Guide to Proposing a Course in the
Intellectual Inquiry Curriculum

General Education Group

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**The Liberal Arts**

As we say in the Roanoke College “Freedom with Purpose” document, a liberal arts education is “education for liberation,” broadening students’ perspectives and preparing them for life-long learning. The purpose of this education is to ready individuals for useful work, but also for lives as resourceful, informed, and responsible citizens. The Roanoke College general education program—the Intellectual Inquiry curriculum—provides the breadth and perspective that complements the depth of learning students gain in their major fields.

**An Integrated Program**

Nearly all colleges and universities have general education programs, often in the form of “distribution requirements” to assure that students sample a variety of courses across several disciplines. Roanoke College takes a different approach. Instead of fulfilling a list of distribution requirements, RC students move through a sequence of courses designed to build upon and complement one another, beginning with first-year seminars, moving into “perspectives courses” in the middle years, and concluding with a capstone experience in the junior or senior year. This “Intellectual Inquiry” program is the core liberal arts experience at Roanoke College, taken alongside students’ major field and elective courses. At graduation, therefore, RC students have gained not only specialized knowledge in their major fields, but also have shared a distinctive experience in common.

**The Inquiry Mode**

Learning, in college and after, most often takes the form of answering important questions. The Intellectual Inquiry (INQ) curriculum trains students how to distinguish important questions, how to frame them, and how to marshal research and a host of other skills to answer them. Learning in INQ courses is activated in the pursuit of answers to central questions. Rather than passively receiving a body of introductory information, students in INQ courses actively pursue answers to interesting and urgent questions, acquiring the relevant facts and methods in the process. Students are introduced to inquiry in two seminars.

INQ 110 “Intellectual Inquiry” introduces critical inquiry by focusing students on a specific question while helping them develop and practice key academic skills such as critical reading, writing, and research.

INQ 120 “Living an Examined Life” asks students to engage with a tradition of ethical thinking and use that tradition to inquire into a specific ethical problem.
SKILLS

Some learning skills are so critical that they need to be taught “across the curriculum” so that students practice and apply them repeatedly in a variety of contexts. These skills are introduced and emphasized in the INQ curriculum, and they are taught and practiced in major and elective courses, as well.

Critical Thinking. What is a reliable source? Why consult multiple sources with multiple viewpoints? What is “active reading,” the kind that thinks along with and interrogates the author? How does one achieve independent, adult authority in thinking about the important issues of the day? Students in the first-year seminars explore the answers to these questions, learning critical thinking practices they will use throughout their college experience—and their lives.

Writing & Speaking. Communication skills are critical to all work and to life in general. The first-year seminar, INQ 110, is a writing-intensive course in which students use the process of writing and revision as a tool of thought, a process they will continue to practice across the curriculum. The other first-year seminar, INQ 120, provides training and practice in formal and informal oral communication.

Quantitative Reasoning. All citizens, whatever their fields of specialization, need to be numerically literate, need to understand graphs, statistics, and all manner of quantitative information. INQ 240, “Statistical Reasoning,” teaches its skills through inquiry into particular applications, such as voting systems, routing and scheduling problems, and other practical issues. This course provides a foundation for quantitative reasoning in other courses across the curriculum.

Collaboration. In the INQ program, collaborative discussion, small-group work, and seminar-style sharing of individual research is common. The capstone, INQ 300, asks students to collaborate in proposing a solution to a contemporary issue.

KNOWLEDGE

A liberal arts education at Roanoke College aims to produce citizens informed by depth of knowledge in at least one academic field of study, complemented by a breadth of experience across the traditional divisions of knowledge sufficient to enable integrative learning and thinking.

Ways of Knowing. The traditional three divisions of knowledge explore the cardinal achievements of human imagination as expressed in (1) the arts and humanities, (2)
natural sciences and mathematics, and (3) the social sciences. The 200-level INQ courses assure that all RC graduates are conversant in these traditional “ways of knowing” and can apply them to content and problems addressed by disciplines in each division.

**Essential Perspectives.** The 200-level INQ courses are also “perspectives” courses. Each course inquires into a significant topic within the perspective of western civilization, the natural world, or a more global view. Another way that students gain a more global perspective is through the INQ curriculum’s foreign language requirement.

**Capstone Experience**

In INQ 300 “Contemporary Issues,” the capstone course taken in a student’s third or fourth year, collaborative research and reporting is most prominent. In this course, students from various fields pool their expertise and draw upon their prior INQ work, collectively developing a solution or approach to a contemporary problem.
The Course Approval Process for INQ Courses

Submission Deadlines:
For courses to be taught in the Fall: January 20
For courses to be taught in the Spring: September 20

Please be respectful of the time of your colleagues on Curriculum Committee. They are truly working overtime these days. Get proposals in on time.

For summaries of the requirements for INQ courses, consult both the guidelines for all Intellectual Inquiry courses on page 11 of this booklet and also the guidelines for the specific course you intend to propose further back in this booklet.

In addition to your syllabus, you will need a description of your course for the courses offered list. This “focus of inquiry” description may not exceed 150 words. It will also be used in the faculty meeting minutes when your course gets approved. Additionally, the course proposal form will ask you to explain how your course meets the course requirements and supports the course learning outcomes. This part of the form is critical as GEG and CC evaluate the courses. It saves us a lot of time if faculty take the time to address this question on the proposal form. Otherwise, we try to guess about their intentions. All requirements are listed in this booklet. Try looking at your syllabus as an outsider. If it isn’t clear how some requirements are being met, address that in your comments.

To submit your proposal, find the Curriculum Committee webpage from the college’s homepage by clicking on Faculty & Staff near the top of the page, and then looking for Curriculum Committee at the bottom of the new page. Follow the INQ Course Proposal form links. Complete the required boxes in the form. Attached an electronic copy of your syllabus and submit.

Once your department chair has given electronic approval to the course, it will be discussed first by GEG and then by Curriculum Committee. Comments will be returned to you from the chair of Curriculum Committee. Please remember that both groups are interested in ensuring that all courses meet the standards set by our faculty when the Intellectual Inquiry curriculum was approved. Try to respond to comments promptly. Don’t hesitate to ask for clarification if needed. After Curriculum Committee is satisfied that the proposal meets all requirements, it will be forwarded to FAC for inclusion on the agenda of the next faculty meeting.
Thanks for all the time you will invest in preparing a course proposal. Feel free to contact the General Education Director at any point in your course development process for clarifications or feedback.
General Guidelines and Advice for all Intellectual Inquiry Proposals

This section describes some of the common issues that cause CC and GEG to ask for more information about or changes in course proposals. Suggestions below are not meant to be prescriptive, but rather to supply examples of ways to avoid or resolve issues in a course proposal.

Proposal Components
The course proposal has 3 components that the committees can review to determine whether the course is clearly addressing the required components and characteristics: syllabus, focus of inquiry statement, and course proposal form. Committee members can’t read your mind; be sure the required elements are clearly laid out in these places.

Focus of Inquiry: Not more than 150 words to describe the essence of your course and its inquiry. Students are the main audience, so write to draw them in. Faculty will also see this description in the faculty meeting agenda. This is a good place to describe the inquiry aspects of the course. Be careful not to include very specific information that could vary in later offerings since changes to this description have to be reported to CC.

Syllabus: In addition to all the regular stuff you put on a syllabus, this is where the committees look for information on the level and volume of readings, types of assignments, instruction on writing, timing of drafts, etc. Help the committee by giving more detail than “Paper 3.” Consider including a paragraph that describes the assignment. (E.g., “Paper 3 will be a research paper on x, in which you will do y and z. Topic approval is due by this date, the annotated bibliography by another date, and the first draft by third date.”)

Proposal Form: Section 5 Course Goals and Requirements of the proposal form is your opportunity to talk to the committee. Explain anything that will not be clear to the committee from simply reading the syllabus. For example, for 200-level INQ courses, this is a good place to describe how you will address methodologies. Instructors can also describe assignments and papers to help the committee understand how they use inquiry.

COURSE READINGS
Courses should include a number of intellectually rigorous readings and should employ a discipline’s most significant types of source materials. Remember, however, that all INQ courses except INQ 300 are open to freshmen. The student audience will influence the volume and types of readings possible. Freshmen also need more guidance in critical reading.

FOCUS OF INQUIRY
Each course proposal should include a focus of inquiry, a statement of not more than 150 words that explains what focused questions the course addresses and how they are approached in the course structure. The focus of inquiry will be listed on the COL and should also appear on the course syllabus. Remember that students become the audience for this description in the COL. The course needs a focus; it should not be a survey.

In typical gen-ed courses of old, the content was the primary driver, while the intellectual questioning wouldn’t be that obvious to the students. An INQ course should make inquiry the primary driver. We
should try to design courses where students are intrigued by the topics, stimulated by the questioning aspect and become interested in the content. Their intellectual curiosity is enhanced when they seek answers to the critical questions they’ve been posed or they ask of themselves. The bottom line is, we want to challenge our students to become thinkers by posing theme/content based questions in a more deliberate way and provide them with useful tools to help them seek answers. Are some course features incompatible with inquiry? Not really, but courses that are emphasizing content delivery and where the classroom is instructor-centered rather than student-centered will need to work harder to develop inquiry features in other aspects of the course. All courses deliver content. Inquiry is a way of framing the course and its content. INQ courses should not be surveys.

The inquiry nature of an INQ course should also be evident in some aspects of the course’s structure, activities, or assignments. Questioning skills are promoted by deliberately framing the topic as an intellectually rigorous inquiry. Courses should make explicit attempts to explain to students why a particular investigation might be interesting or important. Many inquiry courses share features with scholarly inquiry. They go beyond merely exploring interesting topics to engage students in posing significant questions, seeking information, and proposing solutions. Other courses exhibit inquiry by emphasizing active roles for the students. In particular, a course may ask students to design experiments or choose topics to research. Many instructors choose to use questions to structure sections of a course and assignments. For example, the first third of a course might explore content related to a major question about the course topic. At the end of that section, students write papers where the theses propose answers to the question. While some may consider structuring a course around questions to be a mere mechanical device, it can be an easy way to keep inquiry visible to students. Questions that may seem mechanical to experts can be new and intriguing to students. Instructors should help students be aware of inquiry features in the course through aspects of the syllabus or assignments.

**Methodology**

Each of the 200-level perspectives courses also serves to introduce the methods of a particular discipline. Instructors may do this in many ways, but should insure that students develop an awareness of the disciplinary methods used in the course. So, for example, a humanities course might ask students to analyze a number of works and to place these works in historical and cultural context. These same methods might be used in any humanities course, but in INQ 270 or 271, the instructor should make students aware that these are methods commonly used in the humanities. The instructor might spend some time early in the term discussing humanities methods and how this approach might vary from the approach used in other disciplines. The instructor might give explicit instruction in methods, such as textual analysis. The instructor might re-visit these methods in a paper assignment, pointing out the methods that the class had been employing and asking students to use them again in an assignment. Instructors should use several core methods of their discipline. The choice is the instructor’s. The methods used in the perspectives courses aren’t different from those that an instructor would use in any other course; it is rather the intentionality and awareness that is the important distinction.

Foregrounding methodologies can change an instructor’s approach to a topic. An excellent way to develop an INQ perspectives course is to start with the topic and disciplinary methodologies. Next create the learning outcomes and key assignments. Once these are in place, the instructor designs the rest of the course to provide students with the experiences needed to eventually satisfy those key assignments and learning outcomes.
**Perspective**
Each 200-level INQ is taught from one of the three perspectives: Global, Western, or Natural World. Instructors should ensure that the perspective is clear to the syllabus and to the students.

**Details of Course Schedule and Assignments**
How much detail of the course schedule and assignments does an instructor need to include in a course proposal? Enough to allow the members of GEG and CC to see that the course is meeting the requirements. The committees look at course schedules to see how much time is being spent on readings, how class time is being used, whether instruction in writing and oral communication is included, whether methodologies are being discussed, if sufficient time for drafting is allowed, and if sufficient time for oral presentations is allowed. Details of assignments can be very helpful to the committee especially in appreciating the use of inquiry or how drafting is being used. While few instructors will have fully detailed assignments sheets, providing some details of the assignment topic and focus helps the committees appreciate what the instructor is doing (with inquiry, methodologies, writing instruction, or other outcomes) and can help avoid a round of clarifying questions.

**Writing**
All INQ courses must require at least one polished paper. Instructors are strongly encouraged to do more than simply assign writing by including techniques that can help students improve their writing and reasoning. Instructors should consider the use of drafts, peer review, workshops, and Writing Center visits. INQ 110 requires actual instruction in writing, and use of drafts to produce at least 3 papers totaling at least 30 polished pages. INQ 120 requires attention to writing skills and process, including the use of drafts. No minimum page totals are specified for any courses other than INQ 110.

**Second Critical Reasoning Focus**
The INQ curriculum focuses on three critical reasoning skills: writing, oral communication, and quantitative reasoning. All INQ courses must address writing. Each of the 200-level INQ courses must include either oral communication or quantitative reasoning as a second critical reasoning skill.

**Oral Communication**
Courses that select oral communication as their second critical skill should require at least one graded oral presentation, debate, or similar assignment. Instructors may use either individual or group presentations. Class schedules should show the time allotted for presentations. Remember to multiply the length of presentations by the number of students, and then add some time to change between speakers to find the total time required. Instructors are encouraged to consider using techniques that will help students develop oral skills, such as requiring drafts of PowerPoint, or having class members critique presentations of their classmates. (This also helps keep audience members engaged while listening to their peers.) Instructors of INQ 120 must include instruction in oral presentation skills and require at least two graded oral presentations. The course schedule should clearly show these components.
**Quantitative Reasoning**

Instructors who select quantitative reasoning as their second critical skill should include sufficient information on topics or assignments to make the quantitative aspects of the course clear.

**INQ 120 Ethical Traditions**

As noted in its official course description, INQ 120 requires connections of “key works with broader traditions of critical reflections on the good life. Students will be encouraged to explore ways in which they can use these broader traditions for their own reflections on what it means to live well.” Consequently, all sections must include ways in which the topic, or the issues it raises, has been addressed by some prominent tradition(s) of thought or practice. Drawing from such culturally established traditions is intended both to acquaint students with some of these traditions and to help them see the significance of the course material and some of the means available for addressing it.

**INQ 300 Group Work and Problems**

INQ 300 requires students to work in groups to address problems related to contemporary issues. Faculty members have great latitude for structuring the class meetings and group work. Much of the instructor’s work is related to managing student work rather than directly controlling content. Course proposals should describe how students will be prepared for major group work and how class meetings will be structured so that it is clear that instructors have thought through these issues. Instructors should describe the readings and activities that will prepare students for their projects. They should address how they will help students generate critical questions that must be addressed in each project, and how they will help each student determine what prior knowledge and skills they bring to bear on the project. Policies related to the projects, intermediate deadlines, grading of group work, and similar issues should be described. Examples of possible group projects/questions should be included.

**Common Learning Outcomes**

It is an expectation of all Roanoke College courses that different sections of the same course share a common set of learning outcomes. Each section may also have additional learning outcomes unique to that section. So, instructors should include the common learning outcomes on their syllabi. Each instructor may choose to supplement these with additional section-specific learning outcomes or add a description of how the common learning outcomes are realized within the course.
Guidelines for Individual Courses
INQ 110 Intellectual Inquiry

**Catalog course description:** Introduces students to critical thinking in higher education, taking as its starting point a focused topic in a scholarly field. Critical inquiry will be taught in the context of careful reading of important intellectual works, as well as inquiry-based writing assignments. Research and collaborative skills will also be developed in an integrative setting designed to promote a student’s journey toward a life of critical inquiry. Course cap = 15

**Requirement Highlights**

Each INQ 110 course will:

1. Work within a focused topic in a scholarly field, though not primarily as an introduction to a major
2. Include a number of intellectually rigorous readings, along with any other types of source materials relevant to the instructor’s discipline
3. Help students develop writing skills through comments on drafts, revisions, organization, fundamentals of proper usage, and clarity of expression
4. Derive most of the final grade from various forms of writing
5. Require around 30 pages of writing (not including drafts, but this page count may include short and informal writings)
6. Include at least three formal papers requiring drafting and revision
7. Require a research paper or other assignment requiring the development of research skills.
8. Introduce students to critical thinking in higher education
9. Train students in careful reading of important intellectual works
10. Train students in inquiry-based writing, using writing as a tool of thought
11. Develop students’ research skills
12. Require Hacker’s *A Writer’s Reference, Roanoke College custom edition*

Tests and a final exam may be included if desired by the instructor, but are not required.

**Syllabus Checklist**

The syllabus must include

1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 110 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC’s academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required
11. Although not required, the focus of inquiry statement is helpful.
Learning Outcomes for INQ 110

1. Students will be able to write about and discuss significant intellectual works.
2. Students will be able to formulate a question with regard to the seminar topic that can be used as a basis for research.
3. Students will be able to use library resources to find, evaluate, and synthesize information from multiple sources.
4. Students will be able to contribute to discussion of course material, and demonstrate ability to express, listen to, and disagree with ideas.
5. Students will be able to write papers that are clearly reasoned and presented.
   o Students will be able to use writing to generate, revise, and critique ideas.
   o Papers will have clear theses, cogent argumentation, proper use of evidence, effective organization, and a minimum of sentence-level errors.
6. Students will be able to produce papers using a process of drafting and revision.
7. Students will be able to write a research paper. A short paper or assignment requiring the development of research skills would fulfill this requirement.

Additional Notes
Instructors should be deliberate in communicating their expectations for student work and helping students to meet those expectations. Instructors will help students use writing to explore and develop ideas. Since INQ 110 is the place in the curriculum where writing is addressed most intentionally, the course is intended to provide a foundation for continued work on writing throughout the curriculum.

Consider ways to give students graded feedback within the first weeks of the term. INQ 110 is populated by first year students who benefit from early and frequent feedback. Progress Reports come in the third week of the term. Please try to have some grades at that point, even if on minor or in-class work.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements.
INQ 120 Living an Examined Life

Catalog Description: Investigates questions of values, individual and communal, from the standpoint of a particular field of learning. The course will teach reasoning skills through reading, writing, and oral communication by linking key works with broader traditions of critical reflections on the good life. Students will be encouraged to explore ways in which they can use these broader traditions for their own reflections on what it means to live well. Course cap = 18

Requirement Highlights
Each INQ 120 course will:

1. Illuminate some aspect or aspects of ethical living: the ideals and values that go into conceptions of a good life. There is no expectation that any given section would cover all the items that might be considered as ingredient to a good life.

2. Include ways in which the topic, or the issues it raises, have been addressed by some prominent tradition(s) of thought or practice. Drawing from such culturally established traditions is intended both to acquaint students with some of these traditions and to help them see the significance of the course material and some of the means available for addressing it.

3. Include ongoing attention to writing, including drafting and revising, organization, fundamentals of proper usage, and clarity of expression.

4. Require at least one paper using a process of drafting and revision

5. Derive a significant portion of the course grade from writing.

6. Derive the majority of the course grade from a combination of oral presentations and writing assignments

7. Include instruction in effective oral communication

8. Require at least two graded oral presentations. Presentations may be individual or group and of type and length determined by the instructor.


Tests and a final exam may be included if desired by the instructor, but are not required.

Syllabus Checklist
The syllabus must include

- Instructor’s office location and office hours
- Description of course content and teaching methods
- The learning outcomes for INQ 120 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
- Any materials that students are expected to buy, read, or use during the course
- Classroom and attendance policies (with penalties explained)
- Assignments students will be required to undertake
- Grading policy (ideally a grading scale with penalties explained)
• Testing policy, including make-up tests
• RC's academic integrity policy as it applies to the class
• An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

Learning Outcomes for INQ 120
1. Students will be able to formulate and evaluate arguments about ethical positions.
2. Students will be able to describe connections between the course topic and broader traditions of critical reflections on the good life.
3. Students will be able to give an effective oral presentation.
4. Students will be able to write a paper with a clear thesis, cogent argumentation, effective organization, and a minimum of sentence-level errors.

Additional Notes
A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Consider ways to give students graded feedback within the first weeks of the term. INQ 120 is populated primarily by first year students who benefit from early and frequent feedback. Progress Reports come in the third week of the term.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements.
INQ 240 Statistical Reasoning

Catalog description: Provides an inquiry-focused introduction to statistical methodologies. Questions and applications will be drawn from one of Western perspectives, global perspectives, or the natural world. Students will gain an understanding of how decision making is accomplished using modern statistical techniques. Topics include descriptive statistics, graphical methods, estimation, elementary probability, and statistical inferences; students will apply the techniques of data analysis to data sets and statistical studies that address the question of the perspective. Course cap = 25

Requirement Highlights
Each INQ 240 course will:
1. Cover the basic statistics concepts listed below and will choose a theme in either Western perspectives, global perspectives, or the natural world. The statistics content will be addressed primarily through applications drawn from the Intellectual Inquiry perspective.
2. Use an introductory statistics textbook and at least two supplementary articles or one book specifically linking the course content to the perspectives theme or question
3. Derive most of the final grade from assignments and tests consisting of quantitative reasoning
4. Require at least one paper or series of papers that cultivates complex ideas and skills in writing about technical, quantitative concepts.
5. Require a project that involves asking a question, determining what data is needed to answer that question, collecting and analyzing the data, and writing up the results. The required paper may be part of this project.
6. Require students to critique the use of statistics in at least two articles or newspaper reports related to the theme of the course. This may be in either written or oral form.
7. Require Hacker’s A Writer’s Reference, Roanoke College custom edition

Statistics Content
1. Tables, Charts and Plots
   - Dot Plot; Histogram; Stem-and-leaf Plot; Scatterplots;
   - Distribution Shapes – symmetric, skewed, mound-shaped, the normal (bell-shaped) curve, informal outliers.
2. Measures of location and measures of variation
   - Averages – mean, trimmed mean, median; Quartiles and Interquartile Range; The five-number summary and the box plot; A method for determining outliers; Standard deviation and variance
3. Informal inference/Introduction to Probability
   - Informal decision-making from data explorations; Some basic exposure to the ideas of probability using simulations; Some basic probability models and basic probability rules; The Empirical Rule and an introduction to the normal distribution
4. Sampling
   - Parameters and Statistics; Sampling Distributions; The Central Limit Theorem
5. Formal Inference
   - Confidence Intervals; Hypothesis Testing
6. Introduction to Linear Regression
   Correlation; Least squares method; Regression coefficients

**Syllabus Checklist**

The syllabus must include
1. Instructor's office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 240 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

**Learning Outcomes for INQ 240**

1. Students will be able to use the methodologies of statistics to
   a. Investigate a topic of interest and make decisions based on the results.
   b. Design and carry out a simple statistical experiment.
   c. Critique news stories and journal articles that include statistical information. In the critique, students will recognize variability and its consequences, identify potential sources of bias and both proper and improper cause and effect inference.
2. Students will be able to articulate the importance and limitations of using data and statistical methods in decision making.
3. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
4. Students will be able to write about course topics clearly and effectively.
5. If the course is emphasizing oral communication:
   Students will be able to communicate effectively about the course topic in an oral format.
   If the course is emphasizing quantitative reasoning:
   Students will be able to interpret quantitative information related to the course topic.

**Additional Notes**

The instructor may choose to include oral presentation skills in addition to quantitative reasoning and writing.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.
INQ 241 Mathematical Reasoning

Catalog description: Further develops the ability to use quantitative, mathematical, and computational reasoning by exploring a problem or issue drawn from one of the three Intellectual Inquiry perspectives. Through a focused topic, students gain insight into mathematics or computer science as a mode of inquiry that, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. Course cap = 25

Requirement Highlights
Each INQ 241 course will:

1. Treat a theme or question from one of the three perspectives (Western, global, or natural world); however, the course is primarily a mathematics or computer science course appropriate for non-majors. The theme should give focus to the course content, and be chosen with an eye to encouraging students to understand the broader significance of the mathematics or computer science they are studying. The mathematics or computer science content will address the theme through applications or by providing technical foundations for understanding the perspectives question or problem.
2. Use at least one book or two articles specifically linking the course content to the perspectives theme or question.
3. Derive most of the final grade from assignments and tests consisting of quantitative reasoning or, more broadly, mathematical or computational reasoning.
4. Require at least one paper or series of papers that cultivates complex ideas and skills in writing about technical, quantitative concepts.
5. Require a project that uses methodologies from the course. The project should be directly related to the perspectives theme. The required paper may be part of this project.
6. Require Hacker’s A Writer’s Reference, Roanoke College custom edition

Syllabus Checklist
The syllabus must include
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 241 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.
Learning Outcomes for INQ 241

1. Students will be able to describe and apply methodologies of mathematics or computer science appropriate for the course’s discipline and topic.
2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
3. Students will be able to write about course topics clearly and effectively.
4. If the course is emphasizing oral communication:
   Students will be able to communicate effectively about the course topic in an oral format.
   If the course is emphasizing quantitative reasoning:
   Students will be able to interpret quantitative information related to the course topic.

Additional Notes
The instructor may choose to include oral presentation skills in addition to quantitative reasoning and writing.

Topics and course content should not presume any specific knowledge of mathematics or computer science on students’ part though students will have completed either INQ 240 or a mathematics or computer science course. However, the prerequisite structure for INQ 241 reflects an increased expectation of intellectual maturity and critical thinking skills on the part of students, as well as introductory-level exposure to methodologies in statistics. These higher expectations should be reflected in the course content and in the intellectual tasks assigned.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements. In particular, be sure that connections to the chosen perspective are clear.
INQ 250 Scientific Reasoning I

Catalog language: Introduces the methodologies of the natural sciences through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World. Students will explore the types of questions that science asks and how it attempts to answer them by defining and classifying information, developing models, identifying patterns, and drawing conclusions based upon data. Course cap = 24

Requirement Highlights
Each INQ 250 course will:
1. Have a topic chosen from the instructor’s field of expertise that makes deliberate connections to one of the Intellectual inquiry Perspectives (western world, global, or the natural world). This topic should be engaging to students and provide a vehicle to explore broader course objectives through specific disciplinary application and laboratory investigation. The course content should be discipline specific while remaining accessible to students from any major.
2. Use an introductory textbook.
3. Use at least one book specifically linking the course content to the perspectives theme or question.
4. Ensure that a large portion of course assignments and/or tests require critical reasoning and promote the development of students’ critical reasoning skills.
5. Provide work in at least two of three critical thinking skills: writing, oral presentation, and quantitative reasoning.
6. Require at least one paper or series of papers that requires significant depth of understanding of content, cultivates complex ideas, and adopts the appropriate tone and style for science.

Laboratory Requirements
The laboratory program must require students to:
1. Collect data, represent it in a meaningful way, and use it to draw conclusions.
2. Identify and avoid bias in data. Understand the limitations of their data.
3. Design one or more experiments to explore an open-ended question.
4. Understand the importance of working carefully and safely in the laboratory.
5. Experience a variety of laboratory-based activities and experiments.
6. Communicate laboratory-based conclusions in oral and/or written form.

Syllabus Checklist
The syllabus must include:
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 250 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.

4. Any materials that students are expected to buy, read, or use during the course

5. Classroom and attendance policies (with penalties explained)

6. Assignments students will be required to undertake

7. Grading policy (ideally a grading scale with penalties explained)

8. Testing policy, including make-up tests

9. RC's academic integrity policy as it applies to the class

10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

Learning Outcomes for INQ 250

1. Students will be able to describe and apply scientific methodologies appropriate for the course's discipline and topic, including the ability to design and conduct simple experiment and to draw conclusions based upon data.

2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.

3. Students will be able to write about course topics clearly and effectively.

4. If the course is emphasizing oral communication:
   Students will be able to communicate effectively about the course topic in an oral format.

4. If the course is emphasizing quantitative reasoning:
   Students will be able to interpret quantitative information related to the course topic.

Additional Notes

Instructors are encouraged to experiment with different pedagogies, especially those that reinforce the use of data for testing, describing, and drawing conclusions.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements, and in particular clearly connecting with the chosen perspective.
INQ 251 Scientific Reasoning II

Catalog description: Further develops the ability to use the methodologies of the natural sciences by exploring a science topic in depth. This course will be narrowly focused within science while allowing connection to a social, political, ethical, or historical issue. The course seeks to develop an appreciation for ways in which the natural sciences, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. Course cap = 25

Requirement Highlights
Each INQ 251 course will:
1. Have a topic chosen from the instructor’s field of expertise that makes deliberate connections to one of the Intellectual Inquiry Perspectives (western world, global, or the natural world). In particular, the topic should be narrow enough to promote learning in depth, and should include a social, political, ethical, or historical component. The course content should be accessible to students from any major. The topic should be firmly rooted in science content while making a connection to one of these other disciplines at some point in the course.
2. Be structured to promote learning in depth
3. Require critical reasoning and promote the development of students’ critical reasoning skills in a large portion of course assignments and/or tests.
4. Provide work in at least two of three critical thinking skills: writing, oral presentation, and quantitative reasoning
5. Require at least one paper or series of papers that requires significant depth of understanding of content, cultivates complex ideas, and adopts the appropriate tone and style for science.
6. Require at least one book specifically linking the course content to the perspectives theme or question
7. Require Hacker’s A Writer’s Reference, Roanoke College custom edition

Syllabus Checklist
The syllabus must include
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 251 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC’s academic integrity policy as it applies to the class
10. An outline showing proposed topics, students’ assignments, reading list, laboratory work, etc. to be required.

Learning Outcomes for INQ 251

1. Students will be able to apply scientific methodologies and concepts appropriate for the course’s discipline and topic.
2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
3. Students will be able to write about course topics clearly and effectively.
4. If the course is emphasizing oral communication:
   Students will be able to communicate effectively about the course topic in an oral format.
   If the course is emphasizing quantitative reasoning:
   Students will be able to interpret quantitative information related to the course topic.

Additional Notes
Instructors are encouraged to find ways to build on concepts from INQ 250, in particular, using data to draw conclusions, avoiding bias in the collection and interpretation of data, and the idea of refining scientific theories through new experiments.

Courses will make deliberate connections to the perspective (western world, global perspectives, or the natural world) from which the course is taught.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements, and in particular clearly connecting with the chosen perspective.
INQ 260 Social Scientific Reasoning

Catalog description: Introduces the methodologies of the social sciences through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World. The course seeks to develop students’ critical thinking skills through the exploration and application of social scientific methods. Course cap = 25

Requirement Highlights
Each INQ 260 course will:
1. Address social science content and methodologies as outlined below
2. Address a theme or question from one of the three Perspectives (western world/global perspective/natural world).
3. Provide work in at least two of three critical thinking skills: writing, oral presentation, and quantitative reasoning
4. Cultivate the development of critical thinking skills
5. Require a paper or a series of papers that cultivates complex ideas and appropriate writing skills.

Social Science Content
Social sciences apply scientific principles and processes to the study of human behavior. Although specific methodologies will vary from one discipline to another, every INQ 260 course should address, in the context of the course topic, the processes by which hypotheses are developed and tested in the social sciences. No single course needs to address all of these methodologies, but students should actively apply related principles throughout the course, whether in guiding their own work or in analyzing the work of others. Not only will the students use some of these methodologies, but they will also have a broader awareness that these methods are typical of the social sciences.
1. Systematic collection of quantitative and/or qualitative data
2. Interpretation of data or ideas within an established theoretical framework
3. Public verification via peer review
4. Replication of results
5. Ethical guidelines for social research

Syllabus Checklist
The syllabus must include
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 260 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

**Learning Outcomes for INQ 260**

1. Students will be able to describe and apply social science methodologies appropriate for the course’s discipline and topic.
2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
3. Students will be able to write about course topics clearly and effectively.
4. If the course is emphasizing oral communication:
   - Students will be able to communicate effectively about the course topic in an oral format.
4. If the course is emphasizing quantitative reasoning:
   - Students will be able to interpret quantitative information related to the course topic.

**Additional Notes**

The topic is intended to give focus to the course content, and should be chosen with an eye to encouraging students to understand the broader significance of the material they are studying. Topics and course content should not presume any prior knowledge of the instructor’s discipline on students’ part. In some cases, connecting the course topic to a Perspective will mean that all or most of the course content and application will relate directly to the perspective. In other instances, where broad foundational knowledge may be required, the course’s connection to the perspective will occur mainly at the application level. Acceptable methods for fulfilling the critical thinking standards should be implicit within the methodologies and best thinking of each field and the goals of a particular course. In all cases, faculty should be deliberate about teaching these methods, and about clarifying expectations within their field.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements, and in particular clearly connecting with the chosen perspective.
INQ 270 Human Heritage I

Catalog description: Introduces the methodologies of the humanities or the fine arts through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World from the period before 1500. The course seeks to help students to understand and use the methodologies of the humanities or the arts to analyze texts or works of art, and to develop sensitivity to historical perspective. Course cap = 25

Requirement Highlights
Each INQ 270 course will:
1. Include disciplinary content and treat a theme or question from one of the three Perspectives (Western, Global, or Natural World). The theme is intended to give focus to the course content, and should be chosen with an eye to encouraging students to understand the broader significance of the disciplinary material they are studying. Meaningful connections should be made between the course topic and the chosen Perspective. Topics and course content should not presume any prior knowledge of the instructor's discipline on the students' part.
2. Introduce the methodologies of the humanities or fine arts (see below)
3. Have a topic taken from the period prior to 1500. Topics might include, but not be limited to, a person, group, event, school of thought, religious movement, social institution, etc. Later periods may be addressed as well, for instance in showing the importance of the course topic for later history, but the primary focus must be on the period prior to 1500.
4. Include a number of intellectually rigorous readings and employ the discipline's most significant types of source materials
5. Provide work in at least two of three critical thinking skills: writing, oral presentation, and quantitative reasoning
6. Cultivate the development of critical thinking skills
7. Require a paper or a series of papers that cultivates complex ideas and appropriate writing skills. Other writing may include but is not limited to daily responses, lab notebooks, writing portfolios, and work connected with quantitative reasoning and/or oral communication assignments.
8. Require Hacker’s A Writer’s Reference, Roanoke College custom edition, will be required.

Humanities Methods
Although specific methodologies will vary from one discipline to another, all INQ 270 and 271 courses will introduce and apply methods of the humanities from the list below. No single course needs to address all of these methodologies, but students should actively apply related principles throughout the course, whether in guiding their own work or in analyzing the work of others. Not only will the students use some of these methodologies, but they will also have a broader awareness that these methods are typical of the humanities.

1. Analysis of texts, works, and practices. Some primary sources should be included.
2. Placement of a work in its historical and cultural context. This includes the time in which the work was originally produced, earlier influences, and subsequent cultural contexts that influence how the work has been received and interpreted.

3. Exploration of the evolution of ideas, traditions, texts, arguments, and institutions over time.

4. Awareness of how contemporary culture affects the ways we interpret a text or work.

**Syllabus Checklist**

The syllabus must include:

1. Instructor's office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 270 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

**Learning Outcomes for INQ 270**

1. Students will be able to apply humanities methodologies appropriate for the course’s discipline and topic.
2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
3. Students will be able to write about course topics clearly and effectively.
4. If the course is emphasizing oral communication:
    
    Students will be able to communicate effectively about the course topic in an oral format.

    If the course is emphasizing quantitative reasoning:

    Students will be able to interpret quantitative information related to the course topic.
Additional Notes

Every course will include objectives defined as critical-thinking skills and comprise course work explicitly designed to promote those skills. Course proposals and syllabi will clarify how assignments will cultivate the development of the skills.

Acceptable methods for fulfilling the critical thinking standards should be implicit within the methodologies and best thinking of each field and the goals of a particular course. In all cases, faculty should be deliberate about teaching these methods, and about clarifying expectations within their field.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements, and in particular clearly connecting with the chosen perspective.
INQ 271 Human Heritage II

Catalog description: Introduces the methodologies of the humanities or the fine arts through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World from the period 1500 to present. The course seeks to help students to understand and use the methodologies of the humanities or the arts to analyze texts or works of art, and to develop sensitivity to historical perspective. Course cap = 25

Requirement Highlights
Each INQ 271 course will:
1. Include disciplinary content and treat a theme or question from one of the three Perspectives (Western, Global, or Natural World). The theme is intended to give focus to the course content, and should be chosen with an eye to encouraging students to understand the broader significance of the disciplinary material they are studying. Meaningful connections should be made between the course topic and the chosen Perspective. Topics and course content should not presume any prior knowledge of the instructor’s discipline on the students’ part.
2. Introduce the methodologies of the humanities or fine arts
3. Have a topic taken from the period 1500 to present. Topics might include, but not be limited to, a person, group, event, school of thought, religious movement, social institution, etc. Earlier periods may be addressed as well, for instance in showing the importance or origins of the course topic through time, but the primary focus must be on the period from 1500 to the present.
4. Include a number of intellectually rigorous readings and employ the discipline’s most significant types of source materials
5. Provide work in at least two of three critical thinking skills: writing, oral presentation, and quantitative reasoning
6. Cultivate the development of critical thinking skills
7. Require a paper or a series of papers that cultivates complex ideas and appropriate writing skills. Other writing may include but is not limited to daily responses, lab notebooks, writing portfolios, and work connected with quantitative reasoning and/or oral communication assignments.

Humanities Methods
Although specific methodologies will vary from one discipline to another, all INQ 270 and 271 courses will introduce and apply methods of the humanities from the list below. No single course needs to address all of these methodologies, but students should actively apply related principles throughout the course, whether in guiding their own work or in analyzing the work of others. Not only will the students use some of these methodologies, but they will also have a broader awareness that these methods are typical of the humanities.
1. Analysis of texts, works, and practices. Some primary sources should be included.
2. Placement of a work in its historical and cultural context. This includes the time in which the work was originally produced, earlier influences, and subsequent cultural contexts that influence how the work has been received and interpreted.
3. Exploration of the evolution of ideas, traditions, texts, arguments, and institutions over time.
4. Awareness of how contemporary culture affects the ways we interpret a text or work.

**Syllabus Checklist**
The syllabus must include
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 271 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC's academic integrity policy as it applies to the class
10. An outline showing proposed topics, students' assignments, reading list, laboratory work, etc. to be required.

**Learning Outcomes for INQ 271**
1. Students will be able to apply humanities methodologies appropriate for the course’s discipline and topic.
2. Students will be able to articulate how the course’s perspective (Western, Global, or Natural World) was reflected in the course content.
3. Students will be able to write about course topics clearly and effectively.
4. If the course is emphasizing oral communication:
   Students will be able to communicate effectively about the course topic in an oral format.
   If the course is emphasizing quantitative reasoning:
   Students will be able to interpret quantitative information related to the course topic.

**Additional Notes**
Every course will include objectives defined as critical-thinking skills and comprise course work explicitly designed to promote those skills. Course proposals and syllabi will clarify how assignments will cultivate the development of the skills.
Acceptable methods for fulfilling the critical thinking standards should be implicit within the methodologies and best thinking of each field and the goals of a particular course. In all cases, faculty should be deliberate about teaching these methods, and about clarifying expectations within their field.

A “focus of inquiry” statement of not more than 150 words is required on the Curriculum Committee proposal form. Remember that this is published in the faculty meeting agenda, but is also the description that students will read in the COL when choosing courses. Think about your audience.

Be sure that your syllabus and/or descriptive materials in the course proposal form demonstrate that you are including required elements, and in particular clearly connecting with the chosen perspective.
INQ 300 Contemporary Issues

Catalog description: Asks students to look back on their experiences and their work in the Intellectual Inquiry Curriculum in order to make explicit, meaningful connections to contemporary issues. In addition to individual written assignments, students will work in small groups to research and develop a proposal concerning a concept, approach, or solution to a problem that will be presented in a formal defense. Course cap = 18

Requirement Highlights
Each INQ 300 course will:
1. Require students to work in small groups to research and develop a proposal concerning a concept, approach, or solution to a problem that will be presented in a formal defense.
2. Pose a question or topic in such a way that students can draw on information and perspectives from all three divisions, encouraging research and creative application of facts to a contemporary problem so as to arrive at, propose, and defend a solution. Faculty should be deliberate in developing courses that allow students to draw from their previous work.
3. Include a number of intellectually rigorous readings, along with any other types of source materials relevant to the instructors’ disciplines.
4. Ask students to complete four kinds of tasks. The particular way these tasks are completed is up to the instructor:
   o Application of previous work to the course topic
   o Individual Writing
   o Group Assignment (may incorporate individual work)
   o Oral defense of group assignment.
5. Require Hacker’s A Writer’s Reference, Roanoke College custom edition

Syllabus Checklist
The syllabus must include
1. Instructor’s office location and office hours
2. Description of course content and teaching methods
3. The learning outcomes for INQ 300 as listed below. Instructors may, if they wish, include additional learning outcomes beyond the common set or may include some additional comments about how the common learning outcomes are realized in this specific course.
4. Any materials that students are expected to buy, read, or use during the course
5. Classroom and attendance policies (with penalties explained)
6. Assignments students will be required to undertake
7. Grading policy (ideally a grading scale with penalties explained)
8. Testing policy, including make-up tests
9. RC’s academic integrity policy as it applies to the class
10. An outline showing proposed topics, students’ assignments, reading list, laboratory work, etc. to be required.
Learning Outcomes for INQ 300

1. Students will apply their research findings to a formal project addressing the course topic question and will successfully present this proposal in an oral defense.
2. Students will write well-organized and clearly reasoned papers both individually and with a group. Papers will have clear theses, effective organization, and a minimum of sentence-level errors.
3. Students will contribute to meaningful, effective discussion and collaborative work that includes expressing, listening to, and debating ideas.
4. Students will be able to apply critical thinking and quantitative reasoning skills in a meaningful way.
5. Students will make explicit, meaningful connections between past course work (both in the core and in their majors) and contemporary issues.
6. Students will demonstrate understanding of a contemporary issue or problem, an awareness of the types of inquiry needed to understand it, and the resources required for addressing it.

Additional Notes
Instructors may teach courses singly or in collaboration with other faculty, using any form of collaborative teaching they deem appropriate.

In both individual and group work, instructors will be deliberate in communicating their expectations for student writing and help students to meet those expectations. There should be ongoing attention to writing, including drafting and revising, organization, fundamentals of proper usage, and clarity of expression.

After the first half of the semester, much of the instruction may take place in consultations with students, individually and in groups, as they develop their proposals and prepare for their defense.