Course Design Requirements & Syllabus
Language for Liberal Studies

Prepared by the Office of Liberal Studies, Florida State University

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E-SERIES – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
E-Series courses help students become competent analytical and flexible thinkers and lifelong learners. These courses:

- Focus on significant questions relevant to humanity and our natural world that can be engaged, explored, and examined using multiple perspectives from within a field or across disciplinary areas.
- Are inquiry-based. They start by posing questions or problems rather than presenting a body of established facts.
- Involve an active learning process of investigating questions. Students will gain essential skills in critical and creative thinking.
- Should stimulate curiosity and motivate students to learn.
- Build students’ skills as clear and effective writers.

E-Series courses meet the following expectations:

- E-Series courses are certified also for:
  - One of the Liberal Studies General Education areas, or
  - Scholarship in Practice at the 2000 or 3000 level. Syllabi must include the student learning objectives and meet the curricular design requirements of the other certifications for which they are approved.
- Carry the “W” State-Mandated Writing designation by meeting the associated expectations, student learning objectives, and substantial writing assignments. E-Series courses count towards the 12 credit hours of college-level writing coursework required by the State of Florida.
- All faculty (including adjuncts and post-docs) can develop or teach E-Series courses. Courses developed by one instructor can be taught by another instructor. Graduate students cannot teach E-Series courses.
- The maximum enrollment capacity for E-Series course sections is 24 for honors sections and 120 for non-honors sections. Combined honors and non-honors (i.e., augmented sections) should not exceed enrollments of 120 total.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Analyze the major questions or problems in the course using various intellectual perspectives.
2. Demonstrate the relevance of ideas or findings from the course.
3. Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English.
4. Discuss relevant ideas from the course using sources from a variety of text types.

Instructional Design Requirements
To fulfill the writing requirement, E-Series courses must provide students with the following:

1. Two or more substantial writing assignments or the equivalent.
3. Feedback on student writing. (Feedback may be from various reviewers, but must include some instructor response.)
4. Opportunities for revision.

“Substantial” in requirement 1 should be interpreted as “intellectually substantial as appropriate for the level of the course.” The previous UPC expectation of “[together] totaling approximately 3000 words” may be used as a point of reference.

**Required Syllabus Language**

This course has been approved to meet FSU’s Liberal Studies E-Series requirements and helps you become a competent analytical and flexible thinker and a lifelong learner.

By the end of the course, students will demonstrate the ability to:

1. Analyze the major questions or problems in the course using various intellectual perspectives.
2. Demonstrate the relevance of ideas or findings from the course.
3. Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English.
4. Discuss relevant ideas from the course using sources from a variety of text types.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU’s definition of “college-level writing”, which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes standard conventions appropriate for study in English.

As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C−” or higher in the course, and earn at least a “C−” average on the required writing assignments. If the student does not earn a “C−” average or better on the required writing assignments, the student will not earn an overall grade of “C−” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Curricular Requests – Required Documentation**

Curriculum Requests should include the following:

- An expanded course description on the file syllabus that goes beyond the three-sentence course catalogue description by framing the “significant question” and the interdisciplinary investigations students will make.
- A complete reading list (or a possible sample reading list) to illustrate the types of texts and sources students will encounter.
- A schedule or detailed list of topics.
Additionally, Faculty should document the following either in the course syllabus or by attaching an appendix to the syllabus:

- A narrative that illustrates how the course will meet the writing course instructional design requirements if these are not apparent in the syllabus proper.
- Full instructions for a sample writing assignment, clearly outlining how students receive feedback on their writing or have opportunities for revision.
- A grading rubric or set of criteria for assessing student performance on writing.

**Note:** All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at [http://facsenate.fsu.edu/Curriculum/Syllabus-Language](http://facsenate.fsu.edu/Curriculum/Syllabus-Language)
QUANTITATIVE AND LOGICAL THINKING – LIBERAL STUDIES

COURSE DESIGN

Course Goals and Expectations
Liberal Studies Quantitative and Logical Thinking courses help students become critical analysts of quantitative and logical claims.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2. Use a variety of forms to represent problems and their solutions.

Instructional Design Requirements
The baseline level of rigor in Quantitate and Logical Thinking courses in terms of mathematical or logic-based content must be at a college level.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Quantitative and Logical Thinking requirements and helps you become a critical analyst of quantitative and logical claims.

In order to fulfill the State of Florida’s College mathematics and computation requirement the student must earn a “C–” or better in the course.

By the end of this course, students will:

1. Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2. Use a variety of forms to represent problems and their solutions.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
ENGLISH COMPOSITION – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Liberal Studies English Composition courses help students become critical readers and clear, creative, and convincing communicators.

ENC1101 and ENC2135 are the only courses that will be approved for the English Composition area in Liberal Studies.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Compose for a specific purpose, occasion, and audience.
2. Compose as a process, including drafts, revision, and editing.
3. Incorporate sources from a variety of text types.
4. Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

Instructional Design Requirements
- Instruction in college-level writing.
- Writing assignments that include opportunities for drafts, feedback, and revision.
- FSU’s College Composition Program sets forth specific expectations for both ENC 1101 and ENC 2135 that expand upon those set by the Liberal Studies program. Full details can be found in the College Composition Program’s The Teacher’s Guide.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies English Composition requirements and helps you become a critical reader and a clear, creative, and convincing communicator.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C–” or higher in the course, and earn at least a “C–” average on the required writing assignments. If the student does not earn a “C–” average or better on the required writing assignments, the student will not earn an overall grade of “C–” or better in the course, no matter how well the student performs in the remaining portion of the course.

By the end of this course, students will:

1. Compose for a specific purpose, occasion, and audience.
2. Compose as a process, including drafts, revision, and editing.
3. Incorporate sources from a variety of text types.
4. Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
SOCIAL SCIENCES – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Liberal Studies Social Sciences courses help students become critical analysts of theories and evidence about social forces and social experience.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Discuss the role of social factors in contemporary problems or personal experiences.
2. Analyze claims about social phenomena.

Instructional Design Requirements
There are no specific instructional design requirements.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Social Sciences requirements and helps you become a critical analyst of theories and evidence about social forces and social experience.

By the end of this course, students will:

1. Discuss the role of social factors in contemporary problems or personal experiences.
2. Analyze claims about social phenomena.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
HISTORY – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Liberal Studies History courses help students become critical analysts of theories and evidence about historical events and forces.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Discuss the role of historical factors in contemporary problems or personal experiences.
2. Analyze claims about historical phenomena.

Instructional Design Recommendations
• History courses should emphasize engagement with primary sources and provide space in the course to teach students how to analyze them.
• Short writing assignments (with feedback) that allow students to engage in close readings of primary sources and careful critiques of secondary arguments are encouraged.

Required Syllabus Language
This course has been approved to meet FSU's Liberal Studies History requirements and helps you become a critical analyst of theories and evidence about historical events and forces.

By the end of this course, students will:

3. Discuss the role of historical factors in contemporary problems or personal experiences.
4. Analyze claims about historical phenomena.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

• A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
HUMANITIES & CULTURAL PRACTICE – LIBERAL STUDIES

Course Design

Course Goals and Expectations
Humanities and Cultural Practice courses help students become thoughtful patrons of and participants in cultural practices.

Student Learning Objectives
By the end of this course, students will demonstrate the ability to:

1. Interpret intellectual or artistic works within a cultural context.
2. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

Instructional Design Requirements
There are no specific instructional design requirements.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Humanities and Cultural Practice requirements and helps you become a thoughtful patron of and participant in cultural practices.

By the end of this course, students will:

5. Interpret intellectual or artistic works within a cultural context.
6. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample reading list.
- A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
ETHICS – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Liberal Studies Ethics courses help students become ethically engaged citizens and logical thinkers.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

3. Evaluate various ethical positions.
4. Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

Instructional Design Requirements
There are no specific instructional design requirements.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Ethics requirement and helps you become an ethically engaged citizen and a logical thinker.

By the end of this course, students will:

7. Evaluate various ethical positions.
8. Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

Curricular Requests – Required Documentation
Faculty should document the following in the course syllabus or by attaching an appendix to the syllabus:

• A sample reading list.
• A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
Course Goals and Expectations
Liberal Studies Natural Sciences courses emphasize foundational scientific principles and help students become effective interpreters of scientific results and critical analysts of claims about the natural world.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

5. Pose questions or hypotheses based on scientific principles.
6. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
7. Analyze and interpret research results using appropriate methods.

Instructional Design Requirements
There are no specific instructional design requirements.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Natural Sciences requirement and helps you become an effective interpreter of scientific results and a critical analyst of claims about the natural world.

By the end of this course, students will:

9. Pose questions or hypotheses based on scientific principles.
10. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
11. Analyze and interpret research results using appropriate methods.

For laboratory (L) or combined lecture/laboratory (C) courses:

As required by Florida State University, the student must earn a course grade of “C–” or higher in order to meet the Liberal Studies 1-credit laboratory requirement.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/curriculum/syllabus-language
“W” (State-Mandated Writing) – Liberal Studies Course Design

Course Goals and Expectations
FSU graduates should be clear, creative, and convincing communicators, able to effectively writing according to the forms, conventions, and demands of the specific writing situation. “W” designated courses help students achieve these objectives.

The State of Florida mandates that all undergraduates complete an additional six credit hours of coursework that emphasize college-level English language writing skills beyond ENC1101 and ENC2135. Florida State University addresses this need through the E-Series courses and the “W” (State-Mandated Writing) courses.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Compose for a specific purpose, occasion, and audience.
2. Convey ideas in clear, coherent prose that utilizes the conventions of a standard language.

Please note that by state law, the “standard language” referenced in the second learning objective must be English for “W” courses. Foreign language composition courses are not eligible for “W” designation, but are eligible for the Upper-Division Writing designation.

Instructional Design Requirements
The definition of “college-level writing” that should guide the design and evaluation of writing assignments, as well as the assessment of the writing competencies, is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes standard conventions appropriate for study in English.

The writing process cultivated by the course, the descriptions of the writing assignments as they are presented in the syllabus, and the grading criteria for evaluating student writing assignments, should all reflect this understanding.

Writing courses must provide students with the following:

1. Two or more substantial writing assignments or the equivalent.
3. Feedback on student writing. (Feedback may be from various reviewers, but must include instructor response.)
4. Opportunities for revision.

“Substantial” in requirement 1 should be interpreted as “intellectually substantial as appropriate for the level of the course.” The previous UPC expectation of “[together] totaling approximately 3000 words” (double that for English Composition courses) may be used as a point of reference.
Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies “W” (State-Mandated Writing) requirement and helps you become a clear, creative, and convincing communicator.

By the end of this course, students will:

1. Compose for a specific purpose, occasion, and audience.
2. Convey ideas in clear, coherent prose that utilizes the conventions of a standard language.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU’s definition of “college-level writing”, which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes standard conventions appropriate for study in English.

As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C−” or higher in the course, and earn at least a “C−” average on the required writing assignments. If the student does not earn a “C−” average or better on the required writing assignments, the student will not earn an overall grade of “C−” or better in the course, no matter how well the student performs in the remaining portion of the course.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample writing assignment or two.
- A description of how the course will incorporate mechanisms for providing feedback and opportunities for revision.
- A grading rubric or set of criteria for assessing student performance on writing.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at [http://facsenate.fsu.edu/Curriculum/Syllabus-Language](http://facsenate.fsu.edu/Curriculum/Syllabus-Language)
Course Goals and Expectations
Liberal Studies Scholarship in Practice (SIP) courses help students become critical thinkers, creative users of knowledge, and independent thinkers. Courses must engage students in the application of knowledge from a particular field of study and create a tangible product or outcome.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Apply relevant areas of scholarship to produce an original project.

Instructional Design Requirements
Students must produce a scholarly, creative, or professional work or artifact that results from applying key ideas, concepts, theories, and methods of the discipline.

Scholarship in Practice courses must be Graded and cannot be offered on a S/U basis.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Scholarship in Practice requirement and helps you become a critical thinker, a creative user of knowledge, and an independent learner.

In order to fulfill FSU’s Scholarship in Practice requirement, the student must earn a “C–” or higher in the course.

By the end of this course, students will:

1. Apply relevant areas of scholarship to produce an original project.

Suggestions for the Curricular Request Syllabus
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A description of the project(s) that students will complete in demonstration of their achievement of the learning objective, along with associated grading criteria.
- A grading rubric or set of criteria for assessing student performance on the project(s).

(Note: Scholarship in Practice courses and Formative Experience courses differ with regard to the arena in which they take place. Scholarship in Practice courses are classroom-based experiences in which student create an original product. Formative Experiences occur outside of the traditional classroom environment. A course can NOT be designated as both Scholarship in Practice and Formative Experience.)

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://fac senate.fsu.edu/Curriculum/Syllabus-Language
FORMATIVE EXPERIENCE – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Formative Experiences (FE) facilitate students’ engagement in independent experiential learning outside the classroom that are relevant to their education, professional, and life goals.

Formative Experiences fall in one of five categories: creative/research; international experience; internship; leadership; and service. Examples of specific experiences that might qualify as a FE include:

- Honors in the Major theses
- Lab research
- Curating an art show
- Recital or exhibition of creative works
- Clinical or other practicum
- Fieldwork
- Student teaching
- Structured mentoring
- Global Scholars
- Entrepreneurship or innovation
- Specific program work in Living-Learning Communities (LLCs)
- Counseling children in an after-school or supplemental program

Student Learning Objectives
Learning objectives should be tailored to the specific experience at hand.

Instructional Design Requirements
Students must complete an oral or written reflection on the experience that is the focus of the course such as:

- The relevance of the experience to past course work or disciplinary training or to life and career goals.
- Lessons learned (i.e., how the student might approach similar projects or settings differently in the future).
- A journal.
- A mock graduate school or job application or interview in which the student articulates the value of the experience.
- Any other reflection appropriate to the discipline and/or experience.

The student’s performance must be evaluated by qualified faculty or staff.

Formative Experience courses may be offered as zero-credit hour or more.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Formative Experience requirement and develops your ability to develop and use knowledge by engaging in a hands-on experience outside of the classroom.
2. In order to fulfill this requirement, the student must earn a “C–” or higher or an “S” in the course if taken on an “S/U” basis.

Curricular Requests – Required Documentation
The course syllabus or an attached appendix must outline how students will complete the reflective expectations of the Formative Experience and who will be responsible for assessing those reflections.

(Note: Scholarship in Practice courses and Formative Experience courses differ with regard to the arena in which they take place. Scholarship in Practice courses are classroom-based experiences in which student create an original product. Formative Experiences occur outside of the traditional classroom environment. A course can NOT be designated as both Scholarship in Practice and Formative Experience.)

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
DIVERSITY, CROSS-CULTURAL STUDIES (X) – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Cross-Cultural Studies (X) courses facilitate students’ development as culturally conscious participants in a global community.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

1. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
2. Explore one’s own cultural norms or values in relation to those of a different cultural group.

Instructional Design Requirements
• The course contains some form of substantial assignment which accounts for at least 25% of the final grade and requires the student to demonstrate having achieved the course competencies.
• Students must be provided criteria for evaluating performance the Diversity X assignment(s), feedback (including instructor response), and opportunities for revision.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Cross-Cultural Studies (X) requirement and facilitates your development as a culturally conscious participant in a global community.

In order to fulfill FSU’s Cross-Cultural Studies requirement, the student must earn a “C–” or higher in the course.

By the end of this course, students will:

3. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
4. Explore one’s own cultural norms or values in relation to those of a different cultural group.

Suggestions for the Curricular Request Syllabus
The course syllabus or an attached appendix must include the following:

• A sample assignment or two (and associated grading criteria or rubrics) aligned with the Diversity X student learning objectives.
• A description of how the course will incorporate mechanisms for providing feedback and opportunities for revision.
Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
DIVERSITY, WESTERN EXPERIENCE (Y) – LIBERAL STUDIES

COURSE DESIGN

Course Goals and Expectations
Diversity in Western Experience (Y) courses facilitate students’ development as culturally literate members of society.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

3. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
4. Explore one’s own cultural norms or values in relation to those of a different cultural group.

Instructional Design Requirements
• The course contains some form of substantial assignment which accounts for at least 25% of the final grade and requires the student to demonstrate having achieved the course competencies.
• Students must be provided criteria for evaluating performance the Diversity Y assignment(s), feedback (including instructor response), and opportunities for revision.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Diversity in Western Experience (Y) requirement and prompts your development as a culturally literate member of society.

In order to fulfill FSU’s Diversity in Western Experience requirement, the student must earn a “C–” or higher in the course.

By the end of this course, students will:

5. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
6. Explore one’s own cultural norms or values in relation those of a different cultural group.

Suggestions for the Curricular Request Syllabus
The course syllabus or an attached appendix must include the following:

• A sample assignment or two (and associated grading criteria or rubrics) aligned with the Diversity Y student learning objectives.
• A description of how the course will incorporate mechanisms for providing feedback and opportunities for revision.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at http://facsenate.fsu.edu/Curriculum/Syllabus-Language
ORAL COMMUNICATION COMPETENCY COURSES, LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Oral Communication Competency courses help students become flexible and proficient oral communicators for professional purposes.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

5. Deliver original oral messages for a specific purpose, occasion, and type of audience.
6. Make effective use of both verbal and non-verbal delivery in presentations.

Instructional Design Requirements
OCC courses must include instruction in oral communication and opportunities for guided practice in speaking. They must contain the following elements:

1. Course readings and/or lectures related to instruction in the theory and practice of oral communication.
2. Instruction in the theory and practice of oral communication as evidenced in course objectives, course readings, activities, and evaluation.
3. Oral communication competence demonstrated on multiple occasions spread out over the term.
4. Instructor critique and feedback so that students create oral messages as a process, including guided practice, critique, and revision. Peer feedback is also appropriate in addition to instructor feedback.

Courses approved to fulfill the Oral Communication Competency requirement must be one of two types:

1. A 0- (or more) credit hour course in which the oral communication component is a significant portion of the course work and final grade and includes the requisite instruction and critiques noted above; or
2. A 0- (or more) credit hour course that has, as a prerequisite, a 0- (or more) or no-credit companion course that provides students with instruction in the theory and practice of oral communication. In the subsequent course, students apply principles of oral communication and are evaluated by an approved instructor to determine whether they meet the requisite oral communication learning objectives. Examples might include undergraduate FIG Instructorships or undergraduate Teaching Assistantships (again, if tied to a course for credit).

Oral communication courses in languages other than English can be approved for the OCC designation.

Required Syllabus Language
This course has been approved as meeting the requirements for Oral Communication Competency and will help you become a flexible and proficient oral communicator for professional purposes.
By the end of this course, you will demonstrate the ability to:

1. Delivery original oral messages for a specific purpose, occasion, and type of audience.
2. Make effective use of both verbal and non-verbal delivery in presentations.

In order to fulfill FSU’s Oral Communication Competency Requirement, you must earn a “C–” or better in the course.

Suggestions for the Curricular Request Syllabus
The syllabus or an appendix must include the following.

- Grading criteria (e.g., rubrics or other) to assess student competence in oral communication.
- In curricular requests for OCC subsequent companion courses (type two above), include a description of how the prerequisite course will address the OCC criteria concerning instruction in the theory and practice of oral communication.

Note: All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at [http://facsenate.fsu.edu/Curriculum/Syllabus-Language](http://facsenate.fsu.edu/Curriculum/Syllabus-Language)
**COMPUTER COMPETENCY COURSES – LIBERAL STUDIES DESIGN**

**Course Goals and Expectations**
Computer Competency course ensure that students demonstrate competent use of at least one discipline-useful software package.

**Student Learning Objectives**
By the end of the course, student will demonstrate the ability to;

1. Use at least one discipline-useful software package.
   (Other Learning objectives should be tailored to the specific experiences in the course.)

**Instructional Design Requirements**
- The course must require the student to demonstrate competent use of at least one discipline-useful software package.
- The course must include a capstone activity or assignment.

**Required Syllabus Language**
This course has been approved as meeting the requirements for Computer Competency.

*For courses in which computer competency is infused throughout the course:*

In order to fulfill FSU’s Computer Competency Requirement, the student must earn a “C–” or better in the course.

*For courses in which computer competency is demonstrated during a particular component of the course:*

In order to receive a “C–” or better in the course, the student must earn at least a “C–” on the computer competency component of the course. If the student does not earn a “C–” or better on the computer competency component of the course, the student will not earn an overall grade of “C–” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Suggestions for the Curricular Request Syllabus**
The course syllabus or an attached appendix must include the following:

- A full description of the capstone activity or assignment which requires students to demonstrate competent use of computer skills appropriate to the discipline.
- A grading rubric or criteria for the capstone assignment.

**Note:** All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at [http://facsenate.fsu.edu/Curriculum/Syllabus-Language](http://facsenate.fsu.edu/Curriculum/Syllabus-Language)
UPPER-DIVISION WRITING – LIBERAL STUDIES COURSE DESIGN

Course Goals and Expectations
Liberal Studies Upper-Division Writing courses help students become flexible and proficient writers for professional purposes.

Student Learning Objectives
By the end of the course, students will demonstrate the ability to:

7. Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
8. Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience representative as appropriate for the field.

Instructional Design Requirements
Upper-Division Writing courses must provide students with the following:

1. Two or more substantial writing assignments or the equivalent.
3. Feedback on student writing. (Feedback may be from various reviewers, but must include instructor response.)
4. Opportunities for revision.

“Substantial” in requirement 1 should be interpreted as “intellectually substantial as appropriate for the level of the course.” The previous UPC expectation of “[together] totaling approximately 3000 words” may be used as a point of reference.

Required Syllabus Language
This course has been approved to meet FSU’s Liberal Studies Upper-Division Writing requirement and helps you become a flexible and proficient writer for professional purposes.

By the end of this course, students will:

1. Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
2. Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience representative as appropriate for the field.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU’s definition of “college-level writing”, which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes the conventions of a standard language.
As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

In order to fulfill FSU’s Upper-Division Writing requirement, the student must earn a “C–” or higher in the course, and earn at least a “C–” average on the required writing assignments. If the student does not earn a “C–” average or better on the required writing assignments, the student will not earn an overall grade of “C–” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Suggestions for the Curricular Request Syllabus**
These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample writing assignment or two.
- A description of how the course will incorporate mechanisms for providing feedback and opportunities for revision.
- A grading rubric or set of criteria for assessing student performance on writing.

**Note:** All syllabi are also required to include the syllabus language statements approved by the FSU Faculty Senate, available at [http://facsenate.fsu.edu/Curriculum/Syllabus-Language](http://facsenate.fsu.edu/Curriculum/Syllabus-Language)