

Learning Goals and Objectives

SCU Core Curriculum

Beneath are learning goals and objectives for each area of the Core curriculum. The learning objectives along with course assignments and activities that foster these learning objectives should be included in all syllabi for the Core curriculum.

Critical Thinking & Writing 1

- Goals: Critical Thinking, Complexity, Communication
- Meta-Goal: Intentional Learning
- Objectives – Students will

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation. (Critical Thinking, Complexity, Communication)

1.2 Write essays that contain well-supported arguable theses and that demonstrate personal engagement and clear purpose. (Critical Thinking, Communication; Meta-Goal: Intentional Learning)

1.3 Reflect on and/or analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)

1.4 Reflect on the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)

Critical Thinking & Writing 2

- Goals: Critical Thinking, Complexity Communication
- Objectives – Students will

2.1 Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1. (Critical Thinking, Complexity, Communication)

2.2 Write research-based essays that contain well-supported arguable theses and that demonstrate personal engagement and clear purpose. (Critical Thinking, Complexity, Communication; Meta-Goal: Intentional Learning)

2.3 Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument. (Complexity, Communication; Meta-Goal: Information Literacy)

2.4 Analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)

2.5 Reflect more deeply than in CTW 1 upon the writing process as a mode of thinking and learning that can be generalized across range of writing and thinking tasks. (Critical Thinking,

Complexity; Meta-Goal: Intention Learning)

Cultures & Ideas 1

- Goals: Global Cultures, Arts and Humanities, Critical Thinking; Perspective
- Objectives -- Students will

1.1 Recall details relevant to the course theme and historical context of the objects, texts, ideas, issues, and/or events studied. (Global Cultures, Arts and Humanities)

1.2 Identify significant elements of the cultures examined. (Global Cultures, Arts and Humanities)

1.3 Recognize the complexity of the cultures examined. (Global Cultures, Arts and Humanities)

1.4 Analyze and/or interpret significant objects, texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method. (Critical Thinking).

1.5 Reflect on and examine both shared and diverse human experiences so that they recognize the similarities and differences across cultures as well as historical periods; comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values. (Perspective).

Cultures & Ideas 2

- Goals: Global Cultures, Arts and Humanities, Critical Thinking, Perspective
- Objectives -- Students will

2.1 Make connections between the cultures and objects, texts, ideas, issues, and/or events examined in C & I 1 and 2. (Global Cultures, Arts and Humanities)

2.2 Demonstrate increased understanding of the complexity and/or larger contexts of the cultures examined. (Global Cultures, Arts and Humanities)

2.3 Question and/or evaluate the effects cultural understanding has on the interpretation of the objects, texts, ideas, issues, and/or events central to the two courses. (Critical Thinking).

2.4 Question and evaluate both shared and diverse human experiences so that they recognize similarities and differences across cultures as well as historical periods; comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values. (Perspective).

Second Language

- Goals: Communication, Perspective
- Objectives -- Students will

1.1 Demonstrate skill in the use of the modern or classical language for authentic communicative purposes, as appropriate to the language. (Communication)

1.2 Demonstrate an understanding of the cultural products, practices, and perspectives exhibited in the language studied. (Perspective)

1.3 Demonstrate sensitivity to cultural differences as afforded by the language studied. (Perspective)

Mathematics

- Goals: Critical Thinking, Mathematics & Quantitative Reasoning, Communication, Complexity
- Objectives -- Students will

1.1 Demonstrate their problem solving skills, including their ability to interpret problem situations, choose among several potentially appropriate mathematical methods of solution, persist in the face of difficulty, and present full and cogent solutions that include appropriate justification for their reasoning.

1.2 Understand and be able to articulate the differences between inductive and deductive reasoning. In particular, students will appreciate the role of mathematical proof in formal deductive reasoning and as a means of conveying mathematical knowledge, and will understand the differences between proofs and other less formal arguments.

1.3 Utilize and describe mathematical ideas from multiple perspectives, including the internal connections between geometry, algebra, and numerical computation, as well as the connections between theory and applications. This flexibility should be evident in the way students approach problem solving as well as their ability to communicate their solutions and methods.

1.4 Demonstrate an understanding of mathematical content (including the limits to its application) that goes beyond mere fluency in using mathematical symbols, language and formulas.

Religion, Theology & Culture 1

- Goals: Global Cultures, Critical Thinking, Complexity, Religious Reflection
- Objectives -- Students will

1.1 Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity of content as well as method; Ambiguity)

1.2 Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence. (Critical Thinking; Complexity of Method; Reflection)

Ethics

- Goals: Arts & Humanities, Critical Thinking, Complexity, Ethical Reasoning
- Objectives -- Students will

1.1 Reason ethically by drawing on major ethical theories and traditions, (e.g. virtue ethics, feminist ethics, deontological or consequentialist theories); by normatively assessing

individual, professional, and institutional decisions; and by articulating their personal engagement with the meaning of the right and the good. (Arts & Humanities, Ethical Reasoning, Critical Thinking)

1.2 Analyze, critically evaluate, and apply major ethical theories and traditions to significant personal, professional, and institutional decisions. As part of such efforts, students will be able to articulate that they understand some central ethical concepts such as justice, happiness, the good, virtue, dignity, rights, and equality. (Arts & Humanities, Critical Thinking, Ethical Reasoning)

1.3 Demonstrate appreciation of nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals. (Critical Thinking, Complexity)

1.4 Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person. (Critical Thinking, Complexity)

Civic Engagement

- Goals: Civic Life, Collaboration, Civic Engagement, Communication
- Objectives -- Students will

1.1 Critically evaluate, and express reasoned opinions about, the role of public organizations (governmental, non governmental, multilateral, or international) in civic life through both oral and written work. (Civic Life, Communication)

1.2 Analyze and evaluate civic issues by engaging in active and collaborative learning with peers and others through one or more of the following: a) working cooperatively with other students in class; b) actual observation and participation in the contemporary ramifications of various types of civic life or civic discourse; or c) working with civic organizations beyond the walls of the University. (Civic Life, Collaboration, and Civic Engagement)

Diversity

- Goals: Diversity, Perspective, Social Justice, Complexity
- Objectives -- Students will

1.1 Describe examples of diverse human experiences, identities, and cultures in the United States. (Diversity, Perspective)

1.2 Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)

1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. (Diversity, Complexity)

1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability. (Diversity, Social Justice)

Arts

- Goals: Arts & Humanities, Complexity, Communication, Collaboration
- Objectives -- Students will

1.1 Create and interpret art, individually and collaboratively (Knowledge, Communication, and Collaboration).

1.2 Through artistic creation express knowledge and understanding of the world, humanity, and themselves.

1.3 Analyze and critique art to inform and inspire their own creative practice (Complexity, Communication).

Natural Science

- Goals: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning
- Objectives -- Students will

1.1 Demonstrate a basic understanding of the theory and concepts central to the study of a particular topic or discipline in the natural sciences. (Scientific Inquiry, Complexity, Critical Thinking)

1.2 Apply scientific reasoning and methods of inquiry, such as formulating testable hypotheses, designing informative experiments, or collecting experimental or observational data that explain phenomena in the natural world. (Scientific Inquiry, Complexity, Critical Thinking)

1.3 Interpret scientific data, qualitatively and quantitatively, in order to derive conclusions appropriate to the scope and quality of the data. (Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning)

1.4 Recognize limitations of experimental and observational methods and understand concepts of probability, causation, and correlation. (Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning)

Social Science

- Goals: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning
- Objectives -- Students will

1.1 Apply deductive and inductive reasoning to analyze social science topics. (Scientific Inquiry, Mathematical and Quantitative Reasoning)

1.2 Evaluate evidence used to validate theories, hypotheses, or predictions. (Scientific Inquiry, Critical Thinking, Complexity)

1.3 Appreciate that theories and data analysis often admit multiple interpretations and evaluate the relative merits of alternative perspectives. (Critical Thinking, Complexity)

Religion, Theology & Culture 2

- Goals: Critical Thinking, Complexity, Religious Reflection
- Objectives -- Students will

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Reflection; Critical Thinking)

Cultures & Ideas 3

- Goals: Global Cultures, Diversity, Critical Thinking, Perspective
- Objectives -- Students will

3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts. (Global Cultures, Diversity)

3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline. (Critical Thinking, Global Cultures, Complexity)

3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society. (Perspective, Critical Thinking)

Science, Technology & Society

- Goals: Scientific Inquiry, Science & Technology, Critical Thinking, Complexity
- Objectives -- Students will

1.1 Recognize and articulate the complexity of the relationship between science and/or technology and society. (Science & Technology, Critical Thinking, Complexity)

1.2 Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment. (Scientific Inquiry, Science & Technology, Critical Thinking, Complexity)

1.3 Analyze and evaluate the social impact of science and/or technology and how science and/or technology are themselves impacted by the needs and demands of society. (Science & Technology, Critical Thinking, Complexity)

Religion, Theology & Culture 3

- Goals: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective

- Objectives -- Students will

3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)

3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

Experiential Learning for Social Justice

- Goals: Social Justice, Civic Life, Perspective, Civic Engagement
- Objectives: Students will

1.1 Recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities. (Civic Life)

1.2 Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess. (Perspective)

1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)

1.4 Make vocational choices in light of both their greatest gifts and the world's greatest needs. (Civic Engagement)

Advanced Writing

- Goals: Critical Thinking, Complexity, Communication
- Meta-Goals: Intentional Learning, Information Literacy
- Objectives – Students will

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation of a specific discipline. (Critical Thinking, Complexity, Communication)

1.2 Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose. (Critical Thinking, Complexity, Communication)

1.3 Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument appropriate for a particular discipline. (Complexity, Communication; Meta-Goal: Information Literacy)

1.4 Consciously understand their writing processes as modes of learning and intentionally manipulate those processes in response to diverse learning tasks. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)

Pathways

- Meta-Goals: Intentional Learning, Integrative Learning

- Objectives: Students will

1.1 Describe connections among courses in their Pathways and between the Pathways and their majors. (Integrative Learning)

1.2 Analyze a significant issue from at least two different disciplinary or methodological perspectives. (Integrative Learning)

1.3 Reflect on the learning process itself and on the past and future of their vocational and educational choices. (Intentional Learning)