**Liberal Education Goal Area 1** **Communicate Orally & In Writing** 1

1. New Course  Existing Course

2. Course Focus: Written Communication  Oral Communication

3. Will this course be flagged as a diversity course?  No

Already Designated as Diversity  Diversity Proposal Accompanying This Form

4. EXISTING COURSES ONLY: Course catalog description, including credits and semesters to be offered:

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

departments by offering this course.

6. Will this course also satisfy another Liberal Education Goal Area?  No  Yes

If “Yes” specify which goal area.

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

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

8. Courses designated as Liberal 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 LE assessment

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

The Requesting Unit understands and recognizes the above conditions.

9. 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.

10. 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 Liberal 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.

11. 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.)

SLO #      Activity

SLO #      Activity

SLO #      Activity

SLO #      Activity

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SLO #      Activity

12. If this is a NEW course, refer to the content outline in the New Course zone. If it is an existing course, complete a content outline in the format below. The course outline must adequately describe the content and include a 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. Be sure to indicate in your course outline where the Student Learning Outcomes checked above are being met.

%      Content #1

%      Content #2

%      Content #3

%      Content #4

%      Content #5

%      Content #6

%      Content #7

%      Content #8

%      Content #9

%      Content #10