

Goal	Student Learning Outcomes
Information Literacy	<p>Students will be information literate.</p> <ol style="list-style-type: none"> 1. Determine the nature and extent of information needed. 2. Access information effectively and efficiently. 3. Evaluate information critically. 4. Use information to accomplish a specific purpose. 5. Understand the economic, legal, and social issues associated with using information.
Analytical Skills and Critical Thinking	<p>Students will be able to read analytically and critically.</p> <ol style="list-style-type: none"> 1. Identify the writer’s purpose(s) and its or their implications. 2. Analyze the major points made in developing the main point or thesis and the kinds of material used for the development and/or support. 3. Analyze the writer’s basic assumptions and its implications. 4. Analyze the writer’s voice, tone, style, and effectiveness of the writer’s argument or major points. <p>Students will be able to critique an argument effectively.</p> <ol style="list-style-type: none"> 1. Identify the conclusion of the argument. 2. Identify the claims intended to support conclusion—that is, the premises—both explicit and implicit. 3. Assess to what degree the premises, if true, support the conclusion. 4. Assess the likelihood that the premises are true. <p>Students will be able to construct an effective argument.</p> <ol style="list-style-type: none"> 1. Identify and clearly state a thesis or conclusion that is supported by the best available evidence. 2. State the best available evidence in the form of clear, unambiguous premises or claims. 3. Determine which premises or claims, if any, require the support of more basic premises or claims. 4. Make explicit any implicit premises, claims, or contexts. 5. Anticipate the strongest objections that can be made against the argument. <p>Students will be able to apply simple mathematical methods to the solution of real-world problems.</p> <ol style="list-style-type: none"> 1. Demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.

Analytical Skills and Critical Thinking (continued)	<ol style="list-style-type: none"> 2. Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percents. 3. Use arithmetic, algebraic, geometric, and statistical methods, to solve problems. 4. Interpret quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them. 5. Represent mathematical information symbolically, numerically, visually, and verbally. 6. Generate and apply conclusions based on patterns. 7. Recognize that mathematical and statistical methods have limitations.
Effective Communication	<p>Students will be able to write effectively.</p> <ol style="list-style-type: none"> 1. Demonstrate effective rhetorical strategies appropriate to the purpose, audience, context, and genre, including strategies related to content, structure, voice, tone, and style. 2. Use writing for inquiry, learning, and thinking; understand a writing assignment as a series of tasks (including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources); be able to integrate their own ideas with those of others, differentiating and crediting ideas of others but using them effectively for their own persuasive and explanatory purposes; and understand the relationships among language, knowledge, and power. 3. Be aware that it usually takes multiple drafts to create and complete a successful text; develop flexible strategies for generating, revising, editing, and proofreading; be able to critique their own and others' work; and understand the collaborative and social aspects of writing processes and be able to balance the advantages of relying on others with the responsibility of doing their own part. 4. Demonstrate knowledge of genre conventions, including conventions related to content, format, structure, paragraphing, tone, style, and documentation, as well as knowledge of the conventions of Standard Written English. 5. Conduct web-based research; employ research strategies using electronic data bases; use the computer for the various stages in writing (including drafting, revising, responding and editing); and understand how rhetorical strategies used in writing traditional texts differ from those used in composing online genres such as hyper-text, electronic communication, and graphics. <p>Students will demonstrate effective oral communication skills.</p> <ol style="list-style-type: none"> 1. Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker. 2. Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination. 3. Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.

	<ol style="list-style-type: none"> 4. Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.
Informed and Engaged Citizenship	<p>Students will be informed about world geopolitical systems.</p> <ol style="list-style-type: none"> 1. Describe social, political, economic, or cultural systems within and outside the United States and how historical, economic, political, social, or geographic relationships develop, persist, and change. 2. Analyze critically both contemporary and historical perspectives on contemporary issues and one's own culture, history, and society. 3. Recognize the social responsibility of the individual within a larger community.
Intercultural Knowledge and Diversity Awareness	<p>Students will understand and appreciate the diversity of and within societies of the United States and the world.</p> <ol style="list-style-type: none"> 1. Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States. 2. Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations. 3. Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.
Scientific Literacy	<p>Students will understand and appreciate methods and issues of science and technology.</p> <ol style="list-style-type: none"> 1. Place current knowledge in the context of the development of the specific discipline. 2. Understand the scientific method and demonstrate an ability to apply it across a variety of situations. 3. Demonstrate an ability to conduct, and interpret the results of experiments aimed at better understanding natural phenomena. 4. Understand major issues and problems facing modern science and technology, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet. 5. Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories.

Aesthetic Appreciation and Engagement	Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world. <ol style="list-style-type: none">1. Develop and articulate criteria for aesthetic judgment.2. Understand how various art forms and/or works of art both reflect and inform society at large, historically and/or in the present.3. Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process.
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