

## Inquiry Core: Inquiry Launch

Submitting a course for inclusion in CSU's Inquiry Core Curriculum is an opportunity to think creatively about how you can spark students' curiosity and help them see the value of the knowledge and methods of your discipline.

### Inquiry Core Curriculum Requirements

All courses in the CSU Inquiry Core Curriculum must be:

- Offered at the 100- or 200-level;
- Accessible and inviting to first-year non-major students;
- Adopt an Inquiry Orientation to design and delivery; and
- Include one or more Signature Assignments

### Inquiry Launch Requirements

- Meet *any* set of OT-36 learning outcomes
- Develop and assess all four Inquiry Launch learning outcomes
- Incorporate mandatory Inquiry Launch activities and other course design requirements
- Develop and assess the core competency of *collaboration*

### Instructions for Completion

- Complete this document in Adobe Acrobat Reader. If you find that you cannot enter any additional text in a textbox, it is because you are using an incompatible PDF reader.
- Include the Core Curriculum Syllabus Statement in your syllabus
- Attach this completed document, a completed OT-36 Submission Preparation Template, your syllabus, and an overview of your signature assignment(s) in Curriculog.

[The CSU Core Curriculum Handbook](#)

Contact the Core Curriculum Director: [corecurriculum@csuohio.edu](mailto:corecurriculum@csuohio.edu)

| Course Code & Title |
|---------------------|
|                     |

## OT36 Outcome Mapping

Inquiry Launch courses may be designed to meet *any* set of OT-36 learning outcomes. To complete the OT-36 outcome mapping, you should do the following:

- Visit the [OT-36 Learning Outcomes](#) page, which provides “Course Equivalency Management System (CEMS) Submission Preparation Template” documents for the various categories.
- Download the appropriate Submission Preparation Template, complete it, and attach it to your proposal in curriculog.

The OT-36 categories are:

- English Composition, with distinct requirements for “First Writing” and “Second Writing”
- Oral Communication
- Mathematics, Statistics, & Logic, with distinct requirements based on the specific focus of the course
- Arts & Humanities
- Social and Behavioral Sciences
- Natural Sciences
- Diversity, Equity, and Inclusion

## Inquiry Launch Outcomes & Course Design Requirements

All inquiry launch courses are required to embed, develop, and assess the four Inquiry Launch learning outcomes listed below. At a higher level, all Inquiry Launch courses must be designed to achieve the following goals:

- Promote student belonging through introducing students to university resources (LO1, LO3)
- Develop students' academic skills through deliberate and regular practice (LO2, LO3)
- Spark student curiosity by engaging them in exploring a problem, question, or issue of interest that the methodologies of the discipline can speak to (LO4)
- Engage students in the production of knowledge through collaborative inquiry (LO4)

Indicate below how each learning outcome is incorporated into the course. Be specific with the types of activities and assignments you will use. Visit the [Inquiry Launch](#) page of the handbook for more detail about each outcome and recommended activities for achieving each outcome.

*Upon successful completion of an Inquiry Launch course, students will be able to...*

|  |
|--|
| <b>LO1. Identify themselves as members of the CSU Community</b>  |
|  |
| <b>LO2. Engage in personal and academic goal setting</b>   |
|  |
| <b>LO3. Strategically deploy effective college success strategies and utilize university resources</b> <ul style="list-style-type: none"><li>• Engagement with the university library and a librarian is mandatory</li></ul> |
|  |
| <b>LO4. Engage effectively with diverse others to investigate complex issues and propose a way forward</b>   |
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## Inquiry Orientation

Inquiry Launch courses are partly aimed at actively introducing students to intellectual inquiry. To do this, Inquiry Launch courses must:

- Be explicitly and fully organized around the exploration of a question or problem that is likely to spark student curiosity and motivate class engagement;
- Actively engage students in the process of inquiry, with an emphasis on collaborative inquiry

[Learn more about designing for inquiry](#)

**Sparking Curiosity:** What is the fundamental question or problem that frames the course inquiry? What makes it of particular interest and importance to first year undergraduate students?

**Engaging in Inquiry:** What project or set of activities will students be engaged in to develop their inquiry abilities? Be sure to describe both the project/activities and how it relates to inquiry

## Core Competency Mapping

The core competencies required are provided below. For each competency, do the following:

- (a) Indicate which two learning outcomes the course will especially focus on developing and assessing through one or more signature assignments. The available learning outcomes can be found on the [CSU Core Competencies](#) page of the [Core Curriculum Handbook](#).
- (b) Indicate how each identified learning outcome is embedded or understood in the course.

[CSU Core Competencies](#)

| Core Competency: Collaboration   |   |
|----------------------------------|---|
| Core Competency Learning Outcome | Associated Course Learning Outcome <i>and/or</i> description of how the outcome is embedded in the course |
|                                  |   |
|                                  |   |

## Signature Assignments

A central goal of the Inquiry Launch course is for students to come to understand both how new knowledge is created and how they can contribute to that collective endeavor. The Signature Assignment for Inquiry Launch courses should reflect this goal as well as speak to the Core Competency of Collaboration.

You are strongly encouraged to consider engaging students in collaborative projects and making the signature assignment their collective product, combined with individual reflection on the project process. For Inquiry Launch courses, the individual reflection is even more important as a means of guiding students to embracing their identity as a CSU student and ability to succeed in the rest of their CSU career.

[Learn more about Signature Assignments](#)

**Briefly describe the nature of the authentic assessment component of the Signature Assignment**

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**Briefly describe the nature of the individual reflection component of the Signature Assignment**

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**How will the Signature Assignment assess the two Collaboration learning outcomes you previously identified?**

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## Inquiry Pathway

Core Curricular courses may be included in one or more established [Inquiry Pathways](#). Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below.

|   |
|---|
| Pathway:  |
| How will the course meaningfully and substantively contribute to the pathway theme? |
|   |
| Pathway:  |
| How will the course meaningfully and substantively contribute to the pathway theme? |
|   |

## Ohio Transfer 36 Social and Behavioral Sciences Learning Outcome Template

| Ohio Transfer 36 Learning Outcomes  | A) Course Learning Outcomes/Content  | B) Assessment of Student Learning   | C) Key Locations of Evidence in Attached Documents                                  |
|---|--|---|---|
| <p>1. <b>Core Knowledge:</b> Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.</p>             | <p>Understand key terms, concepts, and findings related to civil discourse, civic engagement, and the role of diverse ideas in fostering an inclusive society.</p>   | <p>Reflective papers and class discussions that require students to articulate their understanding of key concepts.</p> | <p>Syllabus Week 1 &amp; 2 outlines; Reflective Paper Guidelines on Blackboard</p>  |
| <p>2. <b>Theory:</b> Students will be able explain the primary theoretical approaches used in the specific social and behavioral science discipline.</p>                                | <p>Explore various theoretical frameworks that underpin civil discourse and civic engagement, including theories related to communication, social behavior, and the dynamics of diversity and inclusion.</p> | <p>Reflective papers where students analyze different theoretical perspectives they have explored in the course.</p>    | <p>Syllabus Week 3 &amp; 10 outlines; Reflective Paper Guidelines on Blackboard</p> |
| <p>3. <b>Methodology:</b> Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science discipline.</p> | <p>Apply qualitative methodologies that are relevant to</p>  | <p>Assessed through participation in Braver Angels workshops and</p>  | <p>Syllabus Week 5 &amp; 9 outlines detailing Braver Angels</p>                     |



|   |   |   |   |
|---|---|---|---|
|   | studying and practicing civil discourse and civic engagement, including dialogue facilitation, content analysis of diverse viewpoints, and case study evaluations of civic initiatives. | the reflective analysis of these experiences in the context of course concepts.   | workshop objectives; Workshop Reflection Guidelines on Blackboard   |
| 4. <b>Values:</b> Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline. | Discuss ethical considerations inherent in civil discourse and civic engagement, focusing on respect for diverse viewpoints and the impact of civic actions on community well-being.    | Student participation in class discussions on ethical issues and their reflective papers that discuss these considerations.   | Syllabus Week 4 & 13 outlines; Class Discussion and Reflection Paper Prompts on Blackboard focusing on ethical considerations.                        |
| 5. <b>Evidence:</b> Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline                     | Engage with a variety of information sources, including academic articles, case studies, workshop findings, and community feedback, to inform their understanding and practice of civil | Civil Discourse and Collaboration Portfolio assignment, where students must curate and reflect on diverse sources of information to support their learning and conclusions. | Civil Discourse and Collaboration Portfolio guidelines on Blackboard; Syllabus Week 8 & 12 outlines detailing research skills and evidence evaluation |

|  |                                 |  |  |
|--|---------------------------------|--|--|
|  | discourse and civic engagement. |  |  |
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|   |  |
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| <p style="text-align: center;"><b>Acknowledgement</b></p> <p>The Ohio Transfer 36 requires at least 6 semester hours of course credit in the Social and Behavioral Sciences. Ohio Transfer 36 Social and Behavioral Sciences courses should be introductory-level courses that explain the behavior of individuals and/or various groups in societies, economies, governments, and subcultures through empirical investigation and theoretical interpretation.</p> <p><b><u>Excluded courses:</u></b></p> <ul style="list-style-type: none"> <li>• Remedial or developmental courses, special topics courses, narrowly focused courses, technical or pre-technical courses and skills-based courses.</li> <li>• Courses that focus exclusively on content coverage without addressing the learning outcomes for the Ohio Transfer 36.</li> <li>• Career preparation courses, non-credit continuing education courses, life experience courses (unless life experience credit, such as military training or other prior learning experience, is approved in the future for an Ohio Transfer 36 credit by the statewide faculty review panel).</li> </ul> | <ol style="list-style-type: none"> <li>1. <b>Please acknowledge that you have read the guidelines for types of courses approved for and excluded from the Social and Behavioral Sciences category of Ohio Transfer 36.</b></li> </ol> <p>Acknowledged.</p> <ol style="list-style-type: none"> <li>2. <b>In addition, please acknowledge that the faculty member(s) and/or Ohio Transfer 36 Coordinator(s) preparing this submission have reviewed the Ohio Transfer 36 Guidance Document for the discipline area of Social and Behavioral Sciences and adhered to outlined guidance prior to course submission.</b></li> </ol> |
|---|--|

Students completing courses in the Social and Behavioral Sciences category should achieve the following learning outcomes through the study of social and behavioral sciences disciplines such as anthropology, economics, geography, history, political science, psychology and sociology. Students must select courses from at least two disciplines.

**CIVIL DISCOURSE & CSU**

UST 102 (3 Credit Hours)

In Person, 10:00-11:15 AM

UR 247

Fall 2025

Dr. Clayton Wukich (pronounced Woo-kitch)

Email: [r.wukich@csuohio.edu](mailto:r.wukich@csuohio.edu)

Zoom: <https://csuohio.zoom.us/j/6211238475>

Office Hours (UR 320): M/T 2:00 p.m. – 4:00 p.m.; and by appointment

Course Overview

Civil Discourse is a 3-credit hour Inquiry Launch course designed for first-year students. The goal of the course is to foster civic engagement, civil discourse, and a deep understanding of citizenship. Through a partnership with [Braver Angels](#), a bipartisan nonprofit organization dedicated to bridging the political divide in America, students will participate in workshops to develop skills for engaging in constructive dialogue. The course integrates practical experiences with academic learning to empower students to become active, informed citizens who contribute positively to their communities and democracy.

Additionally, this course equips students with essential academic skills and strategies necessary for success in college, such as effective study techniques, time management, and utilizing university resources, ensuring a solid foundation for their collegiate journey.

Learning Objectives

Aligned with the Inquiry Launch's essential outcomes, upon completion, students will:

1. View themselves as integral members of the CSU community, connected through shared learning and civic engagement.
2. Set and pursue personal and academic goals with an understanding of the growth mindset and resilience strategies.
3. Apply effective strategies for academic success, leveraging CSU's resources to enhance their learning experience.
4. Learn to engage in respectful and productive conversations across differing views.
5. Collaborate with diverse peers to explore and address complex public problems.
6. Actively participate in civic engagement initiatives.

### Readings

No books are required. Weekly readings will be posted on Blackboard.

### Professor's Office Hours

Don't hesitate to contact me. My email is [r.wukich@csuohio.edu](mailto:r.wukich@csuohio.edu). My office hours are:

M/T 2:00 p.m. – 4:00 p.m.; and by appointment

We can meet in UR 320 or via <https://csuohio.zoom.us/j/6211238475>.

### Blackboard

Blackboard provides the dashboard through which we conduct this course

Should you need technical support, please call (216) 687-5050 or use the following link:

<https://www.csuohio.edu/center-for-elearning/technical-support>

### Grading Policy

This course will be graded on a 100 point scale as follows:

| <b>GRADING SCALE</b> |        |    |       |
|----------------------|--------|----|-------|
| A                    | 94-100 | C+ | 77-79 |
| A-                   | 90-93  | C  | 70-76 |
| B+                   | 87-89  | D  | 69-60 |
| B                    | 83-86  | F  | < 60  |
| B-                   | 80-82  |    |       |

Graded evaluations include:

| <b>GRADED ACTIVITIES</b>                    | <b>%</b> |
|---|----------|
| Civil Discourse and Collaboration Portfolio | 60       |
| Class Participation                         | 40       |

*Civil Discourse and Collaboration Portfolio (60 points)*

This project lets you share how you've learned to talk and work well with others, even when you have different opinions. You'll keep track of your participation in class workshops, write about your thoughts and how you've grown, and finally, share your journey with the class at the end of the semester. For more details on this assignment, including specific guidelines and evaluation criteria, please check Blackboard.

*Class Participation (40 points)*

Class participation is a vital component of the learning experience in this course. This category emphasizes the importance of active involvement in class discussions and activities. Participation is measured by students' preparedness, contribution to discussions, engagement with peers, and involvement in interactive class elements.

## Schedule

Our course schedule is outlined below. Readings, other learning activities, and assignment descriptions can be found on Blackboard.

### **Week 1: Introduction to Course and University Life**

Tuesday: Course overview, expectations, and introduction to civil discourse.

Thursday: Introduction to CSU resources and community.

### **Week 2: Building a Growth Mindset and Academic Goals**

Tuesday: Understanding and developing a growth mindset.

Thursday: Setting personal and academic goals.

### **Week 3: Principles of Civil Discourse**

Tuesday: Foundations of civil discourse.

Thursday: Engaging in respectful conversations.

### **Week 4: Engaging with the CSU Community**

Tuesday: Navigating major programs and campus life.

Thursday: Health, wellness, and school-work-life balance.

### **Week 5: Braver Angels Workshop: Skills for Difficult Conversations**

Tuesday: Braver Angels workshop focusing on navigating challenging conversations with empathy and understanding.

Thursday: Reflection and discussion on applying difficult conversation skills in academic and personal contexts.

### **Week 6: Academic Skills Development**

Tuesday: Effective study strategies and time management.

Thursday: Introduction to academic integrity and responsible resource use.

### **Week 7: Introduction to Civic Engagement**

Tuesday: Civic engagement: Definitions and importance.

Thursday: Exploring avenues for civic participation.

### **Week 8: Information Literacy and Research Skills**

Tuesday: Library resources and information literacy.

Thursday: Note-taking and using academic resources.

### **Week 9: Braver Angels Workshop: Depolarizing from Within**

Tuesday: Workshop on recognizing and addressing internal biases.

Thursday: Discussion on fostering self-awareness and reducing polarization.

### **Week 10: Diverse Perspectives and Team Building**

Tuesday: Valuing diversity and inclusive conversations.

Thursday: Team-building strategies and creating team contracts.

### **Week 11: Civic Engagement in Practice**

Tuesday: Planning and initiating a civic engagement project.

Thursday: Collaboration and project management in civic projects.

### **Week 12: Braver Angels Workshop: Family and Politics**

Tuesday: Workshop focusing on navigating political discussions within family settings.

Thursday: Reflective session on balancing personal beliefs with family dynamics.

### **Week 13: Exploring Complex Issues Through Civil Discourse**

Tuesday: Techniques for civil discourse in complex discussions.

Thursday: Case studies on civil discourse leading to community action.

### **Week 14: Braver Angels Workshop: Red and Blue Workshops**

Tuesday: Participatory workshop aimed at understanding and respecting different political viewpoints.

Thursday: Debrief and discussion on the Red and Blue workshop experience.

### **Week 15: Braver Angels Workshop: Common Ground for Action**



Tuesday: Workshop on finding common ground in polarized discussions.

Thursday: Application of common ground principles in current public policy debates.

### **Week 16: Final Presentations and Course Wrap-Up**

Final: Students present their learning experiences, focusing on growth in civil discourse, civic engagement, and application of Inquiry Launch skills.

The university academic calendar can be found at:

<https://www.csuohio.edu/registrar/academic-calendar>

### Core Curriculum Syllabus Statement

This course is part of Cleveland State University's Inquiry Core Curriculum program. The Inquiry Core Curriculum program aims to provide students with a well-rounded education, emphasizing a diverse range of methods of inquiry and essential skills for success after graduation. This course contributes to the program by fulfilling the **Inquiry Launch** requirement. In fulfilling that requirement, this course will provide you opportunity to develop the following core competency: **collaboration**.

## Other Course Policies

### Class Conduct

Students (and the professor) will conduct themselves honorably throughout the course. We will treat each other with respect and create an atmosphere in which open discussion and debate can take place (when applicable in our asynchronous format).

Eight values will guide classroom behavior. We will discuss and apply them throughout the course.

- Be honest
- Respect each other
- Excite your intellectual curiosity
- Engage in conversation and debate (when applicable)
- Support your positions with evidence and logic
- Demonstrate professionalism
- Communicate problems sooner rather than later
- Provide and receive timely, applicable, and candid feedback

### Academic Integrity Statement

Academic honesty is essential to maintain the integrity of the university and to foster an environment conducive to the pursuit of knowledge. All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty, will be subject to disciplinary action.

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement.

Submitting any text generated by artificial intelligence (e.g., chatbots) without using quotation marks and explicitly referencing the application as a reference (e.g., ChatGPT) is plagiarism.

Self-plagiarism is also a form of plagiarism. This includes using part of a paper written for one class and submitting it as original work for another class.

Any student suspected of violating this obligation of academic integrity for any reason during the semester will be required to participate in the procedural process initiated at the professor level.

CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: <https://www.csuohio.edu/academic-integrity>.

### Attendance/Participation

Achieving our course objectives requires your regular participation to complete the assignments.

### Late Assignments

Assignments must be turned in by the due date unless prior arrangements are made with the professor.

## Additional Policies and University Resources

### Student Disability Services

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

In cases of attendance accommodation, it is the student's responsibility to work with the instructor to determine how best to compensate for any missed classes/course work (e.g., assignments in lieu of attendance and make-up exams). The instructor will place limits on the amount of time which assignments can be completed.

### Office for Institutional Equity

Federal law, including Title IX, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (e.g., counseling, medical, advocacy, and safety planning), issues academic accommodations (e.g., excused absences, extended deadlines, late withdrawals, and alternative assignments), and other accommodations (e.g. No Contact Directives and changing living arrangements).

Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling (216) 687-2223, sending an email to [OIE@csuohio.edu](mailto:OIE@csuohio.edu), or visiting AC 236.

### CSU Writing Center

The Writing Center serves the students, staff, and faculty of CSU. Their goal is to help people become better writers and develop more confidence in their writing abilities. Writing Center tutors provide one-on-one and small group writing instruction. Go to <http://www.csuohio.edu/writing-center/writing-center> for more information or call (216) 687-6982 for an appointment.

### CSU Library

CSU librarians provide student support regarding research material access. The librarian assigned to work with students in our college is Diane Kolosionek. Her email address is [d.kolosionek44@csuohio.edu](mailto:d.kolosionek44@csuohio.edu) and her phone number is (216) 802-3358.

### The Counseling Center

Resources are available for students who are coping with stress, anxiety, isolation, or feeling helpless, which may be fueled by the pandemic and other challenges.

Sometimes you might feel the need to talk to someone who can help you better understand decisions you face or those you have made. The on-campus Counseling Center provides you with a welcoming, confidential place to discuss your challenges and concerns with a professional counselor.

CSU's Counseling Center is open online and by phone this semester, offering crisis counseling, as well as coping skills groups, individual and group therapy, psychiatric services, and case management.

The Counseling Center's regular office hours are Monday through Friday, 9am–5pm, with crisis call-in from 1–3pm, and after-hours phone counseling available 24/7.

To get connected, just call (216) 687-2277 or go to <http://www.csuohio.edu/counselingcenter/counselingcenter>.

### Lift Up Vikes

Some students might need additional basic resources. The CSU community can help.

Lift Up Vikes is a student resource on campus that offers “a convenient, dignified and compassionate process through which CSU students are connected to resources that supplement nutrition and other basic human needs as they strive to earn a college degree.” They offer a food pantry, emergency grants, and other resources.

Call (216) 687-5105, email [liftupvikes@csuohio.edu](mailto:liftupvikes@csuohio.edu), or visit <https://www.csuohio.edu/liftupvikes/liftupvikes>.

*\*The instructor reserves the right to revise the syllabus.*

UST 102: Civil Discourse & CSU  
Signature Assignment  
Civil Discourse and Collaboration Portfolio

The Civil Discourse and Collaboration Portfolio empowers students to document and reflect upon their journey in developing civil discourse skills within collaborative settings. By integrating active participation in Braver Angels workshops with reflective analysis, this portfolio assesses students' ability to engage in respectful, productive conversations, and to facilitate and contribute to these discussions in a collaborative environment.

*Workshop Participation Documentation*

Students will create entries for each Braver Angels workshop attended, detailing their active participation, observations, and specific moments where they practiced civil discourse skills. These entries should highlight efforts to understand diverse viewpoints and facilitate inclusive conversations.

The documentation will include examples of how students helped to foster a constructive dialogue environment, emphasizing their role in encouraging civil discourse among peers.

*Reflective Papers*

The reflective papers will serve as an exploration into how the workshops impacted students' understanding and practice of civil discourse in group settings. Students will reflect on their development in engaging respectfully with differing opinions and the role of civil discourse in effective collaboration.

Each paper will prompt students to evaluate their contributions to a respectful and constructive dialogue, both within the workshops and in broader academic and social contexts, underscoring the connection between civil discourse and collaborative success.

*Final Presentation*

As a capstone to the portfolio, students will present their comprehensive journey in developing civil discourse skills and how these skills have influenced their ability to collaborate effectively. This presentation will highlight significant learnings, moments of impactful dialogue, and reflections on the integration of civil discourse into collaborative projects.

*Assessment Criteria*

The signature assignment will be assessed based on:

- Engagement in civil discourse: Quality and depth of participation in workshops, demonstrating an active commitment to understanding and practicing civil discourse principles.

- Reflective insight: Clarity and depth of reflection on the integration of civil discourse skills in collaborative settings, with particular attention to personal growth, challenges faced, and strategies for fostering inclusive dialogues.
- Application and growth: Demonstrated understanding of how civil discourse enhances collaboration, with concrete examples from workshop participation and personal experiences, showcasing growth in both civil discourse and collaborative skills.