

Learning Outcomes Flagged Courses

Information Literacy Learning Outcomes include (but are not limited to):

- ☐ Select information that provides relevant evidence for a topic.
- ☐ Find and use scholarly and discipline-specific professional information.
- ☐ Differentiate between source types (differences include primary vs. secondary vs. tertiary sources; scholarly vs. popular sources; professional vs. academic) recognizing how their use and importance vary with each discipline.
- ☐ Evaluate resources for reliability, validity, accuracy, authority, and bias.

Student work involving information literacy is described in the course assignments and syllabus
Student's ability to find information found in a variety of sources is reinforced
Student's ability to evaluate information found in a variety of sources is reinforced
Student's ability to reflect on information found in a variety of sources is reinforced
A portion of class time is committed to explaining how scholars in their discipline create focused research questions, do research, summarize findings, and share new research with their peers
At least 10% of total course grade assesses information literacy

Engaged learning outcomes:

The experience must address at least one of the following outcomes:

- ☐ Respect for others: Students will demonstrate respect for individual and group difference in their interaction with others
- ☐ Civic Knowledge and engagement: Students will apply their knowledge and experiences to address problems of social justice
- ☐ Ethical reasoning: Students will be able to identify ethical issues and propose effective approaches to their resolution, or
- ☐ Habit of service: Students will participate in activities that engage them in the service of human communities and the natural environment.

In engaged learning experiences, students should:

- ☐ Increase content knowledge.
- ☐ Enhance their ability to apply that knowledge.
- ☐ Enhance their ability to integrate knowledge across contexts, disciplines or sub disciplines.
- ☐ Improve their critical thinking and problem solving skills.
- ☐ Foster self-awareness and personal development as individuals.

Addresses one of the following: respect for others, civic knowledge and engagement, ethical reasoning, or habit of service
Significant amount of time is devoted to building connections between course content and engaged learning activities
Assignments reflect attention to course content and engaged learning activities
At least 15 hours of relevant engaged learning experience is required
Assignments that develop engaged learning outcomes account for at least 20% of total course grade
Ability to integrate knowledge across contexts, disciplines, or sub-disciplines is enhanced

Critical thinking and problem-solving skills are improved
Self-awareness and personal development is fostered

Quantitative Literacy learning outcomes:

Student work must involve demonstration of student proficiency in at least one of the following areas:

- ☐ Applying quantitative, mathematical, statistical and/or computational methods to solve problems,
- ☐ Interpreting quantitative or mathematical information in the context of the discipline,
- ☐ Comprehending, critiquing, creating and communicating arguments supported by quantitative evidence,
- ☐ Understanding formal symbolic representations of data or ideas, and following formal rules to reach conclusions, and
- ☐ Understanding and explaining abstract mathematical ideas and their connections to concepts in other disciplines.

Student work demonstrates proficiency in at least one of the following: comprehending, critiquing, and communicating arguments supported by quantitative evidence; understanding formal symbolic representations of data or ideas, and following formal rules to reach conclusions; or understanding and explaining abstract mathematical ideas and their connections to concepts in other disciplines
A portion of class time is committed to the instruction of topics relevant to quantitative reasoning
Students understand the overall benefits of developing skills in quantitative reasoning in today's global community and in their own personal lives
At least 15% of final course grade is determined by work demonstrating proficiency in quantitative reasoning

Oral skills flag learning outcomes:

A course flagged for oral communication skills requires students to prepare, practice and deliver one or more original oral presentations/performances. Assignments in the course must require students to engage in:

- ☐ The analysis of the intended audience and context for delivery.
- ☐ Advance preparation of speaker's notes, an outline, a script, or other supporting materials.
- ☐ Advance practice/rehearsal.
- ☐ The actual presentation and/or performance.

Students engage in the analysis of intended audiences and context for delivery
Students engage in advance preparation of speaker's notes, an outline, a script, or other supporting materials
Students engage in advance practice/rehearsal
Students engage in the actual presentation and/or performance

In-class instruction related to proper preparation and delivery of assigned presentation/performance
Feedback provided during preparation process, including feedback on both written supporting materials and oral practice/rehearsal
Assignments that develop oral communication skills account for at least 20% of total course grade; at least 10% of which is allocated to actual presentation/performance

Writing flag learning outcomes:

Courses flagged for Writing reinforce students' ability to write in ways that emphasize clarity, coherence, intellectual force and stylistic control. Writing skills include the ability to understand and engage the discourse, rhetorical situation, and written conventions of a particular discipline; to express and interpret ideas—both their own and those of others—in clear written language; and to critique and revise written work, both their own and those of others.

The writing flag is founded on two principles. First, writing is a complex, extended process of discovery, knowing, and persuasion. Second, writing is most improved when revision is emphasized both as an investigative and as a critical component of the writing process.

30 written pages of text or 9,000 words
Feedback is provided on 30 pages or 9,000 words
Types of reasoning, arguments, evidence, demonstration, and citation common to the disciplinary discourse are addressed
A specific portion of class time is committed to the instruction of drafting, revision and proofreading skills specific to course assignment or relevant disciplinary discourse
30% of the final course grade will be determined by 30 pages, or 9,000 words