

## Draft General Education Reporting Matrix

| State-Level Goals<br><b>SKILL AREAS</b>   | Institutional Competencies  | Course(s) and<br>Credit Hours                                   | Non-Course<br>Experiences | Associated<br>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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students participate in group presentations and participate in peer critiques of presentations, responding 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students write summaries 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students write formal, analytical papers, answer essay exam questions, give oral presentations, and participate in class discussions.      |
|   | D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose                                     | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students write formal, analytical papers, answer essay exam questions, give oral presentations, and participate in class discussions.      |
|   | E. respond to the needs of different venues and audiences and choose words for appropriateness and effect   | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Faculty monitor student oral presentations and written work for appropriateness and effectiveness.   |
|   | F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context  | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students participate in group oral presentations, participate in class discussions, and complete a peer evaluation of group presentations. |
|   | 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Faculty review students= literary 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students read and summarize critical articles to place literature in a critical context and research a specific piece of literature for an oral presentation/analysis. |
|  | D. defend conclusions using relevant evidence and reasoned argument  | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students demonstrate an understanding of literary genres and different critical approaches to literature through oral presentations and written analyses.              |
|  | E. reflect on and evaluate their critical-thinking processes   | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students critique one another=s presentations.   |
| <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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students research books, articles, and Internet sources for presentations, discussions and written assignments.  |
|  | B. evaluate information for its currency, usefulness, truthfulness, and accuracy   | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Faculty monitor student research to assure appropriateness of sources.   |
|  | C. organize, store, and retrieve information efficiently   | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students organize information for essays, analytical papers and an oral presentation.  |
|  | D. reorganize information for an intended purpose, such as research projects   | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students assimilate information for presentations.   |
|  | E. present information clearly and concisely, using traditional and contemporary technologies  | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students lead/present a formal discussion of a literary work.  |

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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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | In discussions and papers, students demonstrate an understanding of historical and cultural perspectives from the classical era through the twentieth century.                 |
|   | B. utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system                             | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Faculty monitor class discussions 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 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 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 world literature. |
|   | E. consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position                                | Eng 215H: 3 credits<br>Eng 215: 3 credits<br>Eng 216: 3 credits |                           | Students are presented with a variety of views in their reading and in essays. In discussions they must present and explain their positions on various ethical issues.         |

| State-Level Goals<br><b>KNOWLEDGE AREAS</b>  | Institutional Competencies  | Course(s)  | Non-Course<br>Experiences | Associated<br>Assessment(s)   |
|--|---|--|---------------------------|---|
| <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, | 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 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |                           | Students engage in literary analyses which examine and explain historical, social and behavioral contexts of selected masterpieces of world literature. |
|  | C. draw on history and the social sciences to evaluate contemporary problems  | Eng 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |                           | Students compare historical/literary problems to contemporary problems.   |

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| and come to an informed sense 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 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Students analyze and discuss social, historical, cultural settings from the beginnings of written literature to the twenty- first century.                  |
|  | E. articulate the interconnectedness of people and places around the globe   |  |  |   |
|  | 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 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Students read and discuss selected literature as well as critical commentary on the works through the centuries.  |
|  | B. explain the historical, cultural, and social contexts of the humanities and fine arts   | Eng 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Students research, write and do presentations on the historical, cultural and social backgrounds of various authors and selected works through the ages.    |
|  | C. identify the aesthetic standards used to make critical judgments in various artistic fields   | Eng 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Students demonstrate an awareness of critical theory and its application to literary works through class discussions and analytical papers.                 |
|  | D. develop a plausible understanding of the differences and relationships between formal and popular culture                                     | Eng 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Students participate in discussions which compare and contrast established works with contemporary treatments of similar themes in films and popular media. |
|  | E. articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts                                   | Eng 215H: 3 credits<br>Eng 215: 3 credit<br>Eng 216: 3 credits |  | Student essays require evaluative assessments of literary works.  |

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|--|---|-----------|------------------------|--------------------------|
| <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 |           |                        |                          |

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| 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  |  |  |  |