

DUQUESNE UNIVERSITY CORE CURRICULUM

Guiding Vision

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum at Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

Purpose

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

Educational Values

The educational values that flow from the vision and purpose are commitment to

- A. Academic excellence through the pursuit of truth;
- B. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression;
- C. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility;
- D. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding;
- E. Civic engagement in Service-Learning that links academic knowledge of society with real life issues and concerns;
- F. Intellectual honesty and academic integrity.

General Goals and Student Learning Outcomes

The University Core Curriculum has broad common learning goals for all its students enrolled in its baccalaureate programs. Upon completion of the University Core Curriculum students are able to

1. Demonstrate critical, creative, and constructive thinking and communication – written and verbal – informed by the humanities and the social and natural sciences;
2. Recognize the diverse ways of knowing intrinsic to the intellectual disciplines and some significant ways in which they foster self-growth, broader understanding, and self-initiated learning;

3. Demonstrate literacy and problem-solving ability in quantitative, qualitative, and scientific analysis;
4. Comprehend fundamental human questions through the study of selected texts and figures in philosophy and theology;
5. Explain how religion can inform personal, societal, and professional life through study of and reflection on theological sources and questions;
6. Perceive and analyze basic ethical and moral problems—personal, professional and societal;
7. Recognize the importance of the creative arts and of artistic expression;
8. Identify some of the unique perspectives provided by faith and reason in the pursuit of truth;
9. Develop a global perspective through investigating diversity within global, national, and local contexts;
10. Distinguish among opinions, facts, and inferences and be open to revising personal judgments after careful and critical thought;
11. Demonstrate technological capabilities appropriate to the disciplines and information literacy, which includes critical analysis and reasoning;
12. Link academic theory and community-based practice through service.

University Core Curriculum Structure

A. Discipline-Specific Courses

21 credit hours

6 credits in English Composition (UCOR 101 and UCOR 102)

UCOR 101 Thinking and Writing Across the Curriculum

UCOR 102 Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)

UCOR 110 Problem Solving with Creative Mathematics (UCOR 111)

Or a course approved for your degree program, such as

- Calculus for Non-Science (Math 110 or 111)
- Calculus I (Math 114 or 115)
- Fundamentals of Statistics (Math 125)
- Biostatistics (Math 225)

3 credits in Natural Science (one of the following)

UCOR 121 Biology

UCOR 122 Chemistry

UCOR 123 Physics

UCOR 124 Earth Science

UCOR 125 Astronomy

UCOR 126 Energy and the Environment

UCOR 127 The Big Bang and Beyond

UCOR 129 Science: Special Topics

(Not all of the Natural Science courses will be offered every semester.)

3 credits in Philosophy

UCOR 132 Basic Philosophical Questions

3 credits in Theology (one of the following)

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|--|------------------------|
| UCOR 141 Biblical and Historical Perspectives UCOR 142 Theological Views of the Person UCOR 143 Theology: Global and Cultural Perspectives 3 credits in Ethics (one of the following) UCOR 151 Philosophical Ethics UCOR 152 Theological Ethics Additional options approved for your degree program such as: UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science] UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences] | |
| B. Theme Area Courses 3 credits in Creative Arts 3 credits in Faith and Reason 3 credits in Global Diversity 3 credits in Social Justice | 12 credit hours |
| C. Service-Learning Requirement (0 credit hours) – one course (designated as “SL”); incorporates service into a course. | |
| D. Information Literacy Requirement (1 credit) – if not embedded in a course. | |
| E. Writing-Intensive Requirement (0 credit hours) – four courses (designated as “W”) with emphasis on advanced writing in the courses. | |

A. Discipline-Specific Courses

(For course descriptions see the Appendix pages 16-18.)

6 credits in English Composition

The English composition requirement ensures that University undergraduates have intensive training in written communication in two small classes. The two composition courses focus not only on surface correctness (absence of errors) but also on critical thinking and reading, analysis of written and visual texts, evaluation of sources of information, recognition of the difference between literary and nonliterary texts, and uses of technology to construct and analyze messages. In the English composition courses the students acquire the basic skills required not only to write well for their college classes but also to apply those skills in their professions and in their roles as responsible citizens.

Rationale

As the world becomes increasingly digital and visual, clear written communication is more valuable than ever. The ability to write well—to describe, to persuade, to explain—is a skill demanded by professional fields from business to medicine to technology. An intensive first-year sequence of writing courses is particularly important because students often enter college with inadequate preparation for college course work, for professional communication, and for public writing. Emphasis on critical reading and thinking in the writing classes prepares students to engage the complicated and difficult material required in other University Core Curriculum courses and in their majors.

Learning Outcomes

Upon completion of the English composition course sequence, students are able to

1. Identify the strategies of argument used in written rhetoric;
2. Recognize and analyze works of poetry, fiction, and drama;
3. Produce thesis-driven, coherently-organized, evidence-based, respectful, persuasive, academic writing, appropriate not only for their later college assignments but also for their post-graduate life;
4. Write with a focus on process rather than only on the product, and recognize the purpose of drafting both for their writing and for their critical thinking;
5. Write with a good command of grammatically correct standard English, and understand what resources to consult with questions about grammar, mechanics, or style;
6. Use sources responsibly and ethically, document sources correctly, and understand how to use professionally-sanctioned citation and documentation systems;
7. Assess what they have learned;
8. Apply communication skills taught in 101 to other University courses.

Courses

The English Composition requirement is satisfied by the successful completion of
 UCOR 101 – Thinking and Writing Across the Curriculum
 UCOR 102 – Imaginative Literature and Critical Writing

Policies

1. UCOR 101 (or an approved transfer course) must be successfully completed before students can take UCOR 102;
2. Approved transfer courses or examinations may be substituted for UCOR 102.

3 credits in Mathematics

The mathematics requirement ensures that our students graduate with the “quantitative literacy” required of well-educated citizens. Quantitative literacy includes the ability to interpret basic mathematical models, such as formulas, graphs, tables, and schematics, and draw inferences from them; to represent mathematical information symbolically, visually, numerically, and verbally; to estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results; to acquire a degree of versatility in approaching and solving problems; and to recognize that mathematical and statistical methods

have limits.

Rationale

Mathematics is necessary not only for understanding modern technology but also for everyday living. Therefore, students need the skills that enable them to go beyond routine problem-solving in order to handle diverse and relatively complex problem situations. Mathematics is a language of quantity. It is an art as well as a science. Therefore, it is affected by and affects our culture and history. The mathematics requirement is designed to assist students to integrate the knowledge and study of mathematics with other experiences and disciplines.

Learning Outcomes

Upon the completion of the mathematics course, the students are able to

1. Explain the role of mathematics as an intellectual discipline and as a problem-solving tool;
2. Apply the logical and deductive reasoning used in developing mathematics and in problem solving;
3. Communicate mathematical solutions using correct mathematical terminology;
4. Ask meaningful questions to clarify their comprehension of problems and collaborate with others to find solutions to them;
5. Select correct solutions to specific problems and generalize learning to construct mathematical formulas in new contexts;
6. Articulate contributions mathematics has made to culture in the form of mathematical puzzles and theorems.

Courses

The mathematics requirement is satisfied by the successful completion of one of the following courses:

UCOR 111 – Problem-Solving with Creative Mathematics

Or a course approved for specific degree programs, such as

Math 110 or 111 – Calculus for Non-Science

Math 114 or 115 – Calculus I

Math 125 – Fundamentals of Statistics

Math 225 – Biostatistics

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

The natural science requirement engages students' curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge and appreciation of the natural world. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence, and by evaluating their conclusions. Upon completion of the natural science course, the students have acquired a basic

understanding of scientific language and research tools and are aware of major past discoveries, the current state of knowledge, and some future directions in at least one scientific discipline.

Rationale

The rapid advances in technology and scientific knowledge mandate that students acquire a scientific literacy. In order for them to make appropriate choices about the many moral and legal issues that accompany such advances, students need a basic understanding of scientific theories and their origins.

Learning Outcomes

Upon the completion of the natural science course, the students are able to

1. Articulate the role of science as an intellectual discipline and a problem-solving tool;
2. Explain and apply the scientific method;
3. Locate scientific literature appropriate to the course content;
4. Formulate sound, logical arguments using scientific data;
5. Communicate about science using the appropriate scientific terms and language;
6. Contribute to group discussions about scientific questions;
7. Collaborate with others to find solutions to scientific problems;
8. Generalize scientific observations and propose possible scientific solutions.

Courses

The natural science requirement is satisfied by the successful completion of one of the following courses:

- UCOR 121 – Biology
- UCOR 122 – Chemistry
- UCOR 123 – Physics
- UCOR 124 – Earth Science
- UCOR 125 – Astronomy
- UCOR 126 – Energy and the Environment
- UCOR 127 – The Big Bang and Beyond
- UCOR 129 – Science: Special Topics

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

The purpose of the Philosophy course is to engage students in addressing the fundamental questions about reality, questions that cannot be answered using the methods of the empirical sciences. Classic issues—such as the existence of God, the nature of reality, the nature and constitution of the self, the formation and quality of the virtuous life, and questions of human freedom and mortality—are featured to varying degrees in the course. Through the close reading of selected texts of major philosophers and by raising basic philosophical questions, students will be encouraged to develop disciplined habits of mind by thinking critically and precisely about claims that are of fundamental importance to life.

Rationale

The study of philosophy is central to the University's commitment to the intellectual formation of students. The basic philosophy course provides students with exposure to different forms of knowing, different claims about reality, and different evaluations of experience. It is important for students to have knowledge of the fundamental issues as they have been addressed by classic and contemporary philosophers, to evaluate these arguments critically, and to formulate their own responses to them.

Learning Outcomes

Upon the completion of the philosophy course, the students are able to

1. Demonstrate knowledge of selected classic philosophical responses to basic questions of human existence;
2. Articulate what the study of philosophy as an academic discipline entails: philosophy is multifaceted, encompassing a broad range of fields such as epistemology and ethics;
3. Explain how philosophy is relevant to other disciplines (e.g., history, law, the sciences, theology);
4. Critique answers that contemporary culture (including popular culture) offers to the most basic human questions;
5. Formulate their own answers to basic philosophical questions and evaluate selected philosophical viewpoints.

Course

The philosophy requirement is fulfilled by the successful completion of:
UCOR 132 – Basic Philosophical Questions

3 credits in Theology

The purpose of the Theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own lives and the lives of others. This requirement is fulfilled by choosing one of three course options that address the role of theology in the life of faith communities. Attention is given to important sources, methods, and questions relevant to the specific subject matter of each course. The three courses provide the opportunity for students to understand how religion and theology shape personal, communal, and global life.

Rationale

Central to the general education curriculum of a Catholic university is the study of theology – the process of “faith seeking understanding.” The theology course enables students to study the relationship between religious faith and contemporary culture with attention to scripture, tradition, experience and contemporary thought. Each course also explores the interplay among religious belief systems in a manner appropriate to the subject matter of that course.

Learning Outcomes

Upon completion of the introductory theology course the students are able to

1. Engage in critical thinking and informed reflection on religious faith as a phenomenon of human existence;

2. Identify important sources of religious faith, including revelation and its expression in scripture and tradition;
3. Articulate and apply basic methods theologians use in academic reflection on religious faith and practice;
4. Demonstrate knowledge of major themes and topics from the content of religious faith (e.g., biblical texts, Christian teachings, the texts and teachings of other religions);
5. Explain major elements of a life of religious faith (e.g., the Catholic community and its practices, ecumenical relationships, and responses to contemporary developments).

Courses

The theology requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 141 – Biblical and Historical Perspectives
- UCOR 142 – Theological Views of the Person
- UCOR 143 – Theology: Global and Cultural Perspectives

3 credits in Ethics

The purpose of the ethics requirement is to engage students in philosophical and theological reflection on the question: “How ought we to live our lives?” Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private, and professional lives.

Rationale

Developing students’ ethical awareness and capacity for moral decision making is central to the University’s mission and commitment to assist students in their development as moral persons.

Learning Outcomes

Upon completion of the ethics requirement, the students are able to

1. Demonstrate knowledge of selected philosophical and/or theological traditions that have helped shape moral discourse in the contemporary world;
2. Explain normative ethical principles;
3. Identify major factors (e.g., theories, narratives, persons, and institutions) that shape an understanding of ethics in our personal and professional life, and in our social and political lives together;
4. Analyze examples of professional ethical standards in relationship to broader theoretical and historical understandings of philosophical or theological ethics;
5. Critique responses to important moral issues in the contemporary world.

Courses

The ethics requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 151 – Philosophical Ethics
- UCOR 152 – Theological Ethics
- Additional options approved for specific degree program such as:
 - UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science]

B. Theme Area Courses

The Theme Area courses provide students with a choice of courses that address specific themes important to the identity of Duquesne University: Creative Arts, Faith and Reason, Global Diversity, and Social Justice. To fulfill the Theme Area requirements, students take one course designated as appropriate for each of the four theme areas. Of the four theme courses, a minimum of two must be taken in the McAnulty College – one offered by the History Department and one offered by the Social Science departments (Economics, Political Science, Psychology, or Sociology). The remaining two courses may be taken in the College or in the other Duquesne University schools.

To be approved by the University Core Curriculum Theme Area Committee, it is expected that proposed Theme Area courses will be open to undergraduate students in all of the schools of the University. Since most students enroll in general education courses in the first two years of their degree programs, the majority of the Theme Area courses are offered at the 100 and 200 levels. Theme Area courses at the 300 and 400 levels may require prerequisites and/or the permission of the instructor. The Theme Area courses can be counted for a major or minor as well as for the University Core.

3 credits in Creative Arts

The study of the Creative Arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Through formal study of creative processes, students engage in non-linear modes of thinking, problem solving, collaborative achievement, and artistic expression in the fine arts, performing arts, or literary arts.

Learning Outcomes

Upon the completion of the Creative Arts requirement students are able to do #1 and at least one of the remaining four:

1. Demonstrate knowledge acquired by the study and analysis of the formal elements of the arts in a variety of media, and know how these elements are used to create compositions;
2. Identify representative musical works through perceptive listening with attention to various musical forms and periods, and composers and performers;
3. Explain the various facets of theater as an art form, including effective communication; creative expression; critical imagination; principles of form, style and function; and the interdisciplinary nature of dramatic performance, which includes writing, acting, directing, lighting, designing, and costuming;
4. Describe the visual arts (painting, architecture, sculpture, drawing, printmaking, and design) in various societies, with a focus on major artists, artistic styles and movements, employing both formal analysis and contextual methodologies;
5. Apply elements, skills, techniques, media, and processes that are appropriate for the fine arts, performing arts, and/or literary arts.

3 credits in Faith and Reason

Throughout history the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. In courses concerned with the arts, cultural history, literature, the natural world, social and political thought, philosophy, and theology, students study how the interactions of religious faith and reason have been expressed and their relationship understood.

Learning Outcomes

Upon the completion of the Faith and Reason requirement, students are able to do at least one of the following:

1. Demonstrate recognition of how the relationship of religious faith and reason in a particular society affects its cultural life, such as its arts and its social, economic, and political systems;
2. Identify themes addressed by religious faith and philosophy or the sciences and apply relevant methods for considering those shared themes;
3. Explain major historical developments in the relationship of Christian theology and the sciences, with attention to how the conceptions of their relationship affect personal and societal life;
4. Describe the complex relationship between rationality and religious faith, through a focused exploration of a particular historical or philosophical period, a significant thinker, or a selection of literary works;
5. Articulate how religious faith can play a role in the critical analysis of social problems and in the choice of actions for their resolution;
6. Explain how intellect, affect, moral development, and religious faith work together in learning and find expression in works of literature, of literature and film, and in the other arts.

3 credits in Global Diversity

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

Learning Outcomes

Students who fulfill the "Global Diversity" requirement are able to do at least one of the following:

1. Identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment;
2. Explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity;

3. Communicate effectively about major social and cultural trends of people living in non-Western regions, such as their religious, economic, and political patterns;
4. Articulate reasons for the presence of minority and/or historically marginalized groups in the United States and/or other Western countries;
5. Demonstrate knowledge of linguistic diversity within and outside U.S. borders through the study of a modern non-English language beyond the 200 level, with attention to the culture of at least one population that speaks that language.

3 credits in Social Justice

Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society.

Learning Outcomes

Students fulfilling the Social Justice requirement are able to do #1 and at least one of the remaining five:

1. Articulate the importance of being informed, active, critical, questioning citizens in a complex globalizing society;
2. Demonstrate comprehension of the varied meanings of justice, both in theoretical terms and in practical application, at home and abroad;
3. Explain the basis for defending the dignity of *all* persons regardless of race, gender, sexual orientation, class, or national origin, and identify theoretical challenges and practical implications in making such a defense today;
4. Demonstrate the application of reasoning and other reflective skills to make judgments about what ought to be done in a situation in the light of what is morally/ethically at stake in the situation;
5. Analyze social justice issues by applying social science theories and research methods;
6. Examine how social, political and economic institutions can support or undermine a justly ordered society through the study of one or more of the following: political repression, economic inequality, environmental degradation, or social discrimination on the basis of race, gender and/or class.

C. Service-Learning Requirement

(0 credits, one course, with service incorporated into it)

The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. McAnulty College and each school will provide students with courses that incorporate service. (Service-Learning courses add no credits to the University Core Curriculum requirements.)

Description

Service-Learning courses can take a variety of forms, but all offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. The “SL” designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

Learning Outcomes

Upon completion of the Service-Learning requirement, students are able to

1. Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community;
2. Recognize and reflect critically on the connections between theory and practice.

Determining “SL” Courses

To receive the “SL” designation all courses, including degree required internships and field education experiences, must be approved as meeting the University’s Service-Learning criteria by the Service-Learning Advisory Committee’s subcommittee charged with vetting courses proposed for a SL designation.

Course Criteria

A. Preparation/Course Design:

1. Clear connections exist between service activities and proposed learning objectives;
2. The academic rigor of the course is enhanced, not weakened, through use of service-learning;
3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course;
4. Rubrics for evaluating reflection activities are provided on the syllabus;
5. Students are oriented to the agency in which they serve and to the course project.

B. Action/Service Performance:

1. Service activities are mandatory;
2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.
3. Classroom sessions may be designated for student visits at Service-Learning sites (policies vary by schools/departments).

C. Reflection:

1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility;
2. The reflection activities are required pre-service, throughout the service, and post-

service;

3. Reflection activities are usually graded.

D. Reciprocity:

1. The service provided by the student is determined by the faculty member and the community partner;
2. Both the student and community partner benefit from the service;
3. The provided service helps to meet the organization's overall goal and is not harmful or wasteful of the student's or the organization's time;
4. Faculty, students, and community members implement sustainable service partnerships and/or projects;

(Examples of such sustainability include, but are not limited to

- Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester;
- Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects;
- Plans to implement continued service through groups other than the current SL course participants (such as University student organizations);
- The creation of "user manuals" or "handbooks" that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.)

E. Evaluation/Assessment:

1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

Mechanism of Implementation

McAnulty College and the Duquesne schools that have baccalaureate programs are responsible for developing Service-Learning courses. The Office of Service-Learning (OSL) provides support to faculty teaching SL courses through course design consultation and community partnership facilitation. OSL coordinates Service-Learning initiatives on campus and is advised by the Service-Learning Advisory Committee, which is comprised of faculty representatives from the College and Duquesne schools and from the community. A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. (SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.)

The Office of Service-Learning will

1. Collaborate with McAnulty College and the Duquesne schools in the development of SL courses and the formation of partnerships in the local and global community.
2. Seek guidance from the Service-Learning Advisory Committee.
3. Coordinate faculty development opportunities and make SL instructional resources available.
4. Collaborate with the Center for Teaching Excellence on new faculty orientation to SL.

The Service-Learning Advisory Committee will

1. Designate a subcommittee responsible for approving the “SL” designation to courses proposed as Service-Learning courses.
2. Guide the institutionalization learning through service at the University.

D. Information Literacy Requirement

(One credit, unless embedded in a course)

Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. The mastery of these skills is essential for lifelong learning and is the foundation of Duquesne University’s special trust of seeking truth and disseminating knowledge within a moral and spiritual context. Courses within the student’s major will build on the introductory skills learned in the basic Information Literacy class.

Learning Outcomes

Upon completion of this requirement, the students are able to

1. Determine the extent of information needed for a project;
2. Access the information needed effectively and efficiently;
3. Evaluate information and its sources critically;
4. Incorporate selected information into a knowledge base;
5. Use information effectively to accomplish a specific purpose;
6. Communicate the information retrieved by creating documents using appropriate computer software programs;
7. Discuss basic computer security, privacy and ethics issues.

Courses

The Information Literacy component is satisfied by the successful completion of one of the following courses:

UCOR 030 - Research & Information Skills Lab [1 UCOR Credit], (McAnulty College)

EDLTT 101 - Introduction to Technology [1 UCOR Credit], (School of Education)

MUTK 101 - Computers for Musicians [1 UCOR Credit], (Mary Pappert School of Music)

E. Writing-Intensive Requirement

(0 credits; four courses with a writing emphasis)

The intention of the writing-intensive requirement is for students to build on the college writing skills learned in the English composition courses (UCOR 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing-Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student's major field during undergraduate course work.

Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on Service-Learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

Learning Outcomes

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format.

Appendix

Course Descriptions for Discipline-Specific Courses

6 credits in English Composition

UCOR 101 – Thinking and Writing Across the Curriculum

An introduction to the expectations and practices of academic writing; UCOR 101 introduces students to the principles of rhetoric. Students learn how to identify audiences and create arguments that rely on logic, a credible voice, and that take into consideration an audience's values. Through reading nonfiction prose students engage in critical thinking and analysis and write between three and six papers (totaling between 16–25 pages of final-draft writing) with careful attention to the process of invention, drafting, and feedback. Students will also learn how to incorporate other voices into their own writing and how to properly document their use of those outside sources.

UCOR 102 – Imaginative Literature and Critical Writing

An introduction to imaginative literature and to critical techniques for interpreting imaginative literature; in this course students apply the academic-writing and critical-thinking skills they developed in UCOR 101 to the analysis of literature. Reading and analyzing texts from the three primary genres of literature (poetry, fiction, and drama) and perhaps other genres such as film, students will write 16–25 pages of literary analysis resulting from a serious engagement with the writing process as initially introduced in 101. In 102, moreover, students will be asked to use scholarly sources in a research paper on literature and to continue to sharpen their documentation skills.

3 credits in Mathematics

UCOR 111 – Problem-Solving with Creative Mathematics

This course provides an exploration on problem solving techniques. Mathematical literacy is addressed through group work, research and presentations. Topics include basic elements of statistics and probability, number theory, general mathematical law, logic, Venn diagrams and graph theory. Students take solutions to problems and try to generalize and construct mathematical formulas. The course attempts to help students become aware of the contributions of mathematics to culture in the form of traditional and ancient mathematical puzzles and theorems.

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

UCOR 121 – Biology

Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization – from the molecular to the biosphere – demonstrating the diversity of life within which the commonality of life forms is found. Societal issues to be considered

include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

UCOR 122 – Chemistry

The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation, the chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

UCOR 123 – Physics

Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics: motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to address topics chosen from among the following: properties of matter; heat and thermodynamics; electricity and magnetism; light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps students to recognize applications to the physics involved in everyday life.

UCOR 124 – Earth Science

A survey for non-science majors of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. How each impacts humans and how humans have an influence on the processes of the Earth, its oceans, and its atmosphere.

Students may also fulfill the Natural Science requirement by taking one of the following courses that are usually offered one semester each academic year:

UCOR 125 – Astronomy

UCOR 126 – Energy and the Environment

UCOR 127 – The Big Bang Theory and Beyond/Cosmology

UCOR 129 – Special Topics in Science

UCOR 170 – Roller Coaster Science

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

UCOR 132 – Basic Philosophical Questions

Philosophy, “the love of wisdom,” is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy and are encouraged to formulate their answers to perennial philosophical questions.

3 credits in Theology

UCOR 141 – Biblical and Historical Perspectives

A study of Christian theology that examines the historical, literary, and theological aspects of a select number of biblical texts and discusses their contemporary relevance.

UCOR 142 – Theological Views of the Person

A study of theology through an investigation of the question: “What does it mean to be human?” Students engage this question in relationship to self, others, the world, and the Divine with attention to Roman Catholic and other Christian views in dialogue with other religious teachings (e.g. those of Judaism, Islam, Buddhism).

UCOR 143 – Theology: Global and Cultural Perspectives

A study of theology through analysis of the cultural and global influences that shape its thought and practice. Christianity is considered from either the perspective of its interaction with the world's religions, or through dialogue with the social sciences.

3 credits in Ethics

UCOR 151 – Philosophical Ethics

A study of important ethical theories, past and present, and some of their applications to concrete issues.

UCOR 152 – Theological Ethics

A study of central issues of religious ethics (moral theology), including methodological and practical concerns, with a focus on the Christian tradition and with some attention to other approaches.

UCOR 207 – Medical Ethics (Option approved for Rangos Health Science students)

Ethical questions that arise in medical care and research are examined. Possible topics: doctor/patient relation, informed consent, and euthanasia.

UCOR 253 – Health Care Ethics (Option approved for Rangos Health Science students)

A study of practical and theoretical issues in the ethics of health care with attention to theological responses.