

|   | <b>Goal</b>   | <b>ConnSCU students completing the 30 credit General Education Core will be able to:</b>  |
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| <b>Written and Oral Communications in English Committee</b> | Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. | <p><b>In written communication:</b></p> <ol style="list-style-type: none"> <li>1. Respond to Rhetorical Situations <ul style="list-style-type: none"> <li>• Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.</li> <li>• Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.</li> </ul> </li> <li>2. Use Sources <ul style="list-style-type: none"> <li>• Locate and evaluate sources appropriate to the rhetorical situation.</li> <li>• Read, comprehend, and summarize an argument from a complex piece of writing.</li> <li>• Analyze, evaluate, and respond to an argument from a complex piece of writing.</li> <li>• Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.</li> <li>• Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.</li> </ul> </li> <li>3. Craft Logical Arguments <ul style="list-style-type: none"> <li>• Generate a controlling idea or thesis.</li> <li>• Provide clear and logical evidence, support, or illustration for their assertions.</li> <li>• Choose appropriate and effective organizing methods, employing effective transitions and signposts.</li> <li>• Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes</li> </ul> </li> <li>4. Apply Language Conventions <ul style="list-style-type: none"> <li>• Use diction, tone, and level of formality appropriate to audience, purpose, and situation.</li> <li>• Apply the conventions of Standard English grammar, spelling, and mechanics.</li> </ul> </li> <li>5. Formulate Effective Writing Strategies <ul style="list-style-type: none"> <li>• Develop flexible strategies for generating, revising, editing, and proofreading their writing.</li> <li>• Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.</li> </ul> </li> </ol> <p><b>In oral communication:</b></p> <ol style="list-style-type: none"> <li>1. Respond to Rhetorical Situations <ul style="list-style-type: none"> <li>• Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.</li> <li>• Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.</li> <li>• Recognize when others do not understand the message and then manage those misunderstandings.</li> <li>• Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others.</li> </ul> </li> <li>2. Use Sources <ul style="list-style-type: none"> <li>• Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.</li> <li>• Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.</li> <li>• Synthesize and integrate others' ideas purposefully and ethically into their own communication.</li> </ul> </li> <li>3. Craft Logical Arguments <ul style="list-style-type: none"> <li>• Select an appropriate and effective medium for communicating.</li> <li>• Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.</li> </ul> </li> </ol> |

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|   |  | <ul style="list-style-type: none"> <li>• Provide clear and logical evidence, support, or illustration for their assertions.</li> </ul> <ol style="list-style-type: none"> <li>4. Apply Language Conventions <ul style="list-style-type: none"> <li>• Use diction, tone, and level of formality appropriate to audience, purpose, and situation.</li> <li>• Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience.</li> </ul> </li> <li>5. Formulate Effective Communication Strategies <ul style="list-style-type: none"> <li>• Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation.</li> <li>• Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly.</li> <li>• Revise and rehearse speeches before delivery.</li> <li>• Work collaboratively with others, including managing discussion, tasks, and information.</li> </ul> </li> </ol>   |
| <b>Scientific and Quantitative Reasoning Committee</b>  | <p>Quantitative:<br/>Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.</p> <p>Scientific:<br/>Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.</p> | <ol style="list-style-type: none"> <li>1. Represent mathematical, and quantitative information symbolically, graphically, numerically, and verbally.</li> <li>2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation.</li> <li>3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.</li> <li>4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.</li> </ol><br><ol style="list-style-type: none"> <li>1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes.</li> <li>2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction.</li> <li>3. Represent scientific data symbolically, graphically, numerically, and verbally.</li> <li>4. Interpret scientific information and draw logical references from representations such as formulas, equations, graphs, tables, and schematics.</li> <li>5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.</li> </ol>  |
| <b>Critical Analysis and Logical Thinking Committee</b> | Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.   | <ol style="list-style-type: none"> <li>1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: <ul style="list-style-type: none"> <li>• Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works.</li> <li>• Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components.</li> <li>• Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation").</li> </ul> </li> <li>2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: <ul style="list-style-type: none"> <li>• Distinguish fact from opinion.</li> <li>• Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance.</li> </ul> </li> <li>3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : <ul style="list-style-type: none"> <li>• Assess the reliability, reasonableness, and perspective of the sources of evidence.</li> <li>• Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own.</li> </ul> </li> </ol> |

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|  |   | <ul style="list-style-type: none"> <li>Apply criteria for evaluating the success of each kind of inference</li> </ul> <ol style="list-style-type: none"> <li>Draw together disparate claims into a coherent whole in order to arrive at well reasoned and well-supported inferences that can be justified as a conclusion as outlined below: <ul style="list-style-type: none"> <li>Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.</li> </ul> </li> </ol>   |
| <b>Continuing Learning/ Information Literacy Committee</b>                         | Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.  | <ol style="list-style-type: none"> <li>Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.</li> <li>Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).</li> <li>Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work.</li> <li>Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.</li> </ol>   |
| <b>Scientific Knowledge/ Understanding Committee</b>                               | Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues. | <ol style="list-style-type: none"> <li>Communicate using appropriate scientific terminology.</li> <li>Use representations and models to communicate scientific knowledge and solve scientific problems.</li> <li>Plan and implement data collection strategies appropriate to a particular scientific question.</li> <li>Articulate the reasons that scientific explanations and theories are refined or replaced.</li> <li>Evaluate the quality of scientific information on the basis of its source and the methods used to generate it.</li> </ol>  |
| <b>Historical Knowledge/ Understanding Committee</b>                               | Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.   | <ol style="list-style-type: none"> <li>Interpret and differentiate types of historical sources including popular, academic, primary, and secondary.</li> <li>Recognize ever-changing interpretations of history.</li> <li>Examine the development of societies in national and/or international contexts.</li> <li>Explain the influence and agency of race, class, gender, and other perspectives on historical events.</li> <li>Describe the impact of the past on subsequent events, including the present.</li> <li>Examine the complex, dynamic, and interrelated nature of change.</li> </ol>  |
| <b>Social Phenomena Knowledge/ Understanding Committee</b>                         | Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.           | <ol style="list-style-type: none"> <li>Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.</li> <li>Describe different theories and research methods used to investigate social phenomena.</li> <li>Recognize ethical issues pertaining to social contexts and phenomena.</li> <li>Explain issues of diversity within and across cultures.</li> <li>Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).</li> </ol>   |
| <b>Appreciation of the Aesthetic and Ethical Dimensions of Humankind Committee</b> | Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.  | <ol style="list-style-type: none"> <li>Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts.</li> <li>Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.</li> <li>Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture.</li> <li>Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression.</li> <li>Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.</li> </ol> |

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| <b>Appreciation of the Aesthetic and Ethical Dimensions of Humankind Committee</b> | Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems. | <ol style="list-style-type: none"><li>1. Respond critically to ethical issues.</li><li>2. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.</li><li>3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.</li><li>4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.</li></ol> |
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