**St. Cloud State University** **General Education Goal Area 1 Designation**

 Communicate Orally & In Writing

Academic Affairs Use Only:

Response Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Proposal Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effective Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Prepared by:

 Phone:       Email:

2. Requesting Unit:

3. Department, Course Number, Title:

4. New Course [ ]  Existing Course [ ]

5. Course Focus Written Communication [ ]  Oral Communication [ ]

6. Will this course be flagged as a diversity course? [ ]  No

 [ ]  Already Designated as Diversity [ ]  Diversity Proposal Accompanying This Form

7. Will this course also satisfy another General Education Goal Area? [ ]  No [ ]  Yes

 If “Yes” specify which goal area.

8. Course bulletin description, including credits and semesters to be offered:

9. Indicate the clientele for whom this course is designed. Is the course for general education only, or

 does it fulfill general education and other program needs for this or another department? Obtain

 signatures from any affected departments.

10. Indicate any changes that must be made in offerings or resources in your department or other

 departments by offering this course.

11. For new courses or courses not yet approved for General Education, indicate any other SCSU departments

 or units offering instruction that relates to the content of the proposed course.

12. Courses designated as General Education are included in the assessment plan for the Goal Area(s) for

 which they are approved. Courses for which assessment is not included in the annual GE assessment

 report for two years will be removed from the General Education Program.

[ ]  The Requesting Unit understands and recognizes the above conditions.

13. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

**Goal Area 1: Communicate Orally & in Writing**

Develop, convey, and evaluate oral and written communication in various academic, professional and personal contexts. Use oral and written communication characterized by clarity, critical analysis, logic, coherence, precision, and rhetorical awareness. Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences.

14. In order for a course to be designated as fulfilling Goal Area 1, it must address at least 6 of the 8 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

[ ]  1. Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences.

[ ]  2. Listen, think critically and creatively, reflect, and respond appropriately to group tasks, relationships, and processes.

[ ]  3. Locate, evaluate, and synthesize material from diverse sources (print and non-print) and multiple points of view, using them in a responsible and ethical manner.

[ ]  4. Evaluate communicative situations and use rhetorical tools appropriate for those situations.

[ ]  5. Construct logical and coherent arguments, recognizing the role and value of credibility (ethos), point of view, emotional appeals (pathos), and individual voice and style in writing and in speaking.

[ ]  6. Employ syntax, usage, and style appropriate to academic disciplines, for professional environments, and for personal expression and interpersonal exchange.

[ ]  7. Describe, summarize, and analyze written and spoken discourse, noting how language affects and reflects our perception of human values, cultural perspectives, and gender identities.

[ ]  8. Identify and use appropriate skills for diverse types and levels of listening and/or reading.

15. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although

 descriptions of typical assignments or types of assignments may be part of this discussion, it is not

 appropriate to submit copies of actual assignments.)

16. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated

 to each topic). Curriculum Committees may request additional information. Topics larger than 20% need

 to be broken down further. Indicate in your course outline where the Student Learning Outcomes

 checked above are being met.