

CORE GENERAL EDUCATION AND SJSU STUDIES:

Course Goals, Student Learning Objectives, and Content Objectives that Assess Overall Program Objectives

Overall General Education Program Objective	Skills (A1,2,3)	Science & Math (B1,2,4)	Hum & Arts (C1,2,3)	Social Science (D1,2,3)	HUD (E)	Earth & Environment (R)	Self, Society, and Equality in the U.S. (S)	Culture, Civilization & Global Understanding (V)	Written Comm II (Z)
1. A broad understanding of the sciences, social sciences, humanities, and the arts	<p>A1 Identify & assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics.</p>	<p>B1, 2 Use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations; demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and recognize methods of science, in which quantitative, analytical reasoning techniques are used.</p> <p>B4 Use mathematical methods to solve quantitative problems, including those presented in verbal form; use mathematics to solve real life problems; and arrive at conclusions based on numerical and graphical data..</p>	<p>C1 Recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;</p> <p>C2 Recognize how significant works illuminate enduring human concerns.</p>	<p>Place contemporary developments in cultural, historical, environmental, and spatial contexts; identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.</p>	<p>Recognize the physiological, social/cultural, and psychological influences on their well-being; recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.</p>	<p>Demonstrate an understanding of the methods and limits of scientific investigation; distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.</p>	<p>Understand the issues of diversity, equality, and structured inequality across U.S. cultures and institutions via perspectives from the social sciences, humanities and the arts.</p>	<p>Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.</p>	

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<p>2. An ability to communicate ideas effectively both in speaking and in writing</p>	<p>A1 Analyze audiences, adapt oral presentations to audiences and use that information to accomplish the purpose of the speech. A1 Each of the 3 major speech assignments shall require full sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and subpoints of the presentation and evidence used to support these points. A2 Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing); express (explain, analyze, develop, and criticize) ideas effectively; and identify, analyze, and evaluate different types of reasoning.</p>	<p>Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.</p>	<p>C1 Respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). C2 Respond to such works by writing both research-based critical analyses and personal responses. C1, 2 Write clearly and effectively. C3 Synthesize ideas encountered in multiple readings.</p>	<p>Completion of a writing/research project.</p>	<p>Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. Completion of term paper or written project.</p>	<p>Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.</p>	<p>Students must satisfactorily complete a set of in-class/out-of-class writing assignments. Students will also be able to articulate their own cultural values and practice engaging in civil discourse.</p>	<p>Completion of writing requirement and demonstration of oral communication skills.</p>	<p>Refine the competencies established in Written Communication IA and IB; and organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.</p>

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3. The capacity for critical and creative thinking	<p>A1 Engage in critical and analytical listening.</p> <p>A2 Form clear thesis statements from personal experience, observations, and critical thinking.</p> <p>A3 Distinguish between reasoning (e.g. explanation, aregument) and other types of discourse (e.g., description, assertion); find and state crucial unstated assumptions in reasoning; and evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims.</p>	<p>B1, 2 Use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations</p> <p>B4 Use mathematical methods to solve quantitative problems, including those presented in verbal form; use mathematics to solve real life problems; and arrive at conclusions based on numerical and graphical data.</p>	<p>C1 Respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).</p> <p>C2 Respond to such works by writing both research-based critical analyses and personal responses.</p> <p>C3 Synthesize ideas encountered in multiple readings.</p>	Analyze social issues, institutions and human behavior to be able to explain and solve problems.	Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan and how these factors help to determine limits, potential, and options across the lifespan.	Distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.	Analyze issues of culture, diversity, equality, and structured inequality in the U.S. context. In addition, students are able to take this knowledge and appreciate and facilitate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.	Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.	Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

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<p>4. An understanding of ethical choices inherent in human development</p>	<p>A1 Assume the ethical responsibilities of the public speaker, including basic understanding of the economic, legal, and social issues surrounding the access and use of information. A3 Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.</p>	<p>B1, 2 Demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues. Encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society.</p>	<p>C3 Identify and discuss issues related to censorship and freedom of speech.</p>	<p>Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.</p>	<p>Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. Understand ethics and integrity in academic and non-academic settings.</p>	<p>Encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society.</p>	<p>From a macro perspective, students are able to examine and describe ethical issues related to historical, social, political and economic processes that produce diversity, equality, and structured inequalities in the U.S. On a more personal level, students examine the ethical limits of interacting with culturally different persons.</p>	<p>Demonstrate their ability to articulate and discuss their values and engage in civil discourse.</p>	<p>Understand appropriate editorial standards for citing primary and secondary sources (e.g., issues regarding plagiarism and intellectual property).</p>

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5. An ability to assess information	<p>A1 Identify & assess socially significant & intellectual topics, then compose and deliver extemporaneous oral presentations on these topics.</p> <p>A2 Use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.</p> <p>A3 Locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner.</p>	<p>B1, 2 Apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.</p>	<p>C1 Understand the historical or cultural contexts in which specific works of art were created.</p> <p>C2 Understand the historical and cultural contexts in which such specific texts were created.</p> <p>C3 Select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.</p>	<p>Completion of a writing/research project.</p>	<p>Students are introduced to an inventory and evaluation of university-level learning skills and exploration of the application of these skills to their academic development</p>	<p>Apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.</p>	<p>Satisfactory completion of writing assignments and assignments that require library research and oral communication skills.</p>	<p>Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. Assignments must utilize library research.</p>	<p>Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.</p>

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6. An ability to address complex issues and problems using disciplined analytic skills and creative techniques	A3 Identify, analyze, and evaluate different types of reasoning.	B2, 3 Recognize methods of science, in which quantitative, analytical reasoning techniques are used. B4 Use mathematics to solve real life problems.	C1, 2 Examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. C3 Incorporate principles of design and communication to construct effective arguments.	D1 Recognize the interaction of social institutions, culture, and environment with the behavior of individuals. D2 Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.		Demonstrate an understanding of the methods and limits of scientific investigation; distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.	Describe historical, social, political, and economic processes that produce diversity, equality, and structured inequalities in the U.S.; describe social actions which have led to greater equality and social justice in the U.S.; and recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.	Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.	May be fulfilled through discipline specific content writing assignments.

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<p>7. <i>Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds and experiences</i></p>	<p>A1 Analyze audiences, adapt oral presentations to audiences and use that information to accomplish the purpose of the speech. A2 Write for different audiences.</p>	<p>Issues of diversity shall be incorporated in an appropriate manner.</p>	<p>C1 Recognize the accomplishments of and issues related to women and diverse cultures reflected in such works of art. C2 Recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.</p>	<p>D1 Recognize the interaction of social institutions, culture, and environment with the behavior of individuals. D2 Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. D3 Apply multidisciplinary material to a topic relevant to policy & social action at the local, national, and/or international levels.</p>	<p>Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and recognize the inter-relations and influence of social/cultural factors on development.</p>	<p>Issues of diversity shall be incorporated in an appropriate manner.</p>	<p>Examine how different identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and or age) are shaped by cultural and societal influences within contexts of equality and inequality; and articulate and share their own cultural values with one another.</p>	<p>Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time. An increased understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.</p>	

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8. The characteristics of “intentional learners” who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes	A3 Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.	B1, 2 Use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations..	C1,2 Enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives. C3 Synthesize ideas encountered in multiple readings.	D3 Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.	Recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment. Students are introduced to the understanding of the university as a learning center for an integrated person and an appreciation for the intellectual and social vitality of the campus community.	Apply a scientific approach to answer questions about earth and the environment.	Understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures; and recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.	Understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.	Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

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9. The capacity to participate as a socially responsible member of civic, professional, cultural and other communities	<p>A1 Assume ethical responsibilities of the public speaker, including basic understanding of the economic, legal, and social issues surrounding the access and use of information.</p> <p>A3 Reflect on past successes, failures, and alternative strategies.</p>		<p>C1,2 Enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.</p>	<p>Understand local to global issues and be able to participate in public debate and resolution of issues.</p>	<p>Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and recognize themselves as individuals undergoing a particular stage of human development, and how their well being is affected by the university's academic and social systems.</p>	<p>Distinguish science from pseudo0science .</p>	<p>Gain a deeper understanding of cultural identity, diversity, equality and structured inequality in the U.S.; and reflect upon, analyze, and address the complex issues of diversity and inequality in society.</p>	<p>Demonstrate ability to articulate and discuss their values and engage in civil discourse.</p>	<p>May be fulfilled by class projects that deal with appropriate citation and incorporate issues of academic and professional integrity in this context.</p>