

Course-Level Student Learning Outcomes from selected course syllabi:

Jewish Studies 318: This course meets two or more of the following PS GE path Student Learning Outcomes (SLOs) :

1. Students will define sustainability and its connection to issues of social justice, the environment, and the economy at local, regional, and global levels.
2. Students will demonstrate knowledge of key concepts related to sustainability, such as climate change, ecological footprint, and planetary carrying capacity.
3. Students will connect how sustainability relates to their lives and/or values, and how their actions and others' impact issues of sustainability at the individual, local, regional, and global levels.

Geography 150: Student Learning Objectives:

In accordance with best teaching practices, course objectives are made transparent to students at the beginning of the semester. These outcomes represent the knowledge and skill sets with which students are expected to demonstrate competency during the semester. Assessment and evaluation tools used are designed to determine student success in acquiring these knowledge and skill sets.

Goal 1: Students are knowledgeable- Demonstrate a foundation of knowledge characteristic of the learned individual

1.1: Students recognize, recall and identify facts and ideas constituent of the core content knowledge of physical geography.

1.2: Students recognize, recall and identify facts and ideas constituent of the core content knowledge of human geography.

Assessment/Evaluation tool: Class discussions, unit exams, reading quizzes.

Goal 2: Students are skilled learners – Demonstrate skills necessary to effectively acquire and synthesize new facts in a fashion characteristic of life-long learners.

Student employs an effective strategy for collecting data or information.

Assessment/Evaluation tool: Class discussions, unit exams, reading quizzes.

Goal 3: Students are effective problem solvers- demonstrate abilities as effective evaluators and critical analyzers of information and ideas; creatively and/or productively apply analytical skill to problem or argument

3.1: Student uses logic to effectively argue a point or make a case.

3.2: Student discusses the strength and weaknesses of a research strategy or logical argument.

Assessment/Evaluation tool: Class discussions, unit exams, reading quizzes

Goal 4: Students are effective communicators – demonstrate ability to communicate effectively using textual, oral, graphic or numeric media

Assessment/Evaluation tool: Class discussions

Goal 5: Students are good citizens – demonstrate productive civic and global citizenship; awareness of and respect for human diversity.

5.1: Students demonstrate awareness of, and respect for, the value of human diversity.

5.2: Students will demonstrate awareness of their individual role as global citizens.

Assessment/Evaluation tool: Class discussions.

Biology 106: Course Objectives:

This course is designed to teach ecological and evolutionary concepts related to: 1. Understanding the Tree of Life

2. Biodiversity, using a phylogenetic approach

3. Using the scientific method for solving problems

4. Mechanisms of inheritance and the roles that genes play in living organisms

5. Evolutionary mechanisms: mutation, migration, selection, drift, non-random mating

6. Consequences of interactions between organisms and their environment

7. Life-cycles and mating systems of animals, plants, fungi, and microbes.

Linguistics 250: COURSE OBJECTIVES:

1. Develop a working knowledge of the range and variety of languages spoken and used in California,
2. Develop an understanding of the definition of 'language' and 'languages' as it applies both in the study of language and in the appreciation of the linguistic systems that exist across California,
3. Appreciate how language creates and defines individual perceptions and identities as well as cultures and communities,

4. Learn to recognize and discuss the range of attitudes and dispositions held about language and particular languages,
5. Develop and demonstrate meta-awareness of language and language use,
6. Demonstrate a developing ability to apply the knowledge and skills from this class in other areas—e.g., in students' majors, or as involved citizens of California.
7. Find, evaluate and use relevant information and knowledge in both the construction of reflective commentary and useful resources.

Liberal Studies 300: STUDENT LEARNING OBJECTIVES

Students enrolled in LRS 300 will: discover more about their own learning practices expand their intellectual curiosity;

explore the role(s) of a liberal arts education for informed participation in society;

learn skills and strategies for university success;

learn strategies for self-reflection and self-examination;

understand that disciplines have specific ways of constructing knowledge;

understand the connections between subject matter coursework, the content standards, and disciplines;

develop their understanding of pedagogical content knowledge;

integrate knowledge across the subject matter areas.

Philosophy 319: III. Course Objectives.

1. To awaken among students interest in, and appreciation for, medieval philosophy as a wide and very significant period in the history of philosophy.
2. To develop the ability to identify in primary sources some of the main philosophical issues at stake in the Middle Ages.
3. To acquire the tools and skills to engage in a philosophical dialogue, both in oral and written form, on some of the most influential medieval authors and texts.
4. To have an opportunity to evaluate the historical significance (within the history of philosophy) of the specific views studied in the course, as well as of the medieval period as a whole.
5. To exercise the ability to articulate and defend, in oral and written form, a personal philosophical position on a particular issue of relevance in Medieval philosophy.

Religious Studies 204: Student Learning Outcomes for RS 204: This course is intended to enable the student to attain the following outcomes:

- Explain and apply the basic concepts of deductive logic as a dimension of critical reasoning;
- Apply the principles of deductive logic to the critical analysis of statements made about religion in the news and entertainment media;
- Understand the historical and social contexts in which media misunderstand or distort statements made by or about religious groups or spokespersons.

Student Learning Outcomes for General Education Requirement/Critical Thinking:

- Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse;
- Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems;
- Synthesize information in order to arrive at reasoned conclusions;
- Evaluate the logic and validity of arguments, and the relevance of data and information.

Recognize and avoid common logical and rhetorical fallacies.

Russian 407: Student Learning Outcomes for Russian 407

Upon completion of this course, students will be able to:

- 1.) Identify cultural differences between Russian and American society, corporate and private business, and politics.
- 2.) Understand the importance of etiquette in Russian business interactions as well as in Russian social life.
- 3.) Travel to Russia and navigate through Russian cities, buildings, signs, and transportation systems (virtual travel).
- 4.) Traverse the potential difficulties of commerce, healthcare, education, real estate and realty while understanding the socio-political differences between cultures.

5.) Be aware of the potential risks of conducting business in Russia.