

	1. Syllabus of Record
	I. Catalog Description
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-	Prerequisite: No Geoscience majors/minors
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Part II

	Objective 4:
	Students will synthesize the history of space exploration and the contributions of diverse
	groups and interests. Expected Student Learning Outcomes 1, 2, and 3
	Expected Student Learning Outcomes 1, 2, and 3
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	Rationale:
	Space travel has involved the efforts of people from many groups and nationalities. Students
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IV. Evaluation Methods

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IX. Bibliography

Burrows, William E., 1998, This new ocean: The story of the first space age: New York, Random House, 723 + xviii pp. Salphin Deharch 2005 Space Page. The onic hattle hatusen America and the Soviet Union for Dominion of space: New York, Harper Collins, 373 + xii pp. Chaikin, A., 1994, A Man on the Moon: Penguin Books, 688 p.

Old Syllabus of Record of Space by Senate approval on April 20, 2010 (UWUCC 09-59e). **SYLLABUS OF RECORD** I. Catalog Description: Prerequisite: No Geoscience majors/minors The history, technical considerations, and scientific and social issues of the exploration of the

Who goes into space?: The elite vs. inclusion, past and future What is next?

U.S. plans
Other countries in space

How much cost is too much? What is worth doing?

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	In-Class writing	Short answers to questions on assigned reading and prior class activities	
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	There are no special resource requirements for this course
	IX. Bibliography
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	Random House, 723 + xviii pp. Cathur Dahorah 2005 Spane-Rang: The onic hattle hatuses America and the Soviet Union for
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VIII. Special Resource Requirements

2. Summary of the proposed revisions. course abjectives from the 2009 millabus of record wars climed with the Expected Undergraduate Student Learning Outcomes (EUSLO). 2. Common Learning Objectives for non-laboratory Natural Science course were incorporated into the content of the course. These objectives include: examine a body of knowledge of natural science that will contribute to an understanding of the natural world and an appreciation of the impacts that natural sciences have on the lives of individuals and the world in which they live; understand the differences between science inquiring attitude consistent with the tenets of natural science; understand the empirical

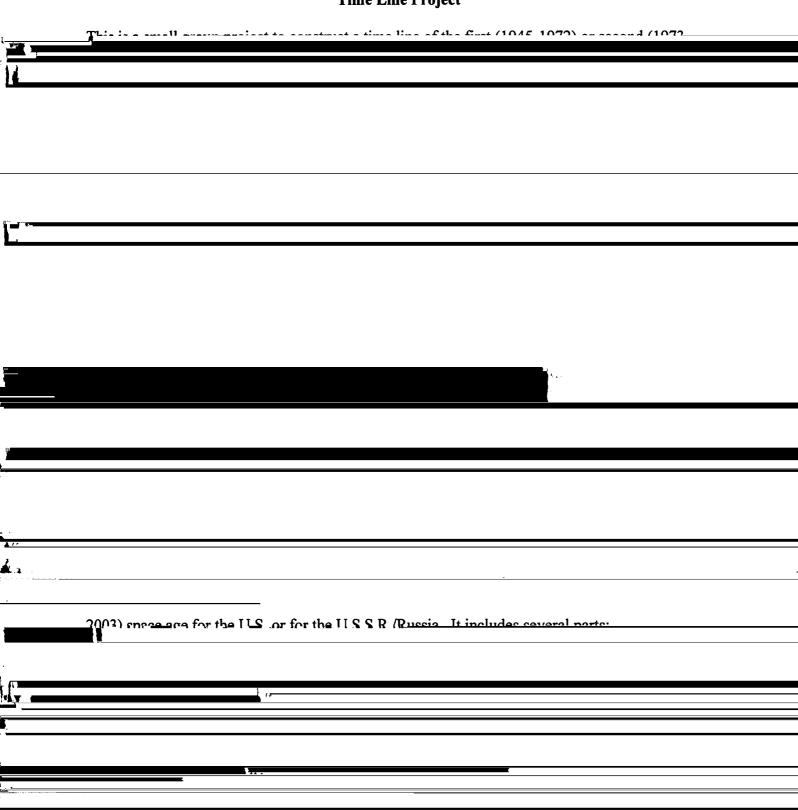
Mature of science, nuderstand the concent of hise and the efforts to which scientists do

Liberal Studies Course Approval General Information

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	not anticipated that there will be more than one section per semester.	
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Example Assignment and Rubric

Time Line Project



III. Rubric for paper:

Summarize the most important events on your timeline. How do they tie together? Why did you choose these events as most important? 300-500 words would be appropriate. To be submitted

via Mondle. Penalties for late work will apply

Organization: Logical flow from introductory paragraph through event summaries to closing paragraph; point of paper is clear; length and scope appropriate. (0-5 points)

Arguments: Events you select as most important are clearly identified and summarized/It is clear what is original and what is from other authors. (0-10 points)

Written English: Use of grammar, spelling, word choice. (0-10 points)

Originality: Any direct quotes are properly cited and attributed; content of paper as presented is your own creation. (0-10 points)

35 points possible

Human Exploration of Space Time Line Score Sheet

	Group: Assigned topic:
	Neat and readable appearance (up to 10 points)
1	
	1 inch or 25 mm per year and at least one sheet of paper wide.
	Time(s) of events are identifiable (up to 5 points)
	Events are in correct sequence (up to 5 points)
	Appropriate choice of events (up to 10 points)

Human Exploration of Space Time Line Paper Score Sheet

Student:

Assigned topic:

Points

Organization: (up to 5 points)

Logical flow from introductory paragraph through event summaries to closing paragraph; ties within paper is clear; length and scope appropriate.

Arguments: (up to 10 points)

Events you select as most important are clearly identified and summarized/Event selection justified; It is clear what is original and what is from other authors.

Written English: (up to 10 points)

Use of grammar, spelling, word choice.

Originality: (up to 10 points)

Any direct quotes are properly cited and attributed; content of paper as presented is your own creation.

All sources of information listed if not on poster

Total (35 points possible)