

# **THE GENERAL EDUCATION PROGRAM AT THE UNIVERSITY OF SCRANTON**

**(April 2017)**

## **INTRODUCTION**

A general education at The University of Scranton aims to generate opportunities for students to obtain and demonstrate broad knowledge of human cultures, social formations, and the physical and natural world. Moreover, philosophy and theology enjoy a special place in the Jesuit and Catholic educational traditions; in tandem with other disciplines, they encourage students to reflect on fundamental questions of ethics and faith in their personal and professional development. As such, the transformation for which we strive builds on shared, formative educational opportunities.

Education in the spirit of discernment, intellectual rigor, and service is a communal endeavor. By educating men and women for others, we aspire to motivate and empower students to live in keeping with the Jesuit ethos of contemplation in action. Students will affirm the common differences that bind humanity, the recognition of which forms a basis for any meaningful expression of solidarity. Students and faculty will join in realizing our shared purpose, to foster positive social change in service of faith and justice for the good of the entire human community.

Forging communities based on principles of cultural awareness, inclusion, respect, and dignity, we work to connect the knowledge we gain in the classroom with all aspects of our lives and professions. Because broad, interdisciplinary collaboration is essential to a Jesuit education rooted in the liberal arts, the general educational curriculum equips students to pursue both in-depth study in their chosen field and to engage critically with information, ideas, and arguments in other disciplines.

Students who take full advantage of the breadth of opportunities afforded to them by the general educational curriculum will develop a commitment to life-long learning and be practiced in the creative and compassionate imagination required to respond to the spiritual, intellectual, and material needs of others in a diverse and globalizing world. These include a range of courses that support the acquisition of intellectual and practical skills for formal and informal communication (oral and written) and for the critical and innovative thinking that guides inquiry and analysis. While we speak of foundational learning as skills, we do so in full knowledge of the fact that no skill can be taught or learned in isolation from contents or processes. To that end, the general education program is designed to achieve the goals articulated below by engaging students in fundamental areas of technological and information literacy, diversity, humanities, natural sciences, philosophy, quantitative reasoning, social-behavioral sciences, and theology.

This document represents a higher-level articulation of the area-level goals and objectives contained in the document from the Conference Committee on Curriculum – the GE program oversight committee. The CCC GE Goals and Objectives are included at the end of this document.

***Goal:*** *Students will demonstrate analytic reasoning and critical thinking within and across disciplines.*

- **Learning Objective:** Students will demonstrate familiarity with and differentiate among the objects, methods, ethics, and conclusions of natural and social-behavioral scientific inquiry.
- **Learning Objective:** Students will comprehend fundamental scientific principles and arguments.
- **Learning Objective:** Students will create, solve, interpret, formulate, and execute basic mathematical models and concepts.
- **Learning Objective:** Students will communicate and represent quantitative information or results numerically, symbolically, orally, visually, or in writing.
- **Learning Objective:** Students will apply inductive, deductive, and other systems of logical analysis to solving problems.

**Goal:** *Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines.*

- **Learning Objective:** Students will communicate effectively in writing and orally, disseminating thoughts and ideas to persuade, defend, and/or inform audiences in discipline-specific and general venues.
- **Learning Objective:** Students will demonstrate clarity, coherence, rigor, scholarly tone, and stylistic control, which will be achieved by applying proofreading, editing and revising strategies to their work and the work of their peers.
- **Learning Objective:** Students will develop general and discipline-specific skills to deliver effective, audience-appropriate oral presentations using visual, auditory, and technological aids
- **Learning Objective:** Students will analyze, understand, and produce verbal language in a variety of forms, including works of fiction and nonfiction, dramatic and poetic texts, essays, speeches, every-day conversation, and digital communications.

**Goal:** *Students will demonstrate technological and information literacy.*

- **Learning Objective:** Students will demonstrate competency in finding, evaluating, analyzing, and effectively using various sources of information.
- **Learning Objective:** Students will competently identify and employ contextually appropriate technologies to support the acquisition and dissemination of new knowledge.
- **Learning Objective:** Students will recognize and demonstrate sensitivity to ethical issues regarding the use of technologies, especially communication technologies (e.g., privacy, information sharing).

**Goal:** *Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production.*

- **Learning Objective:** Students will analyze and interpret primary historical documents, works of art, literature, or performance; and historical, critical and theoretical texts concerned with history and culture.
- **Learning Objective:** Students will demonstrate familiarity with and differentiate among a range of methods, objects, and conventions of disciplinary inquiry within the humanities.
- **Learning Objective:** Students will recognize and appraise the value of literary, historical, and social thinking as modes of engaging the world and its inhabitants.
- **Learning Objective:** Students will generate, interpret, and value multilingual or intercultural perspectives.
- **Learning Objective:** Students will select and employ creative, imaginative, and collaborative techniques of artistic expression.

**Goal:** *Students will develop historically informed and engaged understandings of God, world, and the human person that fosters a commitment to service, faith, and justice in the Jesuit and Catholic traditions.*

- **Learning Objective:** Students will develop a critical understanding of the nature of justice and the ability to apply ethical theories to contemporary issues and the capacity to utilize intellectual tools to promote justice.
- **Learning Objective:** Students will evaluate arguments, questions, and issues central to classical and modern philosophy and theology.
- **Learning Objective:** Students will demonstrate knowledge and awareness of the texts, thinkers, and theories that shaped historical debates about and inform contemporary conceptions of God, self, world, and the nature of right and wrong.
- **Learning Objective:** Students will examine the Jesuit ideal of being men and women for others and understand how this ideal applies to social relationships.

**Goal:** *Students will develop and articulate a cultural and global awareness and sensitivity that contributes to an integrated understanding of human diversity.*

- Learning Objective: Students will identify and explain the myriad forms that difference takes, such as differences in economic and social class, education, language, ethnicity, race, gender, ability, religion, and sexual orientation.
- Learning Objective: Students will recognize how difference is historically and socially constituted, and how some kinds of difference have been transformed into structural injustices.
- Learning Objective: Students will acknowledge and systematically engage perspectives other than their own. In the process, they will recognize the limits of their own perspectives and experiences and the value of inclusive communication in personal, professional, and civic relationships.
- Learning Objective: Students will relate ideas about diversity to ideas about justice and community. They will formulate political, cultural, social, and economic positions grounded in an informed respect for diversity and a commitment to solidarity.

**GENERAL EDUCATION CURRICUM  
GOALS AND OBJECTIVES FOR EACH CURRICULAR COMPONENT**

***ELOQUENTIA PERFECTA: FIRST-YEAR WRITING (FYW)***

**Goal of Eloquentia Perfecta Level I, Foundational Courses**

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

**Objective of First-Year Writing:**

Students will compose written communication as a way to generate, develop, and disseminate thoughts and information.

**Student Learning Outcomes:**

At the completion of coursework satisfying Level 1, Foundational: First-Year Writing (FYW), the student will be able to:

1. Employ flexible strategies for generating, organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.
2. Find, gather, read, summarize, evaluate, analyze, and synthesize texts in a purposeful manner in order to generate and support writing.
3. Write for different audiences, purposes, and contexts.
4. Integrate their own ideas with those of others using accurate and appropriate documentation.
5. Develop skills related to critical self-assessment and reflection on the process of writing.
6. Write in standardized English using appropriate syntax, grammar, spelling, and punctuation.

## ***ELOQUENTIA PERFECTA: FIRST-YEAR DIGITAL TECHNOLOGY (FYDT)***

### **Goal of Eloquentia Perfecta Level I, Foundational Courses**

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

### **Objective of First-Year Digital Technology:**

Students will demonstrate understanding of digital technology and learn to make use of it to gather, evaluate, and disseminate information.

### **Student Learning Outcomes:**

At the completion of coursework satisfying Level 1, Foundational: First-Year Digital Technology (FYD), the student will be able to:

1. Conduct effective search strategies to gather information suitable to the topic, audience, purpose, context, and speaker.
2. Evaluate sources for credibility.
3. Use digital technology to analyze and process data and information.
4. Employ digital technology to deliver results in appropriate forms.

## ***ELOQUENTIA PERFECTA: FIRST-YEAR ORAL COMMUNICATION (FYOC)***

### **Goal of Eloquentia Perfecta Level I, Foundational Courses**

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

### **Objective of First-Year Oral Communication (FYO):**

Students will demonstrate understanding of oral communication as a way to generate, develop, and disseminate thoughts and information in conversation, in discussion, and in the public sphere.

### **Student Learning Outcomes:**

At the completion of coursework satisfying Level 1, Foundational: Oral Communication (FYO), the student will be able to:

1. Structure and organize information according to purpose, audience, and situation.
2. Develop and share ideas in both formal and informal situations using verbal and non-verbal communication.
3. Create and maintain a relationship between the speaker and the audience.
4. Engage in effective listening and self-reflection.

## *ELOQUENTIA PERFECTA: FIRST-YEAR SEMINAR (FYS)*

### **Goal of Eloquentia Perfecta Level I, Foundational Courses**

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

### **Objective of First-Year Seminar (FYS):**

Students will participate in activities that ignite their creativity, curiosity, inquisitiveness, open-mindedness, and engagement in the world.

### **Student Learning Outcomes:**

At the completion of coursework satisfying Level 1, Foundational: First-Year Seminar (FYS), the student will be able to:

1. Demonstrate critical thinking and reading skills.
2. Contribute to intellectual discussions.
3. Articulate components of the Ignatian identity and mission of The University of Scranton.
4. Demonstrate knowledge and competencies necessary to acclimate to the intellectual and functional life of the university.

## ***PHILOSOPHY/THEOLOGY (P)***

### ***GENERAL EDUCATION GOALS AND OBJECTIVES***

#### **PREFATORY STATEMENT**

The philosophy/theology component of the general education curriculum is intended to lead students to a critical understanding of God, the world and the human person.

#### **Goals**

##### **THEOLOGY/RELIGIOUS STUDIES:**

Students who have completed the theology/religious studies component of the general education curriculum will be able to explain how Christian scripture and tradition address fundamental questions regarding God, the meaning of human existence, the possibilities of human community, and the nature of truth and knowledge, justice and the good. The overall goal is that students achieve an understanding of faith which enables them to integrate it into their whole lives.

##### **PHILOSOPHY:**

Students who have completed the general education philosophy and ethics requirements will be able to analyze and discuss the writings of past and present philosophers; to explain the basic philosophical issues implicit in the experiences of self and the relation of self to others and to God; to analyze and discuss the history of ethical theory and related moral issues in business, computing, health, science, technology, the law and the environment; and to reflect philosophically and ethically on their own personal, professional and civic lives.

##### **Objectives: All students will**

1. identify and read important texts, placing them both in historical and conceptual contexts, and write analyses and arguments pertaining to these texts
2. identify and discuss major philosophical and theological movements, events, people and ideas, and write analyses and arguments pertaining to them
3. discuss both the integration of and the tension between faith and reason
4. articulate the Catholic understanding of God and the sacramental dimension of God's presence to humankind
5. make both theoretical and practical use of Western philosophical and theological approaches to ethics in understanding and dealing with issues of justice and the good
6. apply technological and philosophical insights to issues of science and technology in the 20th century
7. synthesize their liberal arts education and integrate their liberal arts education with the professional training by means of theoretical and historical principles in both philosophy and theology.



## *QUANTITATIVE REASONING (Q)*

### *GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

The purpose of the quantitative reasoning requirement is to provide students with the skills of reasoning and logic necessary for success in our modern world.

#### **Goal**

Students will construct statements about quantities, which are valid under the standards of logic and mathematics. Similarly, students will be able to identify logical and mathematical flaws.

#### **Objectives: All students will**

1. use mathematics to communicate ideas. Examples include:
  - a. constructing a report to support an argument using mathematical reasoning
  - b. deriving theorems from axioms or solving problems from assumptions
  - c. describing the relationship between phenomena and mathematical systems
  - d. interpreting mathematical information (e.g., measures of central tendency and dispersion in descriptive statistics)
  
2. use mathematical, quantitative or statistical models (i.e., ones based on an axiomatic system) for concrete or abstract problem solving or decision making. Examples include:
  - a. critiquing the strengths and weaknesses of the fit of data to a mathematical model
  - b. critiquing observations from an experiment with a model based on the assumptions of that experiment
  - c. explicating a model based upon axioms derived from physical, economic, computational or behavioral observations
  - d. identifying a problem, formulating a model for the problem, and using that model to solve the problem
  - e. analyzing statements made about a mathematical model including its application to problems, validity to other systems and its use of data.

## *NATURAL SCIENCE (E)*

### *GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

Natural science involves accumulation of knowledge and development of verifiable general laws which explain natural phenomena. The natural science general education component develops and understanding of scientific ways of thinking, including applications and limitations, and an ability to relate quantitative information to general laws. Ultimately, students should develop the confidence to use these principles in the analysis of contemporary problems.

#### **Goal**

Students will understand the empirical character of natural science and the role of theories and models in the interpretation and design of experiment. Students will also understand some of the historical and societal context of natural science.

#### **Objectives: All students will**

1. understand that scientific ways of thinking are based upon the assumption that nature is rational and intelligible
2. demonstrate and understanding that natural science is empirical by understanding the interplay of theory with experiment
3. use appropriate mathematical and statistical methods to analyze data that either (a) he/she has gathered, or (b) the instructor has provided and will use those data to test the validity of a hypothesis
4. demonstrate an understanding of the foundation of at least one of the natural sciences
5. demonstrate an understanding of the historical context and historical development of some aspect(s) of natural science
6. demonstrate and understanding of some public policy and technological implications of at least one of the natural sciences.

## *SOCIAL/BEHAVIORAL SCIENCES (S)*

### *GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

The purpose of the social/behavioral requirement is to give students basic understanding of the factors shaping human behavior (e.g., psychological, social, economic, political) and the variety of methodological approaches employed in gaining such an understanding.

#### **Goal I**

Students will demonstrate an understanding of the factors that shape human behavior in terms of the history and current state of a social/behavioral science discipline or subject area.

##### **Objectives: All students will**

1. describe and differentiate between the major tenets of the discipline or subject area such as schools of thought, models, theoretical systems, principles, laws, and/or primary persons both historic and current.
2. recognize and explain current controversies of the discipline or subject area
3. read and discuss readings of primary texts of the discipline or subject area where appropriate.

#### **Goal II**

Students will acquire skills of inquiry, analysis, and communication relevant to a social/behavioral discipline or subject area.

##### **Objectives: All students will do at least one of the following:**

1. explain the variety of methodological approaches employed by the discipline or subject area
2. use the methods for obtaining and disseminating quantitative and/or qualitative information in the particular discipline or subject area to produce oral, written, or other types of assignments
3. demonstrate critical thinking and problem solving skills related to the discipline or subject area.

#### **Goal III**

Students will be able to integrate aspects of the social/behavioral science discipline or area of study with other fields and with the broader contemporary human experience.

##### **Objectives: All students will do at least one of the following:**

1. describe the interdisciplinary facets of the discipline or area of study
2. obtain and evaluate the information from the discipline or area of study necessary to make informed and responsible judgments and decisions about current personal and social issues
3. recognize and appreciate the diversity within societies and between cultures, including where appropriate, cross cultural, gender, sexual identity, race, minority and religious tolerance issues.

## *HUMANITIES (CH)*

### *HISTORY GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

History is the memory of human experience. As a part of the general education curriculum, history helps students identify and assess the significant institutions, events, trends, and individuals that have shaped the experience. Students who have completed general education history courses, and thereby analyzed the chronological, geographical, and cultural contexts within which human events take place, develop a sense of time and place by which they can interpret their own lives more clearly.

#### **Goal I**

Students will demonstrate an understanding of the working methods historians use.

##### **Objectives: All students will**

1. recognize the different procedures by which historians identify sources, collect evidence, and draw conclusions
2. read and interpret historical works
3. assess critically the values, ideas, and practices drawn from various sources.

#### **Goal II**

Students will demonstrate an understanding of the development of particular human societies through the study of the record of the past.

##### **Objectives: All students will**

1. describe the major, individuals, groups, and institutions which have helped to shape a society's political, social, and economic development over time
2. identify major historical eras or periods that have combined to help explain the present
3. describe examples of cause and effect relationships that connect individuals, groups, and events, and help determine the course of a society's development.

## *HUMANITIES (CF)*

### *FOREIGN LANGUAGE GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

To gain an informed acquaintance with the varied subjects contained under the rubric of foreign languages requires the development of knowledge and analytical capabilities in two distinct areas, skills acquisition and culture. The intensive study of the mechanics of a foreign language will develop the students' ability to communicate in their native tongue as well as the target language, while the study of foreign cultures through all verbal media allows students to appreciate their own culture and to enhance their understanding of the world around them.

#### **Goal I: Skills Acquisition**

Students will demonstrate a comprehension of the target language appropriate to their course level (through advanced composition and conversation) and the nature of the target language as established by ACTFL proficiency guidelines (in the classical languages, ACL testing guidelines). Such study is enhanced by the use of multimedia learning tools, including, but not limited to, books, tapes, and video.

##### **Objectives: All students will**

1. read texts in the target language appropriate to the level established by ACTFL or ACL guidelines
2. compose work in the target language appropriate to the level established by ACTFL or ACL guidelines
3. (modern languages only) speak in the target language at a level appropriate to ACTFL guidelines
4. (modern languages only) comprehend the target language at a level appropriate to ACTFL guidelines.

#### **Goal II: Culture**

##### **Objectives: All students will**

1. identify the major figures, works, and movements which define the target culture
2. describe the dominant mores and characteristics of the target culture.

## *HUMANITIES (CL)*

### *LITERATURE GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

As the most accessible of the fine arts, literature captures the heart and soul of the human experience. As part of the general education curriculum, it provides students with an appreciation of the scope of human aspirations and the range of the human imagination and helps students experience heightened aesthetic enjoyment of literary works.

#### **Goal I**

Students will identify and use critical terms and tools employed by literary scholars.

##### **Objectives: All students will**

1. use critical terminology of the discipline and give examples drawn from literary works
2. name principal reference tools available in the field
3. collect information from these tools
4. form generalizations and draw conclusions from this information as well as from the primary sources

#### **Goal II**

Students will demonstrate an understanding of major literary figures, genres, and movements both past and present.

##### **Objectives: All students will**

1. define major genres and movements
2. evaluate the contributions of major figures
3. support these evaluations with evidence and argument.

## *HUMANITIES (CA)*

### *ART AND MUSIC GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

Study of the fine arts, through Art History [and Music History] should enable students to understand the means by which art and music emerge from and reflect past and present world cultures, and to integrate an increasing appreciation of the arts in their lives.

#### **Goal I**

Students will demonstrate an understanding of the cultural products (art and music) of world societies, past and present.

##### **Objectives: All students will**

1. identify key artists, movements and ideas in the history of world art/world music
2. analyze the works of key artists, as well as major movements and ideas in the history of world art/world music.

#### **Goal II**

Students will demonstrate the skills and methodologies of art history/music literature.

1. examine primary historical and literary texts integral to the study and history of art history/music literature
2. apply skills of visual analysis/critical listening in order to discover the structure and meaning of a work of art/work of music
3. evaluate, through oral and written processes of analysis and interpretation, the social, historical, literary, philosophical and aesthetic features of a work of art/work of music.

## *HUMANITIES (CA)*

### *THEATRE*

#### **PREFATORY STATEMENT**

The study of theatre as a liberal art enables students to experience a form of cultural enrichment through engagement with an art form like no other. Live theatre demands a personal involvement that teaches students a variety of skills to be used both in the arts and in other fields as well. These skills include aesthetic judgment, performance and technical expertise, and personal discipline and self-confidence. The study of theatre also offers students not only a richer understanding of the profoundly important role the arts play in the world, but also a deeper respect for the artistic products of diverse cultures.

#### **Goal I: Skills Acquisition**

Students will demonstrate both comprehension and practical ability in the specific skill area (performance, design, technical production, dramatic criticism) that makes up the focus of a course. In each course, opportunities to practice the appropriate skills will be made available.

##### **Objectives: All students will**

1. give evidence of competence in the designated skill area
2. identify and use the various tools and terms specific to this theatrical skill area
3. demonstrate knowledge of the specific contributions made by this particular skill area to the art of theatre
4. acquire more sophisticated aesthetic judgment through the practice of critiquing various aspects of theatre in production
5. examine dramatic literature from the perspective of a particular theatrical skill area.

#### **Goal II: Culture**

Students will study the cultural context within which all theatre is created; they will consider the social, political, economic, and artistic ramifications of the plays read and/or produced in conjunction with the class. Towards that end, students will

1. comprehend the cultural context of the dramatic literature worked on in the class
2. compare the various cultural contexts explored with their own.

#### **Goal III: Creative Capacities**

Through the practical application of various theatre skills, students will enhance their own creative capacities. Students will:

1. how to express themselves in a variety of creative endeavors, all of which are crucial to the making of theatre
2. sharpen their abilities to work successfully in collaborative situations, and thereby develop self-confidence.



## *HUMANITIES (CI)*

### *INTERDISCIPLINARY HUMANITIES*

#### **PREFATORY STATEMENT**

The Humanities area is the only part of the University's General Education Curriculum that has been subdivided into distinct topic areas (Art & Music, Foreign Languages, History, Literature, Theatre). In recent years, the university has sought in various ways to promote interdisciplinary courses & programs, but this partitioned section of the General Education Curriculum seems at times to have impeded that effort. The articulation of an Interdisciplinary Humanities standard is intended simply to remove that impediment without changing any existing Humanities requirements in any way.

#### **Goal 1**

Students will meet all goals & objectives articulated in AT LEAST TWO of the five distinct Humanities areas (Art & Music, Foreign Languages, History, Literature, Theatre) currently included in the University's General Education curriculum.

#### **Goal 2**

Students will read, view, or listen to materials exploring the relationship(s) between the different Humanities disciplines included in the course.

#### **Goal 3**

Students will write about &/or take examinations covering the relationship(s) between the different Humanities disciplines included in the course.

## *CULTURAL DIVERSITY (D)*

### *GENERAL EDUCATION GOALS AND OBJECTIVES*

#### **PREFATORY STATEMENT**

The purpose of the cultural diversity requirement is to help students understand the variety of cultures which they may encounter. Culture is the matrix of ideas, creeds, religions, attitudes, habits, artifacts, and institutions (social, educational, artistic, political, an economic) that condition the way people in a given society live.

#### **Goal**

The goal of the cultural diversity requirement is to have students read, analyze, experience and/or discuss the different cultures and subcultures in the United States and/or throughout the world.

#### **Objective: All students will do at least one of the following:**

1. discuss ethnicity, race, class and/or gender perspectives related to the topics covered in the course
2. discuss contemporary world issues based on an international perspective of the historical, political, economic, and social developments of diverse cultures.
3. demonstrate, either through language, art, literature, theatre, or music, knowledge of a culture(s) different from their own.
4. explain and/or demonstrate the ways various social groups or communities within a given society live
5. explain and discuss how non-Western philosophical and/or religious traditions can be applied to contemporary world issues.

## ***WRITING INTENSIVE COURSES (W)***

### ***GENERAL EDUCATION GOALS AND OBJECTIVES***

#### **PREFATORY STATEMENT**

Writing intensive courses will be structured so that professors who teach them will work closely with individual students on their writing, and will emphasize written assignments as significant means of learning course material. This means that the professors will identify for their students the genres, techniques, processes and contentions which can and should be used to explore the subject matter of the course; and evaluate student performances not only in terms of what they know about the subject matter, but also in terms of how well then can explore and express that knowledge in their written work.

#### **Goal**

In writing intensive courses, students will write not only to demonstrate their knowledge of a particular subject matter, but also to deepen their understanding of both the subject and the discipline as a whole. They will be expected to use the various elements of the writing process to explore, to develop, and to organize the concepts and information presented in the course.

#### **Objectives: All students will**

1. write a minimum of 4,000 words in a variety of phased assignments
2. write using the genres or techniques, processes, and conventions used by professionals in the course's subject area
3. demonstrate through writing comprehension of important concepts and/or data of the discipline
4. analyze through writing important concepts and/or data of the discipline
5. synthesize through writing important concepts and/or data of the discipline.