Application for General Education Credit  
for Upper Division Humanities Course (Area C4)

Course title       Science and Religion       Course number 3344  
Maximum enrollment 35

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students' acquisition of the learning outcomes. Remember, there may be no one on the review committees that is from your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

Upper-division humanities courses emphasize an advanced writing component (requirements attached) and include significant oral communication or manual communication (sign language) and advanced critical thinking skills (requirements attached). Upper-division general education should enable students to master, at a higher level, the Student Learning Outcomes (SLOs) introduced in lower-division GE humanities.

1. Students will demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in human inquiries.

Students will learn about different modes – scientific and religious – of human inquiry and discuss the relative merits of each.

2. Students will demonstrate in their oral and written work an understanding of the cultural endeavors and legacies of human civilization.

In learning about scientific and religious approaches to understanding the world, students will learn about the evolution of ideas through history and across various cultural and religious traditions.

3. Students will demonstrate their ability to discuss, deliberate, and write about opposing viewpoints in an insightful and logical manner, to present an opposing side fairly, and to criticize the argument rather than attacking the person.

Students will be expected to engage in debate over the relative short-comings AND merits of various arguments from both scientific and religious perspectives, many of which will be outside of their own experience.

4. Students will demonstrate their developing intellectual curiosity and a habit of lifelong learning, through choice of research topics, the number and quality of questions asked in class, the application of course concepts or themes to lived experiences or world events, or through other similar means.
Topics of debate between science and religion remain relevant to current lived experience and world events and will remain relevant as students move beyond the classroom. In-class discussions and written assignments will help prepare students to engage in these debates long after the course has finished.

5. Students will demonstrate the potential for participating in and contributing to a democratic society as an informed, engaged, and reflective citizen.

Engaging in current debates between scientific and religious understandings of the world and our place in it will help students to become reflective citizens able to make informed, reasoned decisions.

6. How does your course support students’ development of advanced critical thinking competencies? (See below for explanation of the competencies.)

Students will be directly engaged in philosophical analysis and debate, identifying the relative merits of both scientific and religious arguments, being trained to identify fallacious arguments and the pitfalls of avoiding fact-based decision-making. A combination of written and oral assignment will ensure that students are accomplish these goals.

7. How does your course support students’ development of advanced writing competencies and meet the minimum 4500 word requirement? (See below for an explanation of the competencies.)

Students will develop writing competencies, and demonstrate their understanding of the course material, through a series of short writing assignments aimed at encouraging students to develop logical and fact-based arguments where possible, as well as how to construct reasoned and logical arguments where facts are lacking.
GOALS
Overall, the goals for critical thinking in the upper division would be essentially the same as the goals enumerated for the lower division, but would entail more complex and sophisticated ways of using those same skills. These goals would include:

- The general ability to use reason (both inductive and deductive)
- The ability to identify fallacious reasoning
- The ability to present one’s own original argumentation

These skills will be reflected in the upper division not as specific testing and evaluation on argumentation skills, but argumentation skills in practice within a particular discipline or disciplines. These upper division skills would include:

- The ability to weigh proffered evidence
- The ability to uncover the implicit assumptions of others
- The ability to reconstruct and evaluate complex arguments encountered in the course of reading and discussion within the discipline(s)
- The ability to frame one’s own positions logically and coherently
- The ability to construct one’s own persuasive arguments in support of carefully considered positions
- The ability to defend this position against thoughtful objections
- The practice of thinking and arguing in the mode of a practitioner of a particular discipline or disciplines
- The practice of applying the special concepts and theories developed in the particular discipline or disciplines

The goals of upper division critical thinking should be to develop these abilities.

OUTCOMES:
Various outcomes could be used to measure these goals. Instructors will be able to witness and evaluate these abilities within the proper realm of the discipline(s), and through written, oral, and discussion assignments.
General Education
Upper Division Writing Outcomes

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

Rhetorical Knowledge
Students should

- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

Writing Processes
Students should

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

For C4 Upper Division Humanities—A 4-unit upper division course in the humanities. That includes a significant writing component and emphasizes advanced communication and critical thinking skills. In addition to the knowledge and process outcomes above, students should

- Write a minimum of 4500 words, including informal writing (in-class exercises, homework), drafts of papers, and/or written exams (take-home or in-class)