**Syllabus Elements for PEQ Courses**

1.     **Perspectives**

Briefly explain how the course introduces the student to:

a.     Your discipline’s distinct content

b.     Your discipline’s mode(s) of inquiry

c.     Various perspectives within your discipline.

2.     **Enduring Questions**

a.     What specific question(s) that are enduring or ‘messy’ will be explored in your course?

b.     How will the course help the student frame and engage in exploring an enduring or messy question(s) and produce an Enduring Questions artifact? Please give an explanation of the assignment.

c.     Provide your course’s EQ Reflection assignment. Please ensure alignment between your questions and the Core Curriculum EQ Reflection rubric (see below).

3.     **Cultural and Global Goals**

How will the course incorporate **one or both** of the Cultural and Global Goals described below:

**Goal I:** Address skills, methods, concepts **and/or** theories that will enable students to investigate and transcend socio-cultural boundaries.

**Goal II:** Explore the idea that the social and political forces affecting our lives are not confined to the internal workings of the United States, North America or Western Europe. If a course does focus on these internal workings, it must in addition explore the experiences of some of the marginalized population groups within these regions and/or urgent domestic issues as linked to global patterns and transnational processes.

4.     **Writing**

How will your course employ informal writing so as to facilitate student learning?

5.     **Core Student Learning Outcomes**

EQ Artifact Assessment by PEQ Area:

**LIT PEQ**

RD 2: Can interact with whole of a­ work and its parts

RD 3: Can articulate the multiple ways to read a work

RD 5: Can describe distinctions among genres

**HIS PEQ**

RD 4: Can participate in academic discussion about works

USE 1: Locates appropriate sources of information

**SCI PEQ**

WRT 3: Uses appropriate disciplinary conventions

USE 3: Implements correct methodology

USE 4: Organizes evidence to reveal patterns

EVAL 2: Draws valid conclusions

**PHL PEQ**

INT 1: Recognizes differences in communication and can negotiate shared understanding

EVAL 1: Can evaluate arguments and evidence

**RES PEQ**

CLT1: Can identify and evaluate the historical construction of culture, cultural artifacts and/or social institutions

CLT3: Can describe and explore others’ cultural and/or religious values

RFLT4: Can describe and explore personal values and beliefs

**VPA PEQ**

Can describe & evaluate creative elements of a work

Can interact with whole of a work and its parts.

**SSC PEQ**

KNW 1: Has acquired factual knowledge (terminology, classifications, methods, trends)

KNW 2: Understands fundamental principles, generalizations, or theories

**MTH PEQ**

USE 2: Identifies appropriate method for solving problem

EVAL 2: Draws valid conclusions

**EQ Reflection Assessment- ALL PEQ AREAS:**

RFLT2: Can evaluate own learning, skills, strengths and shortcomings

RFLT4: Can describe and explore personal values and beliefs

Core Portfolio Blurb:

**CORE PORTFOLIO** **for​ P-EQ**

You will upload an EQ artifact and EQ reflection from each of your Perspective Enduring Questions courses to your Core Portfolio. For help, go to Portfolio Frequently Asked Questions (<https://www2.naz.edu/uncommon-core/core-details/using-portfolionaz/> ), email portfolio@naz.edu for assistance.