

	Current	Revised
SLO 1: Students will be information literate.	<ol style="list-style-type: none"> <li>1. Determine the nature and extent of information needed.</li> <li>2. Access information effectively and efficiently.</li> <li>3. Evaluate information critically.</li> <li>4. Use information to accomplish a specific purpose.</li> <li>5. Understand the economic, legal, and social issues associated with using information.</li> </ol>	
SLO 2: Students will be able to read analytically and critically.	<ol style="list-style-type: none"> <li>1. Identify the situation behind the text, including the subject, the intended audience(s), and the writer’s relationship to the subject and audience(s).</li> <li>2. Identify the writer’s purpose(s) and the main point or thesis that the author’s purpose or set of purposes entails.</li> <li>3. Analyze the major points made in developing and/or supporting the main point or thesis and the kinds of material used for the development and/or support.</li> <li>4. Analyze the overall organization of the text as well as the organization of the body paragraphs.</li> <li>5. Analyze the writer’s voice, tone, and style.</li> <li>6. Analyze the writer’s basic assumptions and the implications of what the writer is saying.</li> <li>7. Evaluate how well the writer accomplishes his or her purpose(s), and identify the elements that contribute to or detract from the effectiveness of the text.</li> </ol>	<p><i>SLO 2: Students will be able to read analytically and critically.</i></p> <ol style="list-style-type: none"> <li><i>1. Identify the writer’s purpose(s) and its or their implications.</i></li> <li><i>2. Analyze the major points made in developing the main point or thesis and the kinds of material used for the development and/or support.</i></li> <li><i>3. Analyze the writer’s basic assumptions and its implications.</i></li> <li><i>4. Analyze the writer’s voice, tone, style, and effectiveness of the writer’s argument or major points.</i></li> </ol>
SLO 3A: Students will be able to critique an argument effectively.		<p><i>SLO 3A: Students will be able to critique an argument effectively.</i></p>

<p>SLO 3B: Students will be able to construct an effective argument.</p>	<ol style="list-style-type: none"> <li>1. Identify and state the central argument.</li> <li>2. Identify and evaluate the key assumptions.</li> <li>3. Identify and evaluate the supporting evidence.</li> <li>4. Identify implications and/or consequences of the argument.</li> <li>5. Identify and consider the influence of relevant contexts on the argument.</li> <li>6. Analyze the presentation of the argument.</li> <li>7. Evaluate the effectiveness of the presentation of the argument for the intended audience.</li> <li>8. Evaluate the effectiveness of the presentation of the argument for other audiences.</li> <li>9. Be aware of their perspective(s) and/or positions on the argument.</li> </ol> <ol style="list-style-type: none"> <li>1. Establish a suitable central thesis, one that is arguable, appropriate, clear, and focused.</li> <li>2. Construct an argument based on reasonable assumptions.</li> <li>3. Provide suitable supporting evidence for their thesis, evidence that is relevant, effective, and adequate for the purpose, audience, and writing situation.</li> <li>4. Anticipate and deal effectively with possible objections or opposing arguments.</li> <li>5. Be able to structure an argument effectively.</li> <li>6. Be able to present an argument using an appropriate voice and tone.</li> <li>7. Be able to present an argument using</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Identify the conclusion of the argument.</i></li> <li>2. <i>Identify the claims intended to support conclusion—that is, the premises—both explicit and implicit.</i></li> <li>3. <i>Assess to what degree the premises, if true, support the conclusion.</i></li> <li>4. <i>Assess the likelihood that the premises are true.</i></li> </ol> <p><i>SLO 3B: Students will be able to construct an effective argument</i></p> <ol style="list-style-type: none"> <li>1. <i>Identify and clearly state a thesis or conclusion that is supported by the best available evidence.</i></li> <li>2. <i>State the best available evidence in the form of clear, unambiguous premises or claims.</i></li> <li>3. <i>Determine which premises or claims, if any, require the support of more basic premises or claims.</i></li> <li>4. <i>Make explicit any implicit premises, claims, or contexts.</i></li> <li>5. <i>Anticipate the strongest objections that can be made against the argument.</i></li> </ol>
--	---	--

	<p>appropriate language. 8. Be able to present an argument using contextually-appropriate genre conventions.</p>	
<p>SLO 4: Students will be able to apply simple mathematical methods to the solution of real-world problems.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.</li> <li>2. Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percents.</li> <li>3. Use arithmetic, algebraic, geometric, and statistical methods, to solve problems.</li> <li>4. Interpret quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.</li> <li>5. Represent mathematical information symbolically, numerically, visually, and verbally.</li> <li>6. Generate and apply conclusions based on patterns.</li> <li>7. Recognize that mathematical and statistical methods have limitations.</li> </ol>	
<p>SLO 5: Students will be able to select and use techniques and methods to solve open-ended, ill-defined or multistep problems.</p>	<ol style="list-style-type: none"> <li>1. Develop problem statements or definitions.</li> <li>2. Identify problem constraints, assumptions, and opportunities.</li> <li>3. Generate and evaluate alternative solutions.</li> <li>4. Determine the most effective or valid solutions.</li> <li>5. Communicate or implement the solution to the problem.</li> </ol>	<p><i>[Delete SLO 5.1-5. While this outcome is key to critical thinking, it is best understood as an over-arching outcome, or as the broadest way of describing what the other outcomes contain. Competency in this outcome is best seen in the specialized expertise students develop in their majors, not in general education courses.]</i></p>

<p>SLO 6: Effective Communication Students will be able to write effectively.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate effective rhetorical strategies appropriate to the purpose, audience, context, and genre, including strategies related to content, structure, voice, tone, and style.</li> <li>2. Use writing for inquiry, learning, and thinking; understand a writing assignment as a series of tasks (including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources); be able to integrate their own ideas with those of others, differentiating and crediting ideas of others but using them effectively for their own persuasive and explanatory purposes; and understand the relationships among language, knowledge, and power.</li> <li>3. Be aware that it usually takes multiple drafts to create and complete a successful text; develop flexible strategies for generating, revising, editing, and proofreading; be able to critique their own and others' work; and understand the collaborative and social aspects of writing processes and be able to balance the advantages of relying on others with the responsibility of doing their own part.</li> <li>4. Demonstrate knowledge of genre conventions, including conventions related to content, format, structure, paragraphing, tone, style, and documentation, as well as knowledge of the conventions of Standard Written English.</li> <li>5. Conduct web-based research; employ</li> </ol>	
---	--	--

	<p>research strategies using electronic data bases; use the computer for the various stages in writing (including drafting, revising, responding and editing); and understand how rhetorical strategies used in writing traditional texts differ from those used in composing online genres such as hyper-text, electronic communication, and graphics.</p>	
<p>SLO 7: Students will demonstrate effective oral communication skills.</p>	<ol style="list-style-type: none"> <li>1. Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.</li> <li>2. Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.</li> <li>3. Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.</li> <li>4. Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.</li> </ol>	
<p>SLO 8: Students will be informed and engaged citizens of the United States and the world.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the world they live in and its history: be able to describe social, political, economic, or cultural systems within and outside the United States and to describe how historical, economic, political, social, or geographic relationships develop, persist, and change.</li> <li>2. Demonstrate the ability to analyze these systems and relationships: be able to critically analyze both contemporary and historical perspectives on contemporary issues and to</li> </ol>	<p><i>SLO 8: Students will be informed about world geopolitical systems.</i></p> <ol style="list-style-type: none"> <li><i>1. Describe social, political, economic, or cultural systems within and outside the United States and how historical, economic, political, social, or geographic relationships develop, persist, and change.</i></li> <li><i>2. Analyze critically both contemporary and historical perspectives on contemporary issues and one's own culture, history, and society.</i></li> <li><i>3. Recognize the social responsibility of the</i></li> </ol>

	<p>critically analyze one's own culture, history, and society.</p> <p>3. Demonstrate awareness of avenues of engagement with these systems: be able to relate local, national, and global social policy; to recognize the social responsibility of the individual within a larger community; and to distinguish the possibilities, values, and limitations of social change.</p>	<p><i>individual within a larger community.</i></p>
<p>SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world.</p>	<p>1. Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States.</p> <p>2. Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.</p> <p>3. Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.</p>	
<p>SLO 10: Students will understand and appreciate methods and issues of science and</p>	<p>1. Articulate the philosophical and historical foundations of modern science.</p>	<p><i>SLO 10.</i> <i>1. Place current knowledge in the</i></p>

<p>technology.</p>	<ol style="list-style-type: none"> <li>2. Understand the scientific method and demonstrate an ability to apply it across a variety of situations.</li> <li>3. Demonstrate an ability to conduct, and interpret the results of experiments aimed at better understanding natural phenomena.</li> <li>4. Understand major issues and problems facing modern science and technology, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet.</li> <li>5. Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories.</li> </ol>	<p><i>context of the development of the specific discipline.</i> (Measures 2-5 remain the same)</p>
<p>SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.</p>	<ol style="list-style-type: none"> <li>1. Develop and articulate criteria for aesthetic judgment.</li> <li>2. Understand how various art forms and/or works of art both reflect and inform society at large, historically and/or in the present.</li> <li>3. Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process.</li> </ol>	