

SOUTH TEXAS COLLEGE

Division of Name of Division

Department Name Master Syllabus

Semester & Year

Chair's Information:

1. Name of Chair: Name of Chair
2. Office Location: Building/Room#/Campus
3. Telephone #: (xxx) xxx-xxxx
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Course Information:

1. Course Name: Course Name
2. Course #: Course #

Course Description:

1. Verbatim catalog course description from the most recent STC catalog.
2. Prerequisites

Learning Outcomes:

1. Exemplary Educational Objectives for Core Component Area (Listed verbatim from catalog.)
2. Departmental outcomes or course specific
3. Intellectual Competencies (List a minimum of 1 appropriate outcome for how each of the six intellectual competencies will be reinforced in this course.)

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a *sine qua non* in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and

developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternatives strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

4. Perspectives (List appropriate outcomes for each of the perspectives to be reinforced in the course. Note: numbers 5 and 8 are required for all classes. Number 3 is required for all Natural Science courses.)

Perspective 1: Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

Perspective 2: Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.

Perspective 3: Recognize the importance of maintaining health and wellness. (Required for Natural Sciences)

Perspective 4: Develop a capacity to use knowledge of how technology and science affect their lives.

Perspective 5: Develop personal values for ethical behavior. (Required)

Perspective 6: Develop the ability to make aesthetic judgments.

Perspective 7: Use logical reasoning in problem solving.

Perspective 8: Integrate knowledge and understand the interrelationships of the scholarly disciplines. (Required)

5. Instructor Outcomes

Departmental Course Requirements:

Evaluation:

- a. Evaluation method for exemplary educational objectives
- b. Grading Criteria

Required Textbook & Resources:

Developmental Studies Policy Statement:

The College's Developmental Education Plan requires students who have not met the college-level placement standard on an approved assessment instrument in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Statement of Equal Opportunity: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.

Alternative Format Statement: This document is available in an alternative format upon request by calling (956) 618-8302.

ADA Statement: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

ADDENDUM

Following are examples of suggested instructional strategies for teaching some of the intellectual competencies and perspectives:

Listening

During the class session ask each student to formulate the answer to a question and then turn to a partner and share his or her answer with the partner. Through discussion the pair then formulates a new answer to the question. Then the instructor randomly calls upon pairs for their answer and provides immediate feedback.

Writing, Computer Literacy, Speaking, and Interdisciplinary

Students conduct on-line research on a topic related to the course, write a paper, and make an oral presentation to the class using Power Point. The writing and speaking skills will be evaluated based on acceptable communication skills for professionals in the field.

Critical Thinking, Writing, Speaking, Computer Literacy

Assign small groups a realistic case study from your field. Ask them to analyze the problem and develop a proposed solution. They could then write a paper and/or present their solution to the class.

Health and Wellness and Interdisciplinary

Students calculate the calorie content of various foods and, based on those findings, discuss which would be healthy food choices.

Interdisciplinary

Discuss how the artistic community approached social problems through the artists' work.

Ethical Behavior

Discuss the ethics of downloading music from the Internet.