

Proposed Revision of Core Outcomes and Course Objectives (February, 2013)

This document is intended to show the scaffolding of the objectives which lead to the program outcomes. Instructors should gear their assignments towards the objectives listed for their particular courses.

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. Radford University students will be able to:

Core A Outcomes

Course-Specific Objectives

Outcomes	Core 101	Core 102	Core 201	Core 202
Effectively synthesize and integrate arguments and information	Analyze a multifaceted issue in writing. Explore a focused topic in writing Integrate quotations and paraphrases from a reading into a written essay.	Incorporate a variety of appropriate sources into an essay that contributes to a complex conversation.	Construct a discussion that positions a variety of sources according to the sources' viewpoints on a particular topic.	
Construct a coherent, cohesive essay with a clear sense of purpose.	Write a thesis statement and use topic sentences and appropriate transitions to lead a reader through a complex set of ideas.	Write a thesis statement that attempts to distinguish the student's ideas from a number of perspectives.		
Show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment.	Demonstrate awareness of an audience and purpose through language and style choices.	Use tone, mechanics, and style appropriate to a college educated audience.		Use tone, mechanics, and style appropriate to an academic audience.

Goal 2: *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings. Radford University students will be able to:*

Goal 2 Outcomes	Core 101	Core 102	Core 201	Core 202
<p>Use an effective organizational pattern in an oral presentation</p>		<p>Organize a speech using a manageable number of clearly-stated key ideas.</p> <p>Arrange key ideas in a logical order.</p> <p>Use organizational cues to help the audience follow a speech's key ideas.</p>		
<p>Use effective delivery techniques and language in an oral presentation</p>		<p>Identify the overall theme or message of a speech.</p> <p>Recognize how a speaker tailors a speech to his or her audience and speaking context.</p>	<p>Use language that enhances the message of the presentation.</p> <p>Use nonverbal communication in a way that enhances the message of a speech.</p> <p>Create presentational aids to enhance the message of a speech.</p>	
<p>Work effectively in a team environment</p>				<p>Contribute to team meetings.</p> <p>Facilitate the contribution of team members.</p> <p>Foster a constructive team climate.</p> <p>Respond effectively to conflict.</p>

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. Radford University students will be able to:

Goal 3 Outcomes	Core 101	Core 102	Core 201	Core 202
Effectively apply the processes of logical reasoning in evaluating claims or arguments.	<p>Identify an argument.</p> <p>Distinguish the arguments of the primary source from those arguments discussed in the source.</p> <p>Identify ethos, logos, pathos</p>	<p>Apply critical reasoning in critiquing claims made by experts, media, or other sources of information.</p>	<p>Analyze the use of ethos, logos and pathos by sources</p> <p>Identify fallacies</p> <p>Discern the logical structure of arguments.</p> <p>Evaluate an argument's premises and how they are intended to support a conclusion.</p>	<p>Distinguish ethical from non-ethical kinds of reasons and motivation.</p> <p>Apply critical reasoning to an ethical issue.</p>
Construct a well-reasoned argument with appropriate supporting evidence.	<p>Make a debatable claim about a topic.</p> <p>Support all claims with evidence.</p> <p>Acknowledge the legitimate concerns of others.</p>	<p>Find examples and sources and other types of evidence to support a claim</p> <p>Identify one's own and others' biases with regard to the topic.</p>	<p>Present the reasons and evidence supporting the argument</p> <p>Respond substantially to objections</p>	<p>Utilize reasons and arguments appropriate to debate over an ethical issue.</p>
Effectively apply ethical concerns and principles in constructing a reasoned argument about an ethical issue.				<p>Recognize an ethical issue</p> <p>Apply major ethical perspectives to the issue</p> <p>Examine the consequences for others of one's decision or position on an ethical issue</p> <p>Identify criteria to consider in relation to options</p>

Goal 4: *Radford University students will be able to locate, evaluate, and cite information. Radford University students will be able to:*

Goal 4 Outcomes	Core 101	Core 102	Core 201	Core 202
Appropriately use a documentation style to cite other people's work	Cite sources in-text and in a list of sources correctly.	Create references correctly.	Cite images correctly.	
Utilize basic research techniques to locate information.		Create a research question. Identify keywords, synonyms and related terms. Create a search strategy. Locate appropriate sources. Use non-subject-specific databases appropriately matched to the target assignment (ex., Academic Search Complete).	Use subject-specific databases appropriately matched to the target assignment. Conduct background research related to a topic	Find facts related to an ethical issue. Research stakeholder positions
Critically evaluate sources using appropriate criteria			Use a variety of popular and scholarly sources related to a topic. Evaluate the comparative credibility of these sources.	