

WSU Core Review and Alignment Committee  
Summary of Core Learning Outcomes  
October 2023

**Element A – English Composition/Oral Communication**

Proposed Element A, First Year Writing, Learning Outcomes

Students will be able to:

- Understand and use a variety of rhetorical situations and genre conventions.
- Understand how medium, including digital technologies, shapes the rhetorical situation for writers and readers.
- Compose texts that effectively employ the components of the rhetorical situation (purpose, audience, stance).
- Use appropriate diction (tone, voice, style, formality) for the situation.
- Identify and use common rhetorical appeals and strategies.
- Find and critically use secondary research materials including multimedia materials.
- Employ critical reading, information literacy, visual and/or digital literacy skills to analyze diverse texts while respecting other cultural language styles and forms.
- Use reading and writing as a means of thinking, learning, and exploring.
- Build their own focused argument, effectively use the ideas of others and data from other sources, and document those materials in a rhetorically effective manner using APA or MLA.
- Engage with writing as a flexible, recursive process.
- Generate ideas and text, draft, revise, and edit as part of the writing process.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and exploring texts.
- Use the rewriting process as a means to discover and reconsider ideas and to appreciate the difference between revising, editing, and proofreading.
- Work collaboratively and understand that writing is not an individual act.
- Use Standard American English in written and spoken language while appreciating that other language variations are valid.
- Recognize that conventions differ according to rhetorical contexts and make appropriate choices.
- Acknowledge the work of others and use MLA or APA documentation.

**Element B – Mathematics, Statistics, and Logic**

Current Core Element II Learning Outcomes:

The foundational skills required to use and interpret mathematics and statistics

- a. Identify the various elements of a mathematical or statistical model.
- b. Determine the values of specific components of a mathematical/statistical model or relationships among various components.
- c. Apply a mathematical/statistical model to a real-world problem.
- d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data.

- e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables, or graphs.

### **Element C – Arts and Humanities**

1. **Basic Knowledge:** employ principles, terminology, and methods from disciplines in the arts and humanities.
2. **Textual Analysis:** analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought.
3. **Contextual Examination:** reflect on the creative process of products of the human imagination and critical thought.
4. **Breadth:** explain relationships among cultural and/or historical contexts.
5. **Communication:** convey concepts and evidence related to humanistic endeavors clearly and effectively.

### **Element D – Social and Behavioral Sciences**

1. **Core Knowledge:** Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.
2. **Theory:** Students will be able to explain the primary theoretical approaches used in the specific social and behavioral science discipline.
3. **Methodology:** Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science discipline.
4. **Values:** Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.
5. **Evidence:** Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline

### **Element E – Natural Sciences**

1. Understand the basic facts, principles, theories and methods of modern science.
2. Explain how scientific principles are formulated, evaluated, and either modified or validated.
3. Use current models and theories to describe, explain, or predict natural phenomena.
4. Apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions.
5. Demonstrate an understanding that scientific data must be reproducible but that it shows intrinsic variation and can have limitations.
6. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
7. Explain how scientific principles are used in understanding the modern world, and understand the impact of science on the contemporary world.
8. Gather, comprehend, apply and communicate credible information on scientific topics, evaluate evidence-based scientific arguments in a logical fashion, and distinguish between scientific and non-scientific evidence and explanations.

In addition to achieving the Student Learning Outcomes 1-8 detailed above, OT36 approved courses that include a laboratory component will achieve all the following student learning objectives in the equivalent of at least 10 weeks (~2/3) of the course's "laboratory activities":

- involves realistic measurements of physical quantities;
- involves data analysis, using data that are unique and/or physically authentic and that include random and/or systematic (natural) variability;
- includes realistic interactions with experimental apparatus, and realistic manipulation of tools/instruments and/or observed objects in space and time;
- involves synchronous feedback on safety (and consequences of unsafe actions), correctness of procedure, and progress toward experimental goals; and
- involves effective interaction with the instructor at several points during each lab activity.

### History Learning Outcomes

NOTE: we have left descriptions in blue to help explain these outcomes better

1. **Discipline of History:** Students will be able to understand what makes the discipline of history unique as a scholarly endeavor. Students should be able to identify that the discipline of history involves:
  - locating a problem and posing questions to guide a particular study that limits its research to a focused historical period, specific historical figure, people, ideology or belief system, rather than assuming that the study of history is merely enumerating a sequence of historical events or briefly sketching a particular historical figure or event
    - ➔ a Wikipedia entry is not a replacement for teaching history, nor is history just listing dates and events
  - acknowledging that historians debate and interpret historical questions, and that they reach different conclusions based on the primary/secondary sources they've used or the methodological approaches they've taken
    - ➔ historians debate history, it is subject to interpretation, and the sources they use will define those historical interpretations, such as how historians differ in their interpretation of what motivated the Spanish colonization of the Americas after Christopher Columbus: some claim it was for economic reasons to profit from conquered territory, while others see the Spanish king's interests in converting native Indians to Christianity
2. **Historiography.** Students will be able to recognize that historians can differ in their interpretation of a particular topic. Students should be able to:
  - identify secondary sources, such as a scholarly essay or book, or history text book
  - recognize how historians study groups or peoples that may not have been included in earlier historical studies to reach new, or revised, interpretations of history
    - ➔ an example is historians studying women, a topic historians didn't study closely until the 1960s, leading to new topics that hadn't existed before, such as women in the workforce, and gender studies
  - Upper-level history classes:
    - students should be able to compare, contrast, and explain differences between arguments found in historical scholarship

3. **Textual Analysis and Critical Thinking:** Students will analyze, interpret, and/or evaluate primary sources, which broadly include government documents, literary works, religious and theological treaties, chronicles and memoirs, as well as art and architecture, songs, and public and religious rituals. Students should be able to:
  - identify a primary source and discuss its value in investigating a historical question
    - ➔ The letter from a French settler in Algeria in the nineteenth century can tell us about French attitudes to colonialism and non-European people, while the paintings found in the Sistine Chapel can tell us about new European attitudes about Man and the relationship between Man and God in the era of the Renaissance
  - situate primary sources in a larger historical context and explain how these sources reflect broader historical changes
  - recognize how the language in primary source texts reflect larger meanings of how people articulated new ways of identifying themselves, expressing their religious beliefs and political ideologies, and defining concepts, such as gender and race
    - ➔ Nineteenth century school books in Germany, for example, had to use the word *volk* in a unique way to define the new concept of a German nationality
  
4. **Research Skills:** Students will acquire basic historical research skills. Students should be able to:
  - construct an argument in response to a question that is based on historical evidence, such as referring to historical events, personalities, beliefs, and/or primary sources to make their argument
  - construct these arguments in brief, full-sentence responses (one to two paragraphs) or longer responses, either written in-class (i.e., test or exam) or assigned as homework
    - ➔ Students should be able to write a clear response based on material discussed in class, such as lecture notes and readings
  - Upper-level classes:
    - Construct a clearly developed and methodologically sound historical argument that incorporates primary and/or secondary sources and is cognizant of the larger historiographical debates about a topic
    - Apply proper methods of citation of sources
    - Effectively use libraries and access library resources on the internet
    - Learn about archives and archival databases that they could use for their research

### **Global Inquiry Outcomes**

1. Global Inquiry examines a topic beyond the US through a multidisciplinary Humanities or Social Science approach.
2. Students will engage in a critical examination of a range of global topics, such as cultural traditions, political systems, religious belief systems, history, class structures, gender dynamics, and concepts of race and identity.
3. Students will analyze and describe the origins of these topics, how they have developed over time, and how other cultures and people have influenced their development and transformations over various historical periods.
4. Students will appreciate the diversity of people beyond the US and how global societies, nations, religious groups, social classes, and genders have evolved and are products of

various historical forces and dynamics between different people and societies in a global environment.

5. While the focus of a particular course may not be the contemporary era, students should be able to relate what they have learned to contemporary issues and relate their knowledge of the diversity of people to contemporary global affairs.
6. Students will have the choice on how to engage these topics. Global Inquiry classes will reflect the disciplinary or multidisciplinary approach of each instructor. These different methodological approaches offer unique ways for students to examine how people, cultures, and societies in a global environment establish social relations, construct political systems, develop class systems, adopt religious beliefs and political ideologies, and construct gender relations in their particular society.
7. Students should be able to acquire an awareness of how they are more capable of appreciating the diversity of people, cultures, and traditions that exist beyond the US. They should be able to engage as global citizens, aware of the diversity of cultures and people, and relate this awareness to others, such as faculty, staff, fellow students at Wright State University, potential employers, and people within their own community.

### **Second Writing Course**

A second writing course must satisfy the OT36 learning outcomes for the Second Writing Course (TME002), but the course does not need to be OT36 approved.

### **Integrated Writing Outcomes**

#### *IW Objectives*

Students enrolled in an IW course will learn to:

- Use writing to explore and learn about the course content.
- Produce writing that demonstrates their understanding of the course content.
- Adapt their writing to the genre, purpose, and audience of a specific disciplinary writing task.
- Revise their writing based on feedback from the instructor.
- Improve their writing using suitable resources (for example, the Writing Center, documentation manuals, library course guides, and usage handbooks).
- Produce edited and proofread writing that follows disciplinary standards, including appropriate documentation, and meets appropriate levels of academic US English.

#### *IW Outcomes*

Students completing an IW course will be able to:

- Use writing to explore and learn about the course content.
- Produce writing that demonstrates their understanding of the course content.
- Adapt their writing to the genre, purpose, and audience of a specific disciplinary writing task.
- Revise their writing based on instructor feedback.
- Improve their writing using suitable resources (for example, the Writing Center, documentation manuals, library course guides, and usage handbooks).
- Produce edited and proofread writing that follows disciplinary standards, including appropriate documentation, and meets appropriate levels of academic US English.

### **Inclusive Excellence Outcomes (OT36 DEI Learning Outcomes)**

Outcomes #1-4 below are required for course approval, and one of #5 or #6.

1. Describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group.
2. Describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference.
3. Recognize the complex elements of cultural biases on a global scale by identifying historic, economic, political, and/or social factors, such as ethnocentrism, colonialism, slavery, democracy, and imperialism.
4. Recognize how sociocultural status and access to (or distribution of) resources are informed by cultural practices within historical, social, cultural, and economic systems. \*

Choose At least One:

5. Articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impact of societal stereotypes.
6. Demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview.

### **Link to all OT36 Outcomes**

<https://transfercredit.ohio.gov/static/files/transfer/transfer-page/Ohio%20Transfer%2036%20Learning%20Outcomes%20%283.30.2021%29%20with%20all%20LOs.pdf>