

Eloquentia Perfecta

Guidelines for Level II

The goal of the *Eloquentia Perfecta* requirement is to assure and further develop each student's abilities to gather, evaluate and disseminate information and ideas. The Level I EP requirement exists to present the first-year student with opportunities to develop such abilities. Primary modes of demonstrating competence are public speaking, writing, and using digital technology.

Eloquentia Perfecta courses in Level II will be identified from existing or new courses that meet the established criteria and carry the following designations: Oral (EPO), Digital (EPD), and Writing (EPW). Students must complete courses of variable credit in order to earn two EPO, two EPD, and two EPW designations. No course may carry more than two of these EP designations. One course of each designation is recommended to be in the student's major program of study. EP courses in Level II may also fulfill other major, cognate and/or general education requirements. These courses will be delivered at the 200 level or above.

Approved Student Learning Outcomes	Guidelines	Skills & Abilities
At the completion of each Level II: <i>Eloquentia Perfecta</i> Writing (EPW) course, students will be able to:	In order to meet the identified student learning outcomes, courses designated as EPW will:	Skills to be incorporated & measured through course and/or programmatic assessment:
<ol style="list-style-type: none"> 1. Write in genres used by professionals in the course's subject area. 2. Explain the writing conventions of the discipline and adhere to them in their own writing. 3. Draft and revise their writing to fulfill a purpose. 4. Utilize writing as a means to develop and communicate knowledge in their discipline. 	<ul style="list-style-type: none"> • Have enrollment that allows meaningful engagement among students and faculty to meet the requirements of <i>Eloquentia Perfecta</i>. • Be taught seminar- or workshop-style • Require students to write a minimum of 5,000 formal words over a minimum of three assignments throughout the semester • Offer written and/or oral feedback from the instructor and/or peers at different stages throughout the process prior to final delivery of each assignment • Enable students to work through a process of generating and revising a written text related to the areas of inquiry in a discipline • Complete a common assignment to be assessed across all sections/departments 	<ul style="list-style-type: none"> • Generate a topic of inquiry or a topic for creative/ professional writing in the discipline • Synthesize multiple sources to complete a writing process • Develop and sustain a(n) argument(s) • Self-assess & reflect • Write for selected audiences • Utilize writing conventions of a discipline, including writing in standard English
At the completion of each Level II: <i>Eloquentia Perfecta</i> Digital (EPD) course, students will be able to:	In order to meet the identified student learning outcomes courses, designated as EPD will:	Skills to be incorporated & measured through course and/or programmatic assessment:
<ol style="list-style-type: none"> 1. Utilize digital technology in the ways that professionals create artifacts and disseminate information in their discipline. 2. Make informed choices among alternatives in the use of digital technology. 	<ul style="list-style-type: none"> • Have enrollment that allows meaningful engagement among students and faculty to meet the requirements of <i>Eloquentia Perfecta</i> • Be taught seminar- or workshop-style • Employ digital software and data management systems to deliver results • Require students to complete a minimum of three digital products/artifacts (e.g. graphical 	<ul style="list-style-type: none"> • Utilize search strategies • Evaluate sources for credibility • Analyze and process data and information • Create a media presentation with compiled data

<p>3. Integrate the use of various digital tools in the gathering, evaluating, and disseminating of information.</p> <p>4. Reflect on the social, political, intellectual, moral, and ethical implications of digital technology in their discipline.</p>	<p>representations, WEB sites, presentation software, spreadsheet, data processing software, publishing software, &/or computer programs)</p> <ul style="list-style-type: none"> • Offer written and/or oral feedback from the instructor and/or peers at different stages throughout the process prior to final delivery of each assignment • Complete a common assignment to be assessed across all sections/departments 	
<p>At the completion of each Level II: <i>Eloquentia Perfecta</i> Oral (EPO) course, students will be able to:</p>	<p>In order to meet the student learning outcomes, courses designated as EPO courses will:</p>	<p>Skills to be incorporated & measured through course and/or programmatic assessment:</p>
<p>1. Engage in dialogue about the discipline in a critical way.</p> <p>2. Participate in active listening and critical reflection.</p> <p>3. Develop and revise communication strategies based on audience members' verbal and non-verbal feedback.</p> <p>4. Utilize speaking as a means to develop and communicate knowledge in their discipline.</p>	<ul style="list-style-type: none"> • Have enrollment that allows meaningful engagement among students and faculty to meet the requirements of <i>Eloquentia Perfecta</i> • Be taught seminar- or workshop-style • Require students to accumulate at least 15 minutes of a prepared formal speech related to a professional activity of a discipline • Engage in meaningful dialogue as evidenced by active listening and critical reflection • Enable students to work through a process of generating ideas, drafting and organizing, reflecting and revising for each of these formal assignments; • Offer written and/or oral feedback from the instructor and/or peers at different stages throughout the process prior to final delivery of each assignment • Complete a common assignment to be assessed across all sections/departments 	<ul style="list-style-type: none"> • Structure & organize information for a professional activity in a discipline (e.g. oral presentations, teaching to peers, clients or students, etc.) • Synthesize sources of information for the purpose of sharing it with an audience • Create & maintain a relationship with an audience • Utilize appropriate evidence to accomplish the purpose of communication • Utilize visual, audio, and/or kinesthetic skills to communicate effectively • Demonstrates self-awareness, engage in self-reflection, and respond to audience