

Leeward Community College

Foundations Course Designation Proposal

Written Communication

Symbolic Reasoning

Global & Multicultural Perspectives

The LCC Foundations Board invites LCC disciplines to propose that a course satisfy an AA Degree Foundations requirement. The Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact the Division chair. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement for five years.

Division Chairs should submit this form and accompanying materials directly to the Foundations Board Chair.

Deadlines: The Foundations Board will accept proposals at any time. However, to ensure a Fall semester designation and inclusion in the subsequently year's *Catalog*, or for a Spring designation, deadlines given in the Foundations Board calendar must be followed.

REQUESTED INFORMATION

1. *Course information.* Alpha _____ Course number _____
(e.g., "ANTH")

2. *Foundations area requested.* Check one.

____ Written Communication ____ Symbolic Reasoning ____ Global & Multicultural Perspectives

3. *Official course description.* Submit a copy of the course description from the current *Catalog*. The course description must be consistent with the Hallmarks of the Foundations area.

***If the course is new or being modified to reflect the Hallmarks, the proposer must also follow the appropriate Curriculum Approval process.*

4. *Syllabus.* Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, include at least a couple representative syllabi.

5. *Assessment.* Provide a brief explanation of how those teaching the course will demonstrate in five years that this course has been meeting the Foundations Hallmarks.

6. *Application questions.* Provide the requested information for the Foundations area (see page 2).

Discipline Coordinator Name

Discipline Coordinator Signature

Date

Division Chair Name

Division Chair Signature

Date

Foundations Hallmarks & Application Questions

WRITTEN COMMUNICATION (FW)

1. Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided in writing for different purposes and audiences. *What forms of writing are taught in the course? What purposes and what audiences will students address?*
2. Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback from the faculty instructor and from peers. *How will the instructors guide students and help them make effective use of instructor and peer feedback?*
3. Instructors help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and provide citations. *How will instructors help students develop information literacy? How will students learn to incorporate and acknowledge sources appropriately?*
4. Instructors help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing. *What reading strategies will be taught? How will students learn to make effective use of sources in their own writing?*
5. Student complete at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages. *How many pages of finished prose will each student complete?*

SYMBOLIC REASONING (FS)

1. Students will be exposed to the beauty, power, clarity and precision of formal systems. *How will the course meet this hallmark?*
2. Instructors will help students understand the concept of proof as a chain of inferences. *How will instructors help students understand this concept?*
3. Instructors will teach students how to apply formal rules or algorithms. *How will instructors meet this hallmark?*
4. Students will be required to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence. *What symbolic techniques will be required and in what contexts? How will presentations and evaluations of evidence be incorporated into the course?*
5. The course will not focus solely on computational skills. *What reasoning skills will be taught in the course?*
6. Instructors will build a bridge from theory to practice and show students how to traverse this bridge. *How will instructors help students make connections between theory and practice?*

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG)

1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania. *Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?*
2. The course offers a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions. *Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?*
3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world's peoples through time. *What processes of cross-cultural interaction are examined?*
4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions. *What components of Hawaiian, Pacific, and Asian societies and their cultural traditions are included in the course?*
5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions. *List the types of items that students will analyze and briefly explain what perspectives they represent.*
6. In combination, a student's two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Each FG course will be placed into one of three groups: (A) content primarily before 1500 CE, (B) content primarily after 1500 CE, or (C) pre-history to present. Students must take two courses from different groups. *Where does your course best fit in this scheme (Group A, B, or C)?*