

The purpose of the GE Area-Specific Student Learning Outcomes is to provide common outcomes for content courses regardless of department or college. Each Area has two types of outcomes: Lower Division (Foundation and Exploration) and Upper Division (UD B, C, D). In addition to incorporating Area outcomes, courses will still need to meet all requirements of the Area as listed in the GE Policy.

Required Learning Outcomes

As measured by students being able to:

1. Develop and employ communication skills appropriate for distinct speaking situations.
2. Implement strategies to manage communication apprehension in diverse speaking contexts.
3. Construct (research, organize, develop, and adapt) effective public messages for delivery to diverse co-cultural audiences in a variety of social settings.
4. Integrate a variety of types of supporting materials to make appropriate reference to information or analysis that significantly supports the presentation.
5. Demonstrate critical “listening” skills and acknowledge the cultural diversity of individual communication styles. Listening is meant in the broadest sense and does not require hearing.
6. Recognize the role of culture in establishing individual communication styles.

Required Learning Outcomes

As measured by students being able to:

1. Evaluate and incorporate various strategies, including reasoned argument and evidence, to support ideas expressed in their written work.
2. Organize their writing using audience-appropriate strategies and conventions (e.g. paragraphing, headings, rhetorical arrangement).
3. Employ a writing process that includes invention, drafting, and revision.
4. Demonstrate control of sentence structure, grammar, punctuation, spelling, and mechanics.

1. Define the basic components of argument, including language, premises, supporting evidence, assumptions, hypotheses, conclusions and implications.
2. Identify fallacious reasoning in inductive, deductive, and non-deductive arguments with the goal of reaching conclusions well-supported according to the standards of the academic discourse community.
3. Evaluate claims and sources for clarity, credibility, reliability, accuracy and relevance.
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2. Use appropriate methods to generate and analyze empirical data

1. Discuss aesthetic experiences subjectively and objectively.
2. Assess and articulate the role and impact of the creative arts in culture and on the interrelationship of self and community.
3. Identify, apply, and describe artistic conventions and aesthetic criteria within creative practice(s).
4. Research, select, and apply relevant aesthetic criteria and artistic conventions in discussing, writing about, and analyzing creative works.

Required Lower Division/Explorations Learning Outcomes

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3. Analyze U.S. history through multiple perspectives, including but not limited to social phenomena, cultural referents, political institutions, and economic systems.
4. Identify and describe the causes and consequences of significant political, cultural, economic, and social phenomena that have shaped the development and functioning of U.S. political institutions and ideals over a period of not less than 100 years.
5. Identify and interpret primary and secondary historical sources and use them as evidence in support of an historical argument.

Required Lower Division/Explorations Learning Outcomesuerp2 (1)18i)183ns g (p2 ()4 (t)- (.)-10 (p2 ()4 39u0

2. Employ the methodology of at least one social science discipline to analyze and understand relevant social phenomena in both contemporary and historical contexts.
3. Use evidence to evaluate and analyze causal arguments, major assertions, assumptions, ethical considerations and value systems in one or more of the social science disciplines.

Supplemental Learning Outcomes

Choose at least one:

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