WILKES UNIVERSITY GENERAL EDUCATION CURRICULUM
STUDENT LEARNING OUTCOMES

Written Communication: Students will use written communication to

◊ create both simple and complex verbal constructs in written formats and multiple genres that conform to the grammatical and syntactical rules and principles of standard American English;
◊ synthesize and evaluate learned and acquired information and give proper attribution for sources;
◊ communicate thoughts, ideas, and acquired information clearly, effectively, and purposefully, with diverse audiences.

Oral Communication: Students will use oral communication skills to

◊ conform to the grammatical and syntactical rules of standard American English;
◊ convey information, thoughts, and ideas clearly, clearly, effectively, and purposefully, with diverse audiences;
◊ argue a point persuasively.

Quantitative Reasoning: Students will use quantitative reasoning to

◊ create, construct, and present data graphically (simply stated, to make a graph)
◊ solve problems using algebraic methods;
◊ summarize and evaluate data using simple statistics;
◊ analyze non-numerical problems to develop numerical solutions.

Critical Thinking: Students will use critical thinking to

◊ recall relevant information accurately;
◊ paraphrase relevant information to explain concepts;
◊ apply information to new contexts;
◊ analyze information;
◊ synthesize new information from multiple sources;
◊ evaluate information to formulate and support a position.

Computer Literacy: Students will use computer technology in a responsible manner to

◊ create a document;
◊ solve a numerical problem;
◊ query information;
◊ present information;
◊ communicate effectively.
February 14, 2008

Approved by the Core Review Committee

Distribution Area I: The Humanities

Students will
◊ apply practical and critical reasoning skills when solving problems by identifying key issues and demonstrating consideration of and sensitivity to diverse perspectives before rendering a decision (critical judgment);
◊ analyze problems by considering diverse and varying forms of evidence and multiple perspectives within historical and sociological contexts (historical perspective);
◊ identify their own ethical codes and those of others with differing perspectives (ethical awareness);
◊ demonstrate the ability to frame analyses with sound ethical reasoning and defend their position using persuasive argument (ethical awareness);
◊ exhibit an awareness of the diversity and complexity of human cultural expression (aesthetic expression);
◊ demonstrate the ability to speak and write effectively in languages including, but not restricted to, standard American English (linguistic awareness); and
◊ exhibit critical and analytical thinking in their writing (skills).

Distribution Area II: The Scientific World

Students will
◊ identify and describe how science affects current issues and the environment;
◊ locate and evaluate scientific literature;
◊ apply scientific facts in an ethical manner;
◊ present scientific concepts effectively;
◊ use data analysis to evaluate physical and natural systems;
◊ distinguish between data and speculation and explain how scientific ideas evolve as new data accumulates.

Distribution Area III: Social Sciences

Students will
◊ explain the relative merits of differing social science theories;
◊ compare and contrast methods of the social sciences with those of other fields, focusing on how quantitative and qualitative analyses inform these fields;
◊ identify factors that shape human behavior, how society influences the individual and how the individual influences society;
◊ explain the relationship of economic and political institutions in shaping individuals and society.

Distribution Area IV: The Visual and Performing Arts

Students will
◊ create, recreate, or interpret works of art;
◊ analyze, critique, and evaluate archetypal works of art from a sampling of representative world cultures in written and oral formats, using methodologies and vocabularies appropriate to the specific artistic discipline studied;
◊ explain, in written and oral formats, the rich and diverse legacy of human thought and creativity in the arts and articulate the role and value of the arts in society and in one’s own life.

Students will achieve at least two of the three identified objectives