

CREATING THE GENERAL EDUCATION NARRATIVE: HOW DOES A STUDENT MAKE SENSE OF THE CURRICULUM?

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The publication of the Guidebook is a time to reflect on the students who are the object of your efforts.

Can they explain the purpose of the education this work defines?

We are intentional teachers.
They can be intentional learners.
They can “own” their own
educational outcomes.

You have created GE programs with intentional outcomes, so now our students should learn to navigate GE, measuring their own progress through the landmarks you have created.

Can your students talk about what
they:

Know?

Understand?

Can do?

Or do they just want a major?

We need to give students a narrative that makes sense of what the curriculum delivers, when it delivers it, and how it delivers it.

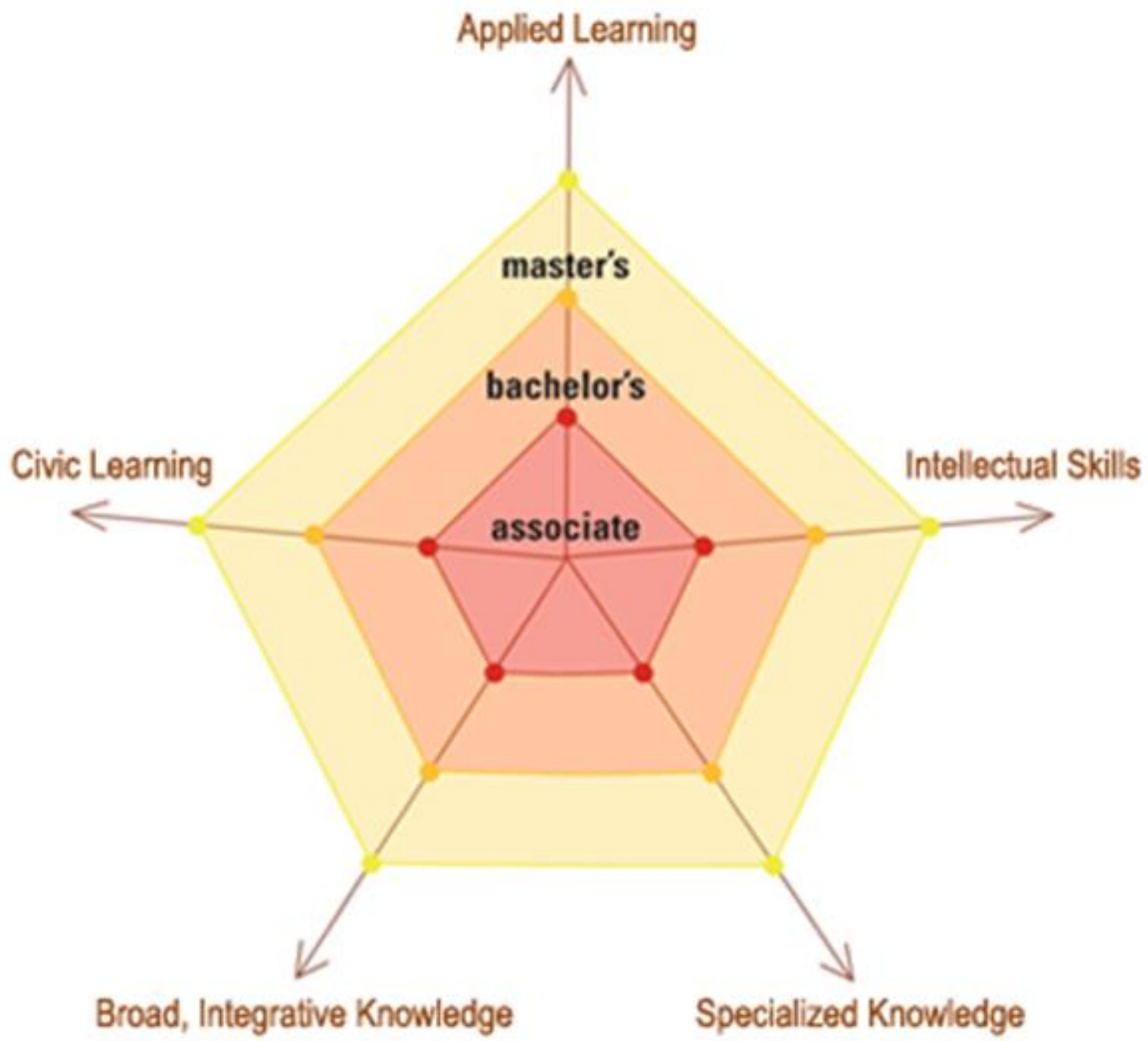
Make them intentional learners.

Creating the Intentional Learner



What Is An Intentional Learner?

- One who know how to use the curriculum to achieve goals shared by the student and the institution.
- In General Education it is one who knows the goals of the curriculum and can **measure progress** towards those ends.



Intentional Learners Know We Are Asking Them to Accomplish Outcomes of Three Sort

- KNOWING
- UNDERSTANDING
- DOING

KNOWING

There are literacies that are necessary to further learning.

Skills and intellectual frameworks without which understanding is impossible.

UNDERSTANDING

There are approaches and processes that must be understood before you can do things easily and well.

DOING

Knowing and Understanding are preparation for Doing.

Without a breadth of skills and knowledge, it is impossible to think critically and apply knowledge in any field.

HOW?

We should use **orientation**, **instructional methods**, and **assessment tools** that teach students to think in terms of their accomplishment of the outcomes of General Education.

ORIENTATION

Induction experiences, literature, and classroom syllabi need to talk consistently about the outcomes of General Education.

Utah State University

Connections 2013

When you have finished the Connections course, you should be able to answer the following questions:

- Why am I here?
- What is an educated person? How does an educated person contribute to his or her community?
- What role does general education play in educating a person?
- What role does the major play in educating a person?

How do I best engage myself in the process of becoming an educated person?

- What does an intentional student look like?
- What competencies do I need to develop in order to succeed?
- What resources are available to help me succeed?

<http://www.usu.edu/connections/>

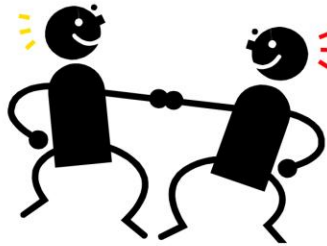
Improve the quality of your life by improving the quality of your COMMUNICATION!

The Global Communication Studies major is designed to:

- Increase your communicative competence in both public and private settings.
- Help you understand, appreciate, and effectively work with those whose cultural background is different than your own.
- Increase your second language skills in reading, writing, speaking, and listening.
- Improve your ability to carefully explore and think through communication related challenges and come up with effective solutions.
- Increase your understanding of cultural and societal structures impacting global relations.
- Help provide tools to understand the ethical nuances associated with cross-cultural collaborations.

The General Education program helps prepare you to take better advantage of the learning you receive in our program. Learn how and why inside this pamphlet.

General Education and your Global Communication Major are designed to go hand-in-hand!



Guidelines for meeting General Education Requirements & Recommendations for a Global Communication Major



Make the USU General Education requirements complement and support your Global Communication degree by using these courses to help you:

- write clearly, think creatively,
- learn how to see connections across diverse areas,
- learn how to reason with numbers,
- develop resources for communicating with a wide variety of audiences,
- and learn how to learn, regardless of the setting.

Competency Requirements:

ENGL 1010 (or test out) *Introduction to Writing* **and** *ENGL 2010 Intermediate Writing* (**6 credits**): We hope you use these courses to refine your writing skills. Learn how to develop a clear thesis statement, organize and support your thoughts, provide clear previews, transitions, and summaries, as well as avoid writing errors that detract from your message. Writing is one of the platters on which you present your ideas to others; keep it clean and useful.

STAT 1040 Introduction to Statistics (**3 credits**): Research on issues related to global communication often uses statistics. Understanding what these mean and how to interpret them is a vital skill. We hope you use this course to prepare you to understand and evaluate research claims about how people effectively communicate. Because all math is

The Asian studies program focuses on the study of peoples, cultures, and institutions of Asia. Coursework is multidisciplinary, consisting of history, geography, and Asian language classes. Through the program, students obtain an understanding of the foundation and functioning of political, economic, and social institutions of Asia. They also gain proficiency in at least one Asian language and develop an understanding of similarities and differences among Asian nations with respect to ethnicity, history, culture, religion, and institutions.



It is highly recommended, but not required, that students spend at least one term of their education participating in a study abroad program. Living and studying in Asia provides students with a greater depth of knowledge and experience that cannot be gained in a classroom setting

The General Education program helps prepare you to take better advantage of the learning you receive in our program. Learn how and why inside this pamphlet.

General Education and your Asian Studies Major are designed to go hand-in-hand!



Guidelines for meeting General Education Requirements & Recommendations for an Asian Studies Major



Make the USU General Education requirements complement and support your Asian Studies degree by using these courses to help you:

- write clearly, think creatively,
- learn how to see connections across diverse areas,
- learn how to reason with numbers,
- develop resources for communicating with a wide variety of audiences,
- and learn how to learn, regardless of the setting.

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INSTRUCTIONAL METHODS

Using high impact pedagogies, deliver the message to the students that we expect them to use the things we ask them to know and do.

Mark Damen

USU 1320 History and Civilization

Writing Intensive

- Papers (5 X 100 pts. each)
- Reaction papers (5 X 50 pts. each)
- Capstone paper (200 pts. Maximum)

Group Work

- In-Class Discussions
- In-Class Discussion Forms
- Goals and Methods of Discussions

<http://www.usu.edu/markdamen/1320Hist&Civ/syllabus/CDindex.htm>

There are 300 students in this class.

ASSESSMENTS

Use assessments that ask whether they are achieving the outcomes we have established. These teach the students the goals, assessing according to the outcomes of General Education.

USU 1360 Physical Science Rubric

Criteria	Above	Proficient	Below
Understand how the enterprise of science works (i.e., erecting testable hypotheses, refining hypotheses, reproducible results, etc.)	Able to apply the basic structure and methodology of scientific enterprise.	Able to articulate the basic structure and methodology of scientific enterprise.	Unable to articulate the basic structure and methodology of scientific enterprise.
Learn the key laws, concepts and processes that govern physical systems.	Know the key laws and concepts, and is able to apply them to novice problems.	Know the key laws and concepts and can articulate them.	Does not know the key laws and concepts beyond memorization.
Utilize quantitative methods to address a process or principle (i.e., computation, interpreting results (such as in a graph or table), understanding the meaning of accuracy, uncertainty, precision, and error).	Able to make, read, understand and explain a graph, table, or any quantitative series of data, and apply that understanding to a problem.	Able to make, read and understand a graph, table, or any quantitative data.	Not able to make, read or understand a graph, table, or quantitative series of data.
Evaluate the credibility of various sources of information about science-related issues.	Able to assess the credibility of sources of scientific information, and critique source as it applies to a scientific issue.	Able to assess credible sources of scientific information, and can articulate why they are credible.	Unable to assess credible sources for scientific information, or unable to determine credibility of sources.
Use written or visual communication to demonstrate knowledge of scientific findings.	Communicate knowledge of a scientific idea or concept clearly, comprehensively, and concisely.	Communicate knowledge of a scientific idea or concept.	Unable to communicate knowledge.
Examine the relationship of the science learned to societal issues (such as sustainability, etc...)	Able to apply science concepts and societal issues to the greater question of the course.	Able to articulate the relationship between science concepts and societal issues.	Unable to recognize the links between social issues, and scientific findings.

Learning Outcomes Rubric

LEARNING OUTCOME					
HISTORICAL KNOWLEDGE	Excellent mastery 15-14	Good mastery 13-12	Some mastery 11	Minimal mastery 10-9	No mastery 8-0
<p>Historical soundness of the argument (student demonstrates an understanding of the key historical events related to the question)</p> <p>15% of grade</p>	<ul style="list-style-type: none"> -statements are correct, verifiable, and precise -clear chronological understanding of events -complex grasp of causation -analyzes a range of factors shaping the sequence and outcome of events -reflects on larger themes informing specific events 	<ul style="list-style-type: none"> -sound chronological framework -good grasp of causation -omits some key informing factors shaping events -proposes a sufficient range of major themes 	<ul style="list-style-type: none"> -some factual or chronological errors -weak causal analysis -narrow range of informing factors in the discussion -little discussion of broader themes 	<ul style="list-style-type: none"> -many chronological errors -simplistic causal analysis -few informing factors tied to the discussion -thin discussion of wider themes 	<ul style="list-style-type: none"> -multiple factual or chronological errors -essay explores its subject in a historical vacuum with little commentary on causation and larger themes
<p>Pertinence of the argument</p> <p>15% of grade</p>	<ul style="list-style-type: none"> -all of the material in the essay directly relates to — and <i>fully</i> covers — the central issues posed in the question 	<ul style="list-style-type: none"> -some parts of the essay digress from the central focus of the question -good coverage of the historical material relevant to the question 	<ul style="list-style-type: none"> -several parts of the essay digress from the central focus of the question -fair coverage of the historical material relevant to the question (gaps in evidence) 	<ul style="list-style-type: none"> -many parts of the essay digress from the central focus of the question -major omissions of historical material relevant to the question 	<ul style="list-style-type: none"> -material offered in the essay has no discernible bearing on the question asked -no coverage of the historical material relevant to the question

HISTORICAL THINKING	Excellent mastery 40-36	Good mastery 35-32	Some mastery 31-28	Minimal mastery 27-24	No mastery 23-0
<p>Explanation of the argument (student responds to historical questions in a thoughtful, critical manner)</p> <p>40% of grade</p>	<ul style="list-style-type: none"> -full explanation of the problem under review -essay defines and explores key terms / concepts / issues / ideas related to the question -situates issues within their distinctive historical context -essay clarifies the significance of the issue under review by answering the “why” and “because” questions -essay reflects the complexity and depth of the material under review 	<ul style="list-style-type: none"> -some key parts of the historical issue omitted -most key terms defined -some effort at contextualizing the question -some gaps as the essay explores the meaning and significance of major issues -at some points, critiques either inappropriate or unsubstantiated 	<ul style="list-style-type: none"> -several key terms left undefined -vagueness in response -essay <i>mentions</i> (but does not <i>explain</i>) key issues -weak contextualization -<i>significance</i> of the material presented remains unclear -critiques often unfair, irrelevant, or misinformed 	<ul style="list-style-type: none"> -key terms often undefined -broad, sweeping, imprecise statements -little to no explanation of key issues -little to no discussion of wider context of events -essay <i>raises</i> more questions than it answers -critiques commonly unfair, irrelevant, or misinformed. 	<ul style="list-style-type: none"> -omission of key information -omission of key <i>explanations</i> -fails to analyze issues within their distinctive historical context -critiques misplaced, inappropriate, or <u>ahistorical</u>

HISTORICAL SKILLS	Excellent mastery 15-14	Good mastery 13-12	Some mastery 11	Minimal mastery 10-9	No mastery 8-0
Organization of the argument 15% of grade	-argument unfolds through a logical sequence of points -statements made in a straightforward, understandable, and persuasive manner -structure of the argument is sound, understandable, and appropriate to the project.	-good organizational skills, though some parts of the essay move in unexpected directions -line of argument generally clear	-difficult to detect a logical sequence of the points in the essay -material presented in a scattershot fashion, making it hard to follow the line of argument	-confusing and puzzling sequence of points raised in the argument -difficult to determine the meaning, appropriateness, or significance of the material offered	-organization of argument remains incomprehen- sible , moving in perplexing or random directions
Mechanics of the argument 15% of grade	Essay written using -complete sentences -well-formed paragraphs -proper grammar, spelling, and punctuation.	-occasional errors in spelling, punctuation, grammar, sentence, and paragraph construction; not severe enough to hinder an understanding of the essay's main points	-numerous errors in spelling, punctuation, grammar, sentence, and paragraph construction make some sections of the essay unintelligible	-repeated errors in spelling, punctuation, grammar, sentence, and paragraph construction make <i>several</i> sections of the essay unintelligible	-problems in spelling, punctuation, grammar, sentence, and paragraph construction so severe as to make the essay unintelligible -(or material presented in <i>outline</i> -- rather than essay – form)
TOTAL: LETTER GRADE	<p>100-90 points: "A" range <i>100-97: A+; 96-93: A; 92-90: A-</i></p> <p>89-80 points: "B" range <i>89-87: B+; 86-83: B; 82-80: B-</i></p> <p>79-70 points: "C" range <i>79-77: C+; 76-73: C; 72-70: C-</i></p> <p>69-60 points: "D" range <i>69-67: D+; 66-63: D; 62-60: D-</i></p> <p>59- 0 points: "F" range</p>				

WHY DO THEY NEED THIS NARRATIVE?

- It makes them more efficient learners, able of reaching their goals more intelligently.
- It is the narrative that employers want to hear from prospective employees.
- It teaches them to see themselves in a larger social context.

According to a national [US] survey:

A majority of employers agree that both specific knowledge and a broad range of skills are necessary for advancement and long-term career success.

Why YOU Need This Narrative

- Administrators, faculty and students all need to explain what an Associate Degree prepares a student to know, understand, and do.
- As long as transfer and articulation is not accompanied by a narrative of quality, you cannot establish the respect you seek.