Learning Explorations Course Proposal

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Learning Explorations

This 2-credit course will be taken by students (first year or transfer) who have already completed a writing composition course and will be capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through an introduction to the Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions.

In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, AND/OR
2. A Thematic Encounter or Thematic Focus\* OR
3. CSD: Identity (CI) or CSD: Systems (CS), OR
4. Learning Foundations, Learning Explorations, or Learning Integrations, OR
5. Theological Explorations (THEO 1) or Theological Integrations (THEO 2)

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Experiential engagement (EXP)
3. Global engagement (GLO)

Any course (except Learning Foundations, Learning Explorations, and Learning Integrations) may satisfy the Quantitative Reasoning skill requirement.

Any course (except course that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

^Semester-length study abroad courses may carry both GLO and EXP.

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Learning Outcomes

Write 2

Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support their ideas. They consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

Information Literacy 1

Students demonstrate the ability to access appropriate information through basic search strategies.  They cite sources appropriately and articulate the value of accurate citations.  Their papers are free of plagiarism.

Metacognition 1

Students begin to identify their intellectual abilities and dispositions.  They recognize that there are different problem-solving processes and learning strategies.

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Course number:

Instructor

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation)

Prerequisites: (This course cannot have prerequisites)

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

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Please note:

A.  The committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do and instructors are not bound to the specific details (e.g. writing prompts) provided.

B.  The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.  As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

**Write 2**

1. Describe an activity(ies) or assignment(s) in which students will demonstrate consideration of the context (such as occasion, situation, and/or audience) in their writing.

2. Describe an activity(ies) or assignment(s) in which students will demonstrate their ability to organize their arguments using relevant evidence, using compelling content to support their ideas.

**Information Literacy 1**

1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they can access appropriate information and use basic search strategies.

2. Describe an activity(ies) or assignment(s) in which students will show that they can cite accurately and avoid plagiarism, thereby articulating the value of accurate citation.

**Metacognition 1**

1. Describe an activity(ies) or assignment(s) in which students will show that they can identify their intellectual abilities and dispositions, problem solving processes, and learning strategies.

Students will complete the Metacognition - Beginner DEAL reflection to demonstrate they have met this objective. Please initial here to acknowledge this required element.

**Meeting Common Elements**

Learning Exploration courses also include several required Common Elements.  While these are not learning goals, they are necessary to ensure a high-quality general education experience.

Please read each statement and initial next to the statement indicating your commitment to integrating these required Common Elements:

|  |  |
| --- | --- |
|  |  |
|  | I will integrate students attending an ARTE designated event and have students complete the ARTE DEAL reflection. |  |  |
|  | I will introduce students to the Integrated Portfolio. |  |  |
|  | I will include instruction by a research librarian on information literacy |  |  |
|  | I will ensure that students attend at least one session with Writing Center tutors. |  |  |
|  |  |
|  | I will include peer and faculty feedback as part of the revision process for the three formal papers. |  |  |

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

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