

## Draft General Education Reporting Matrix

State-Level Goals <b>SKILL AREAS</b>	Institutional Competencies	Course(s) and Credit Hours	Non-Course Experiences	Associated Assessment(s)
<b>Communicating</b>				
To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.	A. analyze and evaluate their own and others' speaking and writing	Eng 122: 3 credits		Students participate in class discussions and respond to other=s ideas.
	B. conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing	Eng 122: 3 credits		Students complete written exercises and formal analytical papers and answer essay questions on exams.
	C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics	Eng 122: 3 credits		Students write formal, analytical papers, answer essay exam questions, and participate in class discussions. Eng 122: 3 credits
	D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose	Eng 122: 3 credits		Students write formal, analytical papers, answer essay exam questions, and participate in class discussions.
	E. respond to the needs of different venues and audiences and choose words for appropriateness and effect	Eng 122: 3 credits		Faculty monitor students' oral presentations and written work for appropriateness and effectiveness.
	F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context	Eng 122: 3 credits		Students participate in class discussions and respond to other=s ideas.
	G. use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision			

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<b>Higher-Order Thinking</b>				
To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.	A. recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems	Eng 122: 3 credits		Faculty review students= film analyses.
	B. use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions			
	C. analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems	Eng 122: 3 credits		Students read critical commentary to place film in a critical context and write an analytical paper.
	D. defend conclusions using relevant evidence and reasoned argument	Eng 122: 3 credits		Students demonstrate an understanding of different critical approaches to film through class discussion, exam answers and written analyses.
	E. reflect on and evaluate their critical-thinking processes			
<b>Managing Information</b>				
To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.	A. access and/or generate information from a variety of sources, including the most contemporary technological information services	Eng 122: 3 credits		Students research books, articles, and Internet sources for discussions and written assignments.
	B. evaluate information for its currency, usefulness, truthfulness, and accuracy	Eng 122: 3 credits		Faculty recommend sources for student research to assure appropriateness of sources.
	C. organize, store, and retrieve information efficiently	Eng 122: 3 credits		Students organize information for discussion and analytical papers.
	D. reorganize information for an intended purpose, such as research projects	Eng 122: 3 credits		Students assimilate information for analytical paper.
	E. present information clearly and concisely, using traditional and contemporary technologies	Eng 122: 3 credits		Students complete a formal critical paper.

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<b>Valuing</b>				
To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.	A. compare and contrast historical and cultural ethical perspectives and belief systems	Eng 122: 3 credits		In discussions and on exams, students demonstrate an understanding of historical and cultural perspectives on national movements in film, representative film makers, and individual films.
	B. utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system	Eng 122: 3 credits		Faculty assess student writing and discussions as they reveal student awareness of varying cultural perspectives and their impact on students= personal views.
	C. recognize the ramifications of one's value decisions on self and others	Eng 122: 3 credits		Faculty monitor class discussions and written work for civility and sensitivity to differing values and beliefs.
	D. recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts	Eng 122: 3 credits		In class discussions and on exams, students reveal their understanding of different value systems and ethical issues as they are displayed in representative films.
	E. consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position	Eng 122: 3 credits		Students are presented with a variety of world views in their textbook and in their movie viewing. In discussion and analytical paper, they must present and explain their positions on various ethical issues.

<b>State-Level Goals KNOWLEDGE AREAS</b>	<b>Institutional Competencies</b>	<b>Course(s)</b>	<b>Non-Course Experiences</b>	<b>Associated Assessment(s)</b>
<b>Social &amp; Behavior Sciences</b>				
To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense	A. explain social institutions, structures, and processes across a range of historical periods and cultures			
	B. develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context	Eng 122: 3 credits		Students engage in film analyses which examine and explain historical, social and behavioral contexts of selections from world cinema.
	C. draw on history and the social sciences to evaluate contemporary problems	Eng 122: 3 credits		Students compare historical problems as portrayed on film to contemporary problems in real life.

of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)	D. describe and analytically compare social, cultural, and historical settings and processes other than one's own	Eng 122: 3 credits		Students analyze and discuss social, historical, cultural settings from the beginnings of film history to contemporary film.
	E. articulate the interconnectedness of people and places around the globe	Eng 122: 3 credits		Students examine film as a world-wide phenomenon, dealing with universal social, political, behavioral concerns and issues.
	F. describe and explain the constitutions of the United States and Missouri			
<b>Humanities &amp; Fine Arts</b>				
To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.	A. describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought)	Eng 122: 3 credits		Students view and discuss selected films as well as read critical commentary on the films from 1895-2001.
	B. explain the historical, cultural, and social contexts of the humanities and fine arts	Eng 122: 3 credits		Students discuss, answer exam questions, and write about the historical, cultural and social backgrounds of various films and film makers.
	C. identify the aesthetic standards used to make critical judgments in various artistic fields	Eng 122: 3 credits		Students demonstrate an awareness of critical theory and its application to films through class discussions, exam questions and an analytical paper.
	D. develop a plausible understanding of the differences and relationships between formal and popular culture	Eng 122: 3 credits		Students write and participate in discussions which compare and contrast historical phenomena with treatments of such in films.
	E. articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts	Eng 122: 3 credits		Student essays require evaluative assessments of film.

State-Level Goals <b>KNOWLEDGE AREAS</b>	Institutional Competencies	Course(s)	Non-Course Experiences	Associated Assessment(s)
<b>Mathematics</b>				
To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve	A. describe contributions to society from the discipline of mathematics			
	B. recognize and use connections within mathematics and between mathematics and other disciplines			

problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)	C. read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates			
	D. formulate and use generalizations based upon pattern recognition			
	E. apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems			
<b>Life &amp; Physical Sciences</b>				
To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.	A. explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions			
	B. evaluate scientific evidence and argument			
	C. describe the basic principles of the physical universe			
	D. describe concepts of the nature, organization, and evolution of living systems			
	E. explain how human choices affect the earth and living systems			