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Nota di contenuto	General Education Essentials; Contents; Foreword; About the Author; Acknowledgments; Introduction; General Education and Its Relation to the Major; Goals, Objectives, Learning Outcomes, and Related Matters; Part One The Big Picture; Chapter 1 Structuring General Education; Distribution Versus Integration; Distinguishing Interdisciplinarity and Integration; Integrative Components; The Trend in General Education; Conclusion; Chapter 2 Some Examples of Integrative Curricular Models; Three Curricular Models; Some Additional Models; Part Two General Education at the Course Level Chapter 3 Designing Effective General Education CoursesThe Course Continuum; Major Courses as General Education Courses: A Cautionary Tale; Chapter 4 How the Purposes of General; Case Study #1: A Major Course Revised into an Integrative General Education Course (British Literature); Case Study #1.5: General Education and Course Structure (British Literature - Again); Case Study #2: General Education and Course Structure, Continued (Physics); Case Study #3: A Dual-Purpose Course Redesigned as a General Education Course (Sociology) Case Study #4: Redesigning a General Education Service Course (Statistics)Part Three General Education at the Assignment and

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Appendix A: Syllabus for Artistic and Literary Responses to Science and Technology; Appendix B: Syllabus for The Way Things Work: Sky Diving and Deep Sea Diving; Appendix C: Syllabus for Traveling Without Leaving: Global Sociology; Appendix D: Syllabus for Elite Deviance: Crime in the Suites; Course Description; Appendix E: Syllabus for Does Gun Control Save Lives?; Appendix F: Syllabus for Statistics and Botany; References; Index; Advertisement

Sommario/riassunto

Every year, hundreds of small colleges, state schools, and large, research-oriented universities across the United States (and, increasingly, across Europe and Asia) are revisiting their core and general education curricula, often moving toward more integrative models. And every year, faculty members who are highly skilled and regularly rewarded for their work in narrowly defined fields are raising their hands at department meetings, at divisional gatherings, and at faculty senate sessions and asking two simple questions: "Why?" and "How is this going to impact me?" This guide seeks to answer
