EASTERN MEDITERRANEAN UNIVERSITY
University Curriculum Committee

New Course Proposal Form

Part I. Course Information

Department *Use capital letters only*	General Education	Department Code	XX

Course Code	GEED111	Catalog Credit Description (Total Credit: Round [Lecture + (Lab + Tutorial)/2] to the nearest integer)						
		Lecture Hours	3	Lab Hours	0	Tutorial Hours	0	**Total Credit**	3

Grading System	x Regular	☐ S / U	Teaching Language	x English	☐ Turkish	☐ Other:	

Course Name
Fill in capital letters. This information will appear in the printed catalogs and on the online catalog.

Course Title in English *maximum 60 characters*

General Survey of Knowledge-I

Transcript (Abbreviated) Title *maximum 30 characters*

General Survey of Knowledge-I

Course Title in Turkish *maximum 60 characters*

Genel Bilgi Taraması-I

Transcript (Abbreviated) Title in Turkish *maximum 30 characters*

Genel Bilgi Taraması-I

Catalog Description in English (Max. 2000 characters)
This information will appear in the printed catalogs and on the online catalog. (Max. 300 characters)

This course, one of a two-semester non-prerequisite course sequence, introduces students to a variety of disciplines in the arts and sciences through critical discussions of some of the major ideas, concepts and belief systems that are shaping the modern world. This is a team-taught modular course, in which students will learn about a different subject area (e.g. physics, chemistry, biology, architecture/urban issues, psychology/ sociology, comparative religion) approximately every two-three weeks, from a different instructor. As current events and interests are constantly changing, the number of modules, module subject areas, some of the content of each module and the reading material recommended by module lecturers may be changed and updated each semester. Lectures and discussions are accompanied by textual and audiovisual material. Students are evaluated on the basis of short, knowledge-based exams, and may also be required to submit short essays/a portfolio, discussing one or two of these areas in relation to a particular case study.

Catalog Description in Turkish (Max. 2000 characters)
This information will appear in the printed catalogs and on the online catalog. (Max. 300 characters)

Bu ders iki dönemlik bir kursun ön şartsız derslerinden bir tanesidir. Amacı, öğrenciyi farklı disiplinlerde, bügünkü modern dünyayı şekillendiren fikirleri, konseptleri ve inanç sistemlerini tartışılabilir platformlara taşıyabilmektir. Bu modüler bir ders olup birkaç haftada bir öğrenciyi, konusunda expert hocalarla birlikte, değişik disiplinlerle (ör. fizik, kimya, biyoloji, mimarlik/şehircilik, psikoloji/sosyoloji, kıyaslamalı din v.b.) tanıştırır. Güncel olaylar, konular ve ilgi alanları sürekli değiştiğinden, modül sayıları, konuları, içerikleri ve öğrenciye verilen okuma materyalleri her dönem değişebilir ve hocalar tarafından yenilenebilir. Verilen seminerler ve tartışmalar metinsel ve/veya görsel materyallerle de desteklenir. Öğrenciler, kısa, bilgiye yönelik sınavlarla değerlendirilirler ve bazen de öğrencilerin bir veya iki disiplin hakkında kısa kompozisyon veya porfolio hazırlamaları istenebilir.

Keywords in English (Max. 300 characters)
concepts, current events, disciplines

Keywords in Turkish (Max. 300 characters)
konsept, güncel olaylar, disiplinler

	1st	2nd	3rd	4th
Prerequisites (if any)				
	1st	2nd	3rd	4th
Co-requisites (if any)	GEED 191 (English I)			

Program(s) for which the Course will be Offered
Insert new rows for additional programs

	Target Academic Unit or Program	Course Category	Target Audience	Semester(s)
	- Write "Entire University" for a University Core or University Elective Course. - Write the Faculty/School name for Faculty Core Courses. - Write name of program for Area Cores or Area Elective Courses. (examples have been provided below)	Choose from one of the following: University Core / Faculty Core / Area Core / Area Elective / University Elective	Choose from one or more of the following: Prep / Freshman / Sophomore / Junior / Senior / Graduate	Choose from one or more of the following: Fall / Spring / Summer
1.	Entire University	University Core	Freshman	Fall / Spring
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Is this course replacing any course(s) in the current curriculum? If Yes:

	Old Course Code	Old Course Name		Old Course Code	Old Course Name
1			6		
2			7		
3			8		
4			9		
5			10		

Part II. Rationale - Academic

Justification for the Proposal:
Explain the purpose of this new course by answering the following questions: How does this course meet the requirements of the program in general? What are the goals this course will accomplish? How will these objectives be achieved?

General Survey of Knowledge-I and II (GEED 111 and 112) are basic courses required of all first-year students at EMU, and they are reinforced and complemented by a) A portfolio system; b) the first-year English I and English II (GEED 191 and GEED 192) courses.

GEED 111 and 112 are designed to introduce students to current issues in a broad range of disciplines, and generate their interests in contemporary events and discussions. In the sample framework below they are therefore structured as a series of two-week modules, the modules being taught by staff members from different disciplines.

These are basic courses intended to broaden students' general knowledge and provide exposure to contemporary topics of discussion in the international media; they are not intended to be detailed or intensive cram courses where students cover every aspect of a subject. A successful module lecturer will generate interest and excitement in a subject area, so that in subsequent semesters students will be enthusiastic about choosing electives offered in that area.

Course Content

The course descriptions for GEED 111 and 112 are not prescriptive, because the current affairs and hot topics in a particular field are constantly changing. The topics listed for each module are only suggestions; the course description is intended only to provide a general framework for the modules, within which *each module lecturer will determine the specific course content for that module, based on his or her expertise in its subject area.* Again, it is important that the modules are taught on a general, issue-based level, rather than on a highly technical or detailed level. Sample general framework:

Module I. Biology: Science vs. creationism. Overview of the Big Bang, geological development; fossils. Darwin's Origin of Species and the theory of natural selection. Human evolution. Mendel and genetics. The failure of social Darwinist and eugenics theories based on ideas of racial purity. Genetic engineering; curing congenital diseases. Ethical issues: sex selection in infants, in vitro fertilization, cloning.

Module II. Physics: Principles of physics applied in daily life: meteorology, space exploration, photography and cinema; electricity, nuclear power; radio, telephone, mobile phone, television, computer, CD. Physics of sports, car accidents.

Module III. Chemistry: Role of chemistry in modern life: medications, pharmaceuticals, vitamins, drugs. Toxins, pollution, allergies. Physiology of drugs: marijuana, heroin, Xtasy, crack. Uses of chemical analysis: soils and agriculture, fertilizers, forensics. Ecology.

Module IV. Ecology: Ecosystems; pesticides and fertilizers, industrial pollution. Traffic and exhaust control. Ozone layer; concept of global warming. Natural resources: oil, gas, coal. Alternative energy sources: solar and hydraulic power. Energy efficiency. Land, air and water pollution. Water tables; desalination; irrigation; crop rotation. Waste disposal; recycling, biodegradable materials.

Module V. Architecture/Urban Issues: Private and public spaces: living spaces and structures, urban planning. Infrastructure: water, electricity, sewage, garbage disposal, communication lines, traffic. Integration with natural landscapes. Artificial landscapes. Zoning; preservation of environment; physical, visual, and noise pollution.

Module VI. Psychology/Sociology: Common problems in contemporary life: loneliness, depression, alcoholism, sexuality and relationships, dysfunctional families, culture shock, sleep disorders, organizational problems, stress. Importance of counseling and therapy.

Module VII. Comparative Religion: Origins of religion. Monotheistic and polytheistic religions, agnosticism, atheism. The concept of an afterlife; reincarnation. Free will vs. determinism. Overview of the five main religious philosophies: Islam, Judaism, Christianity, Hinduism, Buddhism. Rituals and practices; function in modern life. Secularism.

*One or more modules may be combined or substituted, depending on logistics, in the first year. The Philosophy module, for example, may be removed from GEED 112 and replace the Comparative Religions module in GEED 111. The course is also designed to be flexible for logistical reasons, so that the actual number of modules during the semester may vary.

Justification of Minor Overlap (if any):
Make sure that this course will not have substantial overlap with any other course. However, for inevitable cases, justify the areas of overlap.

Justification for Being a University Course (University Core or Elective Course):
Explain by answering the following questions: How does this course meet the requirements of the GE program in general? This course falls in which distributed elective sub-category?

This is a university core course, required of all Freshmen. It is set up in coordination with the English I course, GEED 191, and together the courses will provide a broad introduction to current issues in a broad range of disciplines, as well as help develop students' argumentative and technical writing and presentation skills.

Initials of the GE Department Head:

Teaching Policy
Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.

This course will be coordinated by the Chair of General Education or his/her representative and taught by instructors to be proposed by different Faculties. Modules for this course will be developed by these instructors during Summer, 2005, in preparation for the Fall 2005-2006 semester.

(Please note that while in the sample description above there are seven modules in CT I and eight in CT II, the actual number of modules in a semester and the module durations are subject to change, and some alternative modules may be substituted, for logistical reasons, in a given semester)

Staff, Course-load, and logistics
The General Survey of Knowledge modules may be taught in any order; and for logistical some modules may be substituted by alternative modules in different fields in a given semester.

In the exampleabove, each of the two General Survey of Knowledge courses consists of 7-8 two-week modules. If 7 groups of General Survey of Knowledge-I are opened, this will require the lecturer teaching a module to repeat the same module 7 times (i.e. every two weeks) throughout the semester, each time to a different group.

So, for example the module lecturer will teach the first two weeks in Group I, the next two weeks in Group II, etc. At the end of the semester, the module lecturer will have taught for 14 weeks, so this repeated module will count as a teaching load of one 3-credit course.

Each module lecturer will be responsible for coordinating one Group (see Assessment below).

Classroom scheduling
To simplify the logistics, the 7 groups of GEED 111, for example, will all be block-scheduled at the same time, in 7 large lecture halls (class size will be approximately 100-140). Students in Group I will be assigned to one lecture hall, students in Group II to another, etc., to avoid confusion. The module lecturers will therefore teach 2 weeks in one lecture hall, 2 weeks in another, etc.

Coordination with English I and English II

Because GEED 111 and GEED 112 are introductory first-year courses, and because each subject area is limited to a two-week module, the reading material *should not be heavy academic articles, but short pieces that the students can handle*. This material will be decided on by the module lecture for each module. It is strongly recommended that these be short Internet newspaper or magazine articles relevant to the module, such as those accessible on Yahoo.com news, discussing current affairs and issues.

For each module, each student may be required to print out or photocopy two or three articles on a subject/subjects related to issues discussed in that module. At the end of the semester, therefore, the student will have a portfolio of essays. During each module of GEED 111, the student will take a copy of the three relevant articles to the GEED 191 (English I course), where these will be discussed further by the English language teachers.

The staff of the Modern Languages Unit of the SFL (School of Foreign Languages) have been working hard for some months to restructure the English I and English II courses for coordination with GEED 111 and GEED 112. Writing skills modules are being developed for each of the subject areas in the General Survey of Knowledge courses, based on the experience of the staff in the Faculties and Schools to which they provide service. The final course descriptions for English I and English II are still being finalized. They will include discussion of material from the General Survey of Knowledge courses; essays and technical writing in some of the General Survey of Knowledge subject areas based on the Faculties and Schools to which service is being provided, and presentation skills.

Failing and repeating students
General Survey of Knowledge-I and English I are not prerequisites to General Survey of Knowledge-II and English II. A student may take General Survey of Knowledge-II and English II before taking General Survey of Knowledge-I and English I.
—If a student fails both a General Survey of Knowledge course and the parallel English course, that student will be required to repeat both at the same time the following semester.
—If a student passes the General Survey of Knowledge course but fails the parallel English course, that student will only be required to repeat the English course the following semester.
—If a student passes the English I course but fails the parallel General Survey of Knowledge course, that student will only be required to repeat the General Survey of Knowledge course the following semester.

Grading Policy

To be determined. As the class sizes will be large (approx 100-140), it is recommended that assessment for GEED 111 and 112 take the form of two multiple-choice exams: a mid-term and a non-cumulative final. As GEED 111 and GEED 112 will be loosely coordinated with English I and English II (GEED 191 and GEED 192) through a portfolio system, the General Survey of Knowledge and English courses will reinforce and complement each other (see Reading Material/Portfolio System and Coordination with English I and English II above).

Because the modules will be taught in a different order in each group, a common coordinated exam is not practical. Each module lecturer will therefore be asked to prepare about 50 multiple-choice questions for exam purposes. For the mid-term exam in each Group, the coordinator will select, for example, 10 questions for each module.

Part III. Rationale – Resources

Teaching Staff		
Is there enough teaching staff to give the lectures?	**X** YES	NO. New / Additional staff will be hired
Also answer the following questions if the answer is NO:		
How many new teaching staff is required to be hired?	Full Time= Part Time =	
New staff will be from which discipline?		

Laboratories / Studios *(Including Computer laboratories)*			
Does a Laboratory / Studio work accompany this course?	**X** NO	YES	If YES: Name of the Lab / Studio
Also answer the following questions if the answer is YES			
Is (are) the Laboratory(ies) studio(s) ready for usage? Or when is it (they are) going to be ready?			
If it is not ready yet, are there enough funds in the budget allocated for its building and maintenance costs?			
Do you need to increase assistant allocations due to this reason? If yes, how many?			
Do you need to hire technical staff for this purpose?			

Tutorials		
Does a tutorial session accompany this course?	**X** NO	YES
Also answer the following questions if the answer is YES:		
Which teaching staff will tutor in tutorial sessions?	ASSISTANTS	INSTRUCTORS OF THE COURSE
Do you need to increase assistant allocations due to this reason? If yes, how many?		

Teaching Aids
Specify the teaching aids to be used during the lectures

X Data Projector   **X** O/H Projector   **X** VHS/DVD   **X** Computer   ☐ Camera   **X** Internet Connection

Remarks on the availability of this equipment:

Software requirements:	

Remarks on the availability of the software:

Part IV. Scheduling

First Offering						
Academic Year	200 **5** / 200 **6**		Semester	**X** Fall	**X** Spring	
Optimum Class Size Proposed	100-140	Student Quota for Other Departments	100-140	Number of Students Expected to Take the Course	1700	

Part VI. Catalog Information
Supply the information for the new course in English and Turkish which will be printed in the next printed or on-line catalog of the University.

GEED 111   General Survey of Knowledge-I

This course, one of a two-semester non-prerequisite course sequence, introduces students to a variety of disciplines in the arts and sciences through critical discussions of some of the major ideas, concepts and belief systems that are shaping the modern world. This is a team-taught modular course, in which students will learn about a different subject area (e.g. physics, chemistry, biology, architecture/urban issues, psychology/ sociology, comparative religion) approximately every two-three weeks, from a different instructor. As current events and interests are constantly changing, the number of modules, module subject areas, some of the content of each module and the reading material recommended by module lecturers may be changed and updated each semester. Lectures and discussions are accompanied by textual and audiovisual material. Students are evaluated on the basis of short, knowledge-based exams, and may also be required to submit short essays/a portfolio, discussing one or two of these areas in relation to a particular case study.

*Credits: (3 / 0 / 0) **3**   Prerequisites: None   Co-requisites: GEED 191 English I*
Abbreviated Title: General Survey of Knowledge-I   Category: University Core Course   Teaching Language: English
Keywords: concepts, current events, disciplines

1.

GEED 111   Genel Bilgi Taraması

Bu ders iki dönemlik bir kursun ön şartsız derslerinden bir tanesidir. Amacı, öğrenciyi farklı disiplinlerde, bügünkü modern dünyayı şekillendiren fikirleri, konseptleri ve inanç sistemlerini tartışılabilir platformlara taşıyabilmektir. Bu modüler bir ders olup birkaç haftada bir öğrenciyi, konusunda expert hocalarla birlikte, değişik disiplinlerle (ör. fizik, kimya, biyoloji, mimarlik/şehircilik, psikoloji/sosyoloji, kıyaslamalı din v.b.) tanıştırır. Güncel olaylar, konular ve ilgi alanları sürekli değiştiğinden, modül sayıları, konuları, içerikleri ve öğrenciye verilen okuma materyalleri her dönem değişebilir ve hocalar tarafından yenilenebilir. Verilen seminerler ve tartışmalar metinsel ve/veya görsel materyallerle de desteklenir. Öğrenciler, kısa, bilgiye yönelik sınavlarla değerlendirilirler ve bazen de öğrencilerin bir veya iki disiplin hakkında kısa kompozisyon veya porfolio hazırlamaları istenebilir.

*Kredi: (3 / 0 / 0) **3**   Önkoşul: Yok   Yankoşul: GEED 191*
Dersin Kısa Adı: Genel Bilgi Taraması   Kategorisi: Üniversite Ana Dersi   Eğitim Dili: İngilizce
Anahtar Kelimeler: konsept, güncel olaylar, disiplinler

Part VII. Approval of Department Board

Board Meeting Date	n/a	Meeting Number		Decision Number	
Department Chair Title and Name	Johann Pillai	Signature		Date	06-30-05

Part VIII. Approval of Faculty/School Board

Board Meeting Date	24.06.05	Meeting Number	05-09	Decision Number	05-09-6
Dean/Director Title and Name	Johann Pillai	Signature		Date	06-30-05

Part IX. Evaluation of University Curriculum Committee

University Curriculum Committee Check-list		
Review item	OK	Recommendations
Submission:		
Format in general (completeness of the forms)		
Deadlines		
Initials and Signatures		
Curriculum:		
Compliance with the core curriculum policy		
Coherence and relevance of justifications in general		
Appropriateness of course coding		
Format and length of course titles and descriptions		
Language of course titles and descriptions		
Calculation of the credits of the courses and total credit		
Compliance of the course credit descriptions with policies		
Total credit or student work load appropriateness		
Reasonable prerequisites and corequisites		
Appropriateness of academic ownership of the course		
Justifiable minimum overlap among similar course		
Accreditation:		
Compliance with the requirements of YÖK		
Compliance with the requirements of ABET or any other accreditation body if applicable		
Implementation:		
Sufficiency of human resources		
Sufficiency of physical resources		
Justified budget and financing		
Proper of the initiation semester		
Overall		

☐ Recommend without reservation	☐ Recommend with minor corrections indicated above	☐ Not recommended

Report-Decision No:

Chairperson Title and Name		Date		Signature	

Part X. Approval of Senate

This is required only for new courses that lead to core curriculum changes. Accordingly, Senate approval is NOT needed for elective courses.

Senate Meeting Date		Meeting Number		Decision Number	
Rector Title and Name		Signature		Date	