# THE GENERAL EDUCATION PROGRAM AT THE UNIVERSITY OF SCRANTON 

## (April 2017)

## INTRODUCTION

A general education at The University of Scranton aims to generate opportunities for students to obtain and demonstrate broad knowledge of human cultures, social formations, and the physical and natural world. Moreover, philosophy and theology enjoy a special place in the Jesuit and Catholic educational traditions; in tandem with other disciplines, they encourage students to reflect on fundamental questions of ethics and faith in their personal and professional development. As such, the transformation for which we strive builds on shared, formative educational opportunities.

Education in the spirit of discernment, intellectual rigor, and service is a communal endeavor. By educating men and women for others, we aspire to motivate and empower students to live in keeping with the Jesuit ethos of contemplation in action. Students will affirm the common differences that bind humanity, the recognition of which forms a basis for any meaningful expression of solidarity. Students and faculty will join in realizing our shared purpose, to foster positive social change in service of faith and justice for the good of the entire human community.

Forging communities based on principles of cultural awareness, inclusion, respect, and dignity, we work to connect the knowledge we gain in the classroom with all aspects of our lives and professions. Because broad, interdisciplinary collaboration is essential to a Jesuit education rooted in the liberal arts, the general educational curriculum equips students to pursue both in-depth study in their chosen field and to engage critically with information, ideas, and arguments in other disciplines.

Students who take full advantage of the breadth of opportunities afforded to them by the general educational curriculum will develop a commitment to life-long learning and be practiced in the creative and compassionate imagination required to respond to the spiritual, intellectual, and material needs of others in a diverse and globalizing world. These include a range of courses that support the acquisition of intellectual and practical skills for formal and informal communication (oral and written) and for the critical and innovative thinking that guides inquiry and analysis. While we speak of foundational learning as skills, we do so in full knowledge of the fact that no skill can be taught or learned in isolation from contents or processes. To that end, the general education program is designed to achieve the goals articulated below by engaging students in fundamental areas of technological and information literacy, diversity, humanities, natural sciences, philosophy, quantitative reasoning, social-behavioral sciences, and theology.

This document represents a higher-level articulation of the area-level goals and objectives contained in the document from the Conference Committee on Curriculum the GE program oversight committee. The CCC GE Goals and Objectives are included at the end of this document.

## Goal

Goal: Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines.

Learning Objective. Students will communicate effectively in writing and orally, disseminating thoughts and ideas to persuade, defend, and/or inform audiences in discipline-specific and general venues. Learning Objective. Students will demonstrate clarity, coherence, rigor, scholarly tone, and stylistic control, which will be achieved by applying proofreading, editing and revising strategies to their work and the work of their peers.
Learning Objective: Students will develop general and discipline-specific skills to deliver effective, audience-appropriate oral presentations using visual, auditory, and technological aids Learning Objective. Students will analyze, understand, and produce verbal language in a variety of forms, including works of fiction and nonfiction, dramatic and poetic texts, essays, speeches, every-day conversation, and digital communications.

Goal: Students will demonstrate technological and information literacy.
Learning Objective: Students will demonstrate competency in finding, evaluating, analyzing, and effectively using various sources of information.
Learning Objective: Students will competently identify and employ contextually appropriate technologies to support the acquisition and dissemination of new knowledge. Learning Objective: Students will recognize and demonstrate sensitivity to ethical issues regarding the use of technologies, especially communicationtechnologies (e.g., privacy, information sharing).

Goal: Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production.

Learning Objective: Students will analyze and interpret primary historical documents, works of art, literature, or performance; and historical, critical and theoretical texts concerned with history and culture.
Learning Objective: Students will demonstrate familiarity with and differentiate among a range of methods, objects, and conventions of disciplinary inquiry within the humanities.
Learning Objective: Students will recognize and appraise the value of literary, historical, and social thinking as modes of engaging the world and its inhabitants.
Learning Objective: Students will generate, interpret, and value multilingual or intercultural perspectives. Learning Objective: Students will select and employ creative, imaginative, and collaborative techniques of artistic

Learning Objective

# GENERAL EDUCATION CURRICUM GOALS AND OBJECTIVES FOR EACH CURRICULAR COMPONENT 

## ELOQUENTIA PERFECTA: FIRST-YEAR WRITING (FYW)

## Goal of Eloquentia Perfecta Level I, Foundational Courses

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

## Objective of First-Year Writing:

Students will compose written communication as a way to generate, develop, and disseminate thoughts and information.

## Student Learning Outcomes:

At the completion of coursework satisfying Level 1, Foundational: First-Year Writing (FYW), the student will be able to:

1. Employ flexible strategies for generating, organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.
2. 

## Goal of Eloquentia Perfecta Level I, Foundational Courses

Students will learn to generate topics of inquiry: to gather, evaluate, and disseminate information using varied modes; and will demonstrate their ability to do so effectively, ethically, and prudently in various contexts.

## Obiective of First-Year Digital Technology:

Students will demonstrate understanding of digital technology and learn to make use of it to gather, evaluate, and disseminate information.

## Student Learning Outcomes:

At the completion of coursework satisfying Level 1, Foundational: First-Year Digital Technology (FYD), the student will be able to:

1. Conduct effective search strategies to gather information suitable to the topic, audience, purpose, context, and speaker.
2. Evaluate sources for credibility.
3. Use digital technology to analyze and process data and information.
4. Employ digital technology to deliver results in appropriate forms.

## GENERAL EDUCATION GOALS AND OBJECTIVES

## PREFATORY STATEMENT

The philosophy/theology component of the general education curriculum is intended to lead students to a critical understanding of God, the world and the human person.

## Goals

## THEOLOGY/RELIGIOUS STUDIES:

Students who have completed the theology/religious studies component of the general education curriculum will be able to explain how Christian scripture and tradition address fundamental questions regarding God, the meaning of human existence, the possibilities of human community, and the nature of truth and knowledge, justice and the good. The overall goal is that students achieve an understanding of faith which enables them $t$ integrate it into their whole lives.

## PHILOSOPHY:

Students who have completed the general education philosophy and ethics requirements will be able to analyze and discuss the writings of past and present philosophers; to explain the basic philosophical issues implicit in the experiences of self and the relation of self to others and to God; to analyze and discuss the history of ethical theory and related moral issues in business, computing, health, science, technology, the law and the environment; and to reflect philosophically and ethically on their own personal, professional and civic lives.

## Objectives: All students will

1. identify and read important texts, placing them both in historical and conceptual contexts, and write analyses and arguments pertaining to these texts
2. identify and discuss major philosophical and theological movements, events, people and ideas, and write analyses and arguments pertaining to them
3. discuss both the integration of and the tension between faith and reason
4. articulate the Catholic underst humankind
5. 

## PREFATORY STATEMENT

History is the memory of human experience. As a part of the general education curriculum, history helps students identify and assess the significant institutions, events, trends, and individuals that have shaped the experience. Students who have completed general education history courses, and thereby analyzed the chronological, geographical, and cultural contexts within which human events take place, develop a sense of time and place by which they can interpret their own lives more clearly.

## Goal I

Students will demonstrate an understanding of the working methods historians use.

## Objectives: All students will

## HUMANITIES (CF) <br> FOREIGN LANGUAGE <br> GENERAL EDUCATION GOALS AND OBJECTIVES

## PREFATORY STATEMENT

To gain an informed acquaintance with the varied subjects contained under the rubric of foreign languages requires the development of knowledge and analytical capabilities in two distinct areas, skills acquisition and culture. The intensive study of the mechanics of a foreign language will develop the
foreign cultures through all verbal media allows students to appreciate their own culture and to enhance their understanding of the world around them.

## Goal I: Skills Acquisition

## PREFATORY STATEMENT

As the most accessible of the fine arts, literature captures the heart and soul of the human experience. As part of the general education curriculum, it provides students with an appreciation of the scope of human aspirations and the range of the human imagination and helps students experience heightened aesthetic enjoyment of literary works.

## Goal I

Students will identify and use critical terms and tools employed by literary scholars.

## Objectives: All students will

1. use critical terminology of the discipline and give examples drawn from literary works
2. name principal reference tools available in the field
3. collect information from these tools
4. form generalizations and draw conclusions from this information as well as from the primary sources

## Goal II

Students will demonstrate an understanding of major literary figures, genres, and movements both past and present.

## Objectives: All students will

1. define major genres and movements
2. evaluate the contributions of major figures
3. support these evaluations with evidence and argument.

## HUMANITIES (CA)

## ART AND MUSIC <br> GENERAL EDUCATION GOALS AND OBJECTIVES

## PREFATORY STATEMENT

Study of the fine arts, through Art History [and Music History] should enable students to understand the means by which art and music emerge from and reflect past and present world cultures, and to integrate an increasing appreciation of the arts in their lives.

## GoalI

Students will demonstrate an understanding of the cultural products (art and music) of world societies, past and present.

## Objectives: All students will

1. identify key artists, movements and ideas in the history of world art/world music
2. analyze the works of key artists, as well as major movements and ideas in the history of world art/world music.

## Goal II

Students will demonstrate the skills and methodologies of art history/music literature.
1.

THEATRE
PREFATORY STATEMENT

## HUMANITIES (CI)

## INTERDISCIPLINARY HUMANITIES

## PREFATORY STATEMENT

1 Education Curriculum that has been subdivided into distinct topic areas (Art \& Music, Foreign Languages, History, Literature, Theatre). In recent years, the university has sought in various ways to promote interdisciplinary courses \& programs, but this partitioned section of the General Education Curriculum seems at times to have impeded that effort. The articulation of an Interdisciplinary Humanities standard is intended simply to remove that impediment without changing any existing Humanities requirements in any way.

## Goal 1

Students will meet all goals \& objectives articulated in AT LEAST TWO of the five distinct Humanities areas General Education curriculum.

## Goal 2

Students will read, view, or listen to materials exploring the relationship(s) between the different Humanities disciplines included in the course.

## Goal 3

Students will write about \&/or take examinations covering the relationship(s) between the different Humanities disciplines included in the course.

## PREFATORY STATEMENT

The purpose of the cultural diversity requirement is to help students understand the variety of cultures which they may encounter. Culture is the matrix of ideas, creeds, religions, attitudes, habits, artifacts, and institutions (social, educational, artistic, political, an economic) that condition the way people in a given society live.

## Goal

The goal of the cultural diversity requirement is to have students read, analyze, experience and/or discuss the different cultures and subcultures in the United States and/or throughout the world.

## Objective: All students will do at least one of the following:

1. discuss ethnicity, race, class and/or gender perspectives related to the topics covered in the course
2. discuss contemporary world issues based on an international perspective of the historical, political, economic, and social developments of diverse cultures.
3. demonstrate, either through language, art, literature, theatre, or music, knowledge of a culture(s) different from their won.
4. explain and/or demonstrate the ways various social groups or communities within a given society live
5. explain and discuss how non-Western philosophical and/or religious traditions can be applied to contemporary word issues.

## ELOQUENTIA PERFECTA WRITING (EPW)

GENERAL EDUCATION GOALS AND OBJECTIVES

## PREFATORY STATEMENT

The goal of the Eloquentia Perfecta requirement is to assure and further develop each student's abilities to gather, evaluate and disseminate information and ideas. The Level I EP requirement exists to present the first-year student with opportunities to develop such abilities. Primary modes of demonstrating competence are public speaking, writing, and using digital technology.

## Objectives: At the completion of each Level II Eloquentia Perfecta Writing (EPW) course, students will be able to:

1. Write in genres used by professionals in the course's subject area.
2. Explain the writing conventions of the discipline and adhere to them in their own writing.
3. Draft and revise their writing to fulfill a purpose.
4. Utilize writing as a means to develop and communicate knowledge in their discipline.

Guidelines: In order to meet the identified student learning outcomes, courses designed as EPW will:

1. Have enrollment that allows meaningful engagement among students and faculty to meet the requirements of Eloquentia Perfecta.
2. Be taught seminar-or-workshop style.
3. Require students to write a minimum of 5,000 formal words over a minimum of three assignments throughout the semester.
4. Offer written and/or oral feedback from the instructor and/or peers at different stages throughout the process prior to final delivery of each assignment.
5. Enable students to work through a process of generating and revising a written text related to the areas of inquiry in a discipline.
6. Complete a common assignment to be assessed across all sections/departments.
