



Curriculum and Course Change System - Print Change/Delete Course Form

T00000

X Change a Course - Abbrev & Number: HIST- 1000

Corresponding Lab Course: --
 Corresponding Honors course: --
 .. **Add Honors course:** --
 Corresponding Graduate course: --
 .. **Add Graduate course:** --
Course Title: High Ed & Clemson

Brief Statement of Change:

This has been a 1-hour course taught in traditional format. It is being changed to a 2-hour course taught online in the summer, with the support of Clemson Online. Clemson Online grad and undergrad students are helping with recording of lectures.

Last Term taught: 201301 .. **Change Abbrev to:**
 Effective Term: 05/2015 .. **Change Number to:**

.. **Change Catalog Title:** .. **Change Transcript Title:**
 from: from: High Ed & Clemson
 to: to:

X From: Fixed Credit: 1 (1,0) To: Fixed Credit: 2 (2,
Change of Credit Variable Credit: - (-), (-) Variable Credit: - (-),(-)

.. **Add cross-listing with the following child course(s):**
 .. **Delete cross-listing with the following child course(s):**

.. **Reverse Parent/Child relationship with:**

.. Change Method of Instruction		.. Change Course Modifier		.. Change General Education Designation	
from:	to:	from:	to:	from:	to:
X A-Lecture Only	.. .. Pass/Fail Only	..	..	.. Creative Inquiry	..
.. B-Lab (w/fee)	.. .. Graded	..	..	.. English Composition	..
.. D-Seminar	.. .. Variable Title	..	..	.. Oral Communication	..
.. E-Independent Study	.. .. Creative Inquiry	..	..	.. Mathematics	..
.. F-Tutorial (w/fee)	.. .. Repeatable	..	..	.. Natural Science w/Lab	..
.. G-Studio	.. maximum credits	..	..	.. Natural Science w/Lab	..
.. H-Field course	from:	..	..	.. Math or Science	..
.. I-Study Abroad	to:	..	..	.. A&H (Literature)	..
.. L-Lab (no/fee)	..	..	..	.. A&H (Non-Literature)	..
.. N/B-Lecture/Lab(w/fee)	..	..	..	.. Social Science	..
.. N/L-Lecture/Lab(no fee)	..	..	..	.. CCA	..
				.. STS	..

X Change Catalog Description:

from: Introduction to higher education, its background and development in the western world, emphasizing land-grant institutions and Clemson University in particular.

to: Introduction to higher education, its background development in the United States, emphasizing land-grant institutions and Clemson University in particular. Taught in online format.

.. **Change Prerequisite(s):**

from:
to:

Learning Objectives: Explain the historical and regional forces and personalities that shaped the development of Clemson Agricultural College and Clemson University.

Evaluate the challenges, difficulties, and successes as Clemson evolved from a small southern A & M college to a coeducational, multi-racial university.

Articulate in writing the challenges, difficulties, and successes in Clemson's evolution and growth.

Identify reasons for Clemson's uniqueness as well as its typicality in the history of American higher education.

Topical Outline: Module 1 (to 1918) American Higher Education in 19th c.; land-grant movement; aims of T.G. Clemson and original trustees; details of founding; extension service; early challenges and World War I.

Module 2:(1918-25)Post World War I adjustments; campus rebellions; student life (discipline, student organizations, military tradition); the struggle for accreditation

Module 3:(1925-45) Reorganization, Depression, War, female faculty

Module 4: (1945-64)Return of veterans; end of military regime; Lake Hartwell; integration of women; racial integration

Module 5: (1964-1986) Challenges of rapid growth (housing, curriculum, faculty-student ratio, college organization); athletic success

Module 6 (1986-2000s) More growing pains; the quest for national prominence

Evaluation: Six multiple-choice quizzes taken online within a prescribed time period. Each quiz worth 10% of final grade Two required short essays; each essay worth 20% of final grade.

Form Originator: JRANDRE, Andrew Jr,John R **Date Form Created:** 9/25/2014

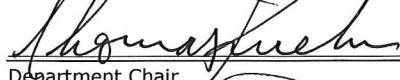
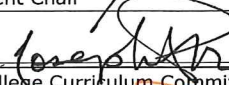

Form Last Updated by: JRANDRE, Andrew Jr,John R **Date Form Last Updated:** 10/24/2014

Form Number: 7632

Approval

	10/24/14		11-7-2014
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000002

	10/27/14		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/27/14	Robert W. Jones	1/7/2015
Chair, College Curriculum Committee	Date	Provost	Date
	10/27/14		
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

History 1000, Section 001
History of Higher Education and Clemson
Summer I 2015

Instructor: Professor Rod Andrew Jr.
Office: Hardin Hall, room 12
Office Phone: 864-656-6706

E-mail address: jrandre@clemson.edu
Office Hours: M-F 9-11 AM or by appointment
Electronic M-F 9-11 AM and 1:30-3:30 PM
OfcHrs:

Credit Hours: 2

Credit Pre-requisites: None

Course Description: This is an online course that provides an overview of the history of Clemson University. Students will read large portions of a two-volume book, watch several online videos, take six short quizzes, and write several one-page essays.

Academic Integrity Policy:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity. Please refer to the Academic Integrity Policy on the Clemson University website for additional information: http://www.clemson.edu/ugs/academic_integrity/index.html
Students who plagiarize in their essays or who give or receive unauthorized assistance to or from others on the quizzes will receive an automatic zero for that assignment, and will be reported to the dean of undergraduate students for violating the university's academic integrity policy.

Copyright Statement:

Materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.lib.clemson.edu/copyright/>

Student Disabilities Services Policy:

If you have a documented disability that requires accommodation, you must notify me in writing during the first week of classes. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for

accommodation. Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information:

http://www.clemson.edu/sds/student_guide.html

Distance Learning Course Policy:

This is an Internet course that will be taught via Blackboard. The course does not include any classroom time on campus. Quizzes will be administered online and students will transmit their short essays electronically to the instructor.

Attendance Policy:

Students are expected to participate in all class asynchronous activities, by the dates listed in the syllabus. Quizzes must be taken at the times indicated on the syllabus within the allotted time period.

Technology Skills or Equipment Required:

Computer and internet access, Word Processing program, telephone, and Clemson e-mail.

E-mail Correspondence:

The instructor will respond to all inquiries, questions, and other electronic correspondence within 24 hours, or by Monday morning if they are sent over the weekend. All e-mail messages from the instructor will be sent to the student's Clemson e-mail address.

Course Materials/Textbooks:

Jerome V. Reel, The High Seminary volumes 1 and 2 (Clemson, S.C.: Clemson University Digital Press), 2011, 2013. This book is available in .pdf format via Clemson University Digital Press. Also, volume 1 can be ordered from CU Digital Press in paperback form for around \$30. There are also several copies of both volumes available in the Library.

“Video capture” presentations by Dr. Reel and Dr. Andrew produced by Clemson Online, available on Blackboard.

Course Objectives:

A deeper understanding of the historical and regional forces and personalities that shaped the development of Clemson Agricultural College and Clemson University.

An enhanced ability to articulate, in writing, the challenges, difficulties, and successes as Clemson evolved from a small southern A & M college to a multi-racial, coeducational university.

An enhanced and balanced understanding of Clemson’s uniqueness as well as its typicality in the history of American higher education.

Instructional Strategies:

Readings and videos that the student may read and watch according to his or her schedule; weekly quizzes at designated times; and two short essays. You will not need to worry about group projects, and you will not need to log on at a certain time every day except when there is a quiz. However, you will have to read several hundred pages from *The High Seminary* and watch a video each week, usually less than an hour long. These videos often have informational slides with the voice of the instructor in the background. This is a summer course,

which means it must be much faster paced than a fall or spring semester course. You *cannot* postpone doing the work, and you will have to plan your schedule so that you can complete each week's work in time.

Finally, please understand that I cannot be responsible for any "computer problems" you are having, nor accept that as an excuse for not completing assignments or participating in the discussion board. You will have to be savvy enough to resolve those sorts of issues on your own.

Assessments/Course Assignments:

Six multiple-choice quizzes (open book, but must be completed within the designated time period) 10 possible points each

Two short essays, about 400-600 words each (2-3 pages), required on the due date 20 possible points each

Grading Scale:

- A 90 + points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 60 points

Late Assignments:

I will deduct one letter grade per day (10pts) for each day an essay is late. Because of verification problems in an online format, I cannot accept any excuses for late essays, such as illness, family emergencies, etc. I also can not be responsible for any "computer problems."

Submitting Assignments:

I will post essay assignments and introductions to each reading section on the Assignments link in Blackboard. You should submit your essays via Blackboard.

Essays: The essays in this class are quite short, but they should be carefully crafted. Besides the obvious need for a clear thesis statement and paragraph organization, you should proofread them several times for style and grammar before you turn them in. Those of you who have had me in classes before know that I am a stickler at marking off for excessive use of passive voice, improper use of past and present verb tense, and referring to a singular noun such "the South," "the government," or "Clemson" as a "they," etc. I will post the document "Rules for Writing in Andrew's History Class" on Blackboard and will expect you to abide by it. If you have questions about some of those rules, give me a call on the phone.

Course Schedule

Dates	Module	Readings and Videos	Activity
May 13-18	1—Historical Background, land-grant movement, founding, challenges through 1918	Video Lecture 1 Reel, vol. 1, pp. 97-203	Quiz, May 18, 12:00-12:30 PM
May 19-22	2—1918-1925: Post-World War I adjustments, cadet life, rebellions, struggle for accreditation	Video Lecture 2 Reel, vol. 1, pp. 211-32	Quiz, May 22, 12:00-12:30 PM
May 23-28	3—1925-45: Reorganization, Depression, WWII, female faculty	Video Lecture 3 Reel, vol. 1, pp. 237-48, 261-78, 283-319	Quiz, May 28, 12:00-12:30 PM; Essay #1 due May 28, 11:59 PM.
May 29- June 5	4—1945-64: Return of veterans; end of military regime, Lake Hartwell, coeducation and racial integration	Video Lecture 4 Reel, vol. 1, (pages tbd)	Quiz, June 5, 12:00-12:30 PM.
June 6-11	5—1964-86: Challenges of rapid growth; athletic success	Video Lecture 5	Quiz, June 12, 12:00-12:30 PM.
June 12-18	6—1986-2000s: More growing pains; quest for national prominence	Video Lecture 6 Reel, vol. 2, 373-419	Quiz, June 18, 12-12:30 PM. Essay #2 due June 18, 11:59 PM.

Blackboard

Here are the steps to follow to get into Blackboard and start your course.

1. Go to the Clemson University website: <http://www.clemson.edu/>
2. Use the A-Z index to find “My CLE” or “Blackboard.” Enter your username and password to get in.
3. You will now be on the Blackboard welcome page. Look over on the right to find “jrandreHIS1000.”
4. Over on the left you will see the Syllabus and Course assignments. You will also see the link to the discussion board.

000007



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:X **New Undergraduate Course:** ARAB- 3050.. **New Honors Course:** --.. **New Graduate Course:** -**Effective Term:** 01/2015**Catalog Title:** Intermediate Arabic Conversation & Composition**Transcript Title:** Intermediate Arab Conv. & Comp**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
.. D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	Natural Science No
.. G-Studio	maximum credits:	.. Lab
.. H-Field course		.. Natural Science w/Lab
.. I-Study Abroad		.. Math or Science
.. L-Lab (no/fee)		.. A&H (Literature)
.. N/B-Lecture/Lab(w/fee)		.. A&H (Non-Literature)
.. N/L-Lecture/Lab(no fee)		.. Social Science
		.. CCA
		.. STS

Add cross-listing with the following child course(s):

Catalog Description: ARAB 3050. Practice in modern standard Arabic with emphasis on vocabulary, pronunciation, intonation, and comprehension. Includes written work to increase accuracy and assignments in the language laboratory. Preq: ARAB 2020.

Prerequisite(s): ARAB 2020**Projected Enrollment:**

Year 1 - 12 Year 2 - 18 Year 3 - 25 Year 4 - 35

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: The course offers the opportunity for student's cross-cultural awareness through language and cultural practices, which will further motivate students to enroll in more language and culture related courses. The University will benefit from increasing student participation in global education.

Textbook(s): 1. Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. Al-Kitaab fii Ta'allum al- Arabiyya: A Textbook for Intermediate Arabic Part TWO. Third edition. Washington, D.C.: Georgetown University Press, 2011.

2. Wehr, H. A Dictionary of Modern Written Arabic. Third or Fourth edition.

Learning Objectives: Demonstrate ability to narrate events using past, present and future tenses.

Demonstrate use of the Arabic dictionary and grammatical competence to construct meaning from context and previous knowledge.

Demonstrate ability to synthesize various reading skills.

Demonstrate cultural awareness by applying and differentiating aspects of the language appropriately in a variety of common situations.

Topical Outline: fifteen-week topical outline

Week 1: The first three verb patterns: present and past tenses

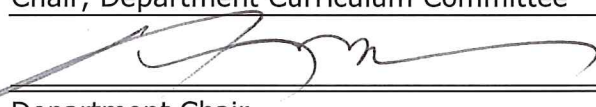
000008

- Week 2: Descriptive phrases and the infinitive. Cultural topics: Arab city markets
- Week 3: Verb patterns. Cultural topics: marriage in the Arab culture
- Week 4: Definite relative clauses and negation of the past tense
- Week 5: Verb patterns and gerund. Cultural topics: the Islamic Calendar & the Gregorian calendar
- Week 6: Listening and writing practice. Cultural topics: youth immigration to Europe.
- Week 7: Conversation practice. Cultural topics: immigration and the Third World
- Week 8: Verbs and pronouns. Cultural topics: the MENA Region & Medieval Ages
- Week 9: Reading and writing practice. Cultural topics: Religious celebrations in Arabo-Christian & Muslim communities
- Week 10: Past, present and future tenses: conversation and writing practice
- Week 11: Reading and writing practice. Cultural topics: higher education & challenges in the Arab countries
- Week 12: Dates and events. Cultural topics: private universities vs. American universities in the Gulf States
- Week 13: Reading and writing in formal situations
- Week 14: Conversations and dialogues. Cultural topics: social issues in a global context
- Week 15: Review of general topics

Evaluation: Writing assignments 25%
 Quizzes 20%
 Reading assignments and oral practice 25%
 Exams 30%

Form Originator: SSAMRA, Abou-Samra, Sulafa **Date Form Created:** 9/16/2014
Form Last Updated by: SSAMRA, Abou-Samra, Sulafa **Date Form Last Updated:** 9/24/2014
Form Number: 7610

Approval

		<i>Carice W. ...</i> 11-7-2014
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	9/30/14	
Department Chair	Date	Chair, Graduate Curriculum Corr
<i>Salvador Ojeda</i>	10/1/14	<i>Robert Jones</i> 11/7/2015
Chair, College Curriculum Committee	Date	Provost
<i>Dakuma</i>	10/27/14	
College Dean	Date	President
Director, Calhoun Honors College	Date	

ARAB 3050: Intermediate Arab Conversation and Composition

Time:

Room:

Instructor: Sulafa Abou Samra

Office: Daniel 320

PHONE: 656-4367

E-MAIL: ssamra@clemson.edu

OFFICE HOURS: MW 8:30AM-10:00AM & 11:30AM-1:15PM; F 8:30AM-10:00AM and by appointment

Description of the course

ARAB 3050. Practice in modern standard Arabic with emphasis on vocabulary, pronunciation, intonation, and comprehension. Includes written work to increase accuracy and assignments in the language laboratory. Preq: ARAB 2020.

Objectives of the course:

- Demonstrate ability to narrate events using past, present and future tenses.
- Demonstrate use of the Arabic dictionary and grammatical competence to construct meaning from context and previous knowledge.
- Demonstrate ability to synthesize various reading skills.
- Demonstrate cultural awareness by applying and differentiating aspects of the language appropriately in a variety of common situations.

Required texts and online resources:

1. Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. *Al-Kitaab fii Ta'allum al-Arabiyya: A Textbook for Intermediate Arabic Part TWO*. Third edition. Washington, D.C.: Georgetown University Press, 2011.
2. Wehr, H. A. Dictionary of Modern Written Arabic. Third or fourth edition.
3. *Al Kitaab* online: <http://quizlet.com/subject/al-kitaab/>
4. Virtual online keyboards for all languages: <http://langoo.net/keyboard/arabic/>

Grades:

Writing Assignments	25%
Quizzes	20%
Reading assignments and oral practice	25%
Exams	30%

Percentages:

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F)

Attendance policy:

Students are required to attend classes. Absences will be taken into consideration from the first day of classes. Students not attending the first two days of classes will be dropped from the roll. Excused absences are those for which students present: 1) a medical excuse (to be given to the instructor the day they return to class), signed by a physician, and indicating that a medical condition has prevented them from attending class; or 2) certification that they are representing Clemson in a university-sponsored event. Students are allowed four unexcused absences. Each subsequent unexcused absence, beyond the 4 allowed, will reduce the student's final grade by two percentage points per absence. Two late arrivals will be considered one unexcused absence. In the case of an absence, each student is responsible for all work missed. Therefore students must come to class prepared following an absence, excused or unexcused. Please obtain the phone numbers and e-mails of a couple

of classmates, so that you can find out what has been covered and what will be expected for the next class. If for any reason the instructor is late to class, students will wait fifteen minutes before leaving.

Academic Integrity

Please familiarize yourself with the academic integrity and dishonesty policies (see Undergraduate Announcements, 2014-2015, Academic Regulations, 31-32).

Distributed Competencies

Each degree program has integrated into its program of study distributed competencies in Communication (written and oral); Critical Thinking; and Ethical Judgment.

Documentation of General Education: Competencies. Effective oral and written communication is the means by which all competencies will be demonstrated. Students should include an example of their best work in each of the following areas:

Arts and Humanities

Demonstrate an understanding of the arts and humanities in historical and cultural contexts.

Critical Thinking

Demonstrate the ability to critically analyze the quality and utility of knowledge gained throughout the undergraduate experience and apply this knowledge to a wide range of problems.

Cross-Cultural Awareness

Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

Ethical Judgment

Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.

Copyright Statement

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website. For additional information, visit:

<http://www.lib.clemson.edu/copyright/>.

Accommodations for Students with Disabilities

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at:

www.clemson.edu/asc

<http://www.clemson.edu/campus-life/campus-services/sds/students/index.html>

Topical outline

Week 1 First class	Course objectives & syllabus	The present tense: short conversations about your last vacation
Second class	Case endings of verbs Present & past tenses	1. Read a paragraph 2. Translate a text into English
Lab	Listening exercises	Read the grammatical passage carefully and circle the verbs in both tenses
Week 2 First class	Lesson 3: Descriptive phrases & the infinitive	1. Reading and writing 2. Exercises in context
Second class	Culture: getting familiar with the old Arab city markets (SOUQS)	3. Fill in the blanks in Drill 1 & 2 4. Drill 3 Listening & writing
Lab	Masculine & Feminine Plurals. Colors & genders	Descriptions of items
Week 3 First class	Review. First 20 minutes of the class: quiz	The reading text is <i>Establishing a House</i> , the most important step in getting married in the Arab culture
Second class	Verb patterns Old Arab Souqs & cities Description of items	Drill 4: translate the questions at home and in class you will ask each other questions in Arabic
Lab	Drill 7: negation of the future tense	Comprehension exercise: after listening, you will exchange information with your classmates
Week 4 First class	Who & what	Drills 7 & 14 You will use the structure of definite relative clauses in Arabic by reforming the English sentences in the drills 20/21
Second class	Negation of the past tense	Expanding familiarity with classical Arabic. Read & write the new vocabulary
Lab	Drill 1, 2 & 4	Drills & translations
Week 5 First class	First 20 minutes of the class: quiz	Learning more on verbal system: family relations in some Arab societies

Second class	Verb patterns, drill 5 Gerunds & patterns Drills 6 & 7	People's descriptions during the happy occasions. <i>The Islamic Calendar & the Gregorian calendar</i>
Lab	Ramadhan's family rituals First exam	Differences among Arab countries' rituals. Drills 2 & 7: fill in the blanks
Week 6 First class	Write a composition: reply to a letter or email message	Read & translate: Drill 18
Second class	Listening and writing	Drills 8 & 11: Listening and writing. Using the new vocabulary, answer drill 14
Lab	Listening: travel preparations	Read & Listen: opinions about youth immigration to Europe.
Week 7 First class	Drills 1, 2 & 3	Communication in the Arab societies
Second class	Listening	Identification: main topics of the conversation
Lab	Immigration and the Third World Second exam	Drill 7, 8 & drill 9
Week 8 First class	Duals: verbs, pronouns & duals in the news. Drills 18, 19 & 20	The MENA Region & Medieval Ages Lesson 6 and new vocabulary
Second class	Reading	Cultural & historical topics
Lab	Reading & dictionary usage First 30 minutes of the class: quiz	Listening: documentary, drill 22
Week 9 First class	Reading and writing	Use of connectors in Arabic writing Drills 23 & 26: translate the texts into English
Second class	Write several short sentences on the lesson's topics	Religious celebrations in Arabo- Christian & Muslim communities
Lab	Arab press & media	Arab media outlets

Week 10 First class	Identify main ideas, extract information, understand factual reference to past, present and future events	Drills 3 & 4: translate sentences in both drills; then ask your partner about the topics mentioned in the drills
Second class	Drills 6, 7 & 9	Development of writing and connectors usage
Lab	The case endings	Drills 6 & 7: fill in the charts with the appropriate verb conjugations
Week 11 First class	Reading and writing	Higher education & challenges in the Arab countries.
Second class	Conversation: personal world (e.g. school and home life, family and friends, interests, and aspirations).	Abstract topics: discussions Development of listening, translation & writing strategies
Lab	The dual	Drills 9 & 10: Listening & writing
Week 12 First class	First 20 minutes of the class: quiz	Private universities vs. American universities in the Gulf States.
Second class	Drill 18: dates and events	Verb conjugations
Lab	Conversation practice	The youth & life challenges
Week 13 First class	Reading the "dates"	Listening & writing in formal situations. Drill 20 & drill 22.
Second class	Practice: event narrations	Drill 24: listening and writing
Lab	BBC Online: drills 27 & 28	Drill 25: fill in the blanks
Week 14 First class	Conversations and dialogues	Drill 26. Social issues in a global context
Second class	Reading & practice	Conversation
Week 15 First class	Oral exam	Review of general topics and drill corrections
Second class	Third exam	You will be required to summarize, and/or evaluate information from texts



Curriculum and Course Change System - Print Major Form

Change Major Name: Philosophy (BA - 201501)

Degree: BA

Effective Catalog Year: 2015

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

.. Add, Change or Delete Emphasis Area(s)

Explanation: The Department of Philosophy and Religion seeks to bring balance to its two Philosophy majors (standard major w/ no emphasis and the Law, Liberty, and Justice emphasis area). Presently, there is a difference between the two majors regarding the number of 1000-level Philosophy courses that "count" toward the major. We want to change the descriptions of the majors to include up to six hours of 1000-level coursework, as follows:

Under the "Standard Philosophy Major" description (p.75 in the 2014-2015 catalog): "Three of these credits may be at the 1000 level" should be changed to "Six of these credits may be at the 1000 level".

Under the "Law, Liberty, and Justice Emphasis Area" (which already includes 1020 as a requirement): After "nine additional credits in philosophy selected with the advice and consent of the pre-law advisor" we seek to add "(three of these credits may be at the 1000 level)."

Form Originator: BWHITE5, White,Benjamin L **Date Form Created:** 10/6/2014

Form Last Updated by: BWHITE5, White,Benjamin L **Date Form Last Updated:** 10/6/2014

Form Number: 7664

Approval

	10/9/14		11-7-2014
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	6/7/14		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/27/14		11/7/2015
Chair, College Curriculum Committee	Date	Provost	Date
	10/27/14		
College Dean	Date	President	Date

Philosophy Major Descriptions

*There is no change to the course map

Current Language

Standard Philosophy Major—PHIL 3150, 3160, 4010 or 4020, and 24 additional credits in PHIL selected with the advice and consent of the advisor. Three of these credits may be at the 1000 level.

Law, Liberty and Justice Emphasis Area—PHIL 1020, 3150, 3160, 3040 or 3200 or 3210, 3430, 4010 or 4020, HIST 3280, 3290, and nine additional credits in philosophy selected with the advice and consent of the pre-law advisor. Students with this emphasis area are strongly advised to include POSC 4370 and/or 4380 as an elective, minor, or advanced area requirement.

Proposed Language

Standard Philosophy Major—PHIL 3150, 3160, 4010 or 4020, and 24 additional credits in PHIL selected with the advice and consent of the advisor. Six of these credits may be at the 1000 level.

Law, Liberty and Justice Emphasis Area—PHIL 1020, 3150, 3160, 3040 or 3200 or 3210, 3430, 4010 or 4020, HIST 3280, 3290, and nine additional credits in philosophy selected with the advice and consent of the pre-law advisor (three of these credits may be at the 1000 level). Students with this emphasis area are strongly advised to include POSC 4370 and/or 4380 as an elective, minor, or advanced area requirement.



Curriculum and Course Change System - Print Major Form

000016

Change Major Name: Philosophy (BA - 201501)

Degree: BA

Effective Catalog Year: 2015

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

.. Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

X Add, Change or Delete Emphasis Area(s)

Explanation: The Department of Philosophy and Religion is deleting the Emphasis Area in Religious Studies for its BA degree in Philosophy. With the new, free-standing BA in Religious Studies, this degree is no longer needed.

Form Originator: BWHITE5, White, Benjamin L **Date Form Created:** 10/6/2014

Form Last Updated by: BWHITE5, White, Benjamin L **Date Form Last Updated:** 10/6/2014

Form Number: 7662

Approval

	10/9/14		11-7-2014
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/17/14		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/22/14		1/7/2015
Chair, College Curriculum Committee	Date	Provost	Date
	10/27/14		
College Dean	Date	President	Date

000017



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: REL- 4920

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2015**Catalog Title:** Creative Inquiry - Religion**Transcript Title:** Creative Inquiry - Religion**Fixed Credit Course:** (,)**Variable Credit Course:** 1-4 (1-4), (0-0)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	X Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
X D-Seminar	X Variable Title	.. Oral Communication
.. E-Independent Study	X Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	X Repeatable	.. Natural Science No Lab
.. G-Studio	maximum credits: 9	.. Natural Science w/Lab
.. H-Field course		.. Math or Science
.. I-Study Abroad		.. A&H (Literature)
.. L-Lab (no/fee)		.. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)		.. Social Science
.. N/L-Lecture/Lab(no fee)		.. CCA
		.. STS

Add cross-listing with the following child course(s):

Catalog Description: Small group work on particular issues with emphasis on involving students in research. Content varies. May be repeated for a maximum of nine credits. Preq: Consent of instructor.

Prerequisite(s): Consent of Instructor

Projected Enrollment:

Year 1 - 5 Year 2 - 5 Year 3 - 5 Year 4 - 5

Required course for students in: Not required

Statement of need and justification based on assessment results of student learning outcomes: The department has had a longstanding and widely used Creative Inquiry course on the Philosophy side (PHIL 4920), but does not have an equivalent on the Religious Studies side. With the new BA in Religious Studies and a continuing emphasis on undergraduate research at Clemson, it is time to add a Creative Inquiry course number in Religion.

Textbook(s):

Learning Objectives: Provide more real-world experiences, increasing student interest and creating a more effective environment for learning some aspects of the discipline.

Allow students to work more intimately with faculty and develop mentored relationships.

Build team skills and create opportunities for peer networking and leadership.

Provide opportunities for students to pursue their intellectual and creative passions.

Promote problem-solving, critical-thinking and personal-reflection skills.

Extend the learning experience beyond the traditional classroom setting, enhancing the overall experience within the major.

Encourage students to build communication skills and investigative methods valued in postgraduate work.

Promote student ownership of ideas.

Promote participation in the continuum of learning — expanding and intertwining general education and major-specific educational activities.

Topical Outline: Week 1: Orientation to Research Problem

Week 2: Division of Responsibility and Discussion of Research Tools

Weeks 3-12: Research and Discussion of Research w/ Faculty Member

Weeks 13-15: Presentation of Research Findings

Evaluation: The grade will be determined by participation in research and written work. Participation will count for 50% of the grade, and the written work for the other 50%. The total written work will be 18 pages for the semester, and will be divided up as agreed to by each student in consultation with the faculty members. For example, a student might want to write a longer paper, a series of short papers, or some combination of these.

Form Originator: BWHITES, White, Benjamin L **Date Form Created:** 10/7/2014

Form Last Updated by: BWHITES, White, Benjamin L **Date Form Last Updated:** 10/7/2014

Form Number: 7666

Approval

--	--	--

000018

<i>Ben White</i>	10/9/14	<i>Janice W. McLaughlin</i>	10-7-2014
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Bill Mankin</i>	10/7/14		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Joseph A. [Signature]</i>	10/27/14	<i>Robert W. Jones</i>	1/7/2015
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	10/27/14		
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

Philosophy 492, Section 4: The Moral Status of Animals
Creative Inquiry

Professors: Chris Grau, Todd May

Course Description, Schedule, and Objective

This is the first part of a three-semester Creative Inquiry on the moral status of animals. During this semester, we will read a variety of texts on the moral status of animals as well as watch a couple of films. The particular texts and films will be determined by the unfolding of the discussion itself, but will include among the texts Dale Peterson's *The Moral Lives of Animals*, Matthew Calarco's *Zoographies*, and Mark Rowland's *Can Animals Be Moral?*, and among the films *Blackfish*. The objective of this semester's course is to deepen philosophical reflection on the moral status of animals.

The class structure will require twice weekly meetings for an hour each. The first meeting will be early in the week and solely among the students to discuss the reading. The second meeting will be later in the week, with the faculty members, to continue the discussion opened in the first meeting. Meeting times will be determined by coordination of schedules.

Grading

The grade will be determined by participation and written work. Participation will count for 50% of the grade, and the written work for the other 50%. The total written work will be 18 pages for the semester, and will be divided up as agreed to by each student in consultation with the faculty members. For example, a student might want to write a longer paper, a series of short papers, or some combination of these.

Academic Integrity

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

General Education Competencies

All undergraduates must satisfy the General Education Competency requirements outlined in the relevant *Announcements*. If completed in a satisfactory fashion, your paper from this course may provide evidence for competencies A (Arts and Humanities), E (Critical Thinking), and/or G (Ethical Judgment) as listed in the 2012-2013 *Announcements*. Students must use electronic portfolios to document Gen Ed competencies.