

Gen Ed Fall 2017

Keystone Courses:
Objectives and Outcomes

Keystone Courses

- First Year Seminar
- Critical Reading and Writing 102
- Studies in Arts and Humanities
- Social Science Inquiry
- Quantitative Reasoning
- Scientific Reasoning
- Historical Perspectives
- Global Awareness

First Year Seminar

Objective 1: Speak effectively in scholarly and creative contexts.

1. Deliver a central message that is easy to identify, vivid, and memorable.
2. Use appropriate language for the subject and the audience.
3. Deliver oral communications in an engaging manner.

"Deliver" refers to "Delivery", which includes posture, gesture, eye contact, and vocal expressiveness.

Objective 2: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Locate Information Effectively

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to communicate information.
2. Use technology to manage information.

Objective 4: Understand diverse communities on local, national, and/or global levels.

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
2. Practice reflective intra-personal skills.
3. Participate in diverse communities on local, national, and/or global levels.

Critical Reading and Writing

Objective 1: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Employ information effectively to accomplish a specific purpose.

Objective 2: Practice reflective inter/intra-personal skills.

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills

Objective 3: Demonstrate logic and reasoning skills

1. Demonstrate logic and reasoning skills .

Objective 4: Write effectively in scholarly and creative contexts

1. Students' writing is arranged logically to support a central purpose.
2. Students use evidence to develop their claims.

Studies in Arts and Humanities

Objective 1: Write effectively in scholarly and creative contexts. (CRWT refer)

1. Students' writing is arranged logically to support a central purpose.
2. Students use evidence to develop their claims.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

1. Critically interpret a cultural product.
2. Practice reflective intra-personal skills.
3. Participate in diverse communities on local, national, and/or global levels.

Objective 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.
2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.

**Address may include, but is not limited to, "communicate with parties affected by complex problems," or "investigate and understand complex problems, research methods, navigating data collections," or "solve complex problems."*

Objective 4: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Evaluate Information and its sources critically

Social Science Inquiry

OBJECTIVE 1: Critically interpret history and society.

1. Understand and interpret appropriate sources.
2. Understand structures of power in society in relation to social change.
3. Participate in diverse communities on local, national, and/or global levels (Experiential outcome; specific to SSI)

OBJECTIVE 2: Apply mathematical concepts effectively.

1. Effectively communicate quantitative evidence in support of an argument.
2. Contextualize mathematical concepts as a way of knowing.

OBJECTIVE 3: Analyze ethical implications of the global distribution of power and resources.

1. Analyze the distributions of power and resources and their implications at the local, national, and/or international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

OBJECTIVE 4: Question assumptions about individual and group identity.

1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
2. Understand how identities influence the experiences of oneself and others.
3. Practice reflective intra-personal skills (Experiential outcome; specific to SSI)

Quantitative Reasoning Category

Objective 1: Apply mathematical concepts effectively.

1. Effectively communicate quantitative evidence in support of an argument
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
3. Use appropriate computational method(s) to solve a problem

Objective 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to solve problems.

Objective 4: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.
2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.

* Address may include, but is not limited to, “communicate with parties affected by complex problems,” or “investigate and understand complex problems, research methods, navigating data collections,” or “solve complex problems.”

Scientific Reasoning

Objective. 1: Apply methods of scientific inquiry effectively.

1. Understand the scope and philosophy of scientific inquiry
2. Use scientific methodology to address and/or solve a problem
3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate

Objective. 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective. 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.
2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.

* Address may include, but is not limited to, “communicate with parties affected by complex problems,” or “investigate and understand complex problems, research methods, navigating data collections,” or “solve complex problems.”

Historical Perspectives

Objective 1: Critically Interpret History and Society

1. Understand and interpret appropriate sources.
2. *Understand historiography and its implications for the use of sources.*

Objective 2: Question Assumptions about Individual and Group Identity

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

Objective 3: Understand diverse communities on local, national, and/or global levels.

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.
2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

Objective 4: Analyze ethical implications of the global distribution of power and resources.

1. Analyze the distributions of power and resources and their implications at the local, national, and/or international level.

Global Awareness Category

Objective 1: Demonstrate intercultural understanding required to effectively negotiate a diverse global society.

- 1: Identify and question ethnocentric assumptions.
- 2: Understand cultural relativism and different concepts of culture.
- 3: Demonstrate skills helpful in effectively negotiating a diverse global society.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

- 1: Critically interpret a cultural product.

Objective 3: Understand diverse communities on local, national, and/or global levels.

- 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.
- 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

* *Please see glossary for explanation of terms.*

Glossary for Global Awareness

- Ethnocentrism is the idea that one's own group's way of thinking, being, and acting in the world is superior to others.
- Culture is a system of shared meanings that are passed from generation to generation through symbols that allow people to communicate, maintain, and develop an approach and understanding of life. Culture is dynamic and evolving. It includes values, practices, identities, instrumentalities (material ways of doing things), and affect/emotions.
- Cultural relativism is a response to western ethnocentrism. It is the idea that cultural norms and values derive meaning within their own unique social and historical contexts, and should therefore be understood in that context. No standpoint is uniquely privileged over all others.
- Skills helpful in effectively negotiating a diverse global society include language acquisition, problem-solving while incorporating a diversity of perspectives, and respectful cross-cultural communication.
- Language courses should meet the standards of the American Council on the Teaching of Foreign Languages:
- <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

Horizontal categories

Experiential

Objective 1: Practice reflective inter/intra-personal.

Shared with CRWT

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills.
(Experiential, also shared with FYS, SIH and SSI)

Objective 2: Understand diverse communities on local, national, and/or global levels.

*Objective is shared with FYS; Global Awareness; Historical Perspectives;
Experiential component shared with FYS, SIH, SSI:*

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.
3. Participate in diverse communities on local, national and/or global levels.
Experiential (shared with FYS, SIH and SSI).

Critically engage with the products of culture, through interpretation or creative expression.

Objective: Critically engage with the products of culture, through interpretation or creative expression.

(Shared: Global Awareness, Studies in Arts and Humanities, Culture and Creativity)

1: Critically interpret a cultural product.

Critically interpret history and society.

OBJECTIVE : Critically interpret history and society.

[Shared with Social Science Inquiry, Historical Perspectives and Culture & Creativity]

1. Understand and interpret appropriate sources.

(Shared by SSI, Historical Perspectives and Culture and Creativity)

2. Understand structures of power in society in relation to social change

(Specific to SSI)

3. Understand historiography and its implications for the use of sources.

(Specific to Historical Perspectives)

Apply methods of scientific inquiry effectively.

Objective: Apply methods of scientific inquiry effectively.

(Shared: Scientific Reasoning, Systems, Sustainability and Society)

1. Understand the scope and philosophy of scientific inquiry
2. Use scientific methodology to address and/or solve a problem
3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate

Apply mathematical concepts effectively.

Objective: Apply mathematical concepts effectively.

(Shared Social Science Inquiry, Quantitative Reasoning)

1. Effectively communicate quantitative evidence in support of an argument. (SSI, QR)
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words). (QR)
3. Use appropriate computational method(s) to solve a problem. (QR)
4. Contextualize* mathematical concepts as a way of knowing. (SSI)

Demonstrate logic and reasoning skills.

Objective: Demonstrate logic and reasoning skills.

(Shared: Critical Reading and Writing, Scientific Reasoning, Quantitative Reasoning, Culture and Creativity, Values and Ethics, Systems, Sustainability and Society)

1. Demonstrate logic and reasoning skills.

Write effectively in scholarly and creative contexts

Objective: Write effectively in scholarly and creative contexts

(Shared: Critical Reading and Writing, Studies in Arts and Humanities, Mid Career, Senior Presentation)

1. Students' writing is arranged logically to support a central purpose.
2. Students use evidence to develop their claims.

Speak effectively in scholarly and creative contexts

Objective 1: Speak effectively in scholarly and creative contexts.

(Shared: First Year Seminar, Mid Career, Senior Presentation)

1. Deliver a central message that is easy to identify, vivid, and memorable.
2. Use appropriate language for the subject and the audience.
3. Deliver oral communications in an engaging manner.

" Deliver" refers to "Delivery", which includes posture, gesture, eye contact, and vocal expressiveness.

Information Literacy

Objective: Develop the skills necessary to locate, evaluate, and employ information effectively.

(Shared: FYS, SIAH, CRWT)

1. Locate Information Effectively (First Year Seminar)
2. Evaluate Information and its sources critically (Readings in Arts and Humanities)
3. Employ Information Effectively to accomplish a specific purpose (CRWT 102)

Use technology to communicate, manage, or solve problems

Objective: Use technology to communicate, manage, or solve problems.

(Shared: FYS, QR)

1. Use technology to communicate information - FYS only
2. Use technology to manage information - FYS only
3. Use technology to solve problems – QR only

Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

Objective: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

(Shared: Senior Presentation, SIH, QR and SI)

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.
2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.

* Address may include, but is not limited to, “communicate with parties affected by complex problems,” or “investigate and understand complex problems, research methods, navigating data collections,” or “solve complex problems.”

Practice reflective inter/intra-personal skills.

Objective: Practice reflective inter/intra-personal skills.

(shared by CRWT, EXPERIENTIAL, Value and Ethics, Mid Career Experience)

- Practice reflective interpersonal skills.
- Practice reflective intra-personal skills.

Understand diverse communities on local, national, and/or global levels

Objective: Understand diverse communities on local, national, and/or global levels.

(Shared: FYS, Global Awareness, Historical Perspectives, Experiential, Systems, Sustainability and Society)

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

Analyze ethical implications of the global distribution of power and resources.

Objective: Analyze ethical implications of the global distribution of power and resources.

(Shared: Historical Perspectives, Social Science Inquiry, Values and Ethics, Systems, Sustainability and Society)

1. Analyze the distributions of power and resources and their implications at the local, national, and/or international level.(Shared by all)
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.(Shared by SSI, Values and Ethics, and Systems, Sustainability and Society)

Question assumptions about individual and group identity.

Objective: Question Assumptions about Individual and Group Identity
(Shared: Social Science Inquiry, Historical Perspectives, Culture and Creativity, Value and Ethics)

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

Demonstrate intercultural understanding required to effectively negotiate a diverse global society

Objective: Demonstrate intercultural understanding required to effectively negotiate a diverse global society. (*specific to Global Awareness*)

1. Identify and question ethnocentric assumptions.
2. Understand cultural relativism and different concepts of culture.
3. Demonstrate skills helpful in effectively negotiating a diverse global society.