

## Core Curriculum Course Submission Criteria: Interdisciplinary

### 1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Dr. Kristen McIntyre Dr. Lashun Thomas	kagullicksm@ualr.edu lkthomas2@ualr.edu	569-8381 569-8296	4/11/2016
e. College/School	f. Department/Program		
College of Social Sciences & Communication College of Engineering & Info Technology	Speech Communication / SPCH Construction Mgmt & Civil and Const Engr / ENVE / CVCE / ARCE		

**Submission Statement**  
By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

**Chair and Dean Awareness**  
A separate statement from the chair must be included that states that the department faculty have approved this course for submission to the core and that the chair takes responsibility for informing the Dean about the submission of the course.

### 2. Course Information

a. Course ID	b. Current Title
CNMG 1385	Infrastructure, Environment, and Society

**c. Catalog Description**  
This course examines the relationships between the natural environment, the built environment, and society. By studying the civil infrastructure that provides shelter, clean air and water, and transportation systems for people and cargo, the disciplines and subdisciplines of architectural, environmental, civil, and construction engineering are introduced. Students deliver oral presentations and listen to and critique the presentations of others. Two hours lecture. Two hours lab. Three credit hours.

**d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?**  
CNMG 1385 will be taught by a team comprising one instructor from SPCH and one instructor from CNMG. All sections require the same textbook(s), assign the same major assignments, and use a common syllabus, which includes the learning objectives listed herein. Additionally, the director of SPCH 1300 and the coordinators of the ENVE, CVCE, and ARCE programs will meet at least once per semester to plan future sections and coordinate sections being taught. Instructors teaching the course for the first time will be observed at least once during their first semester by the director of SPCH 1300 and by the coordinators of the CVCE, ARCE, and ENVE programs.

**Curriculum Area: Choose ONE**

- Interdisciplinary: Humanities**  
 **Interdisciplinary: Social Science**  
 **Interdisciplinary: Speech**

<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Knowledge - Interdisciplinary Humanities</b>	1. ...develop an introductory knowledge of the concepts, assumptions, and methods of a humanistic discipline, and how they are informed by philosophical, literary and other texts;	<b>Learning Objectives KIH</b>  N/A	<b>Assignments KIH</b>  N/A	<b>Explanation KIH</b>  N/A
<b>Knowledge - Interdisciplinary Social Sciences</b>	1. ...develop an introductory knowledge of the theoretical perspectives, scientific methods and analytic techniques of a social science discipline;	<b>Learning Objectives KSS</b>  N/A	<b>Assignments KSS</b>  N/A	<b>Explanation KSS</b>  N/A
<b>Knowledge - Interdisciplinary Speech</b>	1. ...demonstrate an understanding of rhetorical situations and communications principles in order to present ideas effectively;	<b>Learning Objectives KS</b>  (a) ...understand and apply foundational communication principles to a variety of contexts. (b) ....present speeches in an	<b>Assignments KS</b>  Pre/post-test, readings, discussions, individual oral presentations, and group oral presentations.	<b>Explanation KS</b>  Understanding of communication principles will be tested the first and last week of class. Communication principles

		will be able to		
<b>Skills 2 – Critical Thinking</b>	1. ...interpret and analyze the communication practices of two different disciplines, including how those practices are suited to specific requirements of the discipline;	<b>Learning Objectives 2.1</b> (a) ...analyze communication practices from the discipline of speech communication and the discipline of engineering.	<b>Assignments 2.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 2.1</b> Analysis of communication practices from both speech communication and engineering will be explored via in-class discussion as well as formal, structured analysis and reflection.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 3 – Information Technology</b>	1. ...articulate a foundational knowledge of the technology appropriate for two different disciplines;	<b>Learning Objectives 3.1</b> (a) ...demonstrate an understanding of technologies appropriate for the discipline of speech communication and the discipline of engineering.	<b>Assignments 3.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 3.1</b> Use of appropriate technologies for both speech communication and engineering will be explored via in-class discussion as well as formal, structured analysis and reflection.
	2. ...assess the reliability and relevance of information resources;	<b>Learning Objectives 3.2</b> (a) ...use library sources and other appropriate databases to find and assess relevant information resources.	<b>Assignments 3.2</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 3.2</b> Analysis of source reliability for both speech communication and engineering will be explored via in-class discussion as well as formal, structured analysis and reflection.

		organized manner.		will also be analyzed through the lens of both speech communication and engineering via class discussions. Additionally, oral presentations will be assessed on how well an introduction, main points, transitions, and a conclusion are used to maintain message clarity.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 1 – Communication</b>	1. ...describe the basic approaches to communication in two different disciplines, including standard forms of communication;	<b>Learning Objectives 1.1</b> (a) ...compare and contrast assumptions about communication function and forms from the discipline of speech communication and the discipline of engineering.	<b>Assignments 1.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 1.1</b> Assumptions about communication from both the speech communication and engineering disciplines will be explored via in-class discussion as well as formal, structured analysis and reflection.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students</b>	<b>Assignments</b>	<b>Explanation</b>

Educational Goals	Learning Outcomes students will	Learning Objectives: At the end of the course students will be able to	Assignments	Explanation
<b>Values 1 – Ethical and Personal Responsibility</b>	1. ...take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> (a) ...describe the academic offenses used by the UALR Dean of Students. (b) ...use appropriate methods to acknowledge outside resources used in research and oral presentations.	<b>Assignments 1.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 1.1</b> Definitions of academic offenses at UALR will be presented in the syllabus: <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Plagiarism</li> <li>• Collusion</li> <li>• Duplicity</li> </ul> Citation methods for written and oral work will be taught.
	2. ...understand how two different disciplines approach and enforce personal responsibility and disciplinary ethics;	<b>Learning Objectives 1.2</b> (b) ...compare and contrast two codes of ethics: one from the discipline of speech communication and one from the discipline of engineering. (c) ...apply the NCEES Code of Professional Conduct to analyze a situation involving communication and determine the appropriate course of action for a licensed professional engineer.	<b>Assignments 1.2</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 1.2</b> At least one code of ethics from each discipline will be explicitly referenced in class discussions. Examples include the National Communication Association Credo for Ethical Communication, Society for Technical Communication (STC) statement of ethical principles, and the American Society of Civil Engineers (ASCE) Code of Ethics.  The NCEES Code of Professional Conduct will always be taught because it is the basis for the ethics section of the Fundamentals of Engineering (FE) exam.

<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. ...understand how two different disciplines define and relate to their local communities;	<b>Learning Objectives 2.1</b> (a) ...understand the relationships that exist between local communities and the discipline of speech communication and the discipline of engineering.	<b>Assignments 2.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 2.1</b> Understanding of the relationships that exist between local communities and these two disciplines will be explored via in-class lectures and course assignments.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Value 3-Global and cultural Understanding</b>	1. ...understand how two different disciplines define and relate to the national and global communities.	<b>Learning Objectives 3.1</b> (a) ...describe cultural differences within the U.S. and in a global context that can be bridged via communication and infrastructure development	<b>Assignments 3.1</b> Readings, discussions, tests, papers, individual oral presentations, and group oral presentations.	<b>Explanation 3.1</b> Understanding of the cultural differences that exist within the U.S. and globally, as well as the connection to communication and infrastructure development to bridge differences will be explored via in-class lectures and course assignments.

**Additional Comments:** The following text is quoted from UALR Faculty Senate legislation FS\_2015\_11, which was passed by the faculty senate on March 13, 2015.

Interdisciplinary core courses focus on at least two disciplines, and are team taught<sup>1</sup> by faculty who have expertise in these disciplines. Courses explore strengths, limitations, and interaction among multiple disciplines, or how disciplines might collaborate to examine a problem.

**<sup>1</sup>Statement on Team Teaching**

1. Team teaching is not part-time teaching. Team teaching actually requires more effort than solo teaching in that it requires close collaboration between the teachers on all aspects of the class from planning, to presentations, to grading.



2. Interdisciplinary core classes must be team taught by at least 2 teachers.

3. Although an occasional unavoidable absence is acceptable, both teachers must commit to attending all class sessions. We do NOT approve of a team-teaching approach with one "resident" teacher and a string of visiting teachers. The point of team-teaching is to expose students to differing perspectives on their subject matter, and to allow students to see that scholars can reasonably agree and disagree on the issues.

4. It is essential that the university not penalize either faculty or departments for participating in team-teaching. Faculty should receive full credit for the course in his or her teaching load, and both departments involved should get credit for the SSCH.

Belinda Blewett-Knabe

Approved by Core Curriculum Committee

5-5-16

Date



Approved by Provost

5/6/2016

Date



Approved by Chancellor

5.11.16

Date