that goes beyond "mere eclecticism")
- b. Sharon Daloz Parks et al., "Commitment: The Power of the Double Negative," in *Common Fire: Leading Lives of Commitment in a Complex World* (Boston: Beacon Press, 1996), 193–311.
- c. Mark Roche, "Integrating the Values of the Liberal Arts," in *Why Choose the Liberal Arts* (Notre Dame: University of Notre Dame Press, 2010), 147–172 [or shorter excerpt] (62. k RocartW]

- e. Organizational analysis of the challenges involved in identifying this problem and in maintaining compliance, perhaps achieved through student-led investigations of their favorite clothing companies.
- f. Interviews with businesses committed to ethically legitimate supply chains, highlighting the obstacles of living wages, just working conditions, etc.
- g. Historical analysis of self-regulation as a policy tool, especially in the apparel industry.
- h.