

New Core Component Proposal

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Viewing: **COSC 222-GE : Cultural & Social Issues in the History of the Construction Environment: From Antiquity to Today**

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Changes proposed by: shelley-smith

In Workflow

1. COSC Department Comm Chair
2. COSC Department Head
3. AR College Dean
4. CCC Preparer
5. CCC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services

Approval Path

1. 05/29/19 11:49 am
Shelley Smith (shelleysmith): Approved for COSC Department Comm Chair
2. 05/30/19 10:34 am
Patrick Suermann (suermann): Approved for COSC Department Head
3. 10/01/19 11:13 pm
Leslie Feigenbaum (l-feigenbaum): Approved for AR College Dean

Contact(s)

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Course Prefix COSC Course Number 222

Academic Level UG

Complete Course Title Cultural & Social Issues in the History of the Construction Environment: From Antiquity to Today

Abbreviated Course Title HISTORY OF CONSTRUCTION

Crosslisted With

Semester Credit Hour(s) 3

Proposal for:
Core Curriculum

How frequently will the class be offered?
fall and spring

Number of class sections per semester 5

Number of students per semester 125

Historic annual enrollment for the last three years

Last year: Previous year: Year before:

Core curriculum

Foundational Component Area Core Lang, Phil, Culture(KLPC)

TCCN prefix/number

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

COSC 222 will specifically address the History of the Construction Industry from antiquity to today, focusing on cultural and societal beliefs, values and issues that have their beginnings early in the history of the built environment, leading to how those factors have molded, still present, and should be addressed in today's construction industry. Specific incorporation of writing instruction and critical thinking techniques are woven throughout the materials and assignments. Self-Evaluation for growth in thought on difficult issues as well as development of critical thinking skills in both written and oral communication is gauged weekly with feedback provided.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Development Strategies: This course will develop CT skills through regular reading from a wide variety of sources, large lecture classroom discussions that teach the concepts, and small group discussions and writing assignments that provide opportunities to demonstrate use and understanding of CT techniques, all reinforced with practice outside of the classroom setting. These are all designed to allow students to synthesize, practice, internalize and demonstrate their ability to exercise critical thinking skills. (See Syllabus Page 4-5) The material used in exercises, discussion, readings and writings will all be from examples of historic construction issues as well as modern issues (noted in topics on syllabus)

There are three specific small group exercises directly related to developing Critical Thinking skills using teamwork. These are found in weeks 6, 9 and 11 (see HANDOUT in left column of syllabus)

In class lecture will address components of developing critical thinking skills through lecture and the materials distributed. Professor will observe weekly for synthesis into writing assignments, note taking, questions asked by students, self-evaluations performed by students each week. (See Journal Instructions on Syllabus Page 4)

In class, small group discussions will provide oral opportunities to demonstrate effective use of the tools discussed in lecture and materials. (See Class Participation on Syllabus Page 4 and all topical right column activities on Syllabus)

Multiple writing assignments and discussion questions require students to propose solutions to current issues in the construction industry, as well as take into consideration barriers to those solutions, and multiple viewpoints as well as global standards. (Specifically See all THINK assignments in topical left column on Syllabus) Weekly Critical Thinking writings are part of the requirements for this course as well. Students will describe a problem they resolved or decision they made during the prior week and explain how they incorporated the critical thinking techniques discussed into making that determination. (Specifically See Syllabus Page 4).

Aggie Experience Activities: Students must complete three Aggie Experiences and submit a reflection paper that includes responses to specific questions about that experience. One question is "What problems did I encounter and what identifiable critical thinking skills did I incorporate to resolve them?" (See Syllabus Page 5)

The "Final Exam" is a historical walking tour of the history of construction of Texas A&M Campus. During this tour the students will be asked to synthesize information and make oral conclusions about various aspects discovered during the tour. (See Syllabus Page 5)

Assessment Strategies: (See Syllabus Page 4-5)

The evaluation of Critical Thinking skills will be based on the students' ability to APPLY the concepts of critical thinking to their discussions, writing assignments, and evidence of incorporation into their everyday lives as presented in weekly Critical Thinking Journal entry prompt.

The weekly journals include an additional CRITICAL THINKING entry that requires the students to reflect on a decision they had to make that week and how they utilized the tools/strategies discussed in class to help them come to a rational, informed decision. The THINK papers, weekly journal entries, 1-minute Writes, and weekly Critical Thinking entries all require development and evidence of CT concepts and will be graded each week.

All Critical Thinking In-Class exercises are part of the Class Participation grade.

The "Final Exam" is a historical walking tour of the history of construction of Texas A&M Campus. During this tour the students will be asked to synthesize information and make oral conclusions about various aspects discovered during the tour.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Development Strategies: (See Syllabus Page 4-5)

This course will address and enhance the development of and application of communication by requiring students to evaluate and synthesize lectures, videos, group discussions and readings for each week in the semester. This will be done through small group discussions (14 total) and multiple required weekly writings (journaling, Critical Thinking writing, THINK papers, 1 Minute Writes = 50+ writings) as well as Aggie Experience written reflections (3). Writing instruction will be conducted through written comments, class discussion, and individual meetings when necessary. Each THINK paper will be returned with instruction for improvement and opportunity for resubmission for grade improvement. All writing, discussion, videos, and other media will be central to the major topics/issues in the historical aspects of the construction industry and will develop personal growth in writing abilities, self-evaluation, and understanding of difficult topics in a global community.

Weekly quizzes will gauge the progression of learning to discern main points and succinctly and logically present answers to questions posed over readings.

Assessment Strategies: All of the below are graded/checked weekly ((See Syllabus Page 4-5)

Weekly Journals will be graded on content, relevance to assignment, and completion of all tasks assigned. Counts as part of journal grade. (14 total). (see Syllabus Page 4)

Weekly 1-Minute Writes will help the students succinctly summarize their self-evaluations at the end of each week. Counts as part of participation grade on syllabus. (14 total)

Small group discussions will be conducted within the confines of the "Rules for Discourse" created through class collaboration. Students will be graded on their ability to oral discuss difficult topics within those parameters. Counts as part of participation grade on syllabus. (14 total)

Weekly quizzes will allow the student and professor to monitor the effectiveness of student engagement in the reading material. Each weekly quiz counts as percentage of Quiz grade on syllabus (14 total)

THINK papers have various requirements that include research, compare/contrast information, creation of ideas/solutions, self-reflection. Each weekly THINK paper counts as a percentage of the Writing grade.

The Aggie Experiences require written reflections to be submitted for three. Each Aggie Experience counts as a percentage of the Aggie Experience grade.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Development Strategies:

This class promotes social responsibility through the lecture material, assignments and oral questions posed, and the Aggie Experience requirements. All lectures incorporate a global perspective of the history of the construction industry and how different cultures throughout time have addressed many of the issues still being addressed today. Most small group discussions and writing assignments require research and responses to global aspects both historically and present day. Students will engage in a range of media and discussion on historical (and including present day) topics found in the construction industry such as diversity, sexual harassment, racial issues, slavery, disability, economic/political systems, abuse of power, corruption, historical laws defining construction, the environment, immigration, illegal labor, and gentrification. Students will research, write and discuss these topics from personal, group, societal and global perspectives. Many of these topics will be incorporated into a final unit on the construction of Texas A&M throughout its history.

TedTalks on various "civic responsibility," "personal development" and "ethics" are interspersed and students are required to respond to prompt in journal entries.

- Week 2: Francis Frei "Building Trust"
- Week 9: Eric Liu "How to Revive Your Belief in Democracy"
- Week 10: Cameron Sinclair "The Refugees of Boom and Bust."

More Specifically:

Week 2: Stereotypes: This week incorporates both discussion and written self-analysis of stereotypes, especially as relating to other cultures, including identifying, and counteracting through lecture, reading and discussion.

Week 3: Global Corruption: This week requires a creative written THINK paper parodying the Nacirema story with their own version of their perceived stereotypes in the construction industry.

Week 8: Environmental: This week requires a THINK paper analyzing today's corporate responsibility towards the environment and identifying ways the industry is responding. The student is also required to critically think about protection solutions for natural resources, with a self-analysis of what behavior can change personally to help accomplish these goals.

Week 11: Political Concerns: students will learn pros and cons of different political/economic systems as relating to the built environment, learn about specific trade organizations that promote the construction industry in the political realm, as well as articulate in writing their responsibility to be involved at a civic level.

Each Aggie Experience promotes social responsibility by placing the students in off-campus situations that require them to interact with diverse groups that they may never have interacted with before.

Assessment Strategies:

All THINK writing assignments are graded and returned with Professor comments. THINK papers may be resubmitted as a re-write to fulfill W designation and to allow for growth in processing thought and writing skills. Other writings count as a percentage of the participation grade (Critical Thinking writings, 1-Minute Writes, Journal Entries). (See Syllabus Page 4-5)

Oral discussion with adherence to speaking within boundaries of class discourse rules and exhibiting critical thinking about the topic is part of grade as participation. (See Syllabus Page 4-5)

Aggie Experiences require a written paper that responds to specific questions regarding their experience. These questions incorporate self-evaluation and critical thinking about their experience. (See Syllabus page 5)

More Specifically:

Week 2: Stereotypes: The discussion portion and 1 Minute Write for this week counts as a percentage of the participation grade. The weekly quiz counts as a percentage of quiz grade. The Critical Thinking and Journal counts as a percentage of the Journal grade.

Week 3: Global Corruption: The written THINK paper counts as a percentage of their major writing grade. It will be graded with writing instruction provided and returned for rewrites and resubmission as partial fulfillment of the W designation of this course. The weekly quiz counts as a percentage of quiz grade. The Critical Thinking and Journal counts as a percentage of the Journal grade.

Week 8: Environmental: The written THINK paper counts as a percentage of their major writing grade. It will be graded with writing instruction provided and returned for rewrites and resubmission as partial fulfillment of the W designation of this course. The other activities for this week all count towards a percentage of the participation grade. The weekly quiz counts as a percentage of quiz grade. The Critical Thinking and Journal counts as a percentage of the Journal grade.

Week 11: The activities for this week all count towards a percentage of the participation grade. The weekly quiz counts as a percentage of quiz grade. The Critical Thinking and Journal counts as a percentage of the Journal grade.

The Aggie Experiences require written reflections to be submitted for three. Each Aggie Experience counts as a percentage of the Aggie Experience grade.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Development Strategies:

Students will make personal choices on how to set rules of discourse engagement, their own adherence to those rules throughout the semester, choice of language in their "difficult discussions" in small groups, how they interact with their peers in uncomfortable discussions, their responses to ethical situations posed, how they handle role-playing, and even whether they choose to revise and resubmit their writing assignments, demonstrated use of critical thinking skills learned, and in which Aggie Experiences to participate. These choices will directly reflect in their grades. (See Specifically PRACTICE in weeks 5, 7, 8; THINK papers in weeks 4, 8, 11, 12, 13; Discussions in weeks 4, 5, 7, 8, 9; and weekly Critical Thinking Journals – Syllabus Page 4)

Students will also analyze, evaluate and express through writing (synthesizing lectures, readings, writings and discussion) how cultural choices create discord or social progress, and how ethical decision making, especially as applied to the difficult topics discussed in the course, can be applied to their own daily decisions and interactions. (See Specifically 1 Minute Writes in Weeks 2, 3, 4, 5, 6, 7, 8, 9, 11, 13)

Assessment Strategies:

Are essentially the same as for Social Responsibility above but in addition also include:

Class Participation grades include: Rules for Discourse creation as well as weekly adherence in discussions, appropriate participation in role-playing in ethical dilemma hypotheticals (specifically week 1 in Critical Thinking practice, Week 4 Criticism practice, Week 5 Ethical Dilemma practice, Week 7 Sexual Harassment practice, Week 8 Environment practice, Week 9 Euphemism practice, Week 11 Deceptive Language practice, Week 12 Trashcan Privilege practice, Week 13 Gentrification practice, Week 14 Disabled Bias practice). Personal responsibility will reflect in their writing grades in whether they choose to resubmit major papers for re-writes to improve their skills and grades.

Additional Comments There's much more I could do to add and tweak the information provided, but frankly I'm out of steam on justifying. I believe if you actually read the syllabus you will see that I spent an exhaustive amount of time considering how to accomplish all of this and putting information together. I still have more to do and I think you can trust that I will continue to add to this. I am creating "Instructor Resource" notes for each weekly topic that includes EVERYTHING an instructor would need to teach this class for that week. All background readings (more than are reflected on this syllabus), how the class should be structured and divided, all of the handouts and resources etc. Including a section for instructor feedback (what went well, what didn't) So that when I'm gone, anyone can pick it up and run with it. I have not attached any of those documents here but would be happy to share if there is interest.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [COSC222 .pdf](#)

Reviewer Comments