

SYLLABUS REQUIREMENTS: ELEMENT 1

Instructions: All syllabi for GE courses must include the following two sections:

1. General Education Goals
2. Student Learning Outcomes

General Education Goals: The required GE goals for Element 1 courses are listed below. Instructors may copy/paste these goals directly into syllabi.

Student Learning Outcomes: The *approved, core set* of student learning outcomes is listed below for each course in this GE Element. Instructors may copy/paste these SLOs directly into syllabi. These are the *core set* of SLOs that must appear on every syllabus, for every section of a GE course. Instructors may add to this core set other SLOs that are specific to their sections.

ELEMENT 1: COMMUNICATION

GENERAL EDUCATION GOALS FOR COMMUNICATION COURSES

Students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal one)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal two)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal eight)

COURSE SPECIFIC STUDENT LEARNING OUTCOMES (revised for fall 2010)

All Writing Intensive Courses:

For all writing intensive courses this student learning outcome should be added to the core set of outcomes:

1. Demonstrate a writing process that produces effective documents appropriate to course level. *SLO may be reworded to fit course*

ENG 101: English Composition I (GE Rev 12.11.14)

At the end of the semester, students will be able to:

1. Focus on a specific purpose for a defined audience (audience/tone)
2. Define a specific topic that integrates information in order to develop a well-organized and clearly stated thesis (organization-integration)
3. Provide adequate and relevant supporting evidence gathered from the critical reading of college-level texts from primary sources (organization-integration)
4. Integrate their own ideas with those of others to draw conclusions and build arguments (organization-integration; information literacy)
5. Analyze and synthesize evidence coherently around a clearly stated thesis throughout the text (organization-integration; organization-cohesion; information literacy)
6. Paraphrase, summarize, and quote primary sources effectively and use appropriate documentation style when citing sources (information literacy; organization-integration)
7. Present sentence structure, tone, voice, and vocabulary appropriate for academic writing (sentence structure/syntax; word choice/vocabulary)
8. Follow the conventions of academic writing, including using appropriate surface features such as grammar, punctuation, spelling, and page formatting (organization-integration; organization-cohesion; surface features)

ENG 101R: Reading, Writing and Rhetoric

At the end of the semester, students will be able to:

1. Focus on a specific purpose for a defined audience (audience/tone)
2. Define a specific topic that integrates information in order to develop a well-organized and clearly stated thesis (organization-integration)
3. Provide adequate and relevant supporting information gathered from their own experiences as evidence for clear, valid assumptions (organization-integration)
4. Integrate their own ideas with those of others (organization-integration; information literacy)
5. Analyze and synthesize information around a central idea (organization-integration; organization-cohesion; information literacy)
6. Adhere to the conventions of academic writing, including using appropriate surface feature formats and organization (organization-integration; organization-cohesion; surface features)
7. Control sentence structure and vocabulary appropriate for academic writing (sentence structure/syntax; word choice/vocabulary)
8. Use appropriate documentation style when citing others (information literacy)

ENG 102: English Composition II (*GE Rev. 12.11.14*)

At the end of the semester, students will be able to:

1. Focus on a specific purpose for a defined audience (audience/tone)
2. Define a specific topic that integrates information in order to develop a well-organized and clearly stated thesis (organization-integration)
3. Provide adequate and relevant supporting evidence gathered from the critical reading of college-level texts from primary and secondary sources (organization-integration)
4. Integrate their own ideas with those of others to draw conclusions and build arguments as a result of the collection, evaluation, synthesis, and citation of academic research (organization-integration; information literacy)
5. Construct a well-organized text that coherently integrates outside sources to support a clearly stated thesis (organization-integration; organization-cohesion; information literacy)
6. Paraphrase, summarize, and quote primary sources effectively and use appropriate documentation style when citing sources (information literacy; organization-integration)
7. Present sentence structure, tone, voice, and vocabulary appropriate for academic writing (sentence structure/syntax; word choice/vocabulary)
8. Follow the conventions of academic writing, including using appropriate surface features such as grammar, punctuation, spelling, and page formatting (organization-integration; organization-cohesion; surface features)

ENG 105: First Year Writing Seminar

At the end of the semester, students will be able to:

1. Focus on a specific purpose for a defined audience (audience/tone)
2. Define a specific topic that integrates information in order to develop a well-organized and clearly stated thesis (organization-integration)
3. Provide adequate and relevant supporting evidence gathered from the critical reading of college-level texts from primary and secondary sources (organization-integration)
4. Integrate their own ideas with those of others to draw conclusions and build arguments as a result of the collection, evaluation, synthesis, and citation of academic research (organization-integration; information literacy)
5. Construct a well-organized text that coherently integrates outside sources to support a clearly stated thesis (organization-integration; organization-cohesion; information literacy)
6. Paraphrase, summarize, and quote primary sources effectively and use appropriate documentation style when citing sources (information literacy; organization-integration)
7. Present sentence structure, tone, voice, and vocabulary appropriate for academic writing (sentence structure/syntax; word choice/vocabulary)
8. Follow the conventions of academic writing, including using appropriate surface features such as grammar, punctuation, spelling, and page formatting (organization-integration; organization-cohesion; surface features)

CMS 100: Introduction to Human Communication

CMS 100 addresses four major units of instruction: (1) Foundations of Effective Communication, (2) Interpersonal Communication, (3) Informative Public Speaking, and (4) Small Group Communication.

Using critical and creative thinking skills, CMS 100 students will be able to:

1. Clearly and accurately identify and define foundational theories, components, and concepts related to effective human communication, including communication competency, self-concept and perception processes, language, non-verbal communication, listening, and cultural/contextual influences.
2. Articulate the significance of the relationship between self-understanding (self-concept, self-esteem, identity, and perception) and effective communication.
3. Explain relevance of interpersonal communication knowledge and skills to one's personal and professional life.
4. Demonstrate competent verbal and non-verbal communication skills related to informative public speaking.
5. Analyze small group communication processes and demonstrate effective small group problem-solving skills.
6. Demonstrate effective comprehensive and critical listening skills through self and peer evaluation processes.
7. Design verbal and non-verbal messages appropriate to various contexts and cultures.
8. Demonstrate ethical communication practices, as reflected in the National Communication Association's Credo for Ethical Communication (<http://www.natcom.org/index.asp?bid=514>).

CMS 210: Public Speaking

Using critical and creative thinking skills, CMS 210 students will be able to:

1. Describe and explain the relationship between effective public communication skill and personal, professional, and community power.
2. Analyze various forms and purposes of oral public communication.
3. Gather appropriate audience-centered information and evidence to produce adequate support for informative and persuasive speeches.
4. Synthesize supporting materials to produce logical, audience-centered plan for presentation.
5. Demonstrate competent verbal and non-verbal communication skills in speech delivery.
6. Demonstrate effective comprehensive and critical listening skills through self and peer evaluation processes.
7. Successfully implement context-appropriate technology into speech delivery.
8. Demonstrate ethical communication practices, as reflected in the National Communication Association's Credo for Ethical Communication (<http://www.natcom.org/index.asp?bid=514>).

CMS 215: Career Presentations

Using critical and creative thinking skills, CMS 215 students should be able to demonstrate the following by the end of the course:

1. Describe and explain the relationship between effective public communication skill and personal, professional, and community power.
2. Analyze various forms and purposes of oral public communication.
3. Gather appropriate audience-centered information and evidence to produce adequate support for informative and persuasive speeches.
4. Synthesize supporting materials to produce logical, audience-centered plan for presentation.
5. Demonstrate competent verbal and non-verbal communication skills in speech delivery.
6. Demonstrate effective comprehensive and critical listening skills through self and peer evaluation processes.
7. Successfully implement context-appropriate technology into speech delivery.
8. Demonstrate ethical communication practices, as reflected in the National Communication Association's Credo for Ethical Communication.
<http://www.natcom.org/Default.aspx?id=134&terms=ethical%20communication%20credo>

EES 250: Basic Social Intelligence Skills

Upon successful completion of this course the student by critical and creative thought should be able to:

1. Describe the concepts of intelligence, social intelligence skills model, variance, theorist, and social technologist.
2. Operationalize and demonstrate the appropriate application of different concepts, e.g., respect, trust, and empathy.
3. Demonstrate the appropriate application of the Basic Skills of sizing up a situation by properly arranging, positioning, posturing, observing and listening.
4. Demonstrate the appropriate application of the Add-on Skills of responding to content, feeling and meaning; asking relevant questions by analyzing content, reflecting on what was and not said; and responding to answers.
5. Demonstrate the Application Skills of handling requests by listening carefully, asking specific questions, paraphrasing answers, knowing applicable rules, and responding with reason; making requests by understanding the position of the other, using the 5WH approach, and being respectful and specific; and proper use of verbal and non-verbal reinforcements and discipline.