

ALBRIGHT COLLEGE GENERAL EDUCATION GOALS AND LEARNING OUTCOMES

The General Education Curriculum is guided by three overarching goals:

Knowing the World - Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement.

Understanding the World - Students will learn to think critically, communicate effectively, and solve problems creatively, by acquiring intellectual, practical, and integrative skills. They will examine the different questions and methods of the arts, humanities, and natural and social sciences. They will gain skills in verbal and nonverbal methods of communication. Students will learn to interpret, synthesize, and adapt knowledge and skills to different situations, thus preparing themselves for an informed engagement with the world.

Engaging with the World - Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context.

The seven General Education Curriculum components are arranged in a particular order so that skills are developed sequentially, with each component building on those that came before it. The following description outlines the goals specific to each component of the General Education Curriculum and the learning outcomes designed to help the student attain those goals.

FIRST-YEAR SEMINAR

A liberal arts-oriented introduction to critical reading and writing skills and critical thinking in a seminar setting of approximately 15 students

Goals

1. The purpose of the First-year Seminar is to:
2. Invite students to experience and value higher education and its academic expectations
3. Cultivate intellectual curiosity as well as creative and critical thinking
4. Introduce disciplinary ways of knowing and their permeable boundaries
5. Develop a sense of the historical development of ideas
6. Cultivate the written, oral, research, communication, and information literacy skills necessary for a productive and educated life (“Information literacy” refers to the ability to gather and assess relevant information and use appropriate technology to do so)

Learning Outcomes

Students will meet the goals of the First-year Seminar by:

1. Reading texts and showing competence in comprehension, analysis, reflection, and critique
2. Dealing critically with complex texts and using language successfully as a tool for both thought and expression
3. Addressing issues and ideas by situating them within their appropriate contexts and applying appropriate concepts in interpreting and understanding texts
4. Producing written and oral work that show competence in standard written English and demonstrate the ability to construct and support a thesis; and conducting at least one substantive project that will evidence information literacy skills
5. Participating in co-curricular and extra-curricular learning such as Experience events, lectures, panels, or other activities

COMPOSITION

Competency in written English is a basic goal of general studies requirements. English 101, "Composition," focuses on thesis-driven essays. English 102, "Writing about Texts," emphasizes research writing and information literacy

Goals

The purpose of the English Composition component is to:

1. Further develop communication and information literacy skills
2. Build critical writing abilities
3. Enhance critical thinking, including reading and analyzing texts
4. Integrate ideas and arguments in response to readings
5. Educate students about academic dishonesty

Learning Outcomes

1. As a result of the composition requirement, students will be able to:
2. Write thesis-driven essays supported by appropriate evidence
3. Construct essays that are coherent, logical, and organized
4. Identify and produce the type of writing required by an assignment
5. Recognize the importance of audience and respond appropriately
6. Utilize instructor and peer feedback to make substantive revisions to their work
7. Understand that academic writing is a recursive process
8. Use library and internet resources to conduct research
9. Incorporate multiple sources (primary and secondary) in their work using a recognized citation style
10. Read analytically and critically
11. Recognize and avoid plagiarism
12. Edit and proofread their work
13. Employ the conventions of standard written English

FOREIGN LANGUAGE

The Foreign Language requirement further develops linguistic and cognitive capacities while also contributing to cross-cultural understanding and engagement. Languages include Spanish, French, German, Chinese, Latin and Ancient Greek

Goals

The purpose of the Foreign Language component is to:

1. Gain linguistic and intellectual benefit of learning a second language
2. Prepare students for citizenship in an interdependent world
3. Provide a foundation for understanding international issues and other cultures

Learning Outcomes

As a result of the foreign language requirement, students will be able to:

1. Express themselves at an appropriate level in the target language
2. Read text at an appropriate level in the target language
3. Demonstrate an understanding of the linguistic structure of the target language at the appropriate level
4. Explain their own cultural perspectives and make meaningful comparisons between them and the target culture

FOUNDATIONS

Foundations constitute an exploration of the different approaches to knowledge through the major disciplinary areas

Goals

The purpose of the Foundations requirement is to:

1. Introduce students to different areas of study and their ways of approaching knowledge
2. Explore topics and methodology of the major disciplinary areas
3. Provide a broad foundation for subsequent learning

Learning Outcomes

While outcomes for each Foundations course will reflect the particular topic, students should also:

1. Show general familiarity with the larger area of study which the course represents
2. Employ effectively some of the concepts, language, and methods that characterize this area of study
3. Show an understanding of how this area of study represents a valuable way of knowing the world

CONNECTIONS

Connections courses challenge students to connect the range of knowledge acquired in the Foundations courses to the wider contexts of difference and interdependence, both locally and globally

Goals

The purpose of the Connections requirement is to:

1. Give students the ability to acknowledge and understand the historical context and sources of difference, broadly defined (for example, ethnicity, ideology, gender, class, sexual orientation, faith, medical status, ecological communities, etc.)
2. Explore global issues of difference and the interdependence that pertains to the global scale (Global Connections)

Learning Outcomes

As a result of these courses, students will:

1. Demonstrate an understanding of other cultures, broadly defined, including different perspectives on ways of living and relating to the world
2. Identify how this understanding of different traditions and values contributes to a broader understanding of values
3. Demonstrate an understanding of the historical context for difference as defined in the course
4. Demonstrate, as a component of the global course requirement, an understanding of a significant global theme, problem, interdependency, or other interactions across different countries or regions or an understanding of a non-US culture or society in significant depth

SYNTHESIS

The general education capstone, which integrates prior learning, connects to each student's major, and makes the idea and practice of interdisciplinarity a course topic

Goals

The purpose of the Synthesis requirement is to:

1. Engage the student in creative and critical thinking
2. Adapt knowledge and skills from other components of the general education curriculum
3. Reflect on the connection between their general education and their own major area of study
4. Apply and integrate distinct disciplines toward a new understanding of a theme or topic
5. Demonstrating information literacy and effective conveyance of information

Learning Outcomes

As a result of this course, students will:

1. Demonstrate appropriate written communication skills, with frequent and diverse writing assignments
2. Demonstrate appropriate oral communication skills
3. Demonstrate an understanding of the relationships among the disciplines encountered in this course and between these disciplines and their own major

4. Reflect on their general education coursework to date, including experiential learning undertaken through courses, the Experience Program, internships or study abroad opportunities

ALBRIGHT CULTURAL EXPERIENCE

The Experience Program presents to students a large number and wide range of cultural events ranging from lectures and exhibitions to concerts and theatrical performances. Each of these events is intended to enrich and complement the learning in other components of the General Education curriculum.

Goals

The purpose of the Experience Event requirement is to:

1. Promote ongoing participation in the rich cultural and intellectual life available outside the classroom
2. Highlight linkages between external experience and the larger goals of the general education curriculum

Learning Outcomes

As a result of this requirement, students will:

1. Support their liberal education through events that significantly enrich the academic, intellectual, or cultural life of the college community