

Sample - General Education Outcomes and Assessment Methods for Syllabus (Old and New Program)

Old program:

Written Communication Student Learning Outcomes

Written communication is the ability to develop and express ideas, opinions, and information in appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

- 1. Understand and use writing processes, including invention, drafting, organizing, revising through multiple drafts, and editing;*
- 2. Write clear and effective prose in several forms, demonstrating an awareness of audience and purpose;*
- 3. Understand and use appropriate academic textual conventions of presentation, at sentence level and beyond;*
- 4. Employ critical thinking processes, such as abstracting, synthesizing, and representing ideas, and developing complex structures for them;*
- 5. Collect, select, and integrate material from a variety of sources into their writing, citing it appropriately.*

Assessment:

- 1. Students will demonstrate an understanding of writing as process through a series of writings, both in class and out of class, and collaborative work on writing in process (group work on invention, work-shopping, peer editing, etc.)*
- 2. Students will demonstrate an awareness of audience through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing.*
- 3. Students will demonstrate appropriate understandings of mastery of academic conventions of writing through in-class on demand writing and/or formal written exercises.*
- 4. Critical thinking will be assessed through in-class discussions, on-demand writing, and formal written essays.*
- 5. Students will demonstrate familiarity with the conventions of research supported writing through formal written assignments.*

New Cardinal Core Program:

Written Communication (WC)

Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:

1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.
2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.
3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.
4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.
5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

Assessment:

1. Students will demonstrate an understanding of writing as process and processes as multiple through a series of writings, both in class and out of class, and collaborative work on writing in process (group work on invention, work-shopping, peer editing, etc.)
2. Students will demonstrate an awareness of generic attributes and affordances through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing, that demonstrate awareness of audience, purpose and context.
3. Students will demonstrate appropriate understandings of mastery of academic conventions of writing on the levels of context, structure and surface features through in-class on demand writing and/or formal written exercises.
4. Critical thinking and awareness of multiple points of view will be assessed through in-class discussions, on-demand writing, and formal written essays.
5. Students will demonstrate familiarity with the conventions of research supported writing through formal written assignments such as annotated bibliographies, research proposals, and extended, source-based compositions.

If we were to add diversity 1 (D1) to 102, the syllabus would add the following language:

Diversity (D1) outcomes:

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S.

3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view

Assessment:

1. Students will demonstrate awareness of cultural structures and processes that shape intersecting demographics in the U.S. through analyses of discourse conventions of one more discourse communities in either in-class discussion or analytical written responses to examples of discursive acts.
2. Students will demonstrate an awareness of how these processes and structures affect life experiences through formal written assignments that interrogate discursive communities and their varied relations to practices of literacy.
3. Students will demonstrate an ability to evaluate evidence from different social locations through artifacts that give evidence of critically informed research such as annotated bibliographies, poster presentations, multi-media compositions, and/or formal research essays that explicitly identify different sites of knowledge production in the U.S.