

## **Inquiry Core: Complexities of a Pluralistic Society**

Submitting a course for inclusion in CSU's Inquiry Core Curriculum is an opportunity to think creatively about how you can spark students' curiosity and help them see the value of the knowledge and methods of your discipline.

### **Inquiry Core Curriculum Requirements**

All courses in the CSU Inquiry Core Curriculum must be:

- Offered at the 100- or 200-level;
- Accessible and inviting to first-year non-major students;
- Adopt an Inquiry Orientation to design and delivery; and
- Include one or more Signature Assignments

### **Complexities of a Pluralistic Society Requirements**

All courses fulfilling the "Complexities of a Pluralistic Society" requirement must:

- Meet OT-36 Learning Outcomes for *Arts & Humanities* or *Social & Behavioral Science*
- Develop and assess the Core Competencies of *Intercultural Knowledge & Competence*, *Critical Thinking*, and *Written or Oral Communication*
- Address contemporary tensions, challenges, and/or opportunities that emerge in societies characterized by a plurality of socio-cultural or political perspectives.
- Engage students in examining issues through a plurality of cultural, social, or ideological perspectives to illuminate the complexity of societal phenomena

### **Instructions for Completion**

- Complete this document in Adobe Acrobat Reader. If you find that you cannot enter any additional text in a textbox, it is because you are using an incompatible PDF reader.
- Emphasize the inquiry orientation of the course in the syllabus. How you do this is up to you, but it is recommended to revise your course overview to emphasize (some of) the inquiry questions.
- Include the Core Curriculum Syllabus Statement in your syllabus
- Attach this completed document, your syllabus, and an overview of your signature assignment(s) in Curriculog.

[The CSU Core Curriculum Handbook](#)

Contact the Core Curriculum Director: [corecurriculum@csuohio.edu](mailto:corecurriculum@csuohio.edu)

| Course Code & Title |
|---------------------|
|                     |

## OT36 Outcome Mapping

For each OT36 learning outcome provided in the left column, indicate the following:

- (a) How the course embeds the outcome.
- (b) How student achievement of the outcome will be assessed.
- (c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced.

| OT36 Outcome  | (a) Course Embed | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
|---|------------------|---------------------------|-----------------------------|
| <b>Basic Knowledge.</b> Employ principles, terminology, and methods from disciplines in the arts and humanities                             |                  |                           |                             |
| <b>Textual Analysis.</b> Analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought. |                  |                           |                             |
| <b>Contextual Examination.</b> Reflect on the creative process of products of the human imagination and critical thought.                   |                  |                           |                             |

| OT36 Outcome  | (a) Course Embed | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
|---|------------------|---------------------------|-----------------------------|
| <b>Breadth.</b> Explain relationships among cultural and/or historical contexts.                            |                  |                           |                             |
| <b>Communication.</b> Convey concepts and evidence related to humanistic endeavors clearly and effectively. |                  |                           |                             |

## Complexities of a Pluralistic Society Emphasis

**What contemporary tensions, challenges, and/or opportunities that emerge in pluralistic societies does the course emphasize? If an historical approach is taken, how does the approach support understanding of contemporary phenomena?**

**How does the course engage students in examining issues through a plurality of perspectives? In answering, you should indicate (at least) the specific perspectives that will be emphasized or the techniques/frameworks that will be used to help students understand and engage with a plurality of perspectives.**

## Inquiry Orientation

Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete “Inquiry Based Education” is not required, courses should include the following two components, *which should also be explicitly reflected to students in the syllabus*:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

[Learn more about designing for inquiry](#)

**Major Problems/Questions:** What are the major problems and/or questions that frame your course?

**Stages of Inquiry:** How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students' ability to engage in inquiry?

## Core Competency Mapping

The core competencies required are provided below. For each competency, do the following:

- Indicate which two learning outcomes the course will especially focus on developing and assessing through one or more signature assignments. The available learning outcomes can be found on the [CSU Core Competencies](#) page of the [Core Curriculum Handbook](#).
- Indicate how each identified learning outcome is taught, practiced, and developed in the course.

[CSU Core Competencies](#)

| Core Competency 1: Critical Thinking |   |
|--------------------------------------|---|
| Core Competency Learning Outcome     | How outcome is taught, practiced, and developed in the course |
|                                      |   |
|                                      |   |

| Core Competency 2: Intercultural Knowledge & Competence |   |
|---|---|
| Core Competency Learning Outcome                        | How outcome is taught, practiced, and developed in the course |
|   |   |
|   |   |

| Core Competency 3:               |   |
|----------------------------------|---|
| Core Competency Learning Outcome | How outcome is taught, practiced, and developed in the course |
|                                  |   |
|                                  |   |

# Signature Assignments

Each core curricular course is required to have at least one signature assignment and to assess all chosen core competency learning outcomes through signature assignments. All signature assignments include two parts: some form of **authentic assessment** and a **reflection assignment** related to the assessment and/or course.

To complete this section, do the following:

- (a) Name and briefly describe the signature assignment
- (b) Indicate which core competency learning outcome(s) the signature assignment will assess and how it will do so.
- (c) Indicate how students will be prompted to engage in meaningful reflection about their learning in the course

*If you are using more than three signature assignments, include an additional attachment in Curriculog answering the same prompts as below for each additional signature assignment.*

[Learn more about Signature Assignments](#)

| (a) Signature Assignment Name/Description | (b) Assessed Core Competency learning outcomes | (c) Reflection Assignment |
|---|--|---------------------------|
|   |  |                           |
|   |  |                           |
|   |  |                           |

## Inquiry Pathway

Core Curricular courses may be included in one or more established [Inquiry Pathways](#). Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below

|   |
|---|
| Pathway:  |
| How will the course meaningfully and substantively contribute to the pathway theme? |
|   |
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| How will the course meaningfully and substantively contribute to the pathway theme? |
|   |