

## **SECTION I: Report of the Criteria Working Groups**

The following information has been submitted by the Criteria Working Groups. The Criteria Working Groups were asked to review the descriptive materials the faculty used in approving the general framework. Each group was asked to provide a statement of purpose that linked the required course or embedded skill to the overarching goal of helping our students become engaged citizens. The Criteria Working Groups were asked to provide required course characteristics. The required course characteristics answer the question, what will be included in the individual course to be approved for inclusion in the group of courses approved for a particular area or embedded skill? In addition, the groups were to develop 3-5 general education learning objectives for the requirement. It is important to note the general education learning objectives are not meant to take the place of the course learning objectives. The general education learning objectives are focused on the objectives for all courses in the particular area of engagement or embedded skill and answer the question, what should students be able to do after completing this general education requirement?

When submitting a course for approval, department and instructor will need to provide evidence the course includes the required course characteristics and that the appropriate evidence is being collected to assess the effectiveness of the particular area of engagement or embedded skill. It is once again important to remember that the assessment instruments will not be used to measure the effectiveness of the individual course in meeting the criteria, but rather in the aggregate to determine whether the overall general education goals are being met. More about this distinction is available in Section II. The Criteria Working Group was also asked to provide information that would be helpful to faculty regarding possible definitions of terms, suggestions for pedagogical techniques or other resources that might be helpful for discussion.

The faculty will be asked to approve the language of the requirement purpose, the required course characteristics, and the general education learning objectives. Once these approvals have been received, the information will be reformatted into final catalog copy and submitted for approval by faculty.

Please note that although the Criteria Working Groups began their discussions with the descriptions approved by the faculty in April of 2009, in addition to reformatting the documents, the groups were allowed to revise the documents for the purpose of clarification. In doing so, some changes may have been made. It is the responsibility of each Criteria Working Group to defend any change from the framework descriptions approved by the full faculty in April.

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## **Simpson Colloquium**

### **Requirement**

All entering students will take a Simpson Colloquium organized to meet the particular needs of their cohort (i.e., separate sections for first-year students, EWG undergraduates, and fulltime transfers).

### **Requirement Purpose**

Simpson Colloquium is an introductory college course that seeks to integrate new students into academic culture during their first semester on campus. The course serves several purposes. First, it familiarizes students with the tradition of liberal arts education through the focused study of an important issue—a “big question.” Second, the course provides students with a solid foundation for future academic work, both by focusing on essential skills (Written Communications and Critical Thinking) and by introducing them to campus resources. Finally, Simpson Colloquium provides students with opportunities to grow personally and intellectually, thereby enhancing their satisfaction with college life. This helps students develop a sense of purpose as they pursue their educations, emphasizing the notion that an educated person goes on to become an engaged citizen.

### **Required Course Characteristics**

A Simpson Colloquium will

- normally have no more than 18 students enrolled per section
- be an autonomous element of the curriculum. It will not carry a departmental designation and it cannot be used to meet major or minor requirements
- address a substantial topic, question, or issue in a manner that encourages engaged citizenship
- be open to all incoming students without prerequisite
- meet the course requirements for the Critical Thinking (CT) embedded skills
- meet the course requirements for the Written Communication (WC) embedded skills.

This stage stresses the varied expectations of writing across the curriculum rather than the peculiarities of the instructor’s discipline.

- incorporate opportunities for students to familiarize themselves with Dunn Library and Hawley Academic Resource Center
- include various components that address the enhancement of student engagement and sense of purpose at Simpson College. The specifics of this component will be determined by individual faculty members. Possible examples include
  - o Forum events
  - o guest speakers
  - o working with the career services office
  - o working with the counseling services office
  - o service Learning
  - o social events
- include a student peer leader who has received training in various aspects of student development (unless the course is being offered through EWG)
- include a diagnostic instrument to assess the writing proficiency of every student. Like other WC courses, this course may include collaborative writing assignments; however

because of this diagnostic function every student must complete at least 3,000 words of graded writing (approximately 12 standard double-spaced pages) by themselves.

- Except in the case of EWG students, instructors of these courses will serve as the students' academic advisors.

### **Simpson Colloquium Learning Objectives**

Through the completion of a Simpson Colloquium, students should be able to

- articulate the purpose and advantages of a liberal arts education
- identify the components of the New Curriculum and explain how they work together
- demonstrate familiarity with various campus resources that provide academic support, including (but not limited to) Dunn Library and Hawley Academic Resource Center
- fulfill the stated learning objectives of the WC embedded skill
- fulfill the stated learning objectives of the CT embedded skill

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

In selecting the course topic, faculty members are encouraged to pursue their academic interests, but not to the extent that the subject matter becomes too specialized, arcane, or narrow.

## **Area of Engagement: The Arts (AR)**

### **Requirement Purpose**

The arts are a vital component of human existence. They provide an opportunity to experience and express the world in ways distinct from other disciplines. The Fine Arts component of the General Education curriculum focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or to elicit specific responses. Students are given the opportunity to develop their imaginations and to develop their ability to express themselves.

The general education program prepares students to become engaged citizens by exploring enduring questions about ourselves, civilization, and the world and by developing the skills necessary to shape and create a diverse and just community. As an organizing principle, citizenship encourages an emphasis on issues of personal integrity, moral responsibility and social justice. The arts have long been instrumental in the exploration and pursuit of engaged citizenship.

### **Required Course Characteristics**

A course in this area will

- concentrate on a medium of artistic self-expression.
- emphasize both the process and the product of artistic expression.
- provide students with the opportunity to explore deliberate conceptual ideas and intuitive discovery and their roles in artistic expression.
- provide students with opportunity to explore artistic self-expression through guided experience with the medium.
- require students to exhibit or present their work publicly.
- require that students engage significantly in one or both of the following two modes of arts participation:
  - o *Inventive Arts Participation* (engaging the mind, body and spirit in an act of artistic creation that is unique and idiosyncratic).
  - o *Interpretive Arts Participation* (a creative act of self-expression that brings alive and adds value to pre-existing works of art, either individually or collaboratively).

### **Area of Engagement Learning Objectives**

Through the completion of an AR course, students should be able to

- express themselves through an artistic medium.
- demonstrate perceptual and aesthetic sensitivity.
- articulate an understanding of and appreciation for the creative process through artistic practice.
- employ the vocabulary and evaluative skills that enable students to reflect intelligently and think critically about one's own and others' artistic work(s).

**Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Faculty teaching courses in this area may wish to adopt some of the following techniques:

- establish a clear process with deadlines that students must meet.
- provide students with opportunities for peer as well as faculty feedback at several points within the creative process and expect that the student/artist will permit the feedback to affect the form of the evolving expression.
- require students to maintain a journal throughout and to document their creative processes (i.e., to record insights, challenges and evaluations encountered along the way, from initial inspiration, through creative development and revision, to the final product).
- require the study of accomplished works in the medium. (This could include textual study as well as attendance at public performances, exhibits, readings, etc.)
- include Curatorial Arts Participation (the creative act of collecting, organizing, researching, and presenting art in a manner that enriches both our understanding and our enjoyment of the art) within the discipline as an additional mode of arts participation.
- incorporate a final showing or public display of the finished artistic product with an emphasis on the opportunity for the student's expression to be shared with the widest constituency of interested individuals including
  - o classmates
  - o faculty
  - o friends
  - o family
  - o the general public

## **Area of Engagement: Civic Engagement (CE)**

### **Requirement Purpose**

Civic engagement encompasses citizenship and the rights one gains as a community member. These include at a minimum civil liberties, civil rights and the opportunity and right to participate in the construction of that community through voting, civic conversation, and other forms of participation. Civic engagement involves the values, duties, skills, and responsibilities that are part of positively shaping our communities. It is important to recognize that we are all both shaped by and shapers of the communities of which we are part.

Why is civic engagement a concern? There is considerable evidence of disengagement, from politics, community action and public life particularly among young people. Since civic engagement and participation is grounded in patterns of belief and behavior formed early in life, it is important that students understand the significance of civic engagement. Students should both learn to act on their values and accept responsibility for them as they affect self, others and society.

### **Required Course Characteristics**

A course in this area will meet **three** of the following **four** requirements

- explore and critically evaluate the nature and definition of civic engagement and citizenship
- foster knowledge of important issues in civic and political life
- explore and critically evaluate pathways to social change
- examine historic or contemporary groups or individuals who model civic engagement and active citizenship

### **Area of Engagement Learning Objectives**

Through completion of a CE course, students should be able to

- demonstrate an understanding of information, values, processes and theories that are essential to building just and democratic societies
- evaluate current and historical political and social issues locally, nationally and globally
- apply the perspective of an academic discipline to civic initiatives
- articulate the importance of being civically engaged individuals throughout their lives

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Examples of pedagogical techniques

- Employ traditional collegiate instruction techniques, such as lecture, discussion, and assigned reading.
- Interact with other CE instructors to discuss reading lists and common course components.
- Promote and facilitate active learning such as debates and simulations.
- Develop writing activities that lead students to critically evaluate their values.
- Encourage student-designed activities and projects that pursue the objectives of the course.

- Experience political processes directly through placements in community-based institutions and organizations that deal with applied policy issues.
- Invite individuals, including members of the Simpson community, who model civic engagement to discuss their activities, motivations and rewards.
- Discuss one's involvement in civic activities and one's motivation for such engagement.

## **Area of Engagement: Diversity and Power in the U.S. (DP)**

### **Requirement Purpose**

The Diversity and Power in the U.S. requirement prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world via developing the knowledge, dispositions, and skills necessary to shape and create diverse and just communities in the U.S.

The diversity that exists in societies is often characterized by a power differential. By taking up the perspective of groups that have been systematically denied power to shape social institutions, students investigate both the conflicts arising from these power differentials and the cultural contributions of those who are isolated by social inequities.

This requirement is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders. In addition this course encourages students to understand and empathize with the perspectives and experiences of another group.

### **Required Course Characteristics**

A course in this area will

- center on developing empathy for the perspectives and experiences of a less powerful (often minority) group in the U.S.
- provide students with opportunities to actively experience power differentials between two or more groups within one or more communities in the U.S.

### **Area of Engagement Learning Objective**

Through completion of a DP course, students should be able to

- demonstrate an understanding of power differentials between two or more groups within one or more communities in the U.S.
- analyze and critically evaluate the social inequities resulting from such power differentials via the perspective of both the advantaged and the disadvantaged groups.
- articulate an understanding of the perspectives and experiences of a less powerful (often minority) group in the U.S.

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Examples of Pedagogical Techniques

- pre and post course attitude assessments or surveys
- service learning/civic engagement
- electronic/social media
- guest speakers (representing group insights/perspectives)
- action research
- interviews
- simulations (active experiences of otherness created in the classroom)
- student social action or advocacy in response to course content (may be as simple as writing letters to editor or as complex as organizing grassroots organizations)

- student media creation
- poster presentations
- books, journal, current print media

## **Area of Engagement: Ethics and Value Inquiry (EV)**

### **Requirement Purpose**

Engaged citizens think critically about the sources and meanings of their commitments to personal integrity, moral responsibility, and social justice. Engagement is typically seen as an activity; one is engaged when one is doing something within her or his community, society, nation or world. What constitutes the right kinds of actions and engagement? If being engaged requires participation, must one's participation be to further causes of personal integrity and social justice or can one participate in the system by supporting causes and actions that only support his or her personal views or objectives? All of these questions are fundamentally questions about moral values and actions and how they relate to our responsibilities to ourselves and others. This means that being an engaged citizen, in part, requires an understanding of ethics and value systems. The purpose of the courses that fulfill the ethics and values inquiry requirement is to provide students with this understanding.

### **Required Course Characteristics**

A course in this area will

- have ethics and value inquiry as the primary focus
- provide students with the opportunity to interact with others who represent a variety of moral, ethical, or religious perspectives, and to reflect on those interactions

### **Area of Engagement Learning Objectives**

Through completion of an EV course, students should be able to

- articulate and justify their moral values and actions in light of moral theories, logical principles, foundational texts, or traditions;
- assess the strengths and limitations of various moral values and actions;
- demonstrate an ability to make decisions about moral values and actions by incorporating and responding to a variety of other ethical, moral, or religious perspectives;
- identify and critically evaluate multiple approaches to ethical issues; and
- articulate and critically assess values prevalent in contemporary society.

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Instructors *may* wish to approach courses by

- analyzing foundational texts and narratives;
- providing students with an opportunity for engaged action in the larger community (e.g. experiential learning);
- evaluating issues of practical moral importance in light of case studies that highlight ethical dilemmas or conflicting values;
- exploring and analyzing various ethical theories, such as deontology, consequentialism, virtue ethics, feminist ethics, or natural law.

Some examples of courses that *may* be considered a course in Ethics and Value Inquiry are

- Introduction to Women's Studies
- Race and Gender in the Media

- Race and Ethnic Relations
- American Culture: The Origins and Limits of Resources
- Business Law
- The Philosophy of Technology

## **Area of Engagement: Global Perspectives (GP)**

### **Requirement Purpose**

Courses in the Global Perspectives category engage students in an exploration of societies outside of the United States. While some courses may deal with a specific problem (e.g. global warming, genocide, human rights), others focus on larger trends over the course of time, (e.g. art, religion, politics, history, economics, literature). By acquainting students with the diversity of thoughts, beliefs and values of a society (or societies) external to their own, these courses encourage a greater appreciation of and sensitivity to global diversity. Students will gain the knowledge and ability to operate within that diverse world in a manner that promotes engaged citizenship.

### **Required Course Characteristics**

A course in this area will

- analyze societal values through cultural expression (e.g. art, music, literature, cuisine)
- explore a society or global issue within its own cultural context.
- investigate the origins and development of the culture and organization of the society.
- challenge student views and perceptions about cultures and societies different from their own.

### **Area of Engagement Learning Objectives**

Through completion of a GP course, students should be able to

- identify the challenges and achievements of the culture and society under study
- recognize the connection between the culture's values and decisions it makes
- demonstrate sensitivity to cultural similarities and differences
- assess their role in the interconnected global community

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Examples of pedagogical techniques

- Use primary sources to examine the society or culture from a native perspective
- Invite guest speakers and interact with natives of the culture
- Analyze films, watch performances, and dine at ethnic restaurants
- Participation Workshops (Music, Dance, Art)
- Research Papers
- Language and cultural immersion
- Home stays

## **Area of Engagement: Historical Perspectives in Western Culture (HP)**

### **Requirement Purpose**

Culture determines our assumptions, defines our options, and governs how we judge and perceive the modern world. Western culture emerged over time through a range of intellectual, religious and historical currents. A study of the development of Western culture and its past is critical to understand, appreciate or critique it. Such awareness provides context for the current structures of Western society and assists students in making informed decisions as engaged citizens.

### **Required Course Characteristics**

A course in this area will

- examine the influence of economic, social, intellectual, political, and/or religious movements and their impact on Western culture
- provide historical perspective by relating the subjects under consideration to the broader historical and cultural contexts in which they occurred
- analyze the relationship between the past and the present
- interpret, discuss, and critique influential texts or ideas of the West
- provide the students with the opportunity to wrestle with the common, enduring themes of human existence that confront every society and tradition

### **Area of Engagement Learning Objectives**

Through completion of an HP course, students should be able to

- analyze different perspectives of historical interpretation in terms of their evidence and arguments
- evaluate and interpret primary sources
- articulate an understanding of the distinctive perspectives of people who lived in the time periods or settings studied
- articulate an understanding of the influence of the past on contemporary events and problems

## **Area of Engagement: Scientific Reasoning (SR)**

### **Requirement Purpose**

Scientific reasoning—in the natural, behavioral, and social sciences—includes the ability to solve problems through the analysis of quantitative empirical data. These methods help students understand how technology and science may affect their lives in areas such as the environment, medicine, human behavior, and scientific ethics. Scientific reasoning courses will provide experiences working with the methods of science including hypothesis formation and testing, systematic observation, and analysis of quantitative data. Students will be able to use the skills they learn about scientific problem solving and data analysis in making personal decisions about technology and science that will help them to be well-engaged global citizens.

### **Required Course Characteristics**

A course in this area will

- use scientific problem solving in context throughout the course
- have at least one inquiry-based experience for the students where they address some scientific issue by
  - o stating a hypothesis
  - o designing an empirical study
  - o interpreting quantitative data
  - o drawing a conclusion about the data
  - o communicating the results to the class and/or the community

### **Area of Engagement Learning Objectives**

Through completion of an SR course, students should be able to

- formulate problems using the scientific method
- investigate and draw conclusions about scientific questions using appropriate empirical methods
- assess the respective strengths and limitations of scientific information from both popular and peer reviewed sources
- analyze ethical issues related to scientific inquiry (e.g. research involving the use of animals or humans, funding issues, safety issues, recognition that most scientific conclusions have caveats, etc.)

## **Embedded Skill: Collaborative Leadership (CL)**

**Requirement** – A student will be required to have two CL courses.

### **Requirement Purpose**

Collaborative leadership is a process in which individuals work effectively in groups to bring positive change to classrooms, institutions, or communities. Traditionally, leadership has been defined as positional and related to individual action, but collaborative leadership is a relational process and a shared responsibility. Collaborative leadership experiences will increase students' confidence in working in groups for a shared goal and develop skills and dispositions like team building, delegation, conflict resolution, and effective communication.

Developing each student's collaborative leadership skills will enable our graduates to make positive contributions in both the workplace and their communities. In a world where problems are complex and interdependent, and where teamwork is often required to unite diverse groups behind a shared goal, collaborative leadership is a key to engaged citizenship.

### **Required Course Characteristics**

A course in this area will

- provide explicit training in collaborative leadership skills and dispositions, such as defining a shared goal, delegation, decision making, conflict resolution, ethics, and effective communication
- ask students to work collaboratively to create a joint product, achieve a shared goal, or promote positive change in their classrooms, institutions, or communities
- provide ongoing individual or group feedback on the collaborative leadership process
- ask students to reflect on growth in collaborative leadership skills and dispositions

### **Embedded Skill Learning Objectives**

Through completion of a CL course, students should be able to

- illustrate and critique basic models of teamwork, collaboration, or leadership
- identify the skills and dispositions necessary to achieve a shared goal, such as delegation, decision making, conflict resolution, ethics, and effective communication
- explain how their values, strengths, and weaknesses impact the success of a collaborative leadership process

**Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Service-learning courses, some lab courses, leadership courses and other courses where students are trained to work collaboratively for a common goal might meet the criteria for a CL course. To ensure the depth of co-curricular CL experiences, these experiences should include: (1) a faculty or staff sponsor and (2) substantial and engaged participation in the collaborative leadership activity. Potential experiences include:

- Volunteer service or other civic engagement
- Leadership retreats or certificate programs
- Serving on a campus committee or group
- Positional leadership (athletics, CAB, SGA, RLC, workplace, etc)
- Selected CVIL programs
- Peer or alumni mentoring

## **Embedded Skill: Critical Thinking (CT)**

**Requirement** – A student will be required to have two CT courses.

### **Requirement Purpose**

Critical thinking is the lifelong intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information that is used to guide beliefs and actions. By becoming a critical thinker, one is able to make sound arguments based on adequate evidence and so is able to rationally examine and assess one's own beliefs and those of others. A critical thinker applies these skills throughout their life in personal, professional, academic, and civic endeavors.

Critical thinkers in the liberal arts tradition are engaged citizens. An engaged citizen takes intellectual responsibility to be an informed and active participant in the life of the community. An engaged citizen seeks and/or is committed to collaborative decision making.

### **Required Course Characteristics**

A course in this area will

- guide students through the processes of forming and evaluating arguments
- include training and practice in analysis for drawing conclusions, problem solving, and decision making
- include training and practice in interpretation
- include training and practice in logical inference
- provide feedback that is designed to help students evaluate and improve critical thinking skills
- offer opportunities to engage in reflection

### **Embedded Skill Learning Objectives**

Through completion of a CT course, students should be able to

- evaluate sources of information in order to become a critical consumer of said information
- interpret and analyze information in order to recognize bias and identify unchecked assumptions
- utilize different types of logic in order to identify the strengths and weaknesses of evidence supporting or refuting claims
- investigate alternate conclusions
- listen to and carefully consider the arguments of others
- articulate one's arguments with clarity, precision, and civility
- reflect on how one's experiences inform, shape, and/or impact the development of one's beliefs, values, and moral thinking
- collaborate with others to investigate solutions to complex problems

**Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Guiding students through the processes of forming and evaluating arguments might include:

- Defining and differentiating between fact and opinion; inference and implication
- Exploring the extent to which opinion is based upon
  - o Assumptions that inform one's reasoning process
  - o Inferences that one makes with or without evidence
  - o Hasty generalizations, stereotypes, and other logical fallacies.
- Group work in which students will read letters to the editor of widely-read publications, analyzing the arguments presented

Training and practice in analysis for drawing conclusions, problem solving, and decision making might include:

- Judging the credibility of a source based on agreement among sources, expertise, reputation, conflict of interest, use of established techniques, etc.
- Determining the appropriateness of observational studies based on data collection techniques, bias, corroboration, competent use of technology, etc.
- Choosing and implementing an appropriate problem solving technique for open-ended questions
- Designing and implementing experiments to test hypotheses
- Other forms of decision making

Training and practice in interpretation might include:

- Identifying or formulating a question
- Identifying or formulating criteria for judging possible options
- Analyzing existing arguments
- Summarizing an argument
- Finding challenges to an argument
- Other forms of interpretation and clarification

Training and practice in logical inference might include:

- Using deduction including forms of conditional statements, negation, the language of necessary and sufficient conditions
- Using deduction with compound sentences including existential and universal qualifiers, conjunctions and disjunctions
- Using indirect arguments including counterexamples, contrapositives, and proof by contradiction
- Using induction to make appropriate generalizations using various data collection Techniques

Reflection opportunities might include:

- class discussion
- presentations—formal and/or informal
- writing exercises

Suggested critical thinking assessment plan

External Evaluation: Students given the Academic Profile field test (ETS) will score at or above comparison schools in Critical Thinking.

Internal Evaluation: Write a reflective essay dealing with a topic from at least two conflicting points of view on that topic, demonstrating the ability to clearly state and reflect on both sides of an issue with as little bias as possible. This reflective essay could also be used to help determine the student's writing ability.

## **Embedded Skill: Information Literacy (IL)**

**Requirement** – A student will be required to have two IL courses.

### **Requirement Purpose**

An information literate person is able to ask appropriate questions related to an information need and discover explanations and specific answers to those questions based on evidence. The goal of information literacy is knowledge, the basis for good decision making. Through the ability to make informed decisions, information literacy becomes a means by which individuals can develop into engaged citizens and contributing members of a community. Information literacy, as a methodology and a set of skills, allows and inspires individuals to be life-long learners. Information literacy is common to all academic disciplines; therefore individual skills and concepts change when applied to specific fields of study and inquiry.

### **Required Course Characteristics**

A course in this area will

- be developed in consultation with a reference librarian for first time instructors of the course
- offer explicit instruction in the use of information literacy skills
- require students to utilize information literacy in completing assignments
- provide feedback that is designed to help students evaluate and improve information literacy skills

### **Embedded Skill Learning Objectives**

Through completion of an IL course, students should be able to

- define a need for information and ask relevant questions to develop a research strategy, which requires the student to choose and refine a research topic; identify key concepts and terms related to the topic; and develop an awareness that information exists in various formats
- search appropriate resources which might include databases, the Internet, books, journals, expert information, films and visual imagery
- identify most appropriate information resources and data sets
- assess and evaluate both the information and the information's sources
- recognize academic integrity, how it relates to plagiarism and responsible use of information by understanding fair use of copyrighted materials and various forms of proper citations such as MLA or APA

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

We anticipate two types of courses with IL designations: courses in the majors and general courses. The most logical courses in the majors in which to teach information literacy are those that teach research and writing in the disciplines. Since disciplines use different information in different ways, students benefit from being exposed to information literacy

training in a variety of 100-level courses. Because advanced levels of information literacy are discipline-specific, students should be taught information literacy skills in their majors.

IL courses will include a variety of projects:

- Formal research projects might include project reports, presentations, group presentations, lectures, and research papers.
- Information research projects might include annotated bibliographies, research reports, research journals and research worksheets.

1. Ask students to do an evaluative annotated bibliography on some aspect of the course content in preparation for a research paper.
2. Ask students to evaluate a series of web sites you've given them in terms of authority, accuracy, objectivity, and timeliness. Ask them to rank them in order of usefulness in completing a research assignment. For those sites found lacking, ask students to give a suggestion for more appropriate sites.
3. Ask students to assemble background information on a company or organization in preparation for a hypothetical report, job interview, or stock purchase.

Some ways for evaluating information and sources are to determine the origin of information, identify authors and their qualifications, and identify accuracy and potential bias.

ACRL provides a detailed explanation of Information Literacy for those interested:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

## **Embedded Skill: Intercultural Communication (IC)**

**Requirement** – A student will be required to have one IC course.

### **Requirement Purpose**

Engaged citizenship on a global level includes communicating with others across cultural and linguistic lines. Courses in this category are designed to put students in direct contact with speakers of languages other than their own. Cultural information and experiences will be shared through the medium of a nonnative language.

Intercultural Communication courses are not focused on achieving language competency, but rather on learning through experience. In these courses it is the experience of communicating with people using a nonnative language that brings expanded cultural and linguistic understanding. Since intercultural communication is a daily reality for much of the earth's population, this requirement allows students to understand the world through the eyes and words of others. Students will analyze and reflect on the value of using multiple linguistic resources to access other cultural views. As a result, students will gain new perspectives on their own culture.

### **Required Course Characteristics**

A course in this area will

- provide explicit instruction and feedback on the development of communication skills in a nonnative language
- involve direct interaction with native speakers of that language
- use the nonnative language as a means of accessing and understanding another culture and how it relates to one's own
- examine the practices (e.g., patterns of social interactions), products (e.g. music, laws, books, food) and perspectives (e.g., attitudes, values, ideas) of the cultures under discussion
- examine cultural similarities and differences among the cultures under study (moved from learning objectives section to here)
- lead students to recognize and expose the fallacies of stereotyping

### **Embedded Skill Learning Objectives**

Through completion of an IC course, students should be able to

- demonstrate an improved ability to communicate (e.g., writing, speaking, and appropriate body language) in a nonnative language about topics of cultural interest
- identify distinctive cultural practices, products and perspectives of the cultures under discussion
- differentiate between individual and culture-based characteristics and stereotypes
- reflect on the experience of communicating with speakers of another language

**Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Examples of Pedagogical Techniques:

- Service learning
- Simulations
- Audio, video, computer-assisted technologies, for example Skype, ICN, webcam, telephone, e-mail, blogs, chat rooms, wikis, twitter, podcasts, film, music
- Guest speakers
- Field trips
- Group meals
- Project-based learning
- Linking with groups of nonnative speakers
- Research projects and presentations
- Case studies
- Panel discussions
- Role-playing
- Performances
- Read and reflect on literary and cultural texts
- Journals

Examples of assessment techniques:

- External: test of cultural sensitivity? Possibly a pre-test and a post-test
- Internal: develop a rubric based on course objectives; use with reflective essay, discussions, projects, etc.
- Individual: every student will have had contact in a communicative situation with a nonnative speaker

## **Embedded Skill: Oral Communications (OC)**

**Requirement** – A student will be required to have two OC courses.

### **Requirement Purpose**

In order to be a well engaged global citizen, individuals must be able to express ideas effectively to others. Oral communication skills help the communicator redefine and shape his or her values and facilitate change in others. Specifically, oral communication skills are a set of abilities enabling individuals to become confident and competent speakers by the time of their graduation. These skills develop over time through a carefully planned process. OC courses will engage students in both formal and informal uses of communication. OC courses will equip students to comprehend, critique, and analyze information in order to be able to effectively and efficiently communicate their ideas to others.

In an OC course, students can expect to (1) receive, process, and disseminate information, (2) learn to appropriately cite evidence to support their claims, and (3) demonstrate critical thinking skills used to examine, analyze, critique, and convey thoughts, ideas, and opinions. Students will learn the basic principles for organizing ideas appropriately in order to express them through oral communication.

### **Required Course Characteristics**

A course in this area will

- offer explicit instruction in both the process and the product of oral communication and listening skills
- include several opportunities for students to develop oral communication skills in both formal and informal situations

Formal oral communication will have the following characteristics: a major project which entails a significant amount of out of class preparation, such as a research presentation, accompanied by appropriate activities used to develop necessary skills systematically, or a set of smaller projects which accomplish the same goals.

Informal oral communication will have the following characteristics: numerous shorter activities which may include class discussions, research updates, etc consisting of activities that emphasize the appropriate oral communication skill.

- provide feedback that is designed to help students evaluate and improve oral communication skills

### **Embedded Skill Learning Objectives**

Through completion of an OC course, students should be able to

- organize ideas in oral presentation for the purpose of information and/or persuasion.
- demonstrate analytical and listening skills when responding to and evaluating arguments, sources, and other presentations.

- cite appropriate evidence to support claims.
- produce appropriate, responsive and effective oral communication that achieves at least an average (C) level of quality.

**Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Examples of Pedagogical Techniques:

High Degree of Formality and Out-of-Class Preparation

- Debate
- Trial
- Presentation of research project
- Oral Exam

Significant Degree of Formality and Out-of-Class Preparation

- Student- or group-led discussions on readings, writings, or other course material
- Role-play
- Performance
- Faculty-student conference/interview for grade defense
- Mini-conference poster session – students work in groups on a research topic and during the presentation component of the assignment group members take turns manning the poster, so all others can mill about listening to others' poster presentations

Relatively Small Degree of Formality and Little Out-of-Class Preparation

- Peer-review groups in which students share drafts and give each other oral feedback
- Small-group discussion
- Mini-writing assignment followed by sharing those ideas verbally
- "Work-in-progress" presentations (1-2 minutes) to present paper topics, new ideas, or interesting research to the entire class
- "Open-mike" readings of finished work to share and to celebrate work accomplished

Almost No Formality or Out-of-Class Preparation

- Participation in class discussion
- Sharing journals or informal writing in class
- Snowball Fight – student exchange questions that they have written outside of class and anonymously share each others' ideas

Additional resources

- Examples of class assignments from a variety of departments and courses:  
[http://mendota.english.wisc.edu/~WAC/page.jsp?id=73&c\\_type=category&c\\_id=50](http://mendota.english.wisc.edu/~WAC/page.jsp?id=73&c_type=category&c_id=50)  
<http://mendota.english.wisc.edu/~WAC/category.jsp?id=49>
- A handout entitled, Building Oral and Written Communication into Your Classroom," which advises that instructors must actively engage in teaching not only the final product of communication, but also the process by which students get there.  
[http://www.humboldt.edu/~ugst/downloads/integrating\\_communication.pdf](http://www.humboldt.edu/~ugst/downloads/integrating_communication.pdf)

- The University of Delaware version of this page, along with a variety of other helpful resources can be found at <http://www.english.udel.edu/wc/faculty/tipsheets/index.html>.
- A short article entitled, “Teaching oral communication skills in academic settings: A case study in task-based approach to syllabus design.”  
<http://www.iuj.ac.jp/faculty/mkahmed/workingpaper.html>

#### Assessment Resources

- This website describes the assessment criteria recommended by the National Communication Association. <http://www.natcom.org/index.asp?bid=276>
- This PDF document contains rubrics for assessing formal presentations. It includes verbal effectiveness, nonverbal effectiveness, appropriateness, and responsiveness. <http://www.nwrel.org/assessment/pdfRubrics/oralassess.PDF>
- This word document contains a rubric for assigning points to oral presentations. It comes from the Department of Chemical Engineering at Auburn University.

[www.eng.auburn.edu/department/che/\\_doc/Oral%20Communication%20Assessment%20Rubric.doc](http://www.eng.auburn.edu/department/che/_doc/Oral%20Communication%20Assessment%20Rubric.doc)

- This PDF document contains the rubric used at Alverno College for assessing formal presentations. The 10 specific skills include speaking on one’s feet, establishing and maintaining context, verbal expression, effective delivery, appropriate conventions, purposeful structure, support for a position/development of an idea, creation and use of media, appropriate context, and self-assessment.  
<http://openedpractices.org/files/Oral%20Comm%20Alverno.pdf>

## **Embedded Skill: Quantitative Reasoning (QR)**

**Requirement** – A student will be required to have two QR courses.

### **Requirement Purpose**

Quantitative reasoning is the application of quantitative concepts and skills to solve real world problems for the purpose of making decisions. To effectively use quantitative reasoning requires understanding how to interpret, evaluate, and use various types of quantitative information in order to support a position or argument. It includes the ability to express quantitative information visually, symbolically, numerically and verbally (including written or oral communication).

In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying quantitative skills to the solution of real-life problems such as choosing the financing for a new home, how to live a sustainable lifestyle, and whether to vote for or against a specific tax. The purpose of embedding the Quantitative Reasoning skills in application courses is to provide our students with quantitative problem-solving experiences at the college level within the context of the content of other college courses. The goal is to instill long-term patterns of interaction and engagement with quantitative problem-solving.

### **Required Course Characteristics**

A course in this area will

- consist of content that is quantitative in nature for about one-third of the course. This can be measured by requiring that approximately one-third of the grade be based on assessment of student work that is quantitative in nature or by scheduling approximately one-third of the syllabus on quantitative material
- offer explicit instruction in the use of quantitative reasoning skills
- include several opportunities to practice quantitative reasoning skills
- provide feedback that is designed to help students evaluate and improve quantitative reasoning skills

### **Embedded Skill Learning Objectives**

Through completion of a QR course, students should be able to

- interpret representations of quantitative information and draw inferences from them. Representations of quantitative information can be symbolic (e.g., a formula), visual (e.g., a graph, diagram or schematic), numerical (e.g., a table of values or calculation) and verbal (e.g., written or oral work)
- communicate quantitative information effectively incorporating at least one of symbolic, numeric or graphical representations within verbal communication
- solve problems and make decisions using quantitative methods. Quantitative methods of problem solving include any of the methods among arithmetic, algebraic, geometric, algorithmic and statistical

- analyze solutions to quantitative problems. Methods of analysis may include plausible estimation, testing for reasonableness, verifying the solution by using alternate methods of problem solving and testing the solution to see if it is optimal
- demonstrate recognition of the value and the limitations of quantitative methods

## **Embedded Skill: Written Communication (WC)**

**Requirement** – A student will be required to have four WC courses.

- One WC course will be the Simpson Colloquium.
- At least one WC course will be in the student's major area of study.
- Two of the three post-Simpson Colloquium WC courses must be above the 100-level.

### **Requirement Purpose**

Written communication is the ability to communicate successfully via handwritten, printed, or electronic text through time and space.

Writing is an essential skill that students need in order to comprehend, analyze, and synthesize a variety of texts in a variety of disciplines. In college, students will learn to write in multiple contexts: in the Simpson Colloquiums, in general education courses, in courses for their majors, and in elective courses. Effective writing is also a skill they will find indispensable in their professional lives beyond the undergraduate academic setting.

Engaged citizens rely on strong writing skills, whether they are exploring and developing their own ideas, responding fairly and responsibly to the ideas and perspectives of others, or crafting the polished, compelling and persuasive expression so often necessary to shaping and creating a diverse and just community.

### **Required Course Characteristics**

A course in this area will

- require each student to submit at least 3,000 words of graded writing (approximately 12 standard double-spaced pages) that demonstrates the learning objectives of this embedded skill. Examples of individual writing that would meet this requirement include: responses (reading/journal), essays (personal or academic), reports, proposals, abstracts, journal/literature reviews, research papers, portfolios, etc. If collaborative writing is assigned, each student's contribution must be calculated and applied to the student's individual 3,000-word total.
- provide students with substantive feedback on the 3,000-word minimum of graded writing assigned. Students will be given the opportunity to revise the work in accordance with that feedback. Substantive feedback includes written instructor comments and/or conferencing on issues encountered in the pursuit of the learning objectives listed above.
- provide the following information in their course materials:
  - o description of the types of discipline-specific writing students will undertake (e.g., proposals, lab reports, research papers, portfolios),
  - o description of the writing process each course will incorporate (at least three of the following processes should be included: drafting, peer critique, line editing, assembling portfolios) and
  - o type and frequency of instructor feedback.
- normally have no more than 18 students enrolled per section.

### **Embedded Skill Learning Objectives**

Through completion of a WC course, students should be able to

- articulate an idea and formulate a thesis
- organize thoughts in a logical fashion
- support arguments with credible evidence
- address the requirements of various audiences
- identify and correct sentence-level errors

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Due to the relatively sustained history of Writing Across the Curriculum/Writing in the Disciplines in higher education (nearly 40 years and counting), established and successful pedagogical techniques are many.

Two well established categories of activities and assignments common to WAC/WID classrooms are **Writing to Learn** and **Learning to Write**.

According to the WAC Clearinghouse Web site, **Writing to Learn** can be defined as follows:

Generally, writing-to-learn activities are short, impromptu or otherwise informal writing tasks that help students think through key concepts or ideas presented in a course. Often, these writing tasks are limited to less than five minutes of class time or are assigned as brief, out-of-class assignments.

The site goes on to list specific examples, such as:

- The reading journal
- Generic and focused summaries
- Annotations
- Response papers
- Synthesis papers
- The discussion starter
- The learning log
- Analyzing the process
- Problem statement
- Solving real problems
- Pre-test warm-ups
- Using Cases
- Letters
- Project notebooks
- The writing journal

For a fuller definition of these activities, and for a more detailed definition of Writing to Learn, see the WAC Clearinghouse Web site: <http://wac.colostate.edu/intro/pop2d.cfm>

**Learning to Write** activities, while not excluding certain examples in the above list, include the more formal work pertinent to a given academic discipline (essays, lab reports, proposals, research papers, etc.).

Whether instructors are assigning **Writing to Learn** or **Learning to Write** activities, the incorporation of the above-mentioned processes of drafting, peer critique, line editing and assembling portfolios (under Course Characteristics) serves as sound pedagogical practice. The director of Simpson's WAC program, along with the staff of the writing center, will serve as a resource for faculty and will provide concrete support as faculty work writing into their courses over time.

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A note about collaborative student writing and required word-minimums (under Course Characteristics 1 above): While not always easy or straightforward to apply, strategies do exist for tracking individual contributions to collaborative writing projects. One such strategy is to appoint a group member to keep track of the compositional process. The purpose is not to count words but to keep track of larger units of composition. Exactitude is difficult to achieve, but anyone who has worked on a group document knows that some sense of quantity and quality of peer contribution is usually discernible.

Such tracking is inevitably assignment-specific, for example, if the document is large and/or sectional in structure (e.g., our own eight-year-cycle APRC report), a sectional approach to composition could facilitate tracking. Appointing a trustworthy member of a group to perform the tracking and trusting the result is a fine way to proceed. In addition, requiring each student to keep a log of his or her contributions (requiring group sign-off [or a meeting with the instructor] before submission of the final product for a grade) could also be productive. Complications may well occur, of course, when the document is required to reflect a consistent voice. Still, such group line-editing could be tracked or summarized as well.

Employing Scholar, students could post text online, with others weighing in with revisions via the comment function on Word, or by responding with revision comments through a thread. Author, date, time, etc. could be recorded with no need for a particular student to

## **Capstone in the Major (CM)**

### **Requirement Purpose**

To provide an education that prepares students to be engaged citizens, able to apply their learning in a specific discipline to the larger community through work and/or service, each major will require a capstone experience (or in the case of interdisciplinary capstones, in conjunction with other departments) that allows students to demonstrate their abilities as apprentice practitioners in their chosen field of study.

The capstone experience will help students integrate advanced, field specific learning with the knowledge and skills of a liberal education. Since the capstone experience may vary widely by major, the specific learning objectives for the experience will be determined by faculty in the discipline in which the student is majoring. As engaged citizens, students will share their work with an audience appropriate to the project as determined by the faculty of that department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences.

### **Required Experience Characteristics**

A capstone experience in the major will

- engage students in advanced disciplinary or interdisciplinary work to synthesize and culminate the students' learning
- require students to produce a final paper, report, creative work, portfolio, exhibition, performance, or other document or presentation appropriate for the discipline
- require students to share their work with an audience as determined by the department

Examples of potential presentations include but are not limited to:

- 1) Presentations to a class, department, division or college wide audience
- 2) Senior recitals, art exhibitions, or theatrical performances
- 3) Student teaching

### **Capstone in the Major Learning Objectives**

Through the completion of a capstone experience in the major, students should be able to demonstrate that they have acquired the knowledge and skills associated with apprentice practitioners in their chosen field of study by presenting their work to an audience chosen by the department.

### **Resources: definitions, supporting information, pedagogical techniques, etc. (not to be voted on)**

Departments should have wide flexibility in developing appropriate capstone experiences. Types of experiences that would be viable capstone projects include senior seminars, senior research projects, senior recitals, field experiences, senior art portfolios or exhibitions, and internship or work experiences. Departments may choose to allow off campus experiences such as summer research or work experiences to satisfy the capstone experience.

The capstone experience is ideal for pedagogies such as project based learning, collaborative work, civic and service learning projects, and the further development of oral, written communication, and performance skills.

To “share their work,” a Spring Symposium could be created to showcase students’ work and progress towards becoming engaged citizens. A Symposium would be a venue for student presentations, but majors could use