

## Inquiry Core: American Civic Literacy (OT-36 Social Science Outcomes)

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 that (collectively) assess all required core competencies

### American Civic Literacy Requirements

All courses fulfilling the "American Civic Literacy" requirement must:

- Fully align with the [American Civic Literacy course requirements](#) established by Ohio Senate Bill 1
- Meet OT-36 *Arts & Humanities* or *Social and Behavioral Science* Learning Outcomes
- Develop and assess the Core Competencies of *Critical Thinking* and *Written or Oral Communication*

### 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.
- Include the Core Curriculum Syllabus Statement in your syllabus, modifying the [placeholder] elements to reflect the category and core competencies of the course
- Attach this completed document, your syllabus, and an overview of your signature assignment(s) to your proposal in Modern Campus Curriculum (formerly 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 is aligned to the outcome. Indicate specific course outcomes and topics.
- (b) How student achievement of the outcome will be assessed. Be specific about what students will do and/or give examples of prompts/questions they will be asked to answer.
- (c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced. If pointing to the syllabus, be specific with page numbers and section headings.

| OT36 Outcome                                                                                                                                                                   | (a) Course Alignment | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|-----------------------------|
| Core Knowledge. Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.                     |                      |                           |                             |
| <b>Theory.</b> Students will be able to explain the primary theoretical approaches used in the specific social and behavioral science discipline.                              |                      |                           |                             |
| <b>Methodology.</b> Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science disciplines. |                      |                           |                             |

| OT36 Outcome                                                                                                                                                             | (a) Course Alignment | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|-----------------------------|
| <b>Values.</b> Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline. |                      |                           |                             |
| <b>Evidence.</b> Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline.                    |                      |                           |                             |

## 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:

- 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.
- Beyond answering the questions below, be sure the syllabus communicates to students (at least) the major questions/problems that motivate the course

[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:

- Copy and paste a total of two learning outcomes for each required core competency. The available learning outcomes can be found on the [CSU Core Competencies](#) page of the [Core Curriculum Handbook](#).
- Indicate, specifically, how the outcome will be taught and students be given opportunity to develop and practice. You should avoid reference to the signature assignments or any other *major* assessment of the outcomes. Focus solely on developmental activities and assignments.

[CSU Core Competencies](#)

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

| Core Competency 2:               |                                                     |
|----------------------------------|-----------------------------------------------------|
| Core Competency Learning Outcome | How the outcome is taught, developed, and practiced |
|                                  |                                                     |
|                                  |                                                     |

## Signature Assignments

Each core curricular course requires at least one signature assignment and to assess all core curriculum learning outcomes identified on the previous page through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course. If using more than one signature assignment, you may construct only a single reflection assignment.

To complete this section, do the following:

- (a) Name the signature assignment and describe how it is authentic: a real world example of what practitioners in a discipline or profession do; or a real world example of what an educated member of a liberal democratic society would be expected to do
- (b) Indicate which core competency outcome(s) will be assessed and how. For instance, you may reference a specific rubric item that operationalizes the core competency learning outcome.
- (c) Describe the reflection assignment students will be asked to complete. Reflection can focus on self-assessment of work, explicit connection of work to the core competencies or other skills, or more broadly prompt students to consider their intellectual development in the course.

[Learn more about Signature Assignments](#)

| Signature Assignment Name & Authenticity | Assessed Core Competencies | Reflection Assignment Description |
|------------------------------------------|----------------------------|-----------------------------------|
|                                          |                            |                                   |
|                                          |                            |                                   |

## **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.

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