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

Data & Digital Literacy Requirements

Any course approved for the "Quantitative & Formal Reasoning" requirement may also be used to satisfy the "Data & Digital Literacy" Requirement. The course need not be submitted again using this form.

Use this form if submitting a course uniquely for the "Data & Digital Literacy" requirement. Such courses must:
- Meet OT-36 *Social and Behavioral Science* Learning Outcomes
- Develop and assess the Core Competencies of *Critical Thinking*, *Collaboration*, and *Digital Literacy*

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, 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

Course Code & Title

OT36 Outcome Mapping

For each OT36 learning outcome provided in the left column, indicate the following:

   (a) How the course embeds the outcome.
   (b) How student achievement of the outcome will be assessed.
   (c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced.

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
Core Knowledge. Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.			
Theory. Students will be able to explain the primary theoretical approaches used in the specific social and behavioral science discipline.			
Methodology. Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science disciplines.			

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
Values. Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.			
Evidence. Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline.			

Inquiry Orientation

Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete "Inquiry Based Education" is not required, courses should include the following two components:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

Learn more about designing for inquiry

Major Problems/Questions: What are the major problems and/or questions that frame your course?

Stages of Inquiry: How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students' ability to engage in inquiry?

Core Competency Mapping

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

(a) Indicate which <u>two</u> 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 1: Critical Thinking	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Core Competency 2: Collaboration	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Core Competency 3: Digital Literacy	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Signature Assignments

Each core curricular course is required to have at least one signature assignment and to assess all chosen core curriculum learning outcomes through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course.

To complete this section, do the following:

    (a) Indicate the signature assignment(s) of the course, briefly describing it.
    (b) Indicate which core competency learning outcome(s) the signature assignment will assess and how it will do so.
    (c) Provide at least one of the reflection prompts you will provide students. You are welcome to provide students with options but need only provide one possibility here.

If you are using more than three signature assignments, include an additional attachment in Curriculog answering the same prompts as below for each additional signature assignment.

Learn more about Signature Assignments

Signature Assignment Name/Description	Core Competencies Assessed and how	Reflection Prompt

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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?

CSU SYLLABUS
UST 290: URBAN GEOGRAPHY (3 Credit Hours)
SEMESTER YEAR

Class Information
UST 290: Urban Geography
Day and time:
Room:

Instructor: [ ]
- Drop-in Hours: Tuesdays and Thursdays, 1:30 PM – 4 PM via Zoom: [Link to drop-in hours zoom room]
- Outside of my drop-in hours you can book an appointment with me here: [Link to instructor's booking page]
- If drop-in hours don't work for you, and nothing on my booking page works for you, please email and we'll find a time that does.
- Office: [Insert Room/Building] (click here for a campus map)
- Phone: [Insert phone number]
- Email: [Insert email address]

Course Description
Urban geography explores the changing spatial dimension of cities: Where people live, how they move around, and what that means for neighborhoods. How have jobs changed over time (the types of jobs and their locations) and what does that mean for the region's economy? What do all of these changes mean for the present and future of cities? Students will consider these dynamics, the challenges they pose, and possible solutions while developing their data and digital literacy skills in finding, organizing, and transforming raw data into insights about their urban surroundings.

Learning Outcomes
1. Core Knowledge: Students will be able to explain the primary terminology, concepts, and findings of Urban Geography.
2. Theory: Students will be able explain the primary theoretical approaches used to understand the spatial (re)development of urban regions.
3. Methodology: Students will be able to explain the primary quantitative and qualitative research methods used to analyze and understand urban regions.
4. Digital Literacy: Students will demonstrate the ability to access, organize, and present data to yield insights relative to their urban surroundings.
5. Evidence: Students will be able to access, explain and evaluate the primary information sources used by urban geographers.

6. <u>Values</u>: Students will be able to explain the primary ethical issues facing urban stakeholders.

Inquiry 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 **Data & Digital Literacy** requirement. In fulfilling that requirement, this course will provide you opportunity to develop the following core competencies: **Critical Thinking, Digital Literacy and Collaboration**.

<u>THIS SYLLABUS IS A LIVING DOCUMENT</u>

The instructor reserves the right to alter the dates, assignments, and/or policies of this document in accordance with university and school policy. It is the responsibility of the student to keep up to date with all adjustments made to this document.

Class Structure
This course is organized into these equally important components:

1. Readings

   You should identify and apply a reading strategy that contributes to your academic success. I like SQ3R, but there are others. The cornerstone of that strategy should be familiarizing yourself with the material prior to the lecture in which it is to be covered. This might be a full reading, or an initial survey. In either case, your <u>first exposure</u> to the course material should be in advance of class. Make full use of this time by taking notes and forming questions both for clarification and for future use.

2. Lectures and Discussion

   Lectures serve to discuss and review material in the assigned readings, <u>not to introduce it</u>. Lecture should be your <u>second exposure</u> to the assigned material. Feel free to raise questions to ensure that you thoroughly understand the material. Lectures and discussions will be most valuable (and least stress-inducing) if you have familiarized yourself with the reading material in advance. For lectures, find a note taking system that works for you. I like Cornell Notes, but there are others.

3. Urban Analysis Assignment

   This semester long signature assignment has both individual and collaborative components and will draw on and continue to develop your critical thinking, digital literacy and collaboration competencies. First, in small groups, students will apply their course materials to determine the necessary components of a community profile.

Second, and individually, students will operationalize that profile for a community of their choosing, writing up their findings in a professional report. Third, students will be assigned to spatially or thematically based small groups to compare their community profiles to each other, and to the region, state, and nation. Throughout the assignment students will be called upon to reflect on (1) their experience using digital tools to create their profile, (2) the data themselves as they relate to their community and their perceptions thereof, and (3) the successes and challenges of working in a group to accomplish a shared goal. Reviewing your course materials to complete the distinct stages of this assignment will be your <u>third exposure</u> to the material.

4. Quizzes
    There are four quizzes. They are in class, closed book, and cumulative. If 2/3 of the class fills out their Course Evaluations, your lowest quiz grade will be dropped. Systematically reviewing and studying for your quizzes will be your <u>fourth</u> exposure to the material.

Required Materials

UST 290 uses open-access course materials. There are no materials to purchase. Your reading materials are organized into a course Press Book, available here:
        https://pressbooks.ulib.csuohio.edu/urban-geography-csu/
Calculator (not part of your cell phone, please).
Regular computer and Internet access for course resources.
Regular access to emails sent to your @vikes.csuohio.edu address.

Required Effort

As for all college courses, you should plan on a minimum of 2 hours out of class, for each credit hour. As a 3 credit-hour course, you should plan on 6 hours of work outside of class every week. You should anticipate using all 6 of them – some weeks you might need more, some weeks you might need less.

Grades: Assignment Weights

Attendance and Participation	10%
Quiz #1	
Quiz #2	
Quiz #3	45%
Quiz #4	
Urban Analysis Assignment	
Part 1: The structure of a community profile	15%
Part 2: Creating a community profile	15%

Part 3: Community context and comparison	15%
Total	100%

Grades: Final Grading Scale

Earning this percent of the total class points offered…	93	90	87	83	80	77	70	60	0
…earns this grade	A	A-	B+	B	B-	C+	C	D	F

Grades: Extra Credit
Beyond those outlined in specific assignments, there are no "extra credit" opportunities in this class. No extra homework, reports, memos, exam re-writes, or any such individual "bail me out at the end of the semester so I can get the grade I want instead of the grade I earned" opportunities.

Attendance
You are expected to attend every class in its entirety. Attendance may be taken at any time during any class.

It is important to distinguish between excused and unexcused absences from class. An excused absence meets all three of these conditions:

1. An excused absence occurs due to an extreme event. Extreme events are outside of the realm of responsibilities and activities of the student's everyday life. Extreme events cannot be anticipated. The routine responsibilities associated with family, friends, employment, etc., are not outside of your everyday life. They are not extreme. They are parts of your everyday life, along with the University, that must be prioritized and managed.
2. An excused absence has documentation that can (and will) be verified.
3. The instructor is notified in advance of all excused absences. For this purpose, it is a wise idea to add the instructor's email [insert email address] and office phone number [insert phone number] to your communication device of choice. Note that this is my office phone – it does not accept text messages. Please leave a voice message if I don't answer.

Only when these three conditions are met, will an excused absence be granted. Any work due in class on the day of an excused absence is due at the beginning of the next class period.

Missed Quizzes and Late Work

With the exception of excused absences, students earn a zero for all missed quizzes. These points cannot be made up. Late assignments are accepted during a very limited window and penalized 30%. More details will be available in each assignment.

Our Classroom

Every class is going to have its own rules for classroom behavior – here are mine.

- Using your phone during class is rude, disrespectful, and reflects poorly upon you as a student. If for some reason you need to have your phone out during class, let's have a conversation about it.
- Do not sleep, read outside materials, or do work for other classes.
- Laptops and tablets are *initially* allowed in class so long as they are used for class related activities, and in a manner that is not disruptive to the instructor or other students. If the technology becomes a distraction, it won't be allowed in class for anyone.
- Please come to class prepared, ready to pay attention, participate, and learn. If your classroom behavior is a problem, I'll involve CSU's Judicial Affairs Officer. Please read your Student Code of Conduct, Section III(A), "Disruption" available at: http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf

Communication

- E-mail: Please contact me at my university email account: [insert email address]
- E-mail: I do my best to respond to e-mail messages within one business day.
    - If you haven't heard back from me in two business days, feel free to email again – I probably didn't receive the original email or it is buried in my inbox.
- Assignment Feedback: I do my best to provide feedback on your assignments within one week.
- Course Announcements: I will be making course announcements in class and via e-mail. You should be checking your university e-mail every day.
- Class participation: I welcome meaningful, thoughtful, and balanced participation from students. To achieve that, I ask that you raise your hand and wait to be called upon. Calling out your questions, comments and commentary is not acceptable.
- Respect: In discussing cities you will likely be exposed to viewpoints, opinions, and values that differ from your own. All students in this class should feel comfortable to actively participate as well as express their viewpoints and concerns. You are an important part of helping create a classroom atmosphere that makes that possible.

Technology

- You will need regular computer and Internet access to complete the work in this class. You can find a listing of CSU's computer labs and hours here: https://www.csuohio.edu/services-for-students/general-computer-labs
- Throughout the semester, I will make use of Blackboard for various complementary class functions.

TENTATIVE COURSE SCHEDULE

Week	Topic	Reading/Materials
COURSE INTRODUCTION		
1	Course Introduction; Student Success	
2	Cities	Ancient Cities and Three characteristics of urban places Urbanization and its Challenges
	Geography	Defining Geography: What is Where, Why There, Why care? What is Geography? Geography's Four Fields
	Urban Geography	Encyclopedia of Human Geography (2006): Urban Geography Urban Geography - Concepts and Terminology in The Western World
SPATIAL ARRANGEMENT		
3	Industry and urban spatial development	Historical Urban Development Patterns Industrialization and Urbanization in the United States, 1880–1929. The American metropolis at century's end: Past and future influences.
4	Systems of cities	Nested Hexagons: Central Place Theory
5	Models of urban land use	Urban and Suburban Spaces in Human Geography
6	Transportation	Evolution of Transportation and Urban Form in North America and Europe One Hour Commuting According to Different Urban Transportation Modes. Taylor, B. D. (2002). Rethinking traffic congestion. "Transportation" in The Encyclopedia of Cleveland History The Five Eras of Transportation in NEO
7	Suburbanization	Suburbanization in the United States after 1945 The Ghastly Tragedy of the Suburbs
DEVELOPMENT: THEORY, PROCESS AND CHALLENGES		
8	Theories of Development/urban investment	Circuits of Capital, Encyclopedia of Human Geography Property, Location, Rent and Investment
9	Process of Development	The Structures of Building Provision Development: The Process of Redevelopment; and Alternative forms of Urban Development

10	Challenges of Development	America's Legacy Cities Gentrification in the United States
NEIGHBORHOODS		
11	Neighborhoods	Neighborhoods, in the Encyclopedia of Human Geography
12	Neighborhood change	Neighborhood Change, in the Encyclopedia of Human Geography
TOOLS FOR CHANGE		
13	Tools for Urban Development: Data and (Field) Methods	Geographic Tools and Methods US Census: On the Map. https://onthemap.ces.census.gov/
GEOGRAPHY AND POLICY		
14	Policy's impact on spatial development	The Ugly History of Redlining: A Federal Policy 'Full of Evil'. The Lasting Legacy Of Redlining The Interstate Highway System. How Interstate Highways Gutted Communities—and Reinforced Segregation The Clark Freeway Fight Offered A Lesson On What It Takes To Protect A Neighborhood.
COURSE WRAP UP		
15	Urban influences: Future	The American metropolis at century's end: Past and future influences.
	Course catch up and wrap up	

READING ASSIGNMENTS

Please visit the course's Pressbook to access your readings.

UNIVERSITY POLICIES, STATEMENTS, AND SUPPORT RESOURCES

Academic Integrity
Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

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

Academic Integrity – head coverings
As part of the University's ongoing efforts to prevent cheating, and based on evidence of increased use of headphones and ear piece devices to permit cheating on exams, all students are required to display their ears for the duration of any exam. The policy may require adjustment to hair or clothing. Any student not complying with this policy will, after a warning, be issued a zero on the exam. Students with concerns about their compliance with this policy please contact the Office for Institutional Equity at OIE@csuohio.edu or 216-687-2223.

Basic Needs
It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep and nutrition. If you're struggling with any of these things, please contact me or
- Lift Up Vikes, CSU's resource center and food pantry. Location: BH 122; Phone: 216-687-5105; Email: liftupvikes@csuohio.edu
- CSU's CARE Team. Location: SC 319; Phone: 216-687-2048, Email: MagnusACTS@csuohio.edu

Diversity Statement
This classroom will be a safe and respectful environment where all differences will be respected.

Hazing
Hazing is intolerable and has no place at Cleveland State University. CSU is committed to student safety, support, and success and is dedicated to preventing violence in all its forms. No student should be subject to harmful, inappropriate, or coerced behavior to participate or feel they belong to any group at CSU. Hazing is not only against school policy, but also Ohio state law. CSU prohibits hazing as defined in its Anti-Hazing policy (https://www.csuohio.edu/sites/default/files/3344-2-08_Anti-

hazing_policy_policy_register.pdf) and will not tolerate a campus culture which allows hazing to occur. CSU Faculty are Responsible Employees who have a duty to report incidents of hazing to the university. Additional information, including how to report Hazing can be found here: https://www.csuohio.edu/studentlife/anti-hazing

Mental Health Statement
As a CSU student, you may face a variety of stressors that impact your learning and academic success. CSU has many resources to support students in their mental health, social well-being, and connection to the academic experience. Students who may benefit from speaking with a confidential mental health professional can access free services through the CSU Counseling Center. To get connected: Call 216.687.2277 (24/7), email counselingcenter@csuohio.edu, or visit UN220. For urgent concerns, drop-in appointments are available from 1:00-3:00 pm M-F.

Office of 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 they 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.

Office of 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 (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, 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 or visiting AC 236.

Preferred Name
I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at OIE@csuohio.edu or 216-687-2223.

Religious Accommodations

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

<u>Responsible Employee Statement</u>
As a CSU faculty member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won't share what you've told them except in an emergency, I will help you connect to a Confidential Resource.

Signature Assignment Overview:
Getting to Know Your Community

<u>Description</u>
In this signature assignment, students will determine the necessary components of a community profile, operationalize that profile for a community familiar to them, then compare that profile to others, and to the region, state, and nation. The assignment has individual, collaborative, and reflective portions. Students will utilize many of the digital tools that urban geographers use regularly in their work.

<u>Details</u>
Part 1: In **small groups,** students will apply their course materials to determine the necessary components of a community profile. What is a community profile? What purpose does it serve? Who is its audience? What information need be included for it to be complete?

Part 2: With the structure of a community profile defined in Part 1, students will operationalize that profile for a community they are familiar with (ideally, either their current community or one that they have lived in previously). They will write up their findings in a professional report, including **text, tables, charts, graphs, and a map**.

Part 3: Students will be assigned to **small groups** that are either spatially defined (for example, east side communities, inner-ring communities, etc.) or thematically defined (for example, bedroom communities, high-density communities, high/low diversity communities, pre-war/post-war communities, etc.). In these groups students will compare their community profiles to each other, and to similar profiles that they create for the region, Ohio, and the nation. They will draw on the course materials for explanations of these differences. For example, why would the age profile of one community differ from another, or from the region, state, or nation? Or the race/ethnicity composition? Or the economic structure? These comparisons and insights will be the topic of students' group presentations.

Part 4: Students will be asked to **reflect** on their urban research experiences at each of the above steps. Reflection prompts include:
- Part 1: What responsibilities fall upon the creator of a community profile? Did you create an unbiased structure for a community profile? What biases might you have brought to the discussion of what makes a good community profile? Was everyone's voice in that discussion given equal weight? How do you manage loud voices and amplify soft voices? Should you?
- Part 2: How did the data you gathered align with or diverge from your initial perceptions of your community? Explore the possible reasons for divergence. Were you wrong? Are the data wrong? Does something have to be "wrong" for a divergence to occur? What important information do you think is missing from your profile? Discuss any challenges you faced (and solutions!) managing the digital components of the research process.

- Part 3: In what ways has this assignment influenced your understanding of your community's character relative to the region, state, and nation? How has it influenced your view of urban research and the data at its foundation? How did working in a group impact your final outputs? In other words, how was your final output different than what you would have produced doing the entire assignment on your own?

Relevant Core Competency Learning Outcomes **(the outcomes chosen for assessment are indicated in bold)**

Critical Thinking

- LO2: Use information from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.

- **LO4: State a specific position (i.e., perspective, thesis, or hypothesis) that is thoughtful, recognizes complexities, and acknowledges limitations.**

Digital Literacy
- **LO1: Engage with appropriate digital tools and platforms to gather needed information.**

- LO2: Use digital tools to effectively communicate and collaborate with others.

- LO3: Use appropriate digital tools to convey information and present work, respecting both disciplinary conventions and conventions of the digital medium.

Collaboration

- LO3: Fairly and responsibly contributes individual work to the collaborative endeavor.

- **LO5: Give and receive feedback within their own team, and meaningfully process feedback to grow as a collaborator.**